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CALENDAR LCs AND CJJE

1993

1994

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1993-94

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FACSIMILE TRANSMISSION

CENTRE for EDUCATIONAL SOCIOLOGY

Department of Sociology

TO : Annette Hochstein

The University of Edinburgh

7 Buccleuch Place

Edinburgh EH8 9LW

Scotland

FAX NO : 010 972 161995

FROM : Adam Gamoran

FAX UK (0)11 668 3263

Email CIES@warwick.ac.uk

DATE : 8 Feb

Telephone UK (0)11 650 1000

or direct dial UK (0)11 650 4186/4187

PAGES (set) "2- 7 ((including top sheet) 27 in 2 parts 1^ ^-- P **r -^7
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NOTES :

February 8, 1993

To: CIJE Evaluation Project Advisory Board

From: Adam Gamoran and Ellen Goldring

Re: Draft of summary report

Enclosed is a draft of our summary report on our first quarter of fieldwork. The report has three parts: Community comparisons, progress made by CIJE, and progress made by the evaluation project. The intended audience for this summary report is CIJE staff (not community members). We would appreciate any quick reactions you can provide, both on the substance of the report and how it should be distributed. We would like to incorporate your suggested revisions next week (the week of Feb. 15).

You can reach us by fax or by electronic mail at:

Fax:

Electronic mail:

Adam: 44-31-668-3263

Ellen: 1-615-343-7094

HKJ668@PRC.VAX.EDU.ACLUK

GOLDRIE@VUCTR.VAXbitnet

Thanks very much,

FAX NUMBER FOR REPLY +31 668 3263.

PLEASE TELEPHONE +31 650 4186/4187 IF THERE ARE ANY PROBLEMS WITH THE RECEIPT OF THIS DOCUMENT.

DK, H, L, 1000 v for Seymour & Mike I. Thanks very much!

Mandel Institute

מכון מנדל

Tel. 972-2-617 418:618 728

Fax: 972-2-619 951

Facsimile Transmission

To: <u>Ginny Levi</u>	Date: <u>8/2/93</u>
From: <u>Cherette Hochet</u>	No. Pages: <u>5</u>
Fax Number: _____	

Dear Ginny,

~~HPF~~ **tu**, finds you well.

Rather than send multiple copies of documents to the US, I thought I'd send them to you for distribution if OK with you.

Attached - 2 post-tip products for distribution

Regards, Cherette

MEMORANDUM

TO: STEVE HOFFMAN, SHULAMITH ELSTER & GINNY LEVI
FROM: ANNETTE HOCHSTEIN
DATE: FEBRUARY 8, 1993

RE: LEAD COMMUNITIES: NEXT STEPS

Dear Fellow Travellers,,

Despite the hectic schedule it was wonderful being with you. I hope everyone got home safely and well.. So as not to forget -- and before reading formal minutes,, I am faxing this preliminary and probably incomplete list of what we need to produce, promises made, meetings to convene or confirm,, and steps that are otherwise necessary in order to continue the job of building credibility,, momentum and good work in the lead communities. Please see this as a random list which I'll be happy to see integrated in any master list of assignments that Ginny may be compiling. I have not related to the board meetings in this pages.

a. Documents:

1. The planning guide should be produced and sent to the communities within the next few days.
2. The Best Practices Guide and Best Practices in the Supplementary School document should be circulated among us at the very end of this week or the beginning of next week, to be produced during the week of the 15th and placed in the hands of the communities before our next round of visits later in February..

b. A pilot project for Baltimore:

1. Barry Holtz and Shulamith Elster to visit with the planners in Baltimore and undertake conversations with them towards the design and development of a first pilot project. A meeting will take place on February 23rd (1:00-5:00 p.m.?) with SF, AH, BH, SRE, and the planners in Baltimore to further discuss this. (Ginny could you please convene this meeting?)

c. Negotiations on funding for a planner:

1. To remind us, Atlanta is asking for some funds to cover a position from March-July (we were not fully clear on this):

Baltimore is probably open to negotiations.. In any case,, we need to discuss this with MLM - and perhaps SHH to continue the conversation with the communities.. ((I believe conversation is probably very important right now,, to let them know in general that we are following up and not neglecting anything.))

d. We need to further define how ongoing planning and work guidance will be given to the communities..

e. Planning meeting::

1. In light of the communities' strong message concerning the differences between them and the need to develop different solutions to problems,, we are now reconsidering the usefulness of a joint planning meeting on March 3rd and 4th.. There are several alternatives.. One would be to visit the communities again in the coming weeks ((Baltimore and Milwaukee are scheduled. Atlanta is a less clear need and assignment..)) Another alternative -- suggested to us in Baltimore,, would be to hold a satellite teleconference instead of the planned meeting - on March 3 or 4.. ((Bottwinick available at certain times only).. We would discuss matters common to the communities,, including the planning guide and best practices document or other matters of common interest We could use the opportunity to have a staff meeting in Cleveland at the same time.

We ought to discuss and decide this very soon -- and then inform the communities as soon as possible..

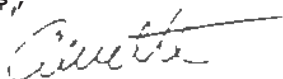
f. I am working with Adam and Ellen on getting the monitoring, evaluation and feedback project in sync with the work in the communities and useful to the process..

g. Milwaukee: Howard Neistein wanted to be briefed on the agenda for our visit on the 22nd.. Steve could perhaps talk to him in the same spirit that you prepared the other communities for our visit..

It is probably important to rapidly contact the communities - under whatever pretext,, in order to let them know that we are following up on our visit,, and that next steps are forthcoming.

Looking forward to hearing from you all,

Best regards,



Dear Annette:

"Lead Communities at work":

Document is very clear. May be problematic for someone who does not know Commission process and thinking or MI MO..

Possible Missing Points:

- general statement on lead community vis-a-vis continuity;
- general statement on lead community versus the rest of North America;
- something on using the general educational community, local universities, etc. as a resource;
- emphasis on the whole as being greater than its parts;
- linkage between the goals formulation process with the planning process and the work of the M.E.F. unit;
- possibility of Israeli experience as a part of training;
- does M.E.F. work apply to individual institutions as well as to the community-at-large? ((denominations too?))
- everyone will be learning about Jewish education?
- "dream department?"

"CIJE Workplan":

- Words such as "professional leadership" ((C/4)), "work" ((C/5)), and "training" ((C/7b)) are too telegraphic, if the message that you want to get across is that every sentence is a project/assignment. What you gain in being concise you lose in clarity about the nature of assignment. Assumes MI MO.

- Focus is so centrally on CIJE that the perspective of communities is somewhat lost. The communities have to do a self-study, but how will CIJE learn enough about them (with emphasis on issues linked to Jewish education) in order to begin?

DH

WORKING TOGETHER

THE CHALLENGE

- **Business —Not as Usual**
- **Developing Responses**

CJJE'S ROLE

- **Expertise**
- **Program Development**
- **Bridge to Resources:**
 - People**
 - Programs**
 - Institutions**
 - Foundations**

LEAD COMMUNITIES AT WORK

LEAD COMMUNITIES

THE IDEA

- **Demonstrate What Could Be**
- **Community As Demonstration Site**
- **Resources to:**
 - **Personnel**
 - **Community Mobilization**

SELECTION

- **23 Communities Respond**
- **Atlanta**
- **Baltimore**
- **Milwaukee**

LEAD COMMUNITIES
A POSSIBLE SCENARIO
FOR YEAR ONE

TASK NAME

Pilot Projects

Local Commission
—Strategic Plan

Best Practices

Goals Project

Educators' Survey

Communications,
Networking

:i.szj! /T3

FACSIMILE TRANSMISSION

TO: H.L.Zucker and V.F.Levi

FROM: Annette Hochstein

DATE: 15/1/93

=====

Re: Contacts with Communities

The attached memos may help to further clarify the issue of contacts with the lead communities. They include:

Exhibit 1. --memo to A.R. of December 7 -1[don't believe he dealt with this agenda when visiting Baltimore . The other communities were not visited.

Exhibit 2.-- memo to you summarizing contacts between CIJE and Lead Communities :: this is based on our best information to date.

Exhibit 3. -- memo to A.R. concerning negotiations on the letter of agreement.

Though circumstances have shifted and time has passed I think some of this is still very relevant -- though it needs to be somewhat adjusted.

It may be useful to share some or all of this material with SHH.

Hope this is helpful,

Shabbat Shalom and Mazal Tov!

Annette

December 7,, 1992

Mr. Arthur Rotman

Dear Art,

Re: Your Visit to the 3 Lead CommunitiesDecember 1992

In our conversation in New York last week, we agreed that it would be important for you to visit each of the lead communities at the earliest possible time, in order to discuss next steps with community leadership (both lay and professional) and to get actual work underway in each community.

I cannot tell you how pleased I was to learn that you have in fact found the time to go to the communities this week and next - I believe your visit will be of significant benefit to the process and the project. The following notes may be useful for your visit.

A. DESIRED OUTCOMES

Optimally, your trip would have the following outcomes:

1. You would help lay and professional leadership identify next steps in the process. This would result in full-scale operation of the local commission (e.g., preparation of the 5-year plan; decision on an action plan for the current year including pilot projects). It would also pave the way for Barry and Shulamith to begin work with the educators and the rabbis (e.g., the best practices project for supplementary school teachers) and allow the field researchers to carry on with their work (the feedback to communities). In other words, the CIJE could then make its full contribution to the community (see details below).

2. An early step might be the proposed meeting between key CIJE board members and top local leadership to discuss the project, the role of the lead communities and of the CIJE, leadership

mobilization for the local commission, funding, staffing, etc..

3. Negotiate further the letter of understanding (separate memo forthcoming).

4. Get the planners further on board. We need to find a way for the planners to encourage the actual intensive launch to take place, even before special staff is hired -- or to hire immediately staff that could dedicate all their time to the project.

5. Further the joint agreement and understanding as to the following steps in the process:

a. Staff the project jointly with a paid, dedicated staff -- planner or educational planner -- at least half-time, but preferably full-time.

b. Set up the local commission and if it already exists, ascertain the calibre of leadership.

c. Review the commission's assignments:

1. Prepare an action plan for the current year that would include pilot projects in the areas of personnel and community leadership (these would be defined and designed with Barry Holtz, but might include, for example, a summer leadership seminar in the U.S. or in Israel; an in-service training program for principals and directors of educational institutions; a leadership training program for members of school boards).

2. Begin addressing the content and its application in specific settings: introduction of the best practices project -- beginning with supplementary schools and early childhood programs (Barry Holtz).

3. Prepare a 5-year plan for dealing with the enabling options and with the Israel Experience (see A Time to Act).

4. Assessment of the community's Jewish educational system -- its resources, strengths, weaknesses. Begin perhaps with a survey of the educators (their qualifications, numbers, scope of positions, training needs) ... Guides are forthcoming for the 5-year plan and the assessment of the community's educational system. (Lukes and Meier.)

6. In sum, your meetings might include the following items:

a. Getting the leadership further onboard, comfortable with the recommended process (see "c." above) -- the current year being a planning year and a year for pilot projects; joint design of the lead communities project by the CJE and the communities through

an ongoing planning effort throughout the year. A desired outcome of your visit would be the possibility for local and CIJE staff to systematically introduce the idea of lead communities to the various actors in the community.

b. The content: preparation of a 5-year plan that focuses on dealing with the shortage of qualified personnel (e.g., strengthen in-service training opportunities; new hires) and on community mobilization for Jewish education. This would include:

1. Pilot projects for immediate, or early, implementation.
2. Introduction of the best practices project to the educators, rabbis and to leaders in the community.
3. Discussion of the vision and goals for Jewish education at several levels in the community.
4. Monitoring and evaluation with the purpose of giving feedback to the community and the CIJE as to how work is progressing and what the impact of the effort is.

* * ★★* * *

BB. BACKGROUND NOTES:

1. Since selection of the communities, the contacts with the CIJE have dealt with the following: the letter of understanding, the field workers (monitoring, evaluation, feedback loop), the November Planners' Workshop in New York, selected contacts with local organizations. These contacts have involved Shulamith Elster and Jack Ukeles in 1-3 meetings in the communities plus a large number of telephone contacts and of course they have involved you in many contacts.

2. Important beginnings have taken place. We now want to move towards an action plan for the current year.

3. In each community one or more federation planners have been appointed to be currently the key local professionals for the lead communities project. They do this in addition to their normal workload, and until paid staff is hired. This places a limit on the amount of work that can be done at the present time.

4. In each community, a lay person has taken the leadership position, to be the Chair of the Lead Community Committee or Commission. The calibre of leadership needs to be ascertained (are these the "champions" that will give leadership and resources to the project?).

5. In each community there is a commission or committee, completed or in formation. It was not clear how effectively this group has been convened at the present time.

6. Leadership mobilization: lay, professional, educational and rabbinic leadership needs to be brought on board. It is not clear at the present time what the needs of each of these groups is and we ought to devise ways of finding out. Key CIJE leadership, such as MLM or ORB, might help in finding this out for lay leadership.

First steps have already been taken as regards federation planners, local leaders who are CIJE board members, and additional individuals.

* * * * *

It is clear that there have been good beginnings and that certain people have been informed of the project. Our challenge now is to find the appropriate venues to discuss with the communities what the project entails, why it holds the great hopes it does, and how we will jointly move ahead with it.

Henry L. Zucker & Ginny Levi

January 15, 1992

Annette Hochstein & Shmuel Wygoda

Dear Hank,,

Re: Contacts between CIJE and Lead Communities

This is a summary of contacts to date between the CIJE and the Lead Communities — to the best of our knowledge.

1. Preliminary contacts during the selection process::

During the final round of the Lead Communities selection process a site visit by a CIJE delegation took place in each of the lead communities. This included a lay person (WLM for Atlanta; Charles Bronfman for Baltimore; Chuck Ratner for Milwaukee), a professional and Shulamith Elster. During that site visit the delegation met with leadership and professionals in the community. During this period there were ongoing phone contacts between Jack Ukeles, his office staff, Shulamith Elster and the lead communities.

2. Since the selection of the communities (End August 1992)

a. One or two meetings between the planners in each of the 3 lead communities and Jack Ukeles and Shulamith Elster to discuss a proposed letter of understanding. In some cases lay people were present part of the time. The letter of understanding was never finalized. It is a problematic document - partly because it is not the result of jointly developed understandings between the CIJE and Lead Communities.

b. Ongoing telephone contacts between community planners, Federation execs and Art Rotman; community planners and Shulamith Elster. These are many administrative. recently these have included concern about the lack of follow-up on process and materials, by the CIJE.

c. Several contacts between community planners and Jack Ukeles/Jim Meier (since December Jack's assignment no longer includes contacts with communities).

d. A full-time field researcher has moved into each of the 3 communities for the monitoring,, evaluation and feedback project::

Atlanta: Claire Rotenberg
Baltimore: Julie Tamivaraa
Milwaukee: Roberta Goodman

The field researchers are limited in their contacts with the community by the planners,, because of the perception that the project has not really started.

At the same time they have become the round-about conduit for introducing the Lead Communities idea into the communities -- since they have been talking to the largest number of people. While they are collecting baseline data that may be very useful for understanding the launch process and later for viewing progress in the community,, their presence is uneasy in the absence of other CIJE activity..

e. The G.A.: The CIJE held two events at the G.A. -- one forum and one festive breakfast meeting with representatives from the Lead Communities.

f. Planners' workshop in New York: November 23-24.. A workshop of CIJE staff with planners from each Lead Community was held in New York on November 23-24,, 1992.. The gap in preparations, expectations,, communications was brought to the fore at this meeting..

Art sent a note to the communities in early December telling them that AH was appointed Director of the Lead Communities Project. This confused matters even further.. Since that time, there have been contacts between Shulamith Elster and community planners,, as well as additional educators and some lay people.

3. Community-by-community

a. Atlanta:

Steve Gelfand -- the assistant federation executive for planning -- has put a halt to plans for a visit by Art Rotman to Atlanta, making it conditional upon the CIJE agreeing to fund the Lead Communities planner position for the (\$40,000). We have not responded further.

b. Baltimore:

1. Art Rotman visited the community December and met with Darrell Friedman, Marshall Levin ((planner)) and Haim Botwinik ((BJE head)). The key topic was a proposed visit by Charles Bronfman later in the year. ((see Exhibit 1))

2. Shulamith Elster made a presentation to the Board of Directors of the BJE.

3. Local commission: Baltimore has a strategic planning process underway for its Jewish education. Its and has local commission may become the lead communities steering committee.

c. Milwaukee

1. Visits: Shulamith Elster has visited several times with Milwaukee where Howard Neistein has been the most active of the communities planners: a local steering committee, co-chaired by Jane Gelman and Louise Stein, has met on December 14th and is scheduled to meet again on January 19th to set up a commission on the lead community project. Shulamith Elster met with the Principals' Council and with lay leadership, as well as with foundation heads ((the Bader Foundation)) ..

EXHIBIT 3

Mandel Institute

FAX SENT
DATE: 10/12/92
J.S.K.

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Mr. Arthur Rotman	Date: December 10, 1992
From: Annette Hochstein	No. Pages: _____
Fax Number: _____	

Dear Art,

RE: Letter of Understanding

I am responding to the draft of the letters of understanding for Atlanta, Baltimore, and Milwaukee as forwarded to me by Jack on the 2nd of December -- these differ from the earlier versions I had.

As discussed at our meeting of November 23rd with MIM, the letters do not represent the joint understanding that would result from a mutually agreed design of the project. Rather, they represent the communities' understanding of the project at this time (see in particular the preambles to the letter referring to the CIJE as assisting them in their current phase).

While it would perhaps be preferable to go to work without this written agreement, it may not be possible to do so. Therefore, it was decided to include a specific clause limiting the agreement to one year. This is in order to allow us to negotiate the "real" agreement during the current year as the elements of the projects, the resources required and the contributions of the CIJE and of the community become specific and clear.

The current letter is also problematic on the following particulars:

1. The total amount of money a community will commit;
2. The need to hire special staff for the project; and
3. The definition of the current year as a planning year while both parties would want it also to be an action year (e.g., pilot projects).

I hope these notes are useful towards your meetings in the communities -- any progress from the current version would be great. You will certainly find out whether and how it is possible to progress from the current version.

Best regards,,

Alvett



January 28, 1993

GOALS FOR JEWISH EDUCATION IN LEAD COMMUNITIES

The Commission on Jewish Education in North America avoided dealing with the issue of goals for Jewish education in order to achieve consensus. However, it was clear that when the recommendations of the Commission would be acted upon, it would be impossible to avoid the issue of goals for Jewish education. Now that the work in Lead Communities is beginning, working on goals can no longer be delayed. This is so for several reasons: 1) It is difficult to introduce change without deciding what it is that one wants to achieve; 2) researchers such as Marshall Smith, Sara Lightfoot and David Cohen have effectively argued that impact in education is dependent on a clear vision of goals; 3) the evaluation project in Lead Communities cannot be successfully undertaken without clear articulation of goals.

In Lead Communities goals should be articulated for each of the institutions that are involved in education and for the community as a whole. At present there are very few cases where institutions or communities have undertaken a serious and systematic consideration of goals. It will be necessary to determine what is the state of affairs in the Lead Communities. There may be institutions ((schools, JCCs)) that have undertaken or completed a serious systematic consideration of their goals. It is important for us to learn from their experience and to check as to whether an attempt has been made to develop their curriculum and teaching methods in a manner that is coherent with their goals. In the case of those institutions where little has been done in this

area,, it is crucial that the institutions be encouraged and helped to undertake a process that will lead them to the articulation of goals.

The CIJE should serve as catalyst in this area. It should serve as a broker between the institutions that are to begin such a process and the various resources that exist in the Jewish world. By resources we mean scholars,, thinkers and institutions that have concerned themselves and developed expertise in this area. The institutions of higher Jewish learning in North America (Y.U., J.T.S.A. and H.U.C.),, the Melton Centre at the Hebrew University and the Mandel Institute in Jerusalem have all been concerned and dealing with this matter. Furthermore,, these institutions have been alerted to the fact that the institutions in Lead Communities will probably need to be assisted in this area. They have expressed an interest and a willingness to help.

The Mandel Institute has particularly concentrated efforts in this area through its project on alternative conceptions of the educated Jew. The scholars involved in this project are: Prof. Moshe Greenberg,, Prof. Menahem Brinker,, Prof. Isadore Twersky,, Prof. Michael Rosenak,, Prof. Israel Scheffler and Prof. Seymour Fox. Accompanied by a group of talented educators and social scientists they have completed several important essays offering alternative approaches to the goals of Jewish education as well as indications of how these goals should be applied to educational settings and educational practice. These scholars would be willing to work with the institutions of higher Jewish learning

and thus enrich the contribution that these institutions can make to this effort in Lead Communities.

It is therefore suggested that the CIJE advance this undertaking in the following ways:

1. Encourage the institutions in Lead Communities to consider the importance of undertaking a process that will lead them to an articulation of goals for their institutions.
2. Continue the work that has begun with the institutions of higher Jewish learning so that they will be prepared and ready to undertake consultation if and when they are turned to.
3. Offer seminars whose participants would include representatives from the various Lead Communities where the issues related to undertaking a program to develop goals would be discussed. At such seminars the institutions of higher Jewish learning and the Mandel Institute could offer their help and expertise.

The problem of goals for a Lead Community as a whole, as well as the question of the relationships of the denominations to each other and to the community as a whole will be dealt with in a subsequent memorandum.

August 12, 1992

LEAD COMMUNITIES AT WORK

A. INTRODUCTION

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

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

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

B. THE SCOPE OF THE PROJECT

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

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

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

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

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

C. VISION

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

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

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

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

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

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

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

D. BUILDING THE PROFESSION OF JEWISH EDUCATION

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

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

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

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

E. DEVELOPING COMMUNITY SUPPORT

This could be undertaken as follows:

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

F. THE ROLE OF THE CIJE IN ESTABLISHING LEAD COMMUNITIES

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

1. *BEST PRACTICES*

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

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

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

It works in the following way:

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

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

2. *MONITORING EVALUATION FEEDBACK*

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

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

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

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

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

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

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

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

3. *PROFESSIONAL SERVICES*

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

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

4. *FUNDING FACILITATION*

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

5. *LINKS WITH PURVEYORS OR SUPPORTERS OF PROGRAMS*

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

G. LEAD COMMUNITIES AT WORK

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

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

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

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

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

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

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

H. LAUNCHING THE LEAD COMMUNITY – YEAR ONE

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

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

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

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

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

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

August 10., 1992

LEAD COMMUNITIES AT WORK

A. INTRODUCTION

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

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

B. THE SCOPE OF THE PROJECT

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

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

2.. The Lead Community project will involve all or most Jewish education actors in that community. It is expected that lay leaders, educators, rabbis and heads of educational institutions of all ideological streams and points of view will participate in the planning group of the project, to shape it, guide it and take part in decisions.

3. The Lead Community project will deal with the major educational areas -- those in which most people are involved at some point in their lifetime:

- Supplementary Schools
- Day Schools
- JCCs
- Israel programs
- Early Childhood programs

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

- Adult learning
- Family education
- Summer camping
- Campus programs
- etc...

4. Most or all institutions of a given area will be involved in the program (e.g. most or all supplementary schools).

5. A large proportion of the community's Jewish population will be involved.

C. VISION

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

- adolescents have a command of spoken Hebrew;
- intermarriage decreases;
- many adults study classic Jewish texts;
- educators are qualified and engaged in ongoing training;
- supplementary school attendance has increased dramatically;
- a locally produced Jewish history curriculum is changing the way the subject is addressed in formal education;
- the local Jewish press is educating through the high level of its coverage of key issues.

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

1. At the communal level the leadership will develop and articulate a notion of where it wants to be, what it wants to achieve.

2. At the level of individual institutions or groups of institutions of similar views (e.g., all Reform schools), educators,

rabbis, lay leaders and parents will articulate the educational goals.

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

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

D. BUILDING THE PROFESSION OF JEWISH EDUCATION

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

1. Hire 2-3 additional outstanding educators to bolster the strength of educational practice in the community and to energize thinking about the future.
2. Create several new positions, as required, in order to meet the challenges. For example: a director of teacher education or curriculum development, or a director of Israel programming.
3. Develop ongoing in-service education for most educators in the community, by programmatic area or by subject matter (e.g. the teaching of history in supplementary schools; adult education in community centers).
4. Invite training institutions and other national resources to join in the effort, and invite them to undertake specific assignments in lead communities. (E.g. Hebrew Union College might assume responsibility for in-service education of all Reform supplementary school staff. Yeshiva University would do so for day-schools)
5. Recruit highly motivated graduates of day schools who are students at the universities in the Lead Community to commit themselves to multi-year assignments as educators in supplementary schools and JCCs.
6. Develop a thoughtful plan to improve the terms of employment of educators in the community (including salary and benefits, career ladder, empowerment and involvement of front-line educators in the Lead Community development process.)

Simultaneously the CIJE has undertaken to deal with continental

initiatives to improve the personnel situation. For example it works with foundations to expand and improve the training capability for Jewish educators in North America.

E. DEVELOPING COMMUNITY SUPPORT

This will be undertaken as follows:

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

F. THE ROLE OF THE CIJE IN ESTABLISHING LEAD COMMUNITIES:

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

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

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Practices initiative has several interrelated dimensions. In the first year (1991/92) the project deals with best practices in the following areas:

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The Lead Community itself will work in a manner very similar to that of the CIJE. In fact, it is proposed that a local "CIJE" should be established to be the mechanism that will plan and see to the implementation and monitor the programs. What will this local mechanism (from hereon: "the local planning group") do?

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

1. It will make sure that the content is articulated and is implemented.

2. Together with Barry Holtz and his team, and with Shulamith Elster integrate the various content components and programmatic components into a whole. For example: integrate formal and informal programs. In terms of the Israel Experience that the vision piece, the goals, are articulated by the various actors and at the various levels:
-- by individual institutions
-- by the denominations
-- by the community as a whole.

In addition, dealing with the content will involve having a "dream department" or "blueskying unit," aimed at dealing with innovations and change in the programs in the community (see Barry Holtz' paper).

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- 1. Negotiate an agreement with the CIJE that includes:
 - a. Detail of mutual obligations;

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c. Funding issues;

d. Other.

2. Establish a local planning group, with a professional staff, with wall-to-wall representation.

3. Organizing group activities, e.g., prepare a 1-year plan, undertake a self-study (see 6 below), prepare a 5-year plan.

4. Locate and hire several outstanding educators from outside the community to begin work the following year (1993/94).

5. Preliminary implementation of pilot projects that result from prior studies, interests, communal priorities.

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

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c. Preliminary assessment of the educators in the community (e.g., their educational backgrounds).

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

Some of the definition of the study and some of the data collection will be undertaken with the help of that project's field V3 researcher.

* * * * *

Received: by HUGIVMS via NJE (HUGyMail-V61); Wed, 06 Oct 93 23:03:39 +0200
Date: Wed, 6 Oct 1993 16:03 CDT
From: <GAMORANOW@SCSSECC>
Subject: Atlanta search
To: ALANHOF@HUGIVMS
Original_To: ALANHOF

Alan,

I'm writing to tell you about our progress in the search for a field researcher for Atlanta. I think we have a serious candidate.

William Robinson is a Ph.D. candidate in Political Science and Anthropology at Rutgers, writing his dissertation on rabbinic authority in the progressive movement in Israel. He is interested in Jewish religious movements in the United States as well, and

sees the CIJE as an opportunity to pursue these interests. Although education is not central to his research, he speaks thoughtfully about Jewish education and recognizes its centrality for understanding the American Jewish community. He has five years' teaching experience in reform Jewish religious schools.

I have read the completed portion of his dissertation, which is entirely theoretical, and found it intelligent and lucid. His empirical work, which is not yet written up, is both qualitative and quantitative; the quantitative work centers on a survey he administered . about 150 congregants of progressive congregations in Israel. The survey instrument, which he created, appears reasonable, and although I would not call him a survey expert, I think he is competent enough to run surveys under supervision from Ellen and me. (He created both English and Hebrew versions of the instrument; I've only seen the English version.) Samples of pre-dissertation quantitative work he has sent indicate he would be capable of the straightforward analyses of data required by our project.

I spoke with his advisor, Myrom (Mike) Aronoff, who attested to Robinson's positive qualities: Bright, a quick learner, a self-starter, creative, broadly trained, strong interest in modern Jewish life, and

solid knowledge of the institutional organization of Jewish communities.

The main advantage for our project is that Robinson is both interested in and knowledgeable about Jewish communities and institutions; not Atlanta specifically, of course, but communities in general. This would be a big plus for us, since as you'll recall one of our weaknesses last year was that the project turned out not to be about education, but about communities, yet our staff (especially Ellem and I) mainly know about education and not communities. While the balance of emphasis will presumably shift over time, community dynamics will undoubtedly be central to CIJE for some time to come, far more than I had originally anticipated. The down side is that Robinson is less knowledgeable about education; but he does have experience as a Jewish educator, and he knows about the place of education in the Jewish community.

As for the rest of our search, I believe we have searched Atlanta exhaustively, through our canvassing of all the local institutions of higher education. However, our search has probably not been exhaustive on a national level (we placed one ad in the Chronicle, which generated about 15 applications, including Robinson's), so if we decide not to hire Robinson, we should reopen the search nationally.

I am now sending materials to Robinson to help him better understand the CIJE, its mission, and the role of the Atlanta field researcher, including the survey responsibilities we envision. I want him to understand the job, and I want to make sure he recognizes the applied nature of the work. If I am satisfied on this point, and he is still interested, I would like to interview him, and I would like your permission to do so. I would fund the cost of the interview out of the "salaries" category in the MEF budget, which is under budget since we have only been paying two field researchers. I would try to schedule the interview for November 7, when the MEF team is scheduled to meet in Nashville to work on our reports on mobilization and visions. That way he would have an opportunity to interact with all members of the team. The candidate's ability to work in a team is an important quality for our staff.

Please let me know what you think, and also let me know if you'd like any additional information at this time.

Yours,

Adam

EMAIL>

**Feedback Memorandum to CIJE Staff
on Atlanta**

**Wednesday October 6, 1993
Prepared by Roberta Goodman**

I have maintained contact with Atlanta although my contact is more limited than with Milwaukee in terms of: 1) the number of informants and 2) all my contact is through phone conversations without the benefit of direct observation. I have also spoken to Gail and Alan about their Atlanta experiences.

X address the following topics in this memorandum:

- 1) Atlanta's Reaction to its CUE Encounters"
- 2) Atlanta's Organization of the Lead Community Project
- 3) Lay People and the Next Lead Community Meeting in

Montreal

1) Atlanta's Reaction to its CUE Encounters

The CIJE encounters that I am reporting on include: the Baltimore meeting, and Gail and Alan's visit to Atlanta shortly after the Baltimore meeting. Gail is in Atlanta today, Monday September 27, 1993.

The overwhelming response to the Baltimore meeting and Gail and Alan's visit to Atlanta has been positive. One person commented that the Baltimore meeting was by far the best of the Lead Community meetings.

The two meetings have served to create more interest and certainty about the Lead Community Project within the Atlanta Federation. Janice Alper, Director of Jewish Educational Services, feels connected and committed to the project. Janice is the front person for distributing the Educator Survey. Lauren Azoulai is in the background working with Janice.

Administering the Educator Survey and Gail's visits do represent significant and heightened Lead Community activity for Atlanta. As to what impact this will have on other Lead Community involvement remains to be seen.

2) Atlanta's Organization of the Lead Community Project

Although Janice Alper was present at the Baltimore meetings, she has not yet been integrated into the Lead Community project planning. One person suggested that the only reason Janice was there was to make Atlanta look good. Janice has had a conversation with David Sarnat indicating that she wants to process the Baltimore meeting with David, Steve Gelfand, and Lauren. Setting up that meeting is in process. The pressure for doing something about the Lead Community project, in the presence of Janice, is coming from outside the Federation. David Sarnat was responsive

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to this outside pressure. The use of outside pressure suggests a strategy that the CJE may want to consider.

The Atlanta Federation handles the Lead Community project on an "on demand" basis. What this means is that when there is something concrete to discuss, like a Lead Community meeting in Baltimore or the Educator Survey, then they [meaning the involved Federation staff] meet. There seems to be no on-going discussion of the Lead Community project within the Federation either among the Planning Department staff who meet weekly or among David, Steve and Lauren,

Where the lay people fit into this project is even more ambiguous. The relationship between the Commission on Jewish Community and the Lead Community project is unclear to me as well as the CJE's degree of responsibility for the project. Although I have probed this with several people, I have not yet received much of an answer beyond that there is a connection. I have not yet discussed this issue with Bill Schatten, Chairperson of the CJE. I will need to investigate this more.

3) Lay People and the Next Lead Community Meeting in Montreal

No plans exist for bringing lay people to the meeting in Montreal. Had I not asked the question, I am not sure that the Federation would have even considered bringing lay people to Montreal. I hope that this is an issue that CJE staff continues to discuss with Atlanta. As I suggested above, the entire role of lay people in the Lead Community project is unclear.

In the last update memorandum, I wrote about Michael Hillman who is a complex personality in understanding what is going on in Atlanta in terms of Jewish education. Michael Hillman, Chairperson of JES Board, wants to be more involved in the Lead Community project. As suggested in previous memos, Michael is a problematic figure. She is a major advocate of bringing Jewish education to the forefront, but she often takes matters into her own hand. One matter that she took into her own hands was offering the JES position to Janice Alger. After Phil Warmflesch turned down the position, Michael asked Janice, their number two candidate, to take the position.

I may have learned some of her motivation for this action and others which bypass normal channels especially on matters that in some way are related to the Federation. I just heard that David Sarnat bypassed Michael and the entire JES Board when a Search Committee for the Director of JES was devised. David invited Rabbi Alvin Sugarman to lead the Search Committee without going directly to Michael or the JES Board. Michael's appointment to head the JES Board was done by the former Board of Directors of the defunct Board of Jewish Education. David did not go through proper channels. He usurped the JES Board's power in creating a

Search for its own director. A routine and predictable process was not followed in this instance. This pattern is something that reappears in other instances and needs to be taken into consideration when dealing with Atlanta.

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Atlanta Jewish Federation

1753 Peachtree Road, Northeast/Atlanta, Georgia 30309/404-873-1861/FAX 404-874-7043

July 30, 1993

To: Samuel 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 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—Lorry Joseph • ASSISTANT SECRETARIES—Candy A. Berman, Ann E. Davis
CAMPAIGN CHAIRMAN—Arnold B. Rubenstein, M.D. • EXECUTIVE DIRECTOR—David I. Sarnat

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CIJE Schedule 4/19-4/20

4/19

Late morning Meet with Steve and Lauren

12 Noon Lunch: Barry, Bill, Lauren, David, Shulamith, Gerald

1:30 Meet with congregational rabbis at Temple - Lauren

4 p.m. Barry Holtz meeting with Harry Stern at Centers

5:30 p.m. Dinner with Lauren

7:30 p.m. Barry Holtz and Shulamith Elster visit Tichon Atlanta and meet with chairs of congregational education committees, as well as Tichon Atlanta chairs at Epstein School library

4/20

9:00 a.m. Tentative: Barry Koltz and Shulamith Elster with David Holzel at Ahavath Achim

10:00 Barry Holtz, Shulamith Elster and Ellen Goldring meet with EDC at Ahavath Achim

12:00 Barry Holtz, Shulamith Elster, and Lauren to meet with an AJCC group for a couple of hours at Center

2: p.m. Barry Holtz and Shulamith Elster with Steve Gelfand and Lauren Azoulay at Federation

4:00 Briefing of three CIJE staff with Michael Hillman, JES at Federation

5:00 Meeting of Shulamith Elster, Barry Holtz and Ellen Goldring with Dr. Ken Stein at Federation

6:00 CCC Meeting at Federation
Agenda to include Ellen Goldring, Barry Holtz and Shulamith Elster

LA. 42, CIJE
19 Apr 1993

ident
JCCA - Gershon Kekst



May 19 1993

THE JEWISH COMMUNITY RELATIONS OF CLEVELAND

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-0700 • FAX # (216) 861-1230

May 19/ 1993

OK

MEMORANDUM

TO: Morton L. Mandel
Henry L. Zucker, NY

cc: Virginia Lewi

FROM: Stephen H. Hoffman, NY

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

David has suggested that we consider replacing Gerald with another Atlanta leader, Jay Davis, a young man in his early 40s. He and his father (who is 85) gave a million dollars to the Atlanta Federation for an endowment in Jewish education. David tells me that Jay is still being developed as a constructive leader and is in need of a significant amount of support and education as to community process, politics, etc. It was David's suggestion that we consider inviting the three execs of our lead communities to CIJE board meetings in the future. This would give David a "cover" to be in attendance and to help with the education and cultivation of Jay Davis.

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

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

SHH:ge
33:15A

President ■ Bennett Yanowitz ■ Vice-Presidents ■ George N. Aronoff ■ Robert Goldberg ■ Peter Rzepka ■ Eve S. Miller
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*Memorandum***HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION**

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3796 • PHONE 749-3424

Professor Seymour FoxDATE Apr. 14, 1993FROM Sara Lee e

As you requested, I am sharing some observations about the Lead Communities Project, based on meetings held in Atlanta and Baltimore with professional and lay leaders of the Reform Movement.

- 1) In both cities, there was little awareness of the nature, structure and purpose of the Lead Communities initiative. To date, there appears to be little engagement of the Reform leadership or institutions in planning, decision-making, or even orientation about the Lead Communities Project. It is not clear whether this situation is the result of some systemic flaw in involving denominational educational institutions or merely indicative of the fact that the project is at a very early stage. In any case, it does suggest that attention needs to be paid to inclusion of denominational leadership, both lay and professional, at the very early stages of planning, including their representation on central decision-making bodies.
- 2) As a result of our two meetings, the Reform leadership is developing a set of their educational priorities in both cities. Such priorities might be consonant with those identified in other segments of the educational community or generated by the core planners for the Lead Communities Project, but they may be quite different, as well. In both communities, this list of priorities will be discussed with the "federation" team responsible for the Lead Communities Project. The question that emerges is how the Reform priorities get negotiated within the overall agenda of the Lead Communities project. Is there a plan or sense for how such negotiation is to take place? One clear result of the movement meetings is the mobilization of the Reform leadership in both communities to advocate for their educational interests.
- 3) My personal impression is that the Lead Communities Project is viewed as a "federation" operation, leading to the conclusion that the Lead Communities Project is no different from other federation involvement with Jewish education. Such an impression can undermine the sense that the Lead Communities Project is truly a unique and profound attempt to bring about the enhancement of Jewish education through community-wide engagement with the issues and the development of systemic responses. As you know, there is constant discussion across the continent about federation-synagogue relations, and the Lead Communities Project is regarded as a litmus test of the viability of a new and more productive relationship between these two worlds.

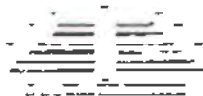
Professor Seymour Fox

page two

April 14, 1993

In conclusion, the Reform Movement meetings in Atlanta and Baltimore point to some critical issues that should claim our attention, if the Lead Communities Project is to actualize its potential for change.

SL:fj



Atlanta Jewish Federation

1753 Peachtree Road, Northeast/Atlanta, Georgia 30309/404-873-1661/FAX 404-374-7043

April 2, 1993

Dear _____:

As you know, Atlanta has been selected by the Council for Initiatives in Jewish Education (CIJE) as one of three lead communities in Jewish education in North America. The underlying goal of the Lead Communities Project is to foster Jewish continuity through Jewish education. Essential to this goal is the mobilization of the Jewish community to support the development of new Jewish education opportunities and to enhance the quality of existing ones. The Atlanta Jewish community has established the Council for Jewish Continuity which will be our community's direct link to CIJE. The CJC is chaired by Dr. William Schatten, and I serve as staff to the Council.

One part of the collaborative effort between CIJE and the Atlanta Jewish community is the CIJE Monitoring, Evaluation, and Feedback project. The purpose of this project is to document the process of change and monitor the implementation of initiatives in Jewish education introduced in Atlanta. Dr. Claire Rottenberg is the field researcher assigned to our community by CIJE. As part of the effort of documentation, Dr. Rottenberg will be interviewing a broad range of community members, including lay leaders, rabbis, educators, parents and students. She also will be observing Jewish educational programs and meetings related to Jewish education in Atlanta. In her research role, Dr. Rottenberg is contacting many individuals involved in Jewish education in Atlanta during the course of the project. She is looking forward to a continued collaborative effort between CIJE and the Atlanta Jewish community. I am sure that if you have not yet met her, you will join others in our community in extending our warm southern hospitality.

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April 2, 1993
Page Two

Another dimension of the CIJE Monitoring, Evaluation and Feedback project will be a survey of Jewish educators which will be conducted in each of the three lead communities. One of the goals of the Lead Communities Project is to develop and enhance the Jewish education profession. The educators' survey will provide us with a baseline of information on the Jewish education profession in Atlanta. The survey instrument is being designed at this time and more information about its implementation will be forthcoming.

If you have any questions about the CIJS Lead Community Project,, please feel free to call me at 870-1629.

Sincerely,,

Lauren Azoulai
Senior Planning Associate

Fay (M) ~~Memorandum~~

TO: Seymour Fox and Annetto Hechstein
Steve Hoffman and Harry Zucker
Barry Holtz
Ginny Levi
FROM: Shulamith Elster
RE: ETC: Lead Communities,, Educator Survey
DATE: Sunday afternoon, April 11th

In anticipation of our telocoon on Wednesday,, I want to report to you on a number of items related to the LC Project and the Educator Survey.,

I. Atlanta

Atlanta appears to be moving right along. Barry,, Ellen and I will be at meetings in Atlanta on April 19/20th. Among those scheduled are sessions with Rabbis,, key educators,, the Commission,, Bill Shatten and Gerald Cohon ((with Barry)), and meetings with Ken Stein ((and perhaps others from the Emory faculty)) and Henry Stern,, the director of the JCC. We have arranged for materials to be sent in advance and,, all in all,, I think we are on the way.

Lauren will attend the May seminar and we received input from her regarding the Educator Survey.

II. Baltimore

Our next step in Baltimore is the meeting Barry and I have scheduled later this month regarding the pilot projects and the "launch" activities for May/June. I think that Marshall was going to be in touch directly with either Steve and/or Seymour and Annette regarding some specific concerns and items for the agenda for the May seminar. Has anyone heard from him?

Barry has the proposal for the teacher specialist program and if Chaim has not already sent you a copy I will do so after we speak on Wednesday.

III. Educator Survey

Ellen and I have spent a good deal of time working together on the draft survey. We had a telecon with Annette and Seymour last Friday and they have in hand the first draft. By Wednesday, I hope that you will all have a copy of the second draft. I will try to fax it Tuesday ((after yom tov)). It is going on Wednesday morning to the field researchers and to the three communities for a first review. Ellen was to get it to Jim Coleman as per our conversation with Jerusalem.

IV. May Seminar

Ellen has asked me to get clarification on the participation of the field researchers in the May meetings. There is, she knows, a meeting scheduled that will involve them on Monday evening. What role will they play ((if any)) in the meetings on Tuesday and Wednesday? Are they to plan to attend? Is one of them to attend?

From :

PHONE No. :

Apr. 11 1993 2:33PM P02

Will someone please clarify and let Ellen know. I imagine that Ginny is the logical one to ask to coordinate their schedules. If you know before Wednesday please send a fax to Ellen in Atlanta; She is at the Hyatt Regency phone: 404-577-1234 or FAX 404-588-4137. Please mark fax hold for arrival if she has not yet checked in.

V. Educator Survey Analysis:

Ellen asked me to report that she will not be able to "price" the data analysis in time for the Wednesday telecon. She also asked that I inform Seymour and Annette, in particular, that she and Adam agree that they will be able to find the right individual for the technical analysis but they either she or Adam ought to be the ones to make formal presentations on the findings and not have the presentation of the findings to various public be part of the job description for the consultant. Ellen and I also wanted a reaction to their suggestion that CUE consider using the City University of New York group that did the work for the CJE Population Study. Perhaps this is for discussion only between Ellen and Adam and Seymour and Annette.

Chag Samech!! I will speak with you all on Wednesday morning.

MINUTES: CIOE Staff Telecon

DATE OF MEETING: March 24, 1993

DATE MINUTES ISSUED: March 25, 1993

PRESENT: Shulamith Elster, Seymour Fox, Annette Hochstein,
Stephen Hoffman, Virginia Levi (Sec'y),
Samuel Wygoda, Henry L. Zucker

COPY TO: Barry Holtz, Mortimer L. Mandel

I. The Minutes and Assignments of March 5 and 10 were reviewed.

- A. Ellen Goldring sent a letter to Steve Gelfand in Atlanta describing the monitoring, evaluation and feedback project. SE will see that this is circulated to the staff group.
- B. SF reported on a conversation with David Hirschhorn, who is enthusiastic about the work of CIOE. SF is to write a letter to Mr. Hirschhorn indicating our understanding that he would like to encourage the Lead Communities to formulate goals for use as a basis of evaluation. Mr. Hirschhorn also wants to meet with MLM and Esther Leah Ritz to discuss how he can help with the work of a monitoring, evaluation, and feedback committee. He would also like to meet with Adam Gamoran and Ellen Goldring to be kept in touch with the work they are doing. SF will draft a letter for review by SHH, MLM, and HLZ.

SF noted that Mr. Hirschhorn is anxious to be involved in the local Lead Community project in Baltimore. It was suggested that SHH encourage Daryl Friedman to involve Hirschhorn locally. SHH will also suggest that MLM talk with Roy Hoffberger about the process in Baltimore and will provide him with an outline of discussion points.

- C. HLZ will encourage MLM to talk with Corky Goodman so that the meeting with the presidents and executives of CJF, JCCA and JESNA can be scheduled.
- D. VFL was encouraged to move ahead on drafting a communication with board members about membership on board committees so that those committees can begin to function.

CUE Staff Telecom
March 24, 1993

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III* Update on Communities

A. May Seminar

Work is under way to schedule a seminar with the training institutions in which they are to discuss how best to work with the Lead Communities, followed by a seminar of the Lead Communities, to include some overlap time for interaction with the training institutions. It may be impossible for the two to coincide, in which case we may try to hold a meeting with the training institutions during the week of May 10 and a separate meeting with the communities on May 17 and 18 at which one agenda item would be a presentation of what the training institutions are prepared to offer.

Discussions will be held in Israel about the various options and SF will advise VFL by Friday, March 26 on how to proceed with the planning and arrangements.

It was suggested that we involve the communities in preparation of the agenda for the seminar. SE, SF, and AH will begin by developing our proposed agenda. This will then be presented to the communities for their additions and comments.

B. Atlanta

Atlanta continues to have problems with availability of staff time. SE, EH, and E. Goldring are scheduled to hold a series of meetings in Atlanta on April 20. They will begin by meeting with educators and other professionals, followed by a series of presentations to the Atlanta commission on the work of CUE. During that visit, they will begin to work with Suory University on the possibility of developing a pilot project on personnel development. They will also continue conversations about Atlanta's participation in the CRB Israel experience project.

It was noted that Atlanta will not send a representative to the meeting on March 29 on the educators survey. They will, however, send someone to the May seminar.

It was suggested that the lay leaders of Atlanta are more ready to move ahead than the professional staff. It was noted, however, that there are two factions of lay people trying to take the community in different directions and that the staff is caught somewhere in the middle. It was agreed that this all needs to be thought through carefully.

MINUTES: CIJE Steering Committee

DATE OF MEETING: March 18, 1993

DATE MINUTES ISSUED: March 19, 1993

PRESENT: Stephen Hoffman, Ann Klein, Virginia Levi (Sec'y),
Morton Mandel, Barry Reis

COPY TO: Seymour Kox, Annette Hochstein, Henry L. Zucker

I.. Purpose of Committee

The purpose of this committee is to coordinate and facilitate the work of CIJE. Over time, the committee will develop a regular modus operandi for CIJE.

Future meetings should include Seymour Fox and Annette Hochstein by telecon.

II.. Administrative Needs

Ann Klein will serve as office manager for CIJE. Under her guidance, we will systematically develop policies and procedures. When we have a new secretary/bookkeeper, that person will be directly involved in implementation of many of the procedures.

AGK is preparing an operations manual with sections on general administration, travel, equipment and supplies, personnel, and communications. As we formalize our approach in each of these areas, the appropriate policies and forms will be distributed to CIJE staff and consultants.

With respect to travel, we are working toward an arrangement where one person at a selected travel agency will be responsible for handling all CIJE plane and hotel reservations.

III. Status of the Work with the Lead Communities

A: Atlanta

Discussion centered around the reluctance of Atlanta to move rapidly. This is of great concern to us. We will work with Atlanta to correct the situation.

There is an additional complication in Atlanta because they have been selected by the CRB Foundation as a CRB Lead Community and don't know how to respond. Barry Holtz spoke with Peter Geffen, director of the CRB project, in an effort to learn what is actually happening. He was frustrated with the "snow job" he got as a response. This is something to be considered further in the future.

MINUTES; CKJE Staff Telecon

DATE OF MEETING: March 5, 1993

DATE MINUTES ISSUES: March 10, 1993

PRESENT: Shulamith Elster, Seymour Fox, Annette Hochstein,
Stephen Hoffman, Barry Holtz, Virginia Levi, (Sec'y),
Henry L. Zucker

COPY TO: Morton L. Mandel

The primary purposes of this telecon were to clarify next steps in each of the three communities and agree on an ongoing communication plan for the staff team.

I. Atlanta

SE, SF, AH and SHU had just met with the Atlanta staff and lay leaders. They noted that a lack of human resources is making it difficult for Atlanta to get started. Following is a list of steps CIJE should take to move our process along:

Assignment Assignment

A. Atlanta is seeking two new senior staff members. It was suggested that SE, SF, and BH review their list of candidates. In addition, SF will propose one or two other candidates. Until they have the necessary staff on board, it will be very difficult for Atlanta to move ahead with the project. We have promised Atlanta up to \$30,000 to match local support for funding a position to help move the project forward. Atlanta is to let us know when there is a person in place. As noted above, we will be involved in identifying candidates.

Assignment

B. In light of lay pressure to get going, Atlanta would like to move forward with a pilot project. SE and BH will meet with Atlanta on pilots, being very careful to keep the CIJE agenda in mind.

Assignment

C. Mobilization of the Atlanta commission should now begin. It was suggested that Ellen Goldring, Claire Rottenberg and BH present their projects to the Council on Jewish Continuity as a way to help move the mobilization process along. Atlanta is looking to us for an agenda.

D. Atlanta is looking for help with a pilot project in one of the following areas:

1. Personnel--teacher education. (Emory University is interested in being involved.)

CIVE Staff Telecon
March 5, 1993

Page 2

2. Israel experience programs.

In discussing the possibility of a pilot project on the Israel experience, BH reported that he had spoken with Peter Geffen and been given the "party line" on the CRB project. Atlanta is one of the twelve communities selected to participate, but it is unclear what this involves. We know that CRB is providing extensive technical assistance and is matching scholarship funds on a 1:3 basis. It was suggested that Atlanta is looking to CIVE for help in interpreting the CRB project. We might work with Atlanta to design a model of what it would take to significantly increase the number of young people from Atlanta who go to Israel and then present a plan to CRB. SE and BH will discuss this with Atlanta and decide if it is a priority.

3. Work with the JCC--to be undertaken later.

SE, SF, and BH agreed to prepare suggestions for how to proceed with these pilot projects.

E. Ellen Goldring should provide a written description of the monitoring, evaluation and feedback project including an explanation of Claire Rottenberg's role. Steve Gelfand will use this to introduce her to the community. It was agreed that Claire can now resume her duties as a field researcher. SE will call Ellen to let her know about the assignment.

F. SE will remain in regular contact, providing ongoing prodding and support of the process with help from SHH on community process issues.

III Baltimore

Baltimore is at the end of a long planning process and anxious to move ahead with pilot projects. They wish to wait to convene their commission until summer.

A. SE and BH will begin work immediately with Baltimore on developing a pilot project.

B. BH and SE will make the community aware of the availability of CIVE as a resource on hiring and training for senior staff.

C. No immediate steps are necessary in Baltimore with respect to the funding support we have promised for planning. We will wait to hear how Baltimore proposes to use that support.

D. We should encourage Marshall Levin to discuss what it means to be a Lead Community with the lay leaders.

E. SE and BH will try to arrange a private meeting with Chaim Botwinick to discuss how to proceed.

PAGE: 2

DAY.SCHOOL.COUNCIL

Mrs. Robin Rosenberg
588551

Pres, Epstein School
3270 Cochise Dr
Atlanta,, GA 30339

H-434-1753

✓ Rabbi Yitzchok Young
781196

Principal,, Torah Day Sch
1901 Montreal Rd #137
Tucker,, GA 30084

H-325-91133

B-723-9559

JES - EDUCATION DIRECTORS COUNCIL

28 Oct 1992

(AC. EDUC. DIRECTORS. COUNCIL - EDUC. DIR. COUNCIL)

CHAIRPERSON: Joanne Barrington

STAFF: Laurence Akoulai

✓ Ms. Joanne Barrington 13359696 (The Temple)	Education Director 1589 Peachtree Rd NE Atlanta, GA 30367	H-984-9285 B-873-1734
✓ Mrs. Berta Becker 138651 (Or VeShalom)	1968 Timothy Dr. Atlanta, GA 30329	H-633-6221 B-233-1737
✓ Mrs. Arlene Brightman 178701 (Shearith Israel)	1711 Deerfield Cir Decatur, GA 30033	H-633-4645 B-873-1743
✓ Cantor Scott Colbert 216300 (Emanu-El)	Temple Emanu-El 1580 Spalding Dr Dunwoody, GA 30350	H-399-6128 B-395-11340
✓ Mr. Robert I. Cook 781305 (Tichon Atlanta)	633 Parkcrest Pl Marietta, GA 30068	H-971-58333 B-873-1248
✓ Mr. Dennis G. Dawidson 228250 (B'nai Israel)	1208 Interlaken Pass Jonesboro, GA 30236	H-471-61113 B-581-3462
✓ Rabbi Barry Friedman 287950 (Kol Emeth)	5250 Meachowcreek Dr Dunwoody, GA 30338	H-395-7529
✓ Mr. Steven Grossman 353412 (Ahavath Achim)	820 Stonedge Ct Marietta, GA 30068	H-999-99999 B-355-3508
✓ Rabbi Jeffrey B. Lazar 454785 (Sinai)	7592 Van Eyck Way Dunwoody, GA 30350	H-394-4747 B-252-3073
✓ Mrs. Hassia Levin 464826 (Beth Tikvah)	48 Wing Mill Dr Dunwoody, GA 30350	H-551-05277
Mr. William Planer 791758 (Ahavath Achim)	2446 Northside Dr Atlanta, GA 30305	H-350-8122
✓ Mrs. Arlene Rotter 598613 (Beth Shalom)	2560 Beechers Brook NW Lawrenceville, GA 30243	H-339-7602 B-80473-125 307-53366
✓ Mrs. Miriam Seidband 630801 (B'nai Terah)	7455 Brigham Dr Dunwoody, GA 30350	H-394-8945A B-257-2537
✓ Mrs. Andrea Settles 633941 (Beth David)	1318 Brays Mill Tree Lawrenceville, GA 30244	H-925-7375 B-432-1000

Mrs. Linda Weinroth -N
728800 (Etz Chaim)

495 Wyncourtney Dr
Atlanta,, GA 30328

H-394-5553
B-97300B37H

Rabbi Harvey Winokur
741950

Temple Kehillat Chaim
10200 Woodstock Rd
Roswell,, GA 30075

H-252-8728
B-641-8630M
VH74-33914



SYNAGOGUES

HAHAVATH ACHIM CONGREGATION (Conservative) ^(HA)

600 Peachtree Battle Avenue, N.W.
Atlanta, GA 30327

355-5222

FAX 352-2831

Dr. Harry H. Epstein, Rabbi Emeritus

Arnold M. Goodman, Rabbi

Stephen Weiss, Assistant Rabbi

Isaac Goodfriend, Hazzan

Mrs. Geraldine F. Ashkenazie, Executive Director

Dr. Irwin J. Knopf, President

255-3341 (h)

1091 Tennyson Place, Atlanta, GA 30319

FAX 255-3438

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992-5646 (h)

620 Trailmore Place, Roswell, GA 30075

Mr. Philip G. Cuba, Men's Club President

256-5678 (h)

415 Highbrook Dr., Atlanta, GA 30342

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1324 North Highland Avenue, N.E. (1st on the corner)
Atlanta, GA 30306

Nathan Katz, Rabbi

Binyomen Friedman, Assistant Rabbi

Mr. Haskell Frostig, President

237-5089 (h)

1145 Norwich Circle, N.E., Atlanta, GA 30324

*CONGREGATION BET HAVERIM (Reconstructionist)

P.O. Box 54947

642-3467

Atlanta, GA 30308

Mr. Michael Kinsler, President

248-2728 (h)

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683-0551

Atlanta, GA 30329

FAX 320-7912

Dr. Emanuel Feldman, Rabbi Emeritus

Ran D. Feldman, Rabbi

Mr. Fred Glusman, Executive Director

Mrs. Chana Shapiro, Program Director

Mr. Herb Mendel, President

227-8393 (h)

1011 Lenox Valley N.E., Atlanta, GA 30324

882-1103 (h)

Congregation Beth Jacob (Cont.)

Mrs. Elana Ellman, Sisterhood Co-President

686-7792 (h)

1359 Biltmore Dr. N.E., Atlanta, GA 30329

Mrs. Vivian Zisholtz, Sisterhood Co-President

320-6159 (h)

1294 Bernadette Lane, N.E., Atlanta, GA 30329

CONGREGATION BETH SHALOM (Conservative) ^{C 3}

5303 Winters Chapel Road

399-5300

Atlanta, GA 30360

FAX 399-0766

Mark Zimmerman, Rabbi

Mrs. Feme Katz, Executive Director

Mrs. Eileen Cohn, President

518-8400 (h)

9165 Chapelwood Dr., Alpharetta, GA 30202

Mrs. Merice Kraar, Sisterhood President

989-2491 (h)

3010 Wembley Ridge, Atlanta, GA 30340

876-0640 (o)

Mr. Arthur Gittelman, Men's Club President

458-6376 (h)

4008 Forrestal Dr., Chamblee, GA 30341

*CONGREGATION BETH TIFILLAH (Observant)

5065 Highpoint Road

843-2464

Atlanta, GA 30342

FAX 257-9306

Yossi New, Rabbi

Mrs. Jill Ovadia, Office Manager

Dr. David Westerman, President

843-2168 (h)

5515 Shiver Summit, Atlanta, GA 30342

Mrs. Anita Stein, Sisterhood Co-President

250-0200 (h)

4895 Franklin Pond Rd., Atlanta, GA 30342

Mrs. Sharon Westerman, Sisterhood Co-Pres.

843-2168 (h)

5515 Shiver Summit, Atlanta, GA 30342

Mr. Reed Travis, Brotherhood President

252-6861 (h)

230 Marilyn Place, Atlanta, GA 30342

Temple Beth David
6062 Buford Hwy.
Norcross, GA 30062-4373

CONGREGATION B'NAI ISRAEL (Reform)

P.O. Box 383

Overdale, GA 30274

471-3586

Rabbi V. Davidow, Rabbi

Mrs. Brenda Turusky, President 477-1482 (h)
2319 Lago Dr., Jonesboro GA 30236

Mrs. Judy Garrett, Sisterhood President 969-2274 (h)
1664 Muse Rd., Fayetteville, GA 30214 221-7275 (o)

CONGREGATION B'NAI TORAH (Traditional)

700 Mt. Vernon Highway — by Glenridge 257-0537
Atlanta, GA 30328 FAX 256-9706

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Mrs. Margo Dix, President 396-7032 (h)
4370 Pullman Court, Dunwoody, GA 30338

Mrs. Sharon Wildstein, Sisterhood President 257-0410 (h)
535 Coldstream Ct., Atlanta GA 30328

Mr. Don Memberg, Brotherhood President 455-1493 (h)
3931 Granger Drive, Chamblee, GA 30341

CONGREGATION ETZ CHAIM (Conservative)

1190 Indian Hills Parkway + Roswell 973-0137
Marietta, GA 30068 FAX 977-0829

Rabbi M. Lewis, Rabbi

Mr. Randy Gorod, Executive Director

Mrs. Linda H. Weinroth, Education Director

Mr. Ken Schlenker, President 973-8210 (h)
2055 Paran Court, Marietta, GA 30062 426-4122 (o)

Mrs. Jill Sanderson, Sisterhood Co-President 587-2182 (h)
11229 Colony Circle, Marietta, GA 30068

Mrs. Susan Schneider, Sisterhood Co-President 973-8684 (h)
2231 Post Creek Ct., Marietta, GA 30062

Mr. Barney Epstein, Men's Club President 993-7490 (h)
5242 Pikes Peak Ct., Marietta, GA 30062 496-7460 (o)

CONGREGATION NER HAMIZRACH (Reform)

P.O. Box 95242

Atlanta, GA 30347

315-9020

Shmuel Khoshkeraman, Rabbi

CONGREGATION OR VE SHALOM (Traditional-Sephardic)

1681 North Druid Hills Road, N.E. (E. of Roswell) 633-1737
Atlanta, GA 30319 FAX 633-5938

S. Robert Ichay, Rabbi

Mr. Martin Karon, Executive Director

Mrs. Berta Becker, Education Director

Mr. Bruce V. Bentor, President 804-8828 (h)
110 Treadwick Dr., Dunwoody, GA 30350 512-0500 (o)

Mrs. Beverly Merlin, Sisterhood President 231-1810 (h)
3300 West Roxboro Rd., Atlanta, GA 30324 451-8000 (o)

CONGREGATION SHEARITH ISRAEL (Traditional)

1180 University Drive, N.E. (Bet. M. & Highland) 873-1743
Atlanta, GA 30306 FAX 873-6235

Mark H. Kunis, Rabbi

Mrs. Jane Axelrod, Executive Director

Mrs. Arlene Brightman, Religious School Administrator

Mr. Jake Arbes, President 874-2162 (h)
1597 Sussex Road, Atlanta, GA 30306 522-1980 (o)

Mrs. Debra Halpern, Sisterhood President 477-0668 (h)
3999 Allenhurst Dr., Norcross, GA 30092

THE TEMPLE (Hebrew Benevolent Congregation) (Reform)

1589 Peachtree Rd. N.E. 873-1731 J
Atlanta, GA 30367 FAX 873-5529

Alvin M. Sugarman, Senior Rabbi
Brett R. Isserow, Assistant Rabbi

Mr. Mark R. Jacobson, Executive Director

Ms. Joanne L. Barrington, Education Director

Mr. Irwin Lowenstein, President 252-6644 (h)
6275 Old Hickory, P.L., Atlanta, GA 30328 264-6420 (o)

Mrs. Valerie Needle, Sisterhood President 266-9651 (h)
2858 Alpine Rd., Atlanta, GA 30305

TEMPLE BETH DAVID (Reform)

1885 McGee Rd., Snellville, GA 30278

Mailing Address: P. O. Box 865, Snellville, GA 30278

Richard Baroff, Rabbi

Mr. Kenneth Sissel, President 972-1926 (h)
4786 Carlene Way, Lilburn, GA 30247 325-1244 (o)

Mrs. Phyllis Falk, Sisterhood President 923-4921 (h)
762 Windy Dr., Stone Mountain, GA 30087

Mr. Jerry Hunt, Men's Club President 923-4878 (h)
707 Oxford Ct., Lilburn GA 30247

TEMPLE BETH TIKVAH (Reform)

9935 Coleman Road
Roswell, GA 30075

642-0434

A. Tam, Rabbi

Ms. Betty A. Johns, Office Manager
Mrs. Hassia Levin, Education Director

Mr. Bruce E. Walkes, President 993-0031 (h)
865 Lake Overlook, Roswell, GA 30076

Mrs. Susan Helpert, Co-Chair, Women's Club 395-7913 (h)
7845 N. Spalding Lake Dr., Dunwoody GA 30360

Mrs. Nancy Madoff, Co-Chair, Women's Club 992-5743 (h)
835 S. Abbey Wood PL, Roswell, GA 30075

Mr. Lorin Greenstein, Co-Chair, Men's Club 4409-4508 (h)
4032 Primrose Lane, Norcross, GA 30092

Mr. Ron Sternberg, Co-Chair, Men's Club 7511-7023 (h)
1020 Matheson Way, Alpharetta, GA 30202

TEMPLE EMANUEEL (Reform)

1580 Spalding Drive
Dunwoody, GA 30350

395-1340

FAX 671-0241

Stanley M. Davids, Rabbi

Scott E. Colbert, Cantor/Educator

Mrs. Frances Little, Executive Director

Mr. Harold Kirtz, President 399-9196 (h)
8150 Innsbruck Drive, Atlanta, GA 30350 347-7522 (o)

Mrs. Marlene Reeves, Sisterhood President 804-0581 (h)
1810 Truledge Parkway, Dunwoody, GA 30305

Mr. Richard Holland, Brotherhood President 250-9909 (h)
285 Ledgeмонт Court, Atlanta, GA 30342 433-8330 (o)

TEMPLE KEHILLAT CHAIM (Reform)

10200 Woodstock Road
Roswell, GA 30075

641-8630

Harvey J. Winokur, Rabbi
Barbara G. Margulis, Cantor

Ms. Mary F. Treiss, Office Manager

Mrs. Rosalyn Bush, President 843-3967 (h)
6215 Blackwater Trl., Atlanta, GA 30328

Mrs. Lori Sugarman, Sisterhood Co-President 452-1986 (h)
4063 Admiral Dr., Chamble, GA 30341

Mrs. Catherine Rosing, Sisterhood Co-Pres. 565-0623 (h)
4340 Jordan Lake Dr., Marietta, GA 30062

Mr. Stanley Lovetz, Men's Club President 640-9815 (h)
2917 Mount Trace, Roswell, GA 30075

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1415 Old Canton Road
Marietta, GA 30062

FAX 973-3566

Steven Lebow, Rabbi

Mrs. Michele Selvin Baylis, President 928-0807 (h)
4332 Brandon Rige Dr., Marietta, GA 30066 928-9581 (o)

Mr. Harvey Schneider, Men's Club President 565-4167 (h)
1411 Saratoga CL, Marietta, GA 30062

Mrs. Debbi Adelman, Sisterhood President 591-9292 (h)
298 Creekwood Cir., Ackworth, GA 30101

TEMPLE SINAI (Reform)

5645 Dupree Drive
Atlanta, GA 30327

252-3073
FAX 252-8570

Philip N. Kranz, Rabbi

Sarah Pscheidt, Cantor

Rabbi Jeffrey Lazar, Education Director

Mr. Daniel B. Jacob, Executive Director

Mrs. Rita K. Loventhal, President 455-6420 (h)
4396 Ashwoody Trace, Atlanta, GA 30319 885-6500 (o)

Mrs. Janet Rush, Women's Comm. Co-Chair 394-7964 (h)
5400 Redfield Cir., Dunwoody GA 30338

Dr. Pam Reynolds, Women's Comm. Co-Chair 352-0370 (h)
1095 Winding Creek Trl., Atlanta, GA 30328

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870 Waterford Green, Marietta, GA 30068 953-1597 (o)

ORGANIZATIONS

ALPHA OMEGA FRATERNITY

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4600 Cameron Valley Ct, Atlanta, GA 30328 952-5127(o)

AMERICAN ISRAEL PUBLIC AFFAIRS COMMITTEE (AIPAC)

8890 Frances Ferry Rd., Suite 1255 333-86256
Atlanta, GA 30339 FAX 333-86630

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Ms. Amy Cooper, Associate Director

Mrs. Hamitt Zimmerman, Vice-President 261-6783(h)
3515 Paces Ferry Rd., Atlanta, GA 30327

AMERICAN JEWISH COMMITTEE (AJC)

Securities Centre, 3490 Piedmont Rd., Suite 1310 233-5501
Atlanta, GA 30305 FAX 261-23444

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2950 Rivermeade Drive, Atlanta, GA 30327 952-1551 (o)

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11277 Cumberland Rd, Atlanta, GA 30306 727-2651 (o)

AMERICAN SOCIETY FOR TECHNION-Atlanta Chapter

Howard Klein, Southern Regional Director (305)868-5666
71st Street, Room 605, Miami Beach, FL 33141

Dr. Dan Kingloff, President 262-1385(h)
490 Peachtree St., Atlanta, GA 30308 524-1500(o)

IT WOMEN - ATLANTA CHAPTER

Mrs. Marilyn Zuckerman, President 633-1099(h)
1585 Adelia Place, N.E., Atlanta, GA 30329

ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH (ADL) - Southeast Regional Office

3384 Peachtree Rd., N.E. Suite 660 262-3470
Atlanta, GA 30326 FAX 262-3548

Mr. Stuart Lewengrub, Executive Director
Ms. Jane Weinstein, Director of Development

Mr. Burton M. Gold, Southeast Chairman 233-9989(h)
2660 Peachtree Rd. #40-GH 816-0035(o)
Atlanta, GA 30305 FAX 816-0004

ATLANTA BUREAU OF JEWISH EDUCATION

1745 Peachtree Road, N.E. 873-1248
Atlanta, GA 30309 FAX 607-1457

Mr. Steve Gelfand, Interim Director 870-1600

Dr. Stephen Kutner, President 355-0986(h)
1071 W. Wesley Road, N.W., Atlanta, GA 30327 451-7453(h)

ATLANTA GROUP HOME

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Atlanta, GA 30327 FAX 352-3607

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Mrs. Frances Kuniansky, President 233-9489(h)
757 Old Ivy Road, N.E., Atlanta, GA 30342 816-0005(o)

ATLANTA JEWISH COMMUNITY CENTER

Peachtree Branch 873-7881
1745 Peachtree Road, Atlanta, GA 30309 FAX 898-9612

Shirley Blumenthal Park 971-8901
2509 Post Oak Trl., Marietta, GA 30062 FAX 565-2780

Zaban Branch 396-3250
5342 Tilly Mill Rd., Dunwoody, GA 30338 FAX 698-2055

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Camp Barney Medintz

Summer: Rt. 3 Box 3828, Cleveland, GA 30528 (706)-865-2715
Winter: 1745 Peachtree Rd NE, Atlanta GA 30309 875-7888

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5664 New Peachtree Road, Atlanta, GA 30341 457-1301 (6)

ATLANTA JEWISH FEDERATION

1753 Peachtree Rd., NE. 873-1661
Atlanta, GA 30309 FAX 874-7043

Mr. David I. Samat, Executive Director 870-1608

Mr. Gerald Horowitz, President 237-1611 (h)
3860 Northside Dr., NW, Atlanta, GA 30305 842-2300 (6)

ATLANTA JEWISH FEDERATION - Federation Women's Council (FWC)

Mrs. Linda Diamond, Director Women's Division 870-1602

Mrs. Kathy Sachs, President 252-0092 (h)
5975 Riverwood Dr., Atlanta, GA 30328

ATLANTA JEWISH TIMES

575 Northside Dr., N.W. Building 400 Suite 470 352-2400
Atlanta, GA 30318 FAX 355-9388

Mr. Charles A. Buerger, Publisher
Mr. Daniel Chovanec, Associate Publisher
Mr. Gary Rosenblatt, Executive Editor
Ms. Vida Goldgar, Editor
Ms. Fran Rothbard, Managing Editor

ATLANTA KASHRUTH COMMISSION

1855 La Vista Rd 624-4068
Atlanta, GA 30329

Rabbi Yehuda Boroocan, Director

ATLANTA RABBINICAL ASSOCIATION

Rabbi Mark Zimmerman, President 399-5300
Congregation Beth Shalom
5303 Winters Chapel Road
Atlanta, GA 30360

ATLANTA REFORM SYNAGOGUE COUNCIL

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6445 Powers Ferry Rd Suite 265 956-9502 (6)
Atlanta, GA 30339

ATLANTA SCHOLARS KOLLEL

2191 Briarcliff Rd, Suite A 321-4081
Atlanta, GA 30329 FAX 320-7911

Rabbi Menachem Deutsch, Director

ATLANTA SYNAGOGUE COUNCIL

Congregation Beth Shalom 399-5300
5303 Winters Chapel Rd
Atlanta, GA 30360

Mrs. Marcia Bergman, President 394-1617 (h)
7780 Landowne Drive, Atlanta, GA 30360

ATLANTA ZIONIST FEDERATION

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1914 Wildwood Place, Atlanta, GA 30324 525-4313 (6)

BEN MASSELL DENTAL CLINIC (See JEWISH FAMILY SERVICES)

B'NAI B'RITH (Men)

B'NAI B'RITH DISTRICT #5

6611 Bay Circle, Suite 100 662-3550:
Norcross, GA 30071 FAX 448-1489

Mr. Michael Jaul, Executive Vice-President

B'NAI B'RITH GEORGIA STATE ASSOCIATION

Mr. Mannie Lowe, President 5588-1790 (h)
2595 Oak Village Place, Marietta, GA 30062

B'NAI B'RITH (Men) (cont.)

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Atlanta Lodge #1773

Mr. Jon S. Arth, President 5788-6884(h)
3840 Running Fox Dr., Marietta, GA 30062 351-2000(h)

East Cobb Lodge #3328

Mr. Billy Balser, President 9933-2535(h)
4783 Rocky Glen, Roswell, GA 30075

Atlanta City Lodge #144

Mr. Jimmy Levine, Co-President 451-1110(h)
2850 Pender Rd., Doraville, GA 30360 396-6733(o)

Mr. Jack Wexler, Co-President 633-4167(h)
11727 Clairmont Way., Atlanta, GA 30329

West Frank Lodge #3216

Mr. Brian Coffsky, President 633-5236(h)
1180 Gail Drive, Atlanta, GA 30319

Atlanta Valley Unit #5447

Mr. Scott Feld, President 751-9400(h)
3839 Greenhill Drive, Chamblee, GA 30341

Atlanta Unit #169 (Jewish Home & Friends)

Mr. Ben Boksenberg, President 355-9516(h)
3100 Howell Mill Rd., N.W. #327, Atlanta, GA 30327

Atlanta Unit

Mr. David Benda, President 448-6869(h)
6916 Countryside Dr., Norcross, GA 30092

B'NAI B'RITH WOMEN

ATLANTA COUNCIL

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380 Stone Mill Trail, Atlanta, GA 30328

Mrs. Barbara Lunde, Co-President 394-1893 (h)
7500 Roswell Rd #52, Atlanta, GA 30350

B'NAI B'RITH WOMEN ATLANTA CHAPTERS:

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Ms. Hope Green, President 594-9277 (h)
1605 Gettysburg Place, Atlanta, GA 30350

Havannah Chapter

Ms. Elsa Friedman, Coordinator 971-1881 (h)
3740 Clubland Dr., Marietta, GA 30068

Nashville Shalom Chapter

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3376 Inman Drive, Atlanta, GA 30309 984-3328 (h)

Mrs. Connie Giniger, Co-President 636-0086 (h)
526 Coralwood Dr., Decatur, GA 30033

Young Professionals Chapter

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2595 Oak Village Pl., Marietta, GA 30062

B'NAI B'RITH YOUTH ORGANIZATION

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Dunwoody, GA 30338 FAX 698-2155

Mr. Sam Riseman, Director

Mr. Jeff Lurey, President 449-0430(h)
5555 Sappelo Trail, Norcross, GA 30092

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3840 Brandy Station Ct., Atlanta, GA 30339

Mrs. Ilene Miller Co-President 255-5533(h)
835 Marseilles Drive, Atlanta, GA 30327 252-4180(h)

CAMP COLEMAN (U.A.H.C.)

Winter Address: 1580 Spelling Drive 671-8971
Dunwoody, GA 30350 FAX 671-0241
Summer Address: Route 3 Box 3704 (706)865-4111
Cleveland, GA 30528

Mr. Bobby Harris, Director Camping & Youth Services

CAMP JUDAEA

Winter Address: 2191 Briarcliff Rd. Suite B

Atlanta, GA 30329

634-7883

Summer Address: Route 9, Box 395

Hendersonville, NC 28739

(704) 685-8841

Mr. Andrew Davids, Camp Director

CHABAD OF GEORGIA •

Lubavitch Central Organization for Jewish Education

5060 Highpoint Road

843-2464

Atlanta, GA 30342

FAX 225799006

Rabbi Yossi New, Regional Director

Rabbi Yossi Lerman, Educational Director

Rabbi Ruvy New, Branch Director, Chabad of Cobb County

CHILDREN OF HOLOCAUST SURVIVORS (Second Generation)

Mr. Saul Sloman, President

321-5919 (h)

1398 Lively Ridge Rd NE, Atlanta GA 30329

CITY OF HOPE (SOUTHERN REGIONAL OFFICE)

600 West Peachtree Street, Suite 145

873-6030

Atlanta, GA 30308

FAX 872-3674

Ms. Joan M. Stuart, Southern Regional Director

Atlanta Chapter

Mrs. Roslyn Mandel, Co-President

683453986(h)

1486 Briarwood Rd., Decatur, GA 30033

Mrs. Irma Yerlow, Co-President

263188420(h)

1322 Briarwood Rd. NE #G-4, Atlanta, GA 30319

Mrs. Margie Silver, Co-President

875-5748 (h)

1225 Lenox Circle NE, Atlanta, GA 30306

Mrs. Irene M. Levine, Co-President

884300255 (h)

795 Hammond Dr. # 1201, Atlanta, GA 30328

CONSULATE GENERAL OF ISRAEL

1100 Spring Street N. W. #440

875-7851

Atlanta, GA 30309-2823

FAX 874-5364

Dr. Alon Liel, Consul General

Mr. David Akov, Consul

Mr. Shraga Karyan, Consul

COUNCIL OF JEWISH FEDERATIONS- (SOUTHEAST AREA OFFICE)

1753 Peachtree Road, N.E.

Atlanta, GA 30309

888-4025

FAX 874-7048

Mr. Barry R. Swartz, Consultant

THE ALFRED AND ADELE DAVIS ACADEMY

460 Abernathy Road

Atlanta, GA 30328

303-0347

Mrs. Mollie Aczel, Head of School

Mrs. Carol Nemo, President

1075 Swathmore Dr., Atlanta, GA 30327

266-1346 (h)

THE EPSTEIN SCHOOL

(Solomon Schechter School of Atlanta)

335 Colewood Way, N.W.

Atlanta, GA 30328

843-0111

FAX 843-0748

Mrs. Cheryl R. Finkel, Head of School

Mrs. Rosalyn Cohen, Assistant Head of School

Mrs. Robin Y. Rosenberg, President

3270 Cochise Drive, Atlanta, GA 30339

434-1753 (h)

434-8061 (h)

ETERNAL LIGHT HEMSHECH

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1610 La Vista Rd., Atlanta, GA 30329

634-5246 (h)

325-8001 (h)

KATHERINE AND JACOB GREENFIELD HEBREW ACADEMY OF ATLANTA, INC.

5200 Northland Drive, NE

Atlanta, GA 30342

843-9900

FAX 252-0934

Rabbi Jay Neufeld, Headmaster

Dr. Elizabeth Cohen, Assistant Headmaster

Mrs. Colleen Weston, Business And Development

Mrs. Terri Bagen, President

190 Zebelin Road, Atlanta, GA 30342

252-0470(h)

Mrs. Francine Kersh, Co-President P.T.A.

5112 Running Fox Trl, Norcross, GA 30071

44835646(h)

Mrs. Randy Knopf, Co-President P.T.A.

480 Cameron Valley Ct., Atlanta, GA 30028

HADASSAH - ATLANTA

66075 Roswell Road, Suite 305
Atlanta, GA 30328

256-5007

Mrs. Phyllis Cohen, Chair Executive Council
50 South Battery Place, Atlanta, GA 30342

255-2280 (H)

Hadassah, Ein Karem Chapter

Mrs. Garry Taratoot, President
5570 Broad Creek Rd., Dunwoody, GA 30338

394-4269 (H)

Hadassah, Hadar Naha Group

Mrs. Alisha Unger, President
2690 Shadow Bluff Drive, Marietta, GA 30062

578-8874 (H)

Hadassah, Kennesaw Chapter

Mrs. Susan Schlansky, Co-President
279 Dartmoor Cir., Atlanta, GA 30328

394-6719 (H)

Mrs. Judy R. Winess, Co-President
265 Devonwood Dr., Atlanta, GA 30328

393-2835 (H)

255-2214 (O)

Hadassah, Mount Scopus Chapter

Mrs. Mantia Sanders, President
1071 Stephens Dr NE, Atlanta, GA 30329

636-1709 (H)

843-9900 (O)

Hadassah, Neurim Chapter

Mrs. Elaine Antman, Supervisor
2686 Parkview Drive, Atlanta, GA 30345

325-9596 (H)

HILLEL - ATLANTA

11 Clifton Rd.,
Emory University, GA 30322

727-6490

(Also see: YOUNG ADULT AGENCY)

HILLEL - GEORGIA

1755 S. Milledge Ave.
Athens, GA 30605

543-6393
FAX 353-2336

Dr. Jared Klein, Board Chairman

ISRAEL BONDS, STATE OF

2250 North Druid Hills Road, Suite 230
Atlanta, GA 30329

684-9500
FAX 684-4248

Mr. Edward M. Koffsky, Executive Director

Mr. Alex Gross, Co-Chairman
1269 Wildcliff Parkway, Atlanta, GA 30329

331-4483 (H)
483-4719 (O)

Mr. Adrian Grant, Co-Chairman
3590 Piedmont #725, Atlanta, GA 30305

257-9854 (H)
233-5486 (O)

ISRAEL GOVERNMENT TOURIST OFFICE

1100 Spring Street Suite 440
Atlanta, GA 30309

875-9924
FAX 875-9926

Mr. Eliezer Hod, Director

THE JEWISH EDUCATIONAL LOAN FUND, INC.

1605 Peachtree Rd., N.E.
Atlanta, GA 30309

892-0503
FAX 885-5558

Mrs. Gina Karp, Executive Secretary

Dr. Stephen W. Garber, President
5555 Peachtree Dunwoody Rd., N.E.
Atlanta, GA 30342

256-9325 (O)
FAX 256-6662

JEWISH EDUCATIONAL DIRECTORS COUNCIL (see: SYNAGOGUE EDUCATION DIRECTORS COUNCIL)

JEWISH FAMILY SERVICES, INC.

1605 Peachtree Road, N.E.
Atlanta, GA 30309

875-2277
FAX 885-7558

OUTREACH OFFICE:

Cobb Branch:
1240 Johnson Ferry Place, Suite 20, Marietta, GA 30067

973-3167

Zaban Park (Branch of AJCC):
5342 Tilly Mill Road, Dunwoody, GA 30338

875-2277

Mr. Gary Miller, Executive Director

Mr. David Herskovits, President
1055 Trailridge Lane, Atlanta, GA 30338

393-8179 (H)
220-1101 (O)

BEN MASSELL DENTAL CLINIC

18 Seventh St., N.E.
Atlanta, GA 30308

881-1858

Ms. Blanche Howard, Clinic Supervisor
Theodore C. Levitas, DDS, Chief of Staff

JEWISH GENEALOGICAL SOCIETY OF GEORGIA

Mr. Roy Cobb, President 255-0664 (o)
370 Lighthouse Point, Atlanta, GA 30328

THE JEWISH GEORGIAN

2460 Peachtree Rd., #103 237-7400
Atlanta, GA 30305

Mr. Gene Asher, Publisher & Editor

THE WILLIAM BREMAN JEWISH HOME

3150 Howell Mill Road, N.W. 351-8410
Atlanta, GA 30327 FAX 351-6698

Ms. Deborah Beards, Executive Director
Beth Laxton, Assistant Executive Director

Mr. Adam S. Skorecki, President 527-4628 (o)
Amall, Golden & Gregory FAX 527-4790
55 Park Place, Atlanta, GA 30335

AUXILIARY OF THE JEWISH HOME

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720 Tanglewood Trail, N.W., Atlanta, GA 30327

Mrs. Faye Siegel, Co-President 352-1173 (h)
2561 Westminster Heath, Atlanta, GA 30327

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1000 Equitable Building 255-9020 (h)
100 Peachtree Street, N.W., Atlanta, GA 30303 522-4280 (o)

JEWISH MARRIAGE ENCOUNTER OF METRO ATLANTA

Berna and Noah Levine, Contact Couple 998-0285 (h)
5256 Weatherwood Trace, Marietta, GA 30067 870-1604 (o)

JEWISH NATIONAL FUND OF ATLANTA

1644 Tullie Circle, N.E., Suite #118 633-1132
Atlanta, GA 30329 FAX 633-1149

Mrs. Peggy Shulman, Southern Regional Director

Dr. Stephen Gordon, President 252-1820 (h)
985 Riverside Trace, N.W., Atlanta, GA 30328 256-9043 (o)

Mr. Cary King, Chairman of the Board 640-8005 (h)
3410 River Ferry Drive, Alpharetta, GA 30201 441-1526 (o)

THE JEWISH TOWER

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Atlanta, GA 30327 FAX 352-8607

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3530 Piedmont Road #5A, Atlanta, GA 30305 658-9600 (o)

JEWISH VOCATIONAL SERVICE

1100 Spring Street, Suite 700 876-5872
Atlanta, GA 30309 FAX 876-6920 (call First)

Dr. Mark L. Fisher, Executive Director

Mr. John Perlman, President 255-1718 (h)
475 Stone Mill Tr., NW Atlanta, GA 30328 237-7076 (o)

Senior Adult Workshop

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28B Hidden Branches Trail, Canton, GA 30114

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1378 Biltmore Dr N.E., Atlanta, GA 30329

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JWV Ladies Auxiliary. Mack Frankel - Post U2

Ms. Bari Walsh, President 299-5489 (h)
4692 Cedar Pkwy., Stone Mountain, GA 30083

THE LOUIS KAHN GROUP HOME

1538 Markan Drive, NE
Atlanta, GA 30306

873-2112

Mrs. Janet Sugarman, Executive Director

Mr. Mark Kopkin, President
591 Clubwood Court, Marietta, GA 30068

578-9418 (h)
266-3188 (o)

NA'AMAT USA

Golda Meir

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1840-A Briarcliff Circle, N.E., Atlanta, GA 30329

633-6060 (h)

Atlanta Club One

Mrs. Rose Joel, President
3160 Howell Mill Rd., Apt 417, Atlanta, GA 30327

355-6126 (h)

NATIONAL COMMITTEE FOR LABOR ISRAEL • HISTADRUT

Mr. Herbert H. Mabry
501 Pulliam St., S.W., Suite 549 30312

255-0888 (h)
525-2793 (o)

Mr. Alec Aylat, Southeast Regional Director
1314 Chestnut St., 11th fl. Philadelphia, PA 19107

(215)564-2692 (h)
(215)732-3558 (o)

NATIONAL CONFERENCE OF CHRISTIANS & JEWS

1 N. Decatur Rd.
Atlanta, GA 30307

728-1926

Dr. Jimmy Harper, Director

NATIONAL COUNCIL OF JEWISH WOMEN

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Atlanta, GA 30324

262-7199

Mrs. Sylvia Berkowitz, Executive Secretary

Mrs. Diana E. Cohen, President
791 Miami Circle, Atlanta, GA 30324

378-4662 (h)
262-7199 (o)

Evening Branch

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210 Prellig Trace, Alpharetta, GA 30202

475-7615 (h)

ORT, ATLANTA MEN'S

5455 Buford Highway, Suite B-206
Atlanta, GA 30340

455-6678
FAX 455-11402

Mrs. Susan R. Lips, Administrator
Mr. Murry N. Schneider, Regional Director

Mr. Arthur Geduldig, President
Dynamic Metals Inc
584 Edgewood Ave., Atlanta, GA 30312

938-3068 (h)
577-2398 (o)

FAX 581-9721

ORT, WOMEN'S AMERICAN (See WOMEN'S AMERICAN ORT)

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Atlanta, GA 30322

727-6496

Ms. Stacy Isaacson, President
Emory University
P.O. 23474, Atlanta, GA 30322

712-1344 (h)

SOUTHERN HADASSAH ZIONIST YOUTH COMMISSION

2699 Stirling Rd., Suite A206
Ft. Lauderdale, FL 33312

1-800-733-0637
FAX (305)962-7896

Mr. Walter Synalovski, Regional Director

STANDARD CLUB

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Duluth, GA 30336

497-0055
FAX 497-8602

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Mr. Julian Mohr, President
3640 Paces Ferry Rd., Atlanta, GA 30327

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355-4580 (o)

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1589 Peachtree St., Atlanta, GA 30367

873-1734 (o)

TECHNION (See: AMERICAN SOCIETY FOR TECHNION)

TORAH DAY SCHOOL OF ATLANTA

1901 Monroeville Rd., Suite #437

723-9559

Trucker, GA 30084

Rabbi Yitzchak Young, Principal

Rabbi Yigal Segal, Director of Development

Mr. Irwin Rabinowitz, President

633-2295 (h)

1582 Nantahalla Court, Atlanta, GA 30329

255-0200 (c)

UNITED JEWISH APPEAL (REGIONAL OFFICE)

700 W. Hillsboro Blvd. Suite 101

(305) 428-6677

Deerfield Beach, FL 33441

FAX (305) 421-7752

Mr. Sandy Sherman, Regional Director

VOLUNTEERS FOR ISRAEL (Georgia District)

Mr. Kenneth Kipnis, Georgia Representative

498-2411 (h)

441 Maplecliff Dr., Stone Mountain GA 30088

WOMEN'S AMERICAN ORT

1532 Dunwoody Village Pkwy., Suite 209

393-8555

Dunwoody, GA 30338

Atlanta Region

Mrs. Sherilyn Krell, President

252-8082(h)

90 West Battery Place, Atlanta, GA 30342

393-8555 (c)

Crosstown Chapter (PM)

Mrs. Sherry Marsh, Co-President

5468 Martina Way, Dunwoody, GA 30338

394-5689 (h)

Mrs. Shari Marx, Co-President

1182 Congress Court, Marietta, GA 30068

565-5251 (h)

Mrs. Linda Reif, Co-President

560 Spindelwick Drive, Dunwoody, GA 30350

393-3383 (h)

E. Cobb Evening Chapter

Mrs. Debbie Cohen, Co-President

4390 Cove Island Dr., Marietta, GA 30067

509-9665 (h)

Mrs. Lauren Gray, Co-President

3910 Glenraven Ct., Roswell, GA 30075

642-6527 (h)

Gwinnett Corners Chapter

Mrs. Renee Sevy, President

4415 Windward Lane, Norcross, GA 30093

381-0898(h)

Women's American ORT (Cont.)

Lenox Chapter

Mrs. Ema Lesalus, President

2965 Pharr Court S., #411, Atlanta, GA 30305

261-9869(h)

N. Fulton Chapter

Mrs. Judie Medin, President

807 Summerbrook Dr., Atlanta, GA 30350

998-2048 (h)

851-5914 (h)

N. Suburban Chapter (AM)

Mrs. Belle Kulkin, President

2310 Roxburgh Dr., Roswell, GA 30076

664-4453 (h)

Regency Chapter

Mrs. Suzi Schwarz, President

1754 Coventry Pl., Decatur, GA 30030

378-5786 (h)

Terminus Chapter

Mrs. Elisa Goldman, Co-President

1133 Woodhollow Dr., Marietta, GA 30067

984-2725 (h)

Mrs. Susan Multz, Co-President

4849 Helga Way, Woodstock, GA 30188

928-3135 (h)

Tri County Chapter (PM)

Mrs. Allison Ahlzadeth, Co-President

7700 Blandford Pl., Dunwoody, GA 30350

396-6391 (h)

Mrs. Leah Ruttenberg, Co-President

2725 Braffington Cir., Dunwoody, GA 30350

551-9526 (h)

WIZO = THE WOMENS INTERNATIONAL ZIONIST ORGANIZATION

P.O. Box 76921

257-0669

Atlanta, GA 30358

FAX 522-3773

Mrs. Hilly Panovka, President

1010 Winding Creek Trail, Atlanta GA 30328

257-0669 (h)

WORKMAN'S CIRCLE - Arbeiter Ring

Branch No. 1015 (men and women)

Mr. Joseph Jacobs, Chairman

5550 Lake Forrest Drive, Atlanta, GA 30342

255-9020 (h)

522-4280 (c)

YESHIVA HIGH SCHOOL

3130 Raymond Drive
Atlanta, GA 30340

451-5299
FAX 455-6391

Rabbi Herbert J. Cohen, Dean

Mr. Jeffrey Ram, President
1380 Bramble Rd., Atlanta, GA 30329

633-5486 (h)
394-1300 (o)
FAX 698-9384

YOUNG ADULT AGENCY

(Incorporating Atlanta Hillel & Singles Counsel)

1531 Clifton Rd.
Emory University, GA 30322

727-6490

Rabbi Louis Feldstein, Executive Director

V Mrs. Billie Feinman, President
5310 London Dr., Atlanta, GA 30327

252-1402 (h)
231-1111 (o)

**YOUNG JUDAEA (Sec: SOUTHERN HADASSAH ZIONIST
YOUTH COMMISSION)**

**ZIONIST ORGANIZATION OF AMERICA - Atlanta
District**

Mr. Roy Cobb, President
370 Lighthouse Point, Atlanta, GA 30328

255-0664

AMERICAN JEWISH
ARCHIVES



CONTINUITY AND COMMUNITY
Atlanta Jewish Federation
1991 - 1992

INTRODUCTION

One of the many challenges the Atlanta Jewish Federation faces this decade is ensuring the quality and continuity of Jewish life. To meet this challenge, the Federation has embarked on an intensive effort to upgrade, improve and expand the framework of its human and social service delivery system.

The Federation-sponsored Year 2000 Report, a major impetus for change, has led us this year to three major initiatives: a restructuring of our communal education system, the expansion of an existing agency to serve the needs of our young adult population, and the continued development of mentoring relationships with our Israeli sister communities.

These initiatives, which will impact on every member of Atlanta's Jewish community, will provide us with an enriched and enhanced understanding of one another, a deepened appreciation and respect for our religion, our tradition and our heritage.

At the same time we are moving in new directions, we are continuing to provide an

ever-growing network of services and activities for Atlanta's vital Jewish community.

In its role as a resource to the entire 70,000 member Jewish community, the Federation allocates funds to fourteen beneficiary agencies: Athens Hillel, Atlanta Bureau of Jewish Education, Atlanta Hillel, Atlanta Jewish Community Center, B'nai B'rith Youth Organization, Epstein School, Greenfield Hebrew Academy, Jewish Educational Loan Fund, Jewish Family Services, Jewish Home, Jewish Vocational Service, Louis Kahn Group Home, Torah Day School, and Yeshiva High School.

This year's Annual Report describes the direction the Atlanta Jewish Federation has taken towards achieving some of the ambitious initiatives set forth in the Year 2000 Study which now serves as a blueprint for how we will plan and provide for the cultural, religious, educational and social needs of our community over the course of the next eight years.

There are exciting challenges ahead and we are ready to meet them as a community.

Sincerely,


Dr. S. Perry Brickman
President


David I. Sarnat
Executive Director

RESTRUCTURING COMMUNAL EDUCATION

Education is a major transmitter of Jewish continuity and Jewish identity. In the late 80s, with the approach of a new decade, the Federation began to examine and rethink the way our Jewish community's educational needs were being met. Federation undertook a broad-based study of the education system which included commissioning a study by JESNA (Jewish Education Services of North America) and creating a special Ad Hoc Committee to review the roles and responsibilities of the Atlanta Bureau of Jewish Education.

Comprised of representatives from the Federation leadership, the Executive Committee of the Bureau, the Educational Directors Council, the Atlanta Jewish Youth Professionals, and the Atlanta Rabbinical Association, this Ad Hoc Committee reviewed the recommendations made in the JESNA report, gathered information about current educational programs in the community, and developed a list of functions and programs critical to a complete Jewish education system.

The culmination of this year-long process defined our vision for Atlanta's Jewish education system: to become an educating community for life-long learning. Calling for the creation of a newly integrated system that promotes cohesiveness among all components of the Jewish educational network, the Ad Hoc Committee cited the importance of programming that would encompass all segments of the Jewish population with attractive, affordable, accessible learning opportunities.

Orchestrating this proactive, long-range effort is the new Council for Jewish Continuity, a community council of educators, rabbis and lay leaders responsible for providing a support base of

leadership, direction and strategic planning for Atlanta's Jewish education system. Its first task was to submit a proposal to the Council for Initiatives in Jewish Education to become one of three "lead communities" in the country.

The expansive network of inter-connected structures will also include the new Jewish Education Services, dedicated to the profession and practice of Jewish education through training, recruitment, and placement of teachers. The JES will also provide consultative services to day schools and synagogue supplementary schools.

In addition, a Jewish Education Fund is planned to provide for the future endowment of Jewish education in Atlanta. Suggestions for new initiatives in the education field will still be provided by various councils and associations in the community, such as the Atlanta Rabbinical Association and the Education Directors Council which have continued to function in strong coordinating roles throughout the organizational review process.

Plans for this comprehensive restructuring of our educational system are expected to include the enhancement of the Jewish Heritage Center, which will house our community's archives, library, educational resources, and the ZACHOR Holocaust Center as well as serve as a museum of Jewish history. The Israel Programs Center, housed at the AJCC, expects to expand its role in making Israel experiences a major component of Jewish education.

Through this educational reorganization, we hope to deepen our understanding of our Jewish heritage and, in the process, strengthen our commitment to Judaism and the Jewish community.

"Atlanta's vision for Jewish education is to become an educating community for life-long learning."

SERVING THE NEEDS OF YOUNG ADULTS

Fostering Jewish identity in our young adults is crucial to maintaining continuity of our heritage. The Federation has begun to review and evaluate its means and methods of providing for the cultural, religious, educational and social needs of our Jewish college age and single young adult populations.

Young adults are considered by educators and community leaders to be the Jewish population's largest "at risk" group. The Federation created the Ad Hoc Committee on Services to Young Adults to study their needs. While various programs and services exist for college age Jewish students at Atlanta area colleges and universities, they are concentrated mainly on the Emory campus, which has 41% of the estimated 4,500 college age student population.

It was determined that involvement rates were low for the roughly 8,455 single young adults within our Jewish community. Again, while some programming existed for this group, they had a perception of community indifference to their needs, difficulty accessing information and becoming integrated into the community, and in affording the

cost of participation in Jewish communal life.

As a result of these conclusions, the Ad Hoc Committee recommended that Atlanta Hillel be restructured to serve the continuum of needs from college years to young adulthood.

An expanded agency, serving as the central address and umbrella agency for the Atlanta Jewish

community's college age and single young adult population, will have a dual mission. It will foster the development of Jewish identity and facilitate integration into the Jewish community through planning, outreach, advocacy, and coordination of relevant services.

With an enhanced agency, Jewish campus activity will be strength-

ened and expanded, and, once their college experience has concluded, our young people will be effectively integrated into the broader Jewish community.

Through this integrated service system, we will serve our young people educationally and socially, and through affiliation and involvement help them over the threshold of Jewish communal life.

"One of the top priorities of the Federation is the fostering of Jewish continuity. College students and single young adults are at critical stages in the development of their identity and are in the process of making important life decisions. They stand at the doorway of adult Jewish communal life."

STRENGTHENING TIES TO ISRAEL

The continuity of the Jewish people depends upon the strength of our relationship to the people and the land of Israel. As Atlanta emerges as a major center of Jewish life, the community is becoming more closely involved with national and overseas issues affecting the delivery of services to Jews throughout the world.

As part of the implementation of the Year 2000 initiatives, the Federation created the Israel,

National and Overseas Committee, which advocates for maximum allocation of resources to Israel, national and overseas programs; recommends specific allocations to United Jewish Appeal, national and overseas organizations; creates and oversees innovative programs abroad; and educates members about international Jewish issues.

The Federation has emphasized involving our community in interactive projects in Israel and overseas that enhance our understanding and identification with Jewish concerns and needs around the world.

Several project areas being explored include developing a sister-city relationship with a Jewish community in the former Soviet Union or Eastern Europe, establishing a relationship with an Ethiopian absorption center, and working with groups in Israel which advocate for changes in the Israeli

electoral system.

The Federation has also created the Israel Economic Development Partnership (IEDP) and hired a director to create new jobs for recent emigres by expanding markets for Israeli products. This goal is being accomplished through collaborative relationships among businesses, industries, universities, and non-profit institutions in the Atlanta area, southeastern United States, and Israel.

The IEDP has identified several major strategies to stimulate the Israeli economy: research proposals to create jobs for engineers and scientists; exporting, joint ventures and direct investment to create manufacturing jobs with additional employment in the service sector; and Galilee development projects to stimulate jobs for the hardest-to-employ Olim through

innovative ventures in Karmiel and Nazareth Illit.

The Atlanta Jewish community is making a difference in the quality of life for Jews both here and in Israel by expanding the independence and productivity of that nation's rapidly increasing population with the establishment of such cooperative projects.

Atlanta-Israel ties continue to thrive and grow ever stronger through the generosity, effort and people-to-people connections of our Jewish community.

**"We are working
to build the world
Jewish
community while
strengthening
and energizing
our own Jewish
identity."**

THE YEAR IN REVIEW

In 1991-92, Federation offered a wide range of activities designed to increase community participation. In the fall, Federation joined with the Atlanta Jewish Community Center to present our "Sunday in September" concert during the AJCC Family Fun Day. Federation encouraged the Jewish community to participate in Atlanta's Hunger Walk which raised funds for the city's organizations serving the homeless.

In the spring, the community came together on Yom Hashoa to honor and remember the victims of the Holocaust. The annual observance drew more than 700 participants. Shortly thereafter, Atlanta's Jews celebrated Israel's birthday during a joyous evening with Israeli singing troupe Orot Hashchuna.

Many of the year's activities encourage and recognize the development of new leaders. YLC's Leadership Education and Development Series (LEADS), the Women's Division Women of Achievement program, the Goldstein Young Leadership and People Power programs are geared towards promoting Jewish education and community involvement.

To appeal to the varied interests of its members, YLC offered several other unique programs including a social event at Scitrek and a lecture

series featuring Soviet Refusenik Elana Kuma, former investigative reporter for The Tennessean Jerry Thompson, and board certified Jewish genealogist Miriam Weiner.

The Federation's Community Relations Committee became more proactive and broader based in the scope of issues addressed by the Federation. This year the CRC sponsored a myriad of impor-

tant programs and events helping us form a Jewish consciousness and perspective. Those activities included sending a delegation to Washington to advocate for U.S. backed loan guarantees, the organization of a political liaison group to meet with candidates for political office, and several programs dealing with anti-Semitism in the 1990s.

The Federation assumed a strong role in the Atlanta Project, a unique collaborative effort initiated by former President Jimmy Carter to mobilize the city's vast resources to attack poverty.

It is through this multi-faceted planning and development we will create an educated, involved and vibrant Jewish community.

As we move into this new decade, we can see a complex, ever-growing community coming together to meet the shared challenges and opportunities of the future:

"It is through careful community planning, strong and active leadership development programs, and comprehensive and expansive educational and cultural opportunities that we are able to move effectively towards our goals of community cohesiveness and continuity."

CAMPAIGN

The three major initiatives—restructuring communal education, serving the needs of young adults and strengthening our ties to Israel—call for creative thinking and long range planning and have captured the imagination of the Federation's corps of volunteers and sparked their efforts. This excitement about the future of our Jewish community has also translated to other areas of Federation activity such as the Annual Campaign, where tremendous results were seen.

The Atlanta Jewish Federation's Annual Campaign offers every individual in the community the opportunity to fulfill the Mitzvah of Tzedakah which obliges Jews to respond to fellow human beings who are unable to meet their own needs.

The funds contributed by Atlanta's Jews enable the building of Jewish community. They energize the institutions, agencies, services and programs that directly or indirectly benefit the more than 700 thousand Jews who call Atlanta home and many thousands more in Israel and throughout the world.

When the Federation announced this year's Campaign goal of \$23.3 million, our volunteers knew they had a daunting task to master. Taken within the context of a national recession, and following last year's history-making Campaign, we

are extremely pleased to end the 1992 Campaign with a projected total of \$12.6 million.

The Annual Campaign structure, which is continually enhanced to appeal to as many members of the community as possible, is based on divisions that relate to business or profession, gender, giving level, age and interest. Each division has its own leadership structure, programming and special events.

As a result of this year's expanded programming, special groups within the larger Campaign divisions continued to grow in membership. The parlor meetings offered by the Maimonides and Builders and Real Estate societies, the "lunch and learn" continuing education series sponsored by the Legal division, the Business and Professional Women's N'Shama Society—all innovative and new Campaign events—were designed to promote involvement.

"Active involvement in the community and financial participation in the campaign which supports the world Jewish Community are inseparable components that together form the totality of our Jewish character."



Federation's Young Leadership Council offered those under forty a vast array of unique social and educational opportunities including a lecture by nationally syndicated movie critic Michael Medved. YLC has also encouraged participation in special nationally-organized singles and young adult missions to Washington and Israel to emphasize the important role Atlanta now plays as an emerging leader in the American Jewish community.

Because of these exhilarating programs, the Federation experienced a substantial increase in community participation throughout the Campaign. Starting with the momentum generated by the \$2.3 million raised by 200 members of the Jewish community who traveled to Israel in November on the Federation's Miracle Mission, enthusiasm for the Campaign spilled out to the entire Jewish community.

This year the Campaign boasts fifty-one new contributors of \$10,000 or more entering the Major Gifts category, and two new \$25,000 givers, two new \$50,000 givers and five new \$100,000 givers.

1992 was the first time adult children, whose parents had contributed upwards of \$25,000 to the Campaign, were included among those attending Major Gifts events. Among those events was the Federation's first gala-gifts evening honoring all donors of \$10,000 and more. Hosted by Governor and Mrs. Zell Miller at the Governor's Mansion, the evening brought together 200 major donors.

On the domestic scene, both Trades and Professions and the Women's Division repeated their successful Washington Mission programs with increased numbers of participants. In total, 120 members of Trades and Professions and 91 members of the Women's Division traveled to Capitol Hill to become more knowledgeable about the



people and processes in government and make their voices heard.

The Women's Division reported significant increases in its Campaign programs such as the Main Event where over 400 women came to see Obie award-winning actress Rosina Fernhoff perform her one-woman play. This annual fundraising event generated \$2.3 million, an 18% increase over last year's \$2 million.

Equally exciting was the participation of twenty Women's Division members in the newly offered Women's Division Mission to New York where the \$18,000 Ruby Division was inaugurated.

Overall Campaign enthusiasm and community participation were also demonstrated at the Federation's Opening event, where 2,000 turned out for fun and entertainment at the Atlanta Jewish Community Center.

Atlanta's Jewish community was also out in full force

with over 400 in attendance at the Federation's annual Super Sunday event. Because of the increase in Atlanta's Jewish population over recent years an additional 5,000 names were added to the list of those to be solicited which led the Federation to host a first-time Super Sunday II. Those volunteers who raised a combined total of \$667,000 included representatives from all Federation beneficiary agencies as well as every area congregation.

And, finally, the Jewish community expressed its commitment to the Campaign at the Federation's Annual Closing Event at Ruperts, where over 1,000 people turned out to celebrate a job well done.

It is through the Campaign that the Jewish community is built. By making possible the financial resources to ensure the quality and continuity of Jewish life here in Atlanta, our community can play a leading role in the world Jewish community.

ENDOWMENT

The information on this and the facing page tells some wonderful stories. It shows how, thanks to the unique generosity and caring of members of the Atlanta Jewish community, the Atlanta Jewish Federation Endowment Fund has grown spectacularly. One can see the Mitzvot this growth has made possible in the extensive list of recipients from our many Endowment entities. We are especially proud of the way in which grants from our Unrestricted Endowment Fund have helped lay the groundwork for the future greatness of the Atlanta Jewish community. We are indeed fulfilling the Biblical command to pass the highest ideals of Judaism from generation to generation, Dor L' Dor.

From its beginning just eleven years ago the Atlanta Jewish Federation Endowment Fund has grown to nearly \$30 million in size. In calendar year 1991 we distributed over \$3.5 million to worthy recipients. This represents an achievement of which we can be very proud.

The great advantages of Endowment giving extend not only to the recipients of these funds and to the community, but also to the donors. Major income tax and estate tax savings often result from planned giving. The Endowment Fund provides unique gifts to the givers. It gives them the ability for their good work and generosity to go on forever. It gives them immediate and long-range tax and estate planning benefits. It can be tailored to further particular charitable interests. It can even be used to provide increased income for life to the giver.

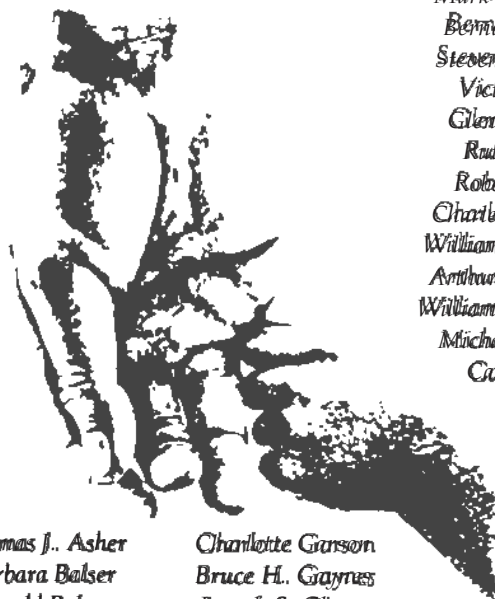
The Endowment Fund is a treasured resource of our community. It has a unique ability to address emergency needs, to fund the initiation of new and innovative programs, and to provide "seed money" for experimental and research projects. Endowment is of prime importance in assuring that the Atlanta and world Jewish communities will continue to grow from strength to strength.

Endowment Board

Davis Abrams
Eliot Amosvitz
Joel S. Anogetti
Robert J. Anogetti

Mark Eden
Herbert R. Elkas
Baron J. Frankel
Stanley K. Friedman

Sally Kaplan
Kevin King
Martin Kogon
Craig Kritzer
Mark Lichtenstein
Raymond Marcus
Steven E. Marcus
Victor Maslin
Glenda Minkin
Ruth Ruzin
Robert Rinzler
Charles Rosenberg
William E. Schattner
Arthur J. Schwartz
William A. Schwartz
Michael Schwartz
Cathy Selig



Thomas J. Asher
Barbara Balser
Ronald Balser
John Benator
Stephen Berman
M. William Bremar
S. Perry Brickman
Gerald H. Cohen
Alfred A. Davis
Rosanne Diamond

Charlotte Garson
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Burton Gold
Elliott Goldstein
Rita Goldstein
Jack Halpern
Gerald Horowitz
Betty Ann Jacobson
Harvey Jacobson

Sol Singer
Gary E. Snyder
Mark K. Taylor
Milhorn Weinstein
Merrill Wynne
Bernard Zuckerman

ATLANTA JEWISH FEDERATION ENDOWMENT FUND

Financial Information December 31, 1991

Fund Balances:	
Philanthropic Funds	\$ 7,180,000
Restricted Funds	4,650,000
Unrestricted Fund	3,377,000
Subtotal	15,207,000
 Supporting Foundations	 10,971,000
Total Fund Balance	26,178,000
 Charitable Remainder Trusts	 2,850,000
Total Endowment	29,028,000
 Activity (Twelve months ending 12-31-91):	
Contributions	\$ 8,104,000
Investment Income	1,737,000
Allocations	(3,916,000)
Expenses	(173,000)
Increase (Decrease) for Period	\$ 7,064,000
 Increase in Charitable Remainder Trusts	 1,589,000
Increase (Decrease) for Period	\$ 8,650,000

Endowment Fund

Betty Ann Jacobson, Chair

Distribution

Charles Rosenberg

Marketing

Barbara Balser

Investment

Merrill Wynne

Legal and Tax

Stephen Berman

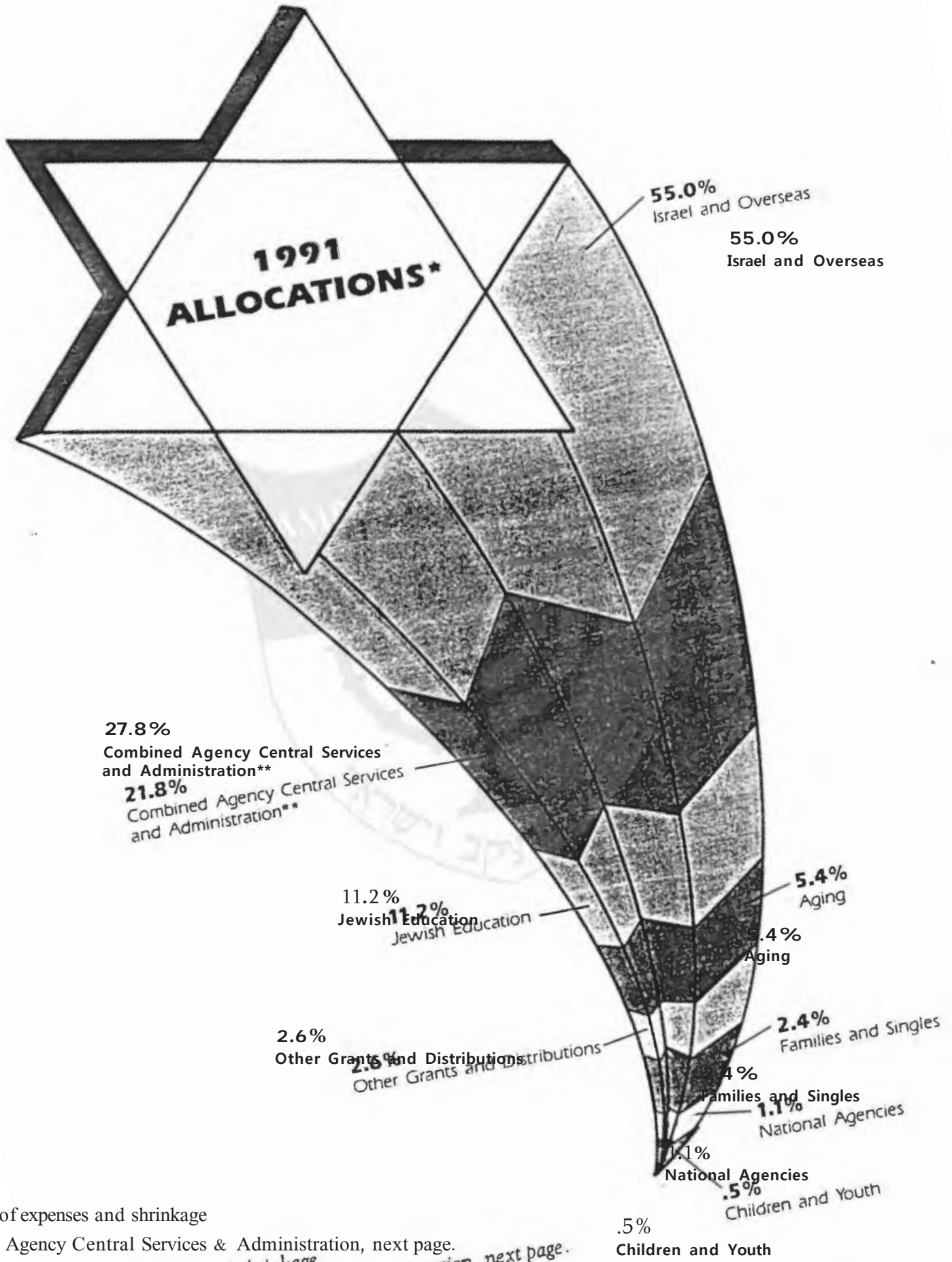
CALENDAR 1991 UNRESTRICTED FUND GRANTS

Atlanta Jewish Federation: One year temporary staff position to cover: staff support for reorganization of Jewish education services; development of College and Youth Agency.....	\$500,000
The Epstein School: Purchase of movable temporary classrooms for expansion.	25,000
Jewish Vocational Service: Capital needs (machinery, etc.) to enable senior workshop to obtain government contract.	3,600
Alexander Muss High School In Israel: To help them through crisis caused by Gulf War	7,000
Atlanta Jewish Community Center: To fund search for new director.	7,500
American Jewish Committee: Seed money for Black/Jewish Coalition bi-racial high school retreat.	11,250
Atlanta Jewish Federation: second year - Grant development department.	60,000
Atlanta Jewish Federation: "Creating Community" Exhibit planning and development.	5,000
Interdenominational Theological Center: For "Synthesis" program. Second year funding for highly successful program at Atlanta University System Graduate School of Theology.	40,000
Bureau of Jewish Education: Seminar for Georgia school teachers on teaching of Holocaust.	3,000
Metropolitan Atlanta Furniture Bank: Toward handling furniture for Soviet Resettlement.	10,000
Bet Uri - Israel: Special playground for this home for severely retarded children.	6,000
Yemim Orde Youth Aliyah Village - Israel: Special conversion program for new Olim.	14,000
Yeshud Community Center - Israel: Toward fees so that recent olim can attend programs in Atlanta's Project Renewal City.	12,000
Torah Day School: Headmaster search and creation of cafetorium.	9,010

CALENDAR 1991 - GRANTS

The following organizations received grants from various Atlanta Jewish Federation Endowment Funds during 1991.

Adaptive Learning Center	Charles L. Pinus Foundation	Jewish Vocational Service	Santa Barbara Therapeutic Riding Academy
Akavash Aekim Synagogue	Childrens Museum	Jewish National Fund	Scottish Rite Children's Hospital
Atlanta Jewish Community Center	Citizens for Justice, Inc.	Jewish Welfare Board	Shamir Israeli
Albert Einstein School of Medicine	City of Hope	Joint Tech/Georgia Development Fund	Shepherd Spinal Center
Alliance Theatre	Columbus Jewish Federation	Landbach Library International	Soren Wessenthal Center
Alpha Omega Foundation	Commonweal	Lifeline for the Old, Inc.	South Palm Beach County Jewish Federation
Alzheimer's Disease Association	Community Foundation of UJA San Diego	Link Counseling Center	Southeastern Reinvestment Ventures, Inc.
American Cancer Society	Community Soup Kitchen	Library Action	Southern Poverty Law Center
American Heart Association	Crisis Resource Center	Louis Kahn Group Home	St. Jude's Children Research Hospital
American Jewish Committee	Cystic Fibrosis Foundation	Louise County High School	St. Joseph's Hospital Foundation
American Red Cross	Davis Academy	March of Dimes	Students in Free Enterprise
American Society for Technion	Dekalb Medical Center	Medical College of Georgia	Temple Jewish Federation
Anti-Defamation League	Dermatology Foundation	Memorial Sloan-Kettering Cancer Center	The Temple
Atlanta Lupus Research Foundation	Diabetes Association of Atlanta	Men Stopping Violence	Temple Beth El, Birmingham
Atlanta Artists Club	Douglas College	Middleborough Jewish Cemetery	Temple Sinai
Atlanta Ballet	Educational Services Alliance	MELK Center for Nonviolent Social Change	Torah Day School
Atlanta Bureau of Jewish Education	Emory University	Morehouse Medical School	Tulane Medical Center
Atlanta Chapter Hadasah	The Epstein School	Mothers Against Drunk Driving	UCLA Foundation
Atlanta Community Food Bank	First Montessori Class of Atlanta	Mt. Scopus Hadasah	UNICEF
Atlanta Group Home	Foundation for International Community Assistance	National Council of Jewish Women	Union Mission
Atlanta Jewish Federation	Friends of Atlanta Fulton County Library	National Holocaust Museum	United Way of Metro Atlanta
Atlanta Hillel	Gallaudet University	National Jewish Center	United Way of Palm Beach
Atlanta Scholars Kollel	Genesis Shelter, Inc.	National Jewish Center for Immunology and Respiratory Medicine	United Way Valdosta
Atlanta Men's ORT	Georgia State University	National Kidney Foundation of Georgia	University of North Carolina, Chapel Hill
Atlanta Symphony	Georgia Tech Foundation	National Proctitis Foundation	University of South California
Bach Camerata	Glenridge, Inc.	National Sclerosis Society	University of Tennessee
Bayich Lepleiot, Inc.	Greenfield Hebrew Academy	National Conference of Christian & Jews	University of California Medical Center
Ben Maxwell Dental Clinic	Habitat for Humanity International	National Conference on Soviet Jewry	University of Georgia Foundation
Beth Jacob	Hebrew Union College	National Homeless Alliance	US Holocaust Museum
B'nai B'rith Foundation	Henrietta Egerton Hospital	National Multiple Sclerosis Society	Valdosta Hebrew Congregation
B'nai Torah	Hands On Atlanta	National Yiddish Book Center	Visiting Nurses Association
Boston Foundation	High Museum of Art	Neva Contemporary Arts Center	Washington & Lee University
Boys Club of Metro Atlanta	Hundred Club of Atlanta	Northside Youth Organization	Washington University
Boy Scouts Valdosta	Indiana University	Ohio State University	Weizmann Institute of Science
Buckhead Rotary	Israel Tennis Centers Association	Onstage Atlanta	Winston Adult Day Care Center
Butler Street YMCA	Jaffe Institute for Strategic Studies	Or Ve Shalom	Westminster School
Camp Best Friends	Jefferson Medical College	Our House, Inc.	William Brennan Jewish Home
Camp Sunshine	Jewish Educational Loan Fund	Pace Academy	Williams College
Cardigan Mountain School	Jewish Family Services	Paidia School	Woodruff Arts Center
CARE	Jewish Federation of Greater Seattle	Planned Parenthood	Woodruff Health Sciences Center
Carter Center	Jewish Theological Seminary	Rutgers University Foundation	Yeshiva High School
Catalyst		Salvation Army	YMCA
Center for Visually Impaired		Santa Barbara Jewish Federation	Young Audiences of Atlanta



*Net of expenses and shrinkage

** See Agency Central Services & Administration, next page.

*Net of expenses and shrinkage

** See Agency Central Services & Administration, next page.

ALLOCATION OF FUNDS 1991-1992

Beginning in 1990-91, the process for allocating funds to local agencies was changed based on the recommendations of the Year 2000 Report. Each of the local beneficiary agencies is treated uniquely depending on the nature of its programs, and its current circumstances. Some agencies receive a lump sum allocation, and others receive an allocation for each program offered plus an allocation for overhead. The allocation for programs is determined by the appropriate target group subcommittees. Overhead is a general allocation for agency operations to be used to cover costs not associated with programs. The amount is determined by the Budget Administration Subcommittee. The chart is net of expenses and shrinkage and does not include Operation Exodus.

FUNDS AVAILABLE FOR ALLOCATION

1991 Regular Campaign	\$111,590,000
Operation Exodus	8,900,000
Collection of Shrinkage from prior years	75,000
Reduction of Fund Balance	150,000
Undistributed Fiscal Year 1991 Allocation	7,500
Total Funds Available for Allocation	\$20,722,500

ALLOCATIONS, DISTRIBUTIONS & REDUCTIONS

GENERAL DISTRIBUTION & REDUCTIONS

Federation Campaign Expenses	\$ 777,653
Shrinkage (3.5%) on 1991 Regular Campaign	402,150
Mission Expense	172,000
Gift Restricted by Donor to Endowment Fund	100,000
Forward Federation	130,000
	\$ 1,581,803

Israel & Overseas

United Jewish Appeal/Joint Distribution Committee (Regular Allocation)	\$ 55,447,421
UJA - Project Renewal	140,817
UJA - Operation Exodus	8,900,000
Bet Uri	6,000
The Institute for the Advancement of Education in Jaffa	2,500
American Joint Distribution Committee	12,000
National Council of Jewish Women	5,000
The Tel Aviv Foundation	2,500
Yehud Community Center Program for New Immigrants	8,000
Yemim Orde Youth Aliyah Village	144,300
Subtotal	\$14,538,238

National Agencies

American Jewish Committee	\$ 199,250
American Jewish Congress	4,500
Anti-Defamation League	23,750
B'nai B'rith Youth Services Appeal	111,000
Brandeis University-Hornstein Program	350
Hebrew Union College School of Jewish Communal Service	1,850
Jewish Braille Institute	800
Jewish Education Services of North America	111,000
Jewish Labor Committee	2,850
Jewish Telegraphic Agency	6,500
Jewish Theological Seminary of America	11,500
Jewish War Veterans	2,500
Joint Cultural Appeal	172,500
National Conference on Soviet Jewry	8,760
National Jewish Center for Learning & Leadership	2,000
National Tay Sachs	150
Ner Israel Rabbinical College	11,500
North American Jewish Students Appeal	850
Synagogue Council of America	11,000

Yeshiva University	1,000
Subtotal	\$ 113,610

PROGRAM ALLOCATIONS

Family & Singles

Chaplaincy (JFS)	\$ 20,000
College Services (Athens)	26,338
College Services (Atlanta)	42,809
Family Life Education (JFS)	9,500
Financial Assistance (JFS)	50,000
Job Placement (JVS)	58,500
Volunteer Services (JFS)	34,000
Subtotal	\$ 247,549

Aging

Assisted Living (LKGHI)	\$15,600
DART (JFS)	110,942
Long Term Care (Jewish Home)	**429,951
	20,000
Meals on Wheels (JFS)	27,016
Senior Adult Workshop (JVS)	47,020
Subtotal	\$ 550,529

*(This amount was paid to the Jewish Home for 1990-91 from the 1991 campaign. The cash allocation for 1991-92, \$451,448 will be charged to the 1992 Campaign.)

Jewish Education

Bureau of Jewish Education	\$ 302,793
Epstein School	240,712
Greenfield Hebrew Academy	399,553
Torah Day School	41,580
Yeshiva High School	168,600
Subtotal	\$ 1,153,238

Children & Youth

Adoption (JFS)	\$6,000
College Counseling (JVS)	3,500
College Scholarship (JELF)	5,278
Financial Aid Counseling and Screening (JVS)	500
People Are Learning (JFS)	10,140
Teen Services (BBYO)	32,740
Subtotal	\$ 51,756

AGENCY CENTRAL SERVICES & ADMINISTRATION

Atlanta Hillel	\$55,770
Atlanta Jewish Federation	898,983
Atlanta Jewish Community Center (Includes program/overhead)	891,638
B'nai B'rith Youth Organization	24,160
Jewish Family Services	178,000
Jewish Vocational Service	191,208
Subtotal	\$ 2,239,759
Other Grants and Distributions	
Developmentally Disabled Programs	\$15,000
Community Relations Programs	165,900
Adopt-A-School	800
Israel Related Programs (Reserve)	17,500
Emergency Reserve	46,818
Subtotal	\$266,018

TOTAL ALLOCATIONS,

DISTRIBUTION & REDUCTIONS

\$20,722,500



Fourteen teen-agers participated in the High School in Israel reunion, held in the north Georgia mountains.

Teens Recall Israel At Mountain Reunion

DAVID HOLZER STAFF WRITER

Traey Kaplowitz was sad when she returned to Atlanta last month at the end of her semester at the Alexander Muss High School in Israel.

"It felt like leaving a place where you grew up," said Traey, a junior at Riverwood High School. "Even though we were there only two months, it's a major growing up of your life and you hate to leave it."

"These kids are so enthusiastic when they come back, and there's so much letdown," said Amy Peskin, director of teen programming for the Atlanta Jewish Community Center.

To help channel the enthusiasm and ease the letdown, the AJCC organized a weekend reunion Dec. 13-15. Fourteen of the 35 Atlantans who participated in the High School in Israel's fall session gathered in a group of cabins at Unicoi State Park in the north Georgia mountains.

"We wanted them to share what they've been through and to see if and how they can be more involved" in the Atlanta Jewish community, said Avi Markowitz, community shaliach and a retreat organizer.

In a series of programs, the teens learned about and discussed problems facing Israel. The goal, organizers said, was for participants to return to Atlanta as more

knowledgeable advocates of Israel and of youth programs in Israel.

Jay Bressler didn't waste time. The week after the retreat, the Riverwood High School junior was scheduled to lobby the AJCC board of directors. "My goal is to try to get the center to support High School in Israel to the limit financially," he said.

Most memorable about the retreat for the 16 year old was the intense discussion that lasted far into the night, following a screening of the Holocaust film *Europa, Europa*.

"We discussed if there wasn't a Holocaust would there be an Israel, and if there had been an Israel, would there have been a Holocaust," Jay said.

Most meaningful for Traey Kaplowitz was the "huge debate on how to help Israel in the coming years."

Following a values-clarification exercise, the group determined the most important things for Israel's survival were "having a Palestinian state in Lebanon and having a peace treaty with Jordan and Syria. The majority felt devoted to getting the Palestinians out of Israel," the Riverwood High School junior said.

Shai Azoulay said he was in the minority on that issue. "It would be better just to have peace and peace is a

mutual thing," said the Dunwoody High School junior, who was born in Israel. "I can see how the Palestinians might feel. The kids [at the retreat] don't see the bad things Israel is doing. There's right and wrong on both sides."

The conclusions the teenagers reached looked vastly different to Mr. Markowitz, who led the exercise, "Israel Survival Kit."

The top three choices were Israel's getting support in Europe and the United States, negotiating with the PLO, and negotiating peace agreement with Jordan and Syria, said Mr. Markowitz, whose job is to organize Israeli cultural events locally and provide information on programs in Israel. "Option II — deport the Arabs — was not a priority at all."

Debra Gottlieb, a junior at Dunwoody High School, echoed the feelings of others when she said, "The best thing about the retreat was being with the people again. It got nostalgic."

Ms. Peskin of the AJCC said a number of follow-up events are planned, including a social event in March and another retreat next fall. At both, all graduates of High School in Israel will be invited to participate, she said. □

Close-up

Through The Day School Door

Five-year-old Dana Fink is a happy, bright girl, born with spina bifida. She is in a wheelchair part of the time, and uses crutches to get around. This year, Dana's parents decided to send her to the Greenfield Hebrew Academy, where her two older sisters attend, so she could have a Jewish day school education.

At the Hebrew Academy, Rabbi Jay Neufeld talked with Dana's parents, and the director of the early childhood center, and decided that the school would be able to accommodate Dana's needs.

Across town, Rachel recently completed a year at Temple Sinai's preschool, and her parents, (who asked that their last name

Do Jewish kids with special needs have access to their Aleph-bet?

DEVORAH GOLDMAN STAFF WRITER

At left Dana Fink shares a lighthearted moment with other Greenfield Hebrew Academy students. Photo by Charles Raftshoon.

not be used), decided to apply to the Davis Academy for their kindergarten-bound five-year-old daughter.

Rachel was born profoundly hearing impaired, and has an associated delay in language development. Yet, after receiving a cochlear implant, a state-of-the-art device that electronically stimulates the auditory nerve, Rachel has learned how to hear.

Rachel's parents were deeply disappointed when the Davis Academy did not offer them an application for admission. The family is now considering public school for their daughter.

While the girls' separate circumstances differ in nature and intensity, their experiences depict some of the challenges encountered by educators, parents, and children with special needs — physical, intellectual or social impairments that may require extra attention and services by teachers or specialists. It also demonstrates the absence of a common protocol among private Jewish schools in dealing with children who have special needs. For parents, this is frustrating.

"Special needs are not only about funds, teachers or facilities, but about a willingness to find a way," said Rachel's father, who had eventually offered to fund the additional teacher his daughter

might have needed. "We are upset at the lack of awareness. Day schools are supposed to be community based schools, and there is a segment of the community that has special needs."

But officials at the Davis Academy felt the new school would be unable to meet Rachel's needs. Principal Mollie Aczel declined an opportunity to talk about how the decision was reached. Ms. Aczel released a prepared statement that said, in part, "Jewish day schools and synagogue supplemental schools have long been grappling with concerns related to children with special needs."

Open Minds, Open Doors

Although educators realize the importance of providing a Jewish education for all children, most grapple with meeting the needs of already existing programs. Principals and boards operating within tight budgets and limited facilities find it difficult to make special education a priority.

"We have no funds, no staff and no space [for special needs programs]," admits Cheryl Finkel, head of the Epstein School. "We have physical limits. We need to meet the needs of the current student body before introducing new programs."

Other principals seemed to agree that the regular demands of running a Jewish day school have left little room financially to cater to those children whose particular needs may be expensive. Torah Day School principal Rabbi Yitzchok Young said that his fledgling school is ill-equipped to deal with children with profound special needs.

"We are very small, though, which means



Wendy Spector, Executive Director of Jewish Family Services, speaking to a group of students at the

that we are highly flexible, and we can create highly individualized programs," said Rabbi Young. "If a parent of a child with a handicap approached our school, and we had the funding, I would welcome the child in."

Some of the basic costs related to mainstreaming a child with special needs include providing extra teachers or tutors, and modifying an existing building to include ramps, for example.

Rachel's father insisted, though, that each child can and should be dealt with on an individual, case by case basis.

"Jewish children with special needs are rare kids," he said. "It's not like the [local] schools are getting flooded with special needs kids. Why can't we say, isn't it wonderful that this [special needs] kid wants a day school education?"

Ms. Finkel believes that the area of special education is still an unexplored frontier, one that has

not been clearly defined in the Jewish school.

"There is a tremendous controversy as to whether the needs of children with handicaps can be best met in separate programs, or mixed into a normal school," she said. "Should regular classroom teachers gain the expertise to teach handicapped children? We haven't had to deal with this issue yet. How can we reach the Jewish child with handicaps and give them an intense Jewish experience? We are still very much in the learning process on this issue."

Local Initiatives

Susan Tauber has been the director of the Adaptive Learning Center since 1982, an independently supported school which occupies half of the preschool area in Temple Sinai's building. Ms. Tauber, a charismatic educator committed to special education for

Reaching a Jewish child with handicaps is still a new frontier.

— Cheryl Frankel



erin Schradi.

the past 20 years, has taught children from birth to age 7 with disabilities such as Down's syndrome, autistic disorders, cerebral palsy, and other learning problems.

Ms. Tauber frequently organizes common preschool activities with Temple Sinai's preschool and the students in her program. The two schools occupy parallel hallways, and children from Ms. Tauber's program are easily mainstreamed into Temple Sinai's preschool activities across the hall.

"The easiest time to mainstream a child with special needs is in the early years," said Ms. Tauber. "Most children should not be segregated out of the mainstream classroom. It requires a will, and technical know how. But you cannot just place a child in the classroom without giving the teacher assistance to make it work. It takes coordination among the family, teacher, and outside professionals in the field."

Ms. Tauber contends that the lack of commitment by the Jewish educational community toward children with special needs is due more to a lack of understanding than of desire.

"Not too many years ago, Jewish parents felt that they had to send their children (with special needs) outside of Atlanta for care and education," she said. "There wasn't anything available in the Jewish community. That is slowly changing. We now have three Federation-sponsored subcommittees formed to address issues in the area of developmental disabilities. Educationally, the wave of the future in special education is that all children should be included in regular classrooms."

Webb Spratz, Developmental Disabilities Coordinator at Jewish Family Services, which is partially funded by the Atlanta Jewish Federation, advises an issues related to providing services to



Five-year-old Dana Fink "has been looking forward to going to Hebrew Academy for a long time."

adults and children with disabilities.

"Certainly, with the inclusionary trend in special education, (day school) teachers and principals would want to be educated and sensitized toward dealing with children with disabilities," said Mr. Spratz. "You don't necessarily need a special educator in the classroom, but a teacher who has been sensitized to children with special needs."

Somersaults and Alephs

Dana is not the first child with unique physical needs to attend Greenfield Hebrew Academy. Another wheelchair-bound student attended the school in its prior location, where ramps were built to provide him easy access. Rabbi Neufeld has also had experience in welcoming a child with special needs into the mainstream, when he assisted a student with a degenerative physical condition in a Jewish day school in Miami.

"We feel we can handle it," said Rabbi Neufeld. "We have some questions — for example, what she will do during a fire drill, or how will she get from class to class, but the par-

ents and I are working it out."

Mrs. Fink will be spending a whole day in the school (before the school year begins) making notes, thinking logistically from Dana's point of view, so she can tell her daughter how to make her way through the school.

Dana's presence, Rabbi Neufeld said, will be good for the other students as well.

"It will teach the other children a lot about life and it will build Dana's self-esteem at the same time," he said.

Dana's mother does not plan to have her daughter excused from physical education class or recess. Dana is a big fan of wheelchair tennis, and in gym she will line up to try a somersault with the rest of the kids. Mrs. Fink's attitude toward Dana is an attitude of empowerment rather than helplessness.

"Anyone can go anywhere who has the willingness and the imagination," said Mrs. Fink. "There really is a way around anything. There has to be a commitment to being open-minded. Dana can do anything." □

"Anyone can go anywhere who has the willingness and imagination."

— Mrs. Edith Fink

TAFF WRITER

Synagogue Sextet

Six local congregations plan a first-ever joint trip to Israel.



Rabbi Juda Mintz takes time out from touring during a trip to Israel last year.

At the last meeting of the Atlanta Rabbinical Association, Rabbi Juda Mintz, rabbi at Congregation B'nai Torah, invited his colleagues to celebrate Shabbat with him — in Jerusalem. He not only invited his fellow rabbis, but their families, friends, and members of their congregations.

Five rabbis accepted, and this summer 150 Atlantans will participate in the first Jewish multi-congregational tour ever to depart from Atlanta.

"I wanted to enable congregants to get to know each other, and their rabbis, on a non-superficial level," explained Rabbi Mintz. "We'll share in our similarities and our differences, and I hope it will develop a greater sense of *achdut* (unity). I am hoping that this trip will inspire other inter-congregational activity in this city, because right now there is very little of that going on."

The group spans the denominational spectrum, and includes

Traditional, Conservative and Reform synagogues. Members from Congregation Beth Shalom, B'nai Torah, Etz Chaim, Shearith Israel, Or VeShalom and Temple Beth Tikvah plan to embark on the trip, which is slated for an early July departure.

Although there are other opportunities to travel to Israel with community-oriented groups from Atlanta, Rabbi Mintz does not feel that his group competes with these trips.

"However we get them there, it will strengthen their ties to Israel," said Rabbi Mintz.

Rabbi Mintz conceived and presented the idea to his colleagues, and assigned each rabbi certain tasks related to various aspects of the trip. Rabbi Donald Tam of Temple Beth Tikvah is handling financial matters, while Rabbi Shalom Lewis of Congregation Eitz Chaim will supervise the brochure.

The upcoming trip, which will be Rabbi Mintz's 33rd trip to Israel, will include plenty of

sightseeing that promises to be visually inspiring. There are also a few smaller side trips which seek to instill an understanding of the human price that is paid for having a modern Jewish land.

"I believe in the product," Rabbi Mintz said of Israel. "I just want people to see that it has come at a price. After visiting other sites, I usually take my groups to visit the military cemetery at Har Herzl, and the group sees the [graves of] 17 and 20 year olds who have given their lives for Israel."

In between shopping, dining and visiting the impressive new digs at Beit Shean, Rabbi Mintz makes another unusual stop a regular fixture on his Israel itinerary. He plans on visiting Bet Hachem in Tel Aviv, a center devoted to rehabilitating Israeli soldiers who have been wounded. Visitors may see a blind soldier playing soccer with his seeing eye dog nearby, and a young soldier who lost both his legs swimming laps in the pool.

"It may not be a pretty sight,

but those who see it are uplifted. It is utterly overwhelming," said Rabbi Mintz.

Rabbi Mintz says that he will balance the itinerary for the multi-denominational group but he doesn't want them to go to Israel just to see sights. "I want them to get underneath the surface and 'see its *heshama*.' While he notes that 'traipsing around on camels' is important and fun for kids, a session of Torah study is included on a visit to Aish HaTorah, an Orthodox yeshiva located in Jerusalem's Old City.

While the group will visit certain sites together, each rabbi will be able to take his congregation to sites that are particularly special or relevant to his constituency.

Rabbi Tam plans on taking his congregation to see the Reform movement's Hebrew Union College in Jerusalem, and hopes to visit a Reform kibbutz as well. Although his group is the only Reform congregation that will be part of this trip, he is looking forward to a "fascinating diversity among the rabbis." Rabbi Shalom Lewis, rabbi at Congregation Eitz Chaim, has a special side trip planned for the members of his Conservative congregation. Several years ago, a woman who attended Eitz Chaim donated *sefer Torah* to demonstrate her appreciation of the synagogue. Subsequently she passed away and is now buried in Tiberias. Rabbi Lewis likes to take visitors there and perform a small ceremony.

"I want [the group] to see the sights and the glory of Jewish life, but also the nitty gritty of how Israel lives everyday," said Rabbi Lewis. "We will probably visit an absorption center. We'll laugh and we'll cry. There's up and down in Jewish life, and we'll see that on this trip, too."

"My job is to take Jews to Israel," added Rabbi Mintz. "I let Israel do the rest." □



Russian and American students exchange ideas at the Moscow National Jewish Day School.

The Bridge From Moscow To Atlanta

Five Atlanta teens and a Jewish educator foster a relationship with Moscow colleagues.

NEIL RUBIN ASSISTANT EDITOR

Playing cards one evening with her new friends, Amy Garber forgot where she was. Despite being in Moscow, thousands of miles from home and speaking no Russian, she felt "like I was one of them."

One of five Atlanta Jewish teenagers and an educator to have recently returned from Moscow, Ms. Garber, a junior at the Woodward Academy, now looks forward to when her host visits here this spring.

The program, coordinated by the Friendship Force, was the first in a series of exchanges with the Moscow National Jewish Day School and Atlanta Jewish teenagers.

When the Muscovites come here, they will be treated to sites such as synagogues, Six Flags and a grocery store. "I just want to show them the 'good' side of

here," said Jeff Wehr, an eighth grade student at Daniel Middle School.

The five days in Moscow was preceded by a flight to Germany and a subsequent 36-hour train ride through eastern Europe. "It was eerie that I was going through Poland where millions of Jews went on these tracks," recalled Daryl Wernikos.

While the trip was designed to cultivate a sense of shared Jewishness between the teens, they spoke more about youthful concerns such as music, clothes and who's dating whom, noted Ms. Garber.

Those bonds, however, will create relationships from which a dialogue about Judaism can spring, noted Steven Grossman, director of the Atlanta Jewish Religious School and the group's supervisor.

"Jewish identity problems have been in the news a lot lately," he said.

what they are here," he said.

Mr. Grossman is hoping to raise the money to bring the school's principal, Gregory Lipman, to this country soon to meet with Jewish educators in New York. The ultimate goal, he said, is to create a Conservative Jewish day school in Moscow.

Signs of Judaism prevalent in this country, such as mezuzot or Chanukah menorot in the windows, were starkly absent in most of the homes seen by the students.

"They were not lacking in traditions, but in family traditions," noted Marjorie

Signs of Judaism such as mezuzot or Chanukah menorot were absent in most of the homes.

Freedman, a North Springs High School student. "I don't go to a Jewish school so I don't get anything about Judaism there," she said. "With them it's almost the opposite extreme."

During their three trips to the Moscow Jewish school, the Atlantans did everything from discuss their identities to congregate around the piano and play Beatles' songs. They also attended Shabbat services in the Moscow Central Synagogue. Though some had been to an Orthodox service before, it remained a strange experience.

"They don't use our tunes and they don't really lead services," said Ms. Garbar. "They just do things quietly and no one pays attention."

The realities of life in Russia made sharp impressions on the students. Susan Smilack was particularly taken aback by Gypsies who, in the Kremlin compound, begged for money. She also found that "outside nobody looks you in the eye, so they're not really friendly toward strangers." In the house, however, she found residents to be "overly friendly."

During their week, students said they were fed a steady diet of slaws, potatoes and meat. They admitted they missed the comforts of familiar surroundings. They all said they gained a greater appreciation for a cool glass

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Atlanta's Jewish day schools accept students at any grade. Call the schools for information:

**Epstein School (Conser-
vative) grades pre-K - 8
849-0111**

Torah Day School (Orthodox) grades K - 7 723-9550

Yeshiva High School
grades 8-12 461-5299

METROPOLITAN ATLANTA POPULATION HIGHLIGHTS

91?
*92?

SIZE

- There are about 68,000 persons living in 32,000 households in greater Atlanta.

CHARACTERISTICS

- About 44 percent of the households are headed by two parents with one or more children. All other households include widowed, divorced, married couples without children, or never married persons.
- * Nearly 9 percent of the population is over the age of 65, 25 percent is below age 18, 22 percent between 30-39.
- About 13 percent of the households with children, or 5.7 percent of all households, are headed by a single parent.

NEIGHBORHOOD, MOBILITY, AND HOUSING

- * Close to 40 percent of the Jewish population is in DeKalb County, close to 30 percent in the city of Atlanta, close to 30 percent in Cobb and Fulton Counties.
- Approximately 18 percent of the respondents were born in Atlanta. 37 percent are from the Northeast, 22 percent are from the South east.
- 96 percent of families with children plan to stay in the Atlanta area for at least the next 10 years.

EDUCATION

- Approximately 56 percent of the adults have at least a college degree, and 22 percent have an advanced degree, while 13 percent have a high school diploma or less.

EMPLOYMENT

- * 75 percent of the principal wage earners and 40 percent of the other adults in the household are employed full-time. Less than 25 percent of the spouses are fulltime homemakers.

- 48 percent of all employed Jewish persons are professionals. 14 percent are in sales, 18 percent are in manager/proprietor positions, and 8 percent are blue collar workers.

RELIGIOUS CHARACTERISTICS

- 6 percent of the respondents identify themselves as Orthodox, 42 percent as Conservative, 37 percent as Reform.

74% percent of the respondents report that they currently belong to a synagogue or temple.

- * About 33 percent of the adults rarely or never attend synagogue, while 13 percent report that they attend several times a month or more.
- * 14 percent of the respondents always or usually observe dietary laws.

(*) 14 percent of the marriages are between a Jewish person and a non-Jewish person.

- * 44 percent of the Jewish households currently appear on mailing/membership lists of Jewish organizations and 57 percent report past or present membership participation in Jewish organizations.

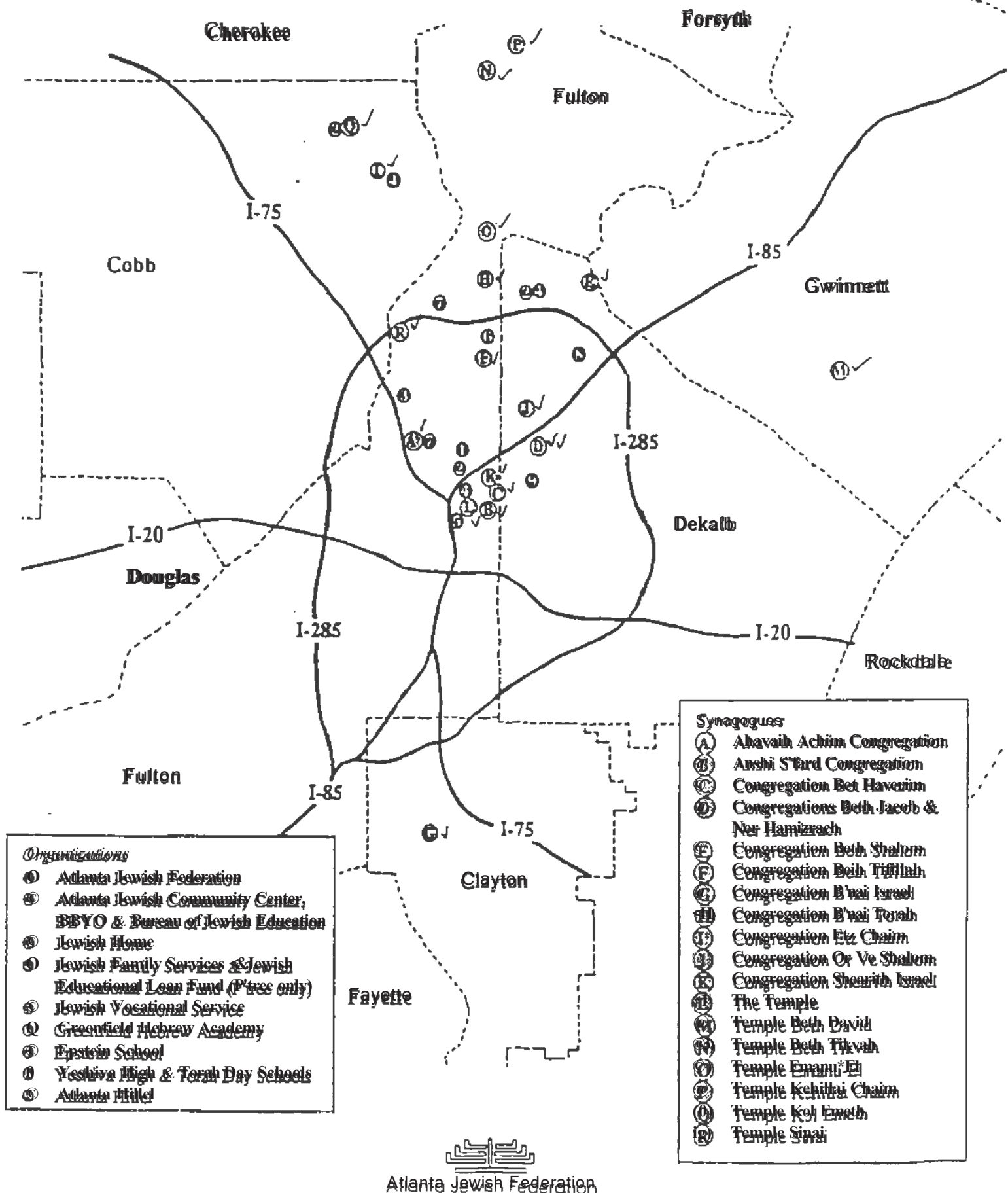
JEWISH EDUCATION

- About 30 percent of all Jewish children 18 or under receive some formal Jewish education.

ISRAEL

- About 30 percent of individuals have made a trip to Israel.

LOCATION OF ATLANTA JEWISH COMMUNITY SERVICES & SYNAGOGUES



SHALOM ATLANTA

Atlanta Synagogues	Number of Households	Congregation	Hebrew/English/Other	English Reading	Bar/Bat Mitzvah	Religious School/Study	Youth Group/Study	Pre-School	Day Camp	Adult Education	Singles/Young Adults	Older Adults	Gift Shop	Hospital / Family Support	Active for the Disabled
Key of Denominations C Conservative O Orthodox R Reform M Reconstructionist S Sephardic T Traditional															
Ahavath Achim Congregation (C)	2100	✓	Y/Y	✓	✓	350	100	✓		✓	✓	✓	✓	✓	✓
Anshe STard Congregation (O)	45	✓	Y/Y	✓						✓	✓				✓
Congregation Bet Haverim (REC)	60		O/O	✓	✓					✓	✓			✓	✓
Congregation Beth Jacob (O)	500	✓	Y/Y	✓	✓		50	✓	✓	✓	✓	✓	✓	✓	✓
Congregation Beth Shalom (C)	250		Y/Y	✓	✓	150	50			✓		✓	✓	✓	✓
Congregation Beth Tzlilah (OB)	110		Y/Y		✓		75	✓	✓	✓				✓	✓
Congregation B'nai Israel (R)	73		O/O	✓	✓	55	15			✓	✓			✓	✓
Congregation B'nai Torah (T)	470	✓	Y/Y	✓	✓	180	60	✓	✓	✓		✓	✓	✓	✓
Congregation Etz Chaim (C)	546		Y/Y	✓	✓	325	200			✓	✓	✓	✓	✓	✓
Congregation Ner Hamizrach (O)	40	✓	Y/Y		✓										
Congregation Or Ve Shalom (S) (T)	450		Y/Y	✓	✓	70		✓		✓	✓	✓	✓		✓
Congregation Shearith Israel (R)	766		Y/Y	✓	✓	100	25	✓	✓	✓	✓	✓	✓	✓	✓
The Temple (R)	1000		O/O	✓	✓	400	3			✓	✓	✓	✓	✓	✓
Temple Beth David (R)	118		O/O	✓	✓	100	10			✓			✓	✓	✓
Temple Beth Tikvah (R)	215		O/O	✓	✓	150	70	✓		✓		✓	✓	✓	✓
Temple Emanu-El (R)	431	✓	O/O	✓	✓	358	60			✓		✓	✓	✓	✓
Temple Kehnat Chaim (R)	165	✓	O/O	✓	✓	130	30	✓		✓			✓	✓	✓
Temple Kol Emeth (R)	300	✓	Y/Y	✓	✓	340	50	✓		✓	✓		✓	✓	✓
Temple Sinai (R)	637	✓	O/O	✓	✓	361	40	✓		✓	✓	✓	✓	✓	✓

Atlanta Jewish Federation

1753 Peachtree Road, Northeast * Atlanta, Georgia 30309 • 404-873-1661

Atlanta's Synagogues

Ahavath Achim Congregation (Conservative)
600 Peachtree Battle Avenue NW
Atlanta, GA 30327
355-5222

Anshe Sfard Congregation (Ortho-Chassidic)
1324 N. Highland Avenue NE
Atlanta, GA 30306
874-4513, 872-0856

Congregation Bet Haverim (Reconstructionist)
P.O. Box 54947
Atlanta, GA 30308
642-3467

Congregation Beth Jacob (Orthodox)
1855 LaVista Road NE
Atlanta, GA 30329
633-0551

Congregation Beth Shalom (Conservative)
5303 Winters Chapel Road
Atlanta, GA 30360
399-5300

Congregation Beth Tefillah (Observant)
5065 Highpoint Road
Atlanta, GA
843-2464

Congregation B'nai Israel (Reform)
P.O. Box 383
Riverdale, GA 30274
471-3586

Congregation B'nai Torah (Traditional)
700 Mt. Vernon Highway
Atlanta, GA 30328
257-0537

Congregation Etz Chaim (Conservative)
1190 Indian Hills Parkway
Marietta, GA 30068
973-0137

Congregation Ner Hamizrach (Iranian)
P.O. Box 95242
Atlanta, GA 30347
636-2473

Congregation Or Ve Shalom (Traditional-Sephardic)
1681 N. Druid Hills Road NE
Atlanta, GA 30319
633-1737

Congregation Shearith Israel (Traditional)
1180 University Drive NE
Atlanta, GA 30306
873-1743

The Temple (Hebrew Benevolent Congregation) (Reform)
1589 Peachtree Road NE
Atlanta, GA 30367
873-1731

Temple Beth David (Reform)
1885 McGee Road, Snellville, GA 30278
Mailing Address: P.O. Box 865, Snellville, GA 30278
978-3916

Temple Beth Tikvah (Reform)
P.O. Box 1425
Roswell, GA 30077-1425
642-0434

Temple Emanu-El (Reform)
1580 Spalding Drive
Dunwoody, GA 30350
395-1340

Temple Kehillat Chaim (Reform)
10200 Woodstock Road
Roswell, GA 30075
641-8630

Temple Kol Emeth (Reform)
2509 Post Oak Tritt
Marietta, GA 30066
973-3533

Temple Sinai (Reform)
5645 Dupree Drive
Atlanta, GA 30327
252-3073

Services and Programs

Counseling

Jewish Family Services, Inc. (JFS)
1605 Peachtree Road, N.E.
Atlanta, GA 30309
873-2277

Cobb Branch
1240 Johnson Ferry Place, Suite 20,
Marietta, GA 30067
973-3167

Zabon Branch
5342 Tilly Mill Road
Dunwoody, GA 30338
873-2277

Day Care

AJCC Peachtree Branch
1745 Peachtree Road, Atlanta, GA 30309
875-7881

AJCC Shirley Blumenthal Park Branch
2509 Post Oak Tritt, Marietta, GA 30062
971-8901

AJCC Zabon Park Branch
5342 Tilly Mill Road, Dunwoody, GA 30338
396-3250

Developmental Disability Services

Jewish Family Services, Inc.
1605 Peachtree Road NE
Atlanta, GA 30309
873-2277

Jewish Community Center

Atlanta Jewish Community Center (AJCC)
1745 Peachtree Road, N.E.
Atlanta, GA 30309
875-7881

Zabon Branch
5342 Tilly Mill Road
Dunwoody, GA 30338
396-3250

Shirley Blumenthal Branch
2509 Post Oak Tritt Road
Marietta, GA 30062
971-8901

Jewish Day Schools

The Alfred and Adele Davis Academy
460 Abernathy Rd
Atlanta, GA 30328
303-0347

The Epstein School
(Solomon Schechter School of Atlanta)
335 Colewood Way NW
Atlanta, GA 30328
843-0111

Katherine and Jacob Greenfield Hebrew Academy of Atlanta
5200 Northland Drive
Atlanta, GA 30342
843-9900

Torah Day School of Atlanta
1901 Montreal Road, Suite 137
Tucker, GA 30084
723-9559

Yeshiva High School
3130 Raymond Drive
Atlanta, GA 30340
451-5299

Senior Adult Services

Day Care
AJCC Weinstein Center
5300 Tilly Mill Road NE,
Atlanta, GA 30338
458-3614

Employment
Senior Adult Workshop
Jewish Vocational Service, Inc. (JVS)
1100 Spring Street NW, Suite 700
Atlanta, GA 30309
355-0279

Senior Centers
Atlanta Jewish Community Center
1745 Peachtree Road, N.E.
Atlanta, GA 30309
875-7881

Housing
The Jewish Tower
3160 Howell Mill Road NE
Atlanta, GA 30327
351-3536

Senior Adult Services (cont.)

Long-Term Care

The Jewish Home

3150 Howell Mill Road NE
Atlanta, GA 30327-2199
351-8410

Singles and Single Parent Services

Jewish Association for Single Services (JASS)

~~874-JASS~~ (404) 908-3395

A 24-hour recorded message of the latest singles events throughout the city.

Vocational Services

Jewish Vocational Service, Inc. (JVS)

1100 Spring Street NE, Suite 700
Atlanta GA 30309
876-5872

Volunteer Opportunities

People Power for AJF

11753 Peachtree Road, N.E.
Atlanta, GA 30309
873-1661

Youth Programs

Teen Programs

B'nai B'rith Youth Organization (BBYO)

5342 Tilly Mill Road,
Atlanta, GA 30338
457-6477

College

Atlanta Hillel

1531 Clifton Road
Atlanta, GA 30329
727-6490

Young Adult (20s & 30s)

Atlanta Jewish Federation

Young Leadership Council (YLC)

1753 Peachtree Road NE
Atlanta, GA 30309
873-1661

Young Adult Agency

1531 Clifton Road
Atlanta, GA 30329
727-6490

INDEX BY ORGANIZATION

American Israel Public Affairs Committee (AIPAC)	333-8626
American Jewish Committee	233-5501-5501
Anti-Defamation League of B'nai B'rith	262-3470
Atlanta Bureau of Jewish Education	873-1248-1248
Atlanta Group Home-mentally disabled adults	351-3536
Atlanta Jewish Community Center	875-7881-7881
Zabab Branch	396-3250
Shirley Blumenthal Park	971-8901-971-8901
Camp Isidore Alterman	451-5765-451-5765
Camp Barney Medintz (Winter)	875-7881-875-7881
Atlanta Jewish Federation	873-1661-1661
Atlanta Jewish Times	352-2400-2400
Atlanta Kashruth Commission	634-4064-4064
Atlanta Rabbinic Association	399-5300-5300
Atlanta Scholars Kollel	321-4085-4085
Atlanta Synagogue Council	399-5300-5300
Ben Massell Dental Clinic	881-1858-1858
B'nai B'rith, (Men) District Office	662-8505-8505
B'nai B'rith Women	Call Atlanta Council President
B'nai B'rith Youth Organization	396-9321-9321
Brandeis University Natl. Women's Committee	231-6211-6211
Chaim Coleman	671-8871-8871
Chaim Judaea	634-7883-7883
Chabad Center	843-2464-2464
Council of Jewish Federations (Regional office)	881-4025-4025
Covis Academy	303-0347-0347
Davidson School/Solomon Schechter	843-0111-0111
DePaul Hebrew Academy	843-9900-9900
Elulassah	256-5007-5007
Hillel, Atlanta	727-6490-6490
Athens	1-706-543-6396-6396
Israel Bonds	634-9500-9500
Jewish Govt. Tourist Office	875-9824-9824
Jewish Program Center	875-7881-7881
Jewish Consulate	875-7851-7851
Jewish Educational Loan Fund (JELF)	892-0503-0503
Jewish Family Services (JFS)	873-2277-2277
Jewish Georgian	237-7400-7400
Jewish Home - nursing care facility	351-8410-8410
Jewish National Fund	633-1132-1132
Jewish Tower elderly independent living	351-3536-3536
Jewish Vocational Service (JVS)	876-5872-5872
JVS Senior Adult Workshop	355-0279-0279
Kais Kahn Group Home	873-2112-2112
Committee for Labor of Israel (Histrachut)	525-2793-2793
Conference of Christians & Jews	728-1926-1926
Council of Jewish Women (NCJW)	262-7199-7199
KT (Men)	455-6678-6678
Klubrid Club	497-0055-0055
Lab Force for the Homeless	589-9495-9495

Torah School	723-8559-8559
United Jewish Appeal (NY)	212-818-9100-9100
United Jewish Appeal (SE. Regional office)	(305) 428-6677-6677
Weinstein Center	458-3614-3614
Women's American ORT	393-8555-8555
Yeshiva High School	451-5299-5299
Volunteers for Israel	875-7881-7881
Young Adult Agency (YAA)	727-6490-6490
Young Judaea	1-800-733-0637-0637

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1 Babysitting	Adm Jewish Times	352-2400
3 Business & Prof. Women	AJF	873-1661
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5	Coleman	671-8971
0	Judaea	634-7883
8 Career Counseling	JVS	876-5872
5 Cemetery	Arlington	255-0750
a Council President	Crestlawn	355-3380
.....	Greenwood	753-2128
Chaplain	JHS	873-2277
1 Child Care	AJCC	875-7881
3 College Selection/Counseling	JVS	876-5872
4 College Student Program	YAA/Hillel	727-6490
.....	Hillel Georgia (706) 543-6393	
7	Reform Jewish Students	727-6496
Counseling	JHS	873-2277
Dental Care for Low Income	Ben Massell Clinic	881-1858
7 Developmentally Disabled	JHS	873-2277
0 Dial-A-Ride-Transportation	JHS	872-3278
3 Donations - household items	NCJW	262-7199
0 Donations - books	B'nai B'rith	231-6211
4 Elderly Day Care	Weinstein Ctr	458-3614
1 Elderly Info & Referral	JHS	873-2277
5 Elderly Living Options	Jewish Home	351-8410
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7	Louis Kahn Home	873-2112
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2 Elder Support Network	JHS	872-2277
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7 Food Svc, Meals on Wheels	JHS	873-2277
2 Foster Care	JHS	873-2277
Furniture Bank	525-2793
High Holidays, Unaffiliated	Hillel-Atlanta	727-6490
Homeless	Task Force	589-9495
8 Shelters	Shearith Israel	873-3147
7-0055	Temple	872-2915
5 Housemate Match Lab	Lab Force	875-7881

Wish Assosigles Services AJCC	874-JASS
Wisher Foods	Yellow Pages
Holocaust AJF	AJF
Holocaust Education	873-1661-1661
Israel Resource Center AJCC	AJCC
Job Placement JVS	JVS
Library	873-1248-1248
Meals on Wheels JFS	JFS
Newcomers to Atlanta AJF	AJF
Nutrition Program AJCC	AJCC
PAL Program JFS	JFS
People Power AJF	AJF
Refugee Resettlement JFS	JFS
Respite Care (for Developmentally Disabled)	454-7255-7255
Senior Adult Workshop JVS	JVS
Singles	AJCC
YAA	YAA
Special Education	AJCC
Student Loans - College JELF	JELF
Tay Sachs Testing	727-5782-5782
Teens BBYO	BBYO
	AJCC
Transportation for Elderly	JFS
Trees in Israel	Jewish Natl Fund
Trips to Israel AJF	AJF
Volunteer (People Power) AJF	AJF

SYNAGOGUES

Ahavath Achim	Conservative	355-5222-5222
Anshe S'fard	Orthodox-Chassidic	874-4513-4513
Atlanta Hillel	Non-Denominational	727-6490-6490
Bet Haverim	Reconstructionist	642-3467-3467
Beth Jacob Orthodox	Orthodox	633-0551-0551
Beth Shalom	Conservative-Conservative	399-5300-5300
Beth Tefillah	Observant	843-2464-2464
B'nai Israel Reform	Reform	471-3586-3586
B'nai Torah Traditional	Traditional	257-0537-0537
Etz Chaim	Conservative	973-0137-0137
Ner Hamizrach	Iranian	315-9020-9020
Or Ve Shalom	Sephardic	633-1737-1737
Shearith Israel	Traditional	873-1743-1743
Temple Beth David	Reform	978-3916-3916
Temple Beth Tikvah	Reform	642-0434-0434
Temple Emanuel-El	Reform	395-1340-1340
Temple Kehillat Chaim	Reform	641-8630-8630
Temple Kol Emeth	Reform	979-3593-3593
Temple Sinai	Reform	252-3073-3073
The Temple	Reform	873-1731-1731

**ATLANTA COMMISSION
List with Affiliations**

<u>NAME</u>	<u>AFFILIATION</u>
Dr. Peter Aranson	Economist, Planning & Allocations Chair
Lauren Azoulai	Staff, Council for Jewish Continuity
Mrs. Marcia Bergman	Synagogue Council President
Mr. Henry Birnbrey	Retired CPA, Past Chair, Education Commission
Mrs. Joanne Birnbrey	Chair, Planning & Allocations, Jewish Education Commission (Wexner)
Dr. David Blumenthal	Professor of Jewish Studies, Emory University
Dr. S. Perry Brickman	Oral Surgeon, Past Federation President
Mr. Gerald H. Cohen	Past Federation President, Board of CIJE
Rabbi Herbert J. Cohen	Yeshiva High School (Orthodox)
Cantor Scott Colbert	Temple Emanu-el (Reform)
Rabbi Stan Davids	Temple Emanu-El (Reform)
Mrs. Ann Davis	Davis Academy Day School (Reform) Federation Officer (Wexner)
Rabbi Menachem Deutsch	Kollel (Orthodox)
Mrs. Laura Dinerman	JCC, 1st Vice President
Rabbi Ilan Daniel Feldman	Congregation Beth Jacob (Orthodox)
Mrs. Cheryl Finkel	Director, The Epstein Day School (Conservative)
Mr. Steve Gelfand	Staff, Council for Jewish Continuity
Mrs. Toby Goldman	Jewish Education Transition Chair (Wexner)

NAMEAFFILIATION

Rabbi Arnold M. Goodman
Atlanta Commission

Ahavath Achim (Conservative)

Ms. Michal Hillman

President, Jewish Educational Services

Mrs. Lois Kuniarsky

Past President, Epstein School
(Conservative)

Dr. Stephen Kutner

Past President, BJE

Dr. Dianne Leader

Past President, Torah Day School
(Orthodox)

Mrs. Glenda Minkin

Mrs. Carol Nemo

President, Davis Academy (Reform)

Rabbi Jay Neufeld

Head, Hebrew Academy (Orthodox)

Mr. Martin M. Pollock

Past President, BJE
Past Federation Officer

Mr. David Sarnat

Executive Director, Atlanta Federation

Dr. William Schatten

Chairperson, Council for Jewish Continuity

Mr. Arnold Sidman

Officer, Jewish Education Services

Mr. Harry Stern

JCC Executive Director

Rabbi Alvin Sugarman

The Temple (Reform)

7/11

**Summary and Brief Analysis of
Data Collected on Enrollment in
Jewish Educational Institutions for Children**

Data on enrollment in Jewish pre-schools,, supplementary schools and day schools in the Metro Atlanta area was collected in December 1991 - January 1992.. All schools but one small supplementary school participated.. The following is a summary of the results:

Tot 13p
7000

	<u>Level/Type</u>	<u>Number</u>	
Pre-School	Partial Week	336	
	Full week,, partial day	462	
	Full week full day care	160	
	Total Pre-School::	974	✓/ !
Supplementary	(Pre-K. to 2nd	984	
	3rd-7th	1,559	
	8th-12th	439	
	Spec. Ed.	13	
	Total Supplementary::	2,982	■/ 7
Day School	K-2	463	
	3-8	577	
	9-12	130	
	Total Day Schools:	1,168	
GRAND TOTAL:		5,124	/

Data from the Atlanta Jewish community's Year 2000 strategic planning study predicted that by 1992 there would be 16,316 children from ages 0 - 19 in the Atlanta Jewish community.. A comparison of that figure with the enrollment of 5,124 children in Jewish educational frameworks indicates that 31.4% of Jewish children in Atlanta are receiving some type of Jewish education..

If the ages of 0-2 and 19 are eliminated from both the enrollment statistics ((-348)) and the population count ((-3,263)), the percentage of Atlanta Jewish children-enrolled in some type of Jewish educational framework is 736.68%!0)

LA.131.JE
21 May 1992

PRE-SCHOOL TOTALS

	Full Week Pre-School:			Partial Week Pre-School:			Full Day Care:			Totals By Schools	
	Two's	Three's	Pre- Kindergarten	One's	Two's	Three's	Two's	Three's	Pre- Kindergarten	Kinder- garten	
AJCC-Blumenthal	21	41		51	27	20	24	16	15		215
-Zaban	61	63		29	56	35	19	19	19		301
-Peachtree				4	5		13	17	18		57
Chaya Mushka (Chabad) (o)	13	10								5	28
Temple Sinai (R)	3	15	25		54	15					112
Beth Jacob (o)		7	14							8	29
B'nai Torah (T)	6	20	3		11	4					44
Hebrew Academy (T)			36								36
Or Ve Shalom (T)				4	14	2					20
Epstein (c)	8	32	50		8						98
Ahavath Achim (c)	12	11	11								34
	29	180	253	84	179	76	56	52	52	13	
GRAND TOTAL											974

DAY SCHOOL ENROLLMENT TOTALS
1991-92

	Kindergarten	Pre-First	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth	Eleventh	Twelfth	Total By School
Epstein School	57	20	61	52	37	43	52	25	25	17					389
Greenfield Hebrew Academy	60	16	68	65	54	61	46	39	32	25					466
Torah Day School	18		21	25	17	16	21	18							136
Yeshiva High School	—	—	—	—	—	—	—	—	16	31	23	29	42	36	177
	135	36	150	142	108	120	119	84	73	73	23	29	42	36	1,168

SUPPLEMENTARY SCHOOL TOTALS

	Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total by School
Ahavath Achim	15	28	24	28	21	20	32	40	11	8	10	10	8	255	
B'nai Israel	5	6	5	3	4	4	6	3	2*	2*				40	
Kehillat Chaim	10	13	20	15	17	14	10	13	4	8	2			126	
The Temple	20	32	40	55	49	37	41	22	31	31	20	13*		391	
Etz Chaim	11	33	43	43	42	40	31	43	43					329	
B'nai Torah	20	24	20	23	20	23	32	18						180	
Beth Tikvah	19	21	21	18	19	15	26	20						159	
Shearith Israel	25	13	9	16	8	6	6	7						90	
Sinai	22	27	23	30	35	30	34	18	21	19	31*			290	
Emanu-El	32	29	37	36	36	35	47	37	18	24	17*			348	
Beth Shalom	20	19	12	17	30	13	17	26						154	
Or Ve Shalom	13	15	15	10	10	7		10						80	
Kol Emeth	35	36	54	37	33	39	37	28	17	12*	12*			340	
Emory University	6	6	8	9	9	8	10	5	4					65	
Midrasha									45	37	33	13	7	135	
	31	287	320	346	333	319	286	322	299	153	130	118	23	15	2,982

AMIT 13 Ungraded

AMIT	13
Pre/K-2	984
3-7	1,559
8-12	439

* Denotes Confirmation Class

** This chart does not include the enrollment from Beth David which did not provide the information requested.



Community & Referral

Atlanta Jewish Federation

7760 Peachtree Road, N.E., Atlanta, Georgia 30309 / 404-873-1661 / FAX 404-874-7043

March 30, 1992

Mr. Horton Mandel
Council on Initiatives in Jewish Education
c/o Ukalee Associates, Inc.
811 Broadway, Suite 505
New York, New York 10012

Dear Mort:

It gives me great pleasure to submit the Atlanta Jewish community's Application to become a lead community of the Council on Initiatives in Jewish Education.

Atlanta's well-developed, closely-knit Jewish community, numbering some 70,000, is deeply committed to nurturing all levels of Jewish education through systematic community-wide planning and the delivery of excellent programming. We are a community that is ready and able to assume a national leadership role in the field of Jewish Education, as we have in campaign, resettlement, and local planning.

As chairman of the newly created Council for Jewish Continuity (CJC) and past President of the Atlanta Jewish Federation, I am privileged to serve with an outstanding coalition of rabbis, educators, and communal leaders from a variety of congregations, schools, agencies, and organizations. The CJC is Atlanta's applicant to the Lead Communities Project. At this time there are twenty-six council members, and we look forward to welcoming a few more individuals in their capacities as lay or professional heads of newly emerging entities within our Jewish education system.

The Council for Jewish Continuity is currently staffed by a full time planner at the Atlanta Jewish Federation. Our community plan is to have a full-time professional director for the Council, supported by a Federation planner, both whom will be dedicated solely to Jewish education.

We in Atlanta look forward to hearing from you and hope to host the CJE in our community during the coming months.

Sincerely,

Bill Schatten

William Schatten, M.D.
Chair
Council for Jewish Continuity

*hansen
a zula*

PRESIDENT: Dr. S. Perry Brickman • FIRST VICE-PRESIDENT: Gerold Horowitz
SE PRESIDENTS: Harry Mazier, Lois Blonder • TREASURER: Robert Rinzler • ASSISTANT TREASURER: Billie Feinman
SECRETARY: David Minkin • ASSISTANT SECRETARIES: Judy Kogon, Jack Halpern

Jewish Atlanta: A Statistical Profile

Atlanta's Jewish population, with roots originating in the arrival of Jewish peddlers in 1845, has evolved into a vibrant sunbelt community experiencing unprecedented growth. The Federation has forecast a Jewish population of approximately 72,000 by 1993, and 83,000 by the year 2000. These numbers represent an increase of almost 24,000 people or a 40% growth rate in just 16 years. By the year 2000, there will be approximately 20,000 children and youth aged 0-18 in the Atlanta Jewish community, an increase of about 33% since 1984.

Jewish Atlantans are generally well educated and upwardly mobile: more than half hold college degrees and many have advanced degrees as well. The great majority of Jewish workers in Atlanta are professionals, managers, or occupy other white collar positions.

Membership in Atlanta area congregations increased by about 65% between 1970 and 1988; by the year 2000 that increase will reach close to 70%. The most rapid growth is in the Reform movement, both in terms of membership and the establishment of new congregations. Geographically, this growth is occurring in the suburban areas which are experiencing the greatest population increases.

According to data collected recently, there are 5,124 children in Atlanta enrolled in formal Jewish education programs. These include 974 children enrolled in Jewish pre-schools, 2,982 children enrolled in supplementary school programs and 1,168 enrolled in Jewish day schools. Approximately 3,000 individuals take advantage of informal educational opportunities including summer camps, youth groups, and trips to Israel.

The Atlanta Jewish community is blessed with many schools, congregations, agencies and organizations which provide both formal and informal Jewish educational programs. The roster of educational programming includes the following:

Paragrapht Rats?

1. ~~Fourteen~~ supplementary elementary schools
2. ~~One~~ community supplementary high school
3. ~~Four~~ congregation-based supplementary high schools
4. ~~Three~~ elementary level day schools
5. One Reform day school which will open for academic year 1992-93 ^{did?}
6. One fully accredited all day high school
7. Jewish educational programs for college students, including Hillel programs, an endowed chair and major in Judaic Studies at Emory University, internships with Jewish agencies, weekly Torah study groups, and travel grants for work and study in Israel.
8. One program for developmentally disabled young adults
9. One supplementary program for learning disabled children
10. Seventeen pre-school programs at congregations and the Atlanta Jewish Community Centers
11. One supplementary education program for new American families, both parents and children
12. One ESOL program with Judaic content for new Americans
13. One network of adult education classes provided by the Atlanta Scholars Kollel
14. Eighteen congregations providing ongoing adult education programs
15. A family life education program (in the planning stage) organized by the Day School Council
16. A third year extension of the Wexner Heritage Foundation for 19 participants
17. A range of family life education, adult, senior adult, and children's programs in Jewish education offered by the Atlanta Jewish Community Center.
18. A Holocaust education program for schools in Metro Atlanta
19. Seven summer camp programs provided by the AJCC and Chabad
20. Twenty eight youth group programs offered by congregations, BBYO, and Young Judea
21. Participation in the Alexander Muss High School in Israel
22. An array of programs sponsored by Chabad, including adult learning, special programs for women, and Jewish Studies with college students

Atlanta has an estimated 165 persons working professionally in Jewish education. Some of these individuals held more than one position by combining work at day schools, supplementary schools and other community education programs.

It is estimated that current spending in Jewish education in Atlanta exceeds \$11.4 million, including community funds as well as funds expended by individuals.

The cohesion of Atlanta's Jewish community is reflected in the strength of its Federation. The community campaign grew by 13.7% from 1988 to 1990, compared with an average growth of 2.9% in other large cities. The 1991 campaign achievement was \$11,651,000 and the community anticipates exceeding its 1992 goal of \$12.3 million by \$300,000. The Federation's Endowment Funds grew by 78.1% from 1988 to 1990.

These statistics paint a portrait of a diverse and growing Jewish community with an abundance of opportunities to deepen its Jewish identity. Our challenge is to work toward a community-wide vision of Jewish education while respecting and encouraging differences in orientation and approach.

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Atlanta: Studies of the Jewish Community
and Its Educational Needs

In May 1990, the Atlanta Jewish community, under the auspices of the Atlanta Jewish Federation, completed a long range strategic planning study to ascertain how the community will change, pinpoint what the community's needs will be, and determine the extent and best use of resources that will be necessary to effect change. The vision that emerged was that Atlanta's Jewish community aspires to be a leading center of Jewish life in North America, contributing to the continuity of Jewish people in Atlanta, in Israel and around the world.

The Year 2000 study defined a set of priority areas to which community resources will be directed in the future. "Fostering Jewish Identity and Knowledge" emerged as one of the community's top two priorities, resulting in increased Federation funding to Jewish day schools and a commitment to further develop Jewish educational programming.

In 1989, the Year 2000 Community Services Task Force commissioned JESNA to perform a study of planning in Jewish education and to explore options for change. The JESNA study recommended that Jewish educational planning in Atlanta be proactive, address long range issues, be linked to funding, engage all educating institutions, include both formal and informal education, and involve top lay leadership in the community. Among the specific recommendations were a differentiation between macro-planning and micro-planning, the creation of a lay committee at Federation charged with planning in Jewish education, and a redefinition of the role and functions of the Bureau of Jewish Education.

Implementation of the JESNA study recommendations began in 1990. The process gained further momentum in April 1991 when the Federation created an Ad Hoc Committee to study and review the roles and responsibilities of the Atlanta Bureau of Jewish Education, gather information about current Jewish educational programs in the community, and develop with educators a list of functions and programs critical to a complete community Jewish education system. A community planner assisted the Committee in carrying out its mission.

Among the major findings of the Ad Hoc Committee were the importance of:
developing the Jewish education profession with more recruitment, training and retention efforts;
providing more supportive services to educators and educating institutions;
involving community and congregational lay leaders in Jewish educational programs;
merging community resources, such as the library, archives, and other resource centers into a central location; and planning and coordination on a community-wide basis.

When as Atlanta turned to JESNA for outside assistance, the most recent study process also included outside consultations. The first was with Dr. Chaim Peri, an Israeli educational leader, followed by a three month self examination process with ... Adrienne Bank, a leading consultant in Jewish education. Dr. Bank's work with the Atlanta community began with an extensive and inclusive process of defining Atlanta's vision for Jewish education. In light of the findings of the Ad Hoc Committee's work on the functions necessary for Atlanta's educational community, Dr. Bank recommended a system of structures within an overall inter-related Jewish educational system, including:

- * The Jewish Educational Services, an agency dedicated to the development of the Jewish education profession and the provision of supportive services to educators and educating institutions.
- * The Council for Jewish Continuity, which has already been created, to provide a supporting base of leadership, direction, and strategic planning for Atlanta's Jewish educating system.
- * The Jewish Education Fund, a new endowment fund specifically dedicated to the funding of new and innovative Jewish education programs.
- * The Jewish Heritage Center, to bring together the community Jewish library, community archives, Holocaust Center, and teacher resource center.
- * The strengthening of the roles of education-related councils in the community and the creation of additional ones, as deemed necessary.
- * The reassignment of responsibility for certain direct educating services, such as supplementary high school education and Jewish education for the developmentally disabled.
- * The addition of professional staff dedicated solely to community planning in Jewish education.
- * The broadening of the mission and responsibilities of the Israel Program Center.

Atlanta: Leading the Way in Jewish Education

A Tradition of Jewish Learning: The Jewish community of Atlanta is a warm and welcoming one, with a strong sense of cohesion and tradition. Over the years, a broad range of communal institutions and congregations has emerged to serve the diverse needs and interests of Atlanta's Jewish population. Strong schools, active congregations, and committed individuals have worked together to foster an environment of Jewish learning. Jewish education has helped Atlanta meet the challenges of creating a Jewish community and maintaining Jewish traditions during Atlanta's ascension from a small Jewish community in the South to an emerging Jewish community in the Sunbelt.

For generations, the Jewish community of Atlanta has served as a hub for the constellation of Jewish communities in the region. Various services and programs have been brought to Atlanta's neighbors, and they have availed themselves of programs and services within the Atlanta Jewish community, including educational conferences, retreats, missions to Israel and community consultations.

Establishing the Foundation for Communal Change: The Atlanta Jewish community has built a solid foundation for supporting change, innovation and growth in Jewish education. A planning process began in 1984 with a population study and was followed in 1989 with a major strategic planning study - the Year 2000. The community's capacity to mobilize, organize and initiate systemic change was evident in this major community undertaking. The Year 2000 identified Jewish education as a top priority resulting in the Atlanta Jewish Federation's commitment to it in its planning and allocations process. The Jewish community's financial resources have grown and its capacity to generate funding for Jewish education has been proven. v/ ^

Systematic community-wide planning has also characterized Atlanta's work in Jewish education. Through an inclusive process of community consultations and meetings, Atlanta's vision for Jewish education has been defined, necessary functions have been identified, and new central structures and an enhanced support system are being implemented.

The Council for Jewish Continuity is one of the structures which has been

established as part of the new system. The Members represent a coalition of communal agencies, organizations, schools, educational councils, the rabbinic community and all the denominational branches of Judaism. The community process of studying Jewish education has generated a great deal of enthusiasm for its potential growth and development. Atlanta's Jewish community has reached a level of maturity which has facilitated self-examination and positions Atlanta to reach new heights. There is a cadre of trained and educated people from which to recruit the leaders needed to move forward. The excitement and feeling of momentum have inspired the community to work toward a unified vision and to meet the educational challenges of tomorrow.

Particular attention will be given to three challenges: the recruitment and training of educators, the provision of formal and informal educational opportunities for teens, and the development of a high quality array of programs in adult education.

Atlanta: Toward a Vision of Excellence: Asked what they desired in the way of learning opportunities both for themselves and their children, Jews in Atlanta suggested a multitude of subjects and a variety of formats. The common threads running through their answers were that they wanted high quality educational options which responded to the needs of learners of all ages and levels. They wanted to reach out and encourage those not yet involved to enrich their lives by such learning.

Atlanta's vision for Jewish education is "to be an educating community for lifelong learning," a vision in which every Jewish person and family living in Atlanta will find ways to deepen their understanding and connection to their Jewish heritage. The vision calls for the provision of attractive, affordable, accessible learning opportunities for people of all ages through an integrated system of Jewish educating institutions, both formal and informal. Atlantans envision their educating system as a regional center of Jewish learning, a focal point for both the small and the emerging communities in the South. Atlanta's vision is to wind the thread of tradition from its ancestors who first peddled their wares on the streets of the city to its descendants who will carry forward the great traditions of Jewish learning.

Atlanta: Recent Community Initiatives

The Atlanta Jewish community has been enriched with a wide array of new initiatives in Jewish education, ranging from a very broad community review of the educational services and programs to a series of very specific educational courses.

The Atlanta community's major educational innovation has been the community-wide planning process spearheaded by the Federation with the involvement of all sectors of the educational community. This process, articulated elsewhere in this document, will provide a community context as well as resources for planning future initiatives in Jewish education.

Accompanying the community-wide planning process has been a profusion of new programming by individual institutions. Among these new initiatives are:

- * Atlanta day schools received awards for excellence for replicable programs in rabbinics, community services, special education, and integrated curriculum, as well as recognition as Georgia Schools of Excellence.
- * A Reform Jewish day school, founded in 1991, will open in September 1992.
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 - conducted joint studies of teacher benefits and school operations
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- * The Atlanta Bureau of Jewish Education sponsored a family life education conference for educators and lay leaders in educating institutions in November 1991. There was an unprecedented attendance of 300 at the conference which featured four educators from the Whizin Institute in Los Angeles.
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Personnel?

weekends this past winter which were open to members of the entire community.

Dennis Praeger, Danny Siegel, and Ron Wolfson were among the guest scholars.

* The American Jewish Committee, the Atlanta Jewish Community Center, the Atlanta Jewish Federation, the Atlanta Rabbinical Association, and Jewish Family Service jointly sponsored a day long symposium on Jewish survival at the end of March 1992.

* Emory University's Department of Religion is sponsoring a series of lectures and events on Sephardic Jewish history and culture, The Sephardic Odyssey: 1492-1992.

* The Atlanta Jewish Youth Professionals, a grass roots organization, is sponsoring a series of training programs for advisors and youth leaders and community-wide programs for youth.

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* One of Atlanta's congregations sponsored a lively community Purim parade through a Jewish neighborhood with costumed marchers and entertainment.

* The Atlanta Jewish Community Center has initiated a variety of Jewish educational programs during the last few years:

- an Institute for Adult Enrichment with classes on Halacha, Jewish current events, and other topics attended by 80-100 adults a week
- a Family Ties program for single parent families with emphasis on Jewish family life education, Shabbat experiences, holiday workshops and celebrations, and parenting classes which combine traditional parenting skills with Jewish tradition and ritual
- * a Soviet acculturation program which includes holiday workshops and a family Sunday school: Shalom Sunday

* A Shabbaton weekend for adults, initiated by a group of community leaders, hosted Rabbi Yitz Greenberg from ELAL for an experience in Jewish learning.

The scope and variety of community initiatives indicates Atlanta's capacity and readiness to move to the forefront of Jewish education in North America.

**COMMUNITY: ATLANTA
JEWISH POPULATION:**

SUMMARY STATEMENT: Atlanta's proposal highlights the dramatic growth undergone by the city's Jewish community over the last few decades. It points out that the funds available to the Federation have also increased significantly. Whereas other large cities community campaigns had an average growth rate of 2.9% between 1988 and 1990, Atlanta's rate was 13.7%. Federation Endowment Funds grew by 78.1% during that same period. The city aspires to be a regional center for Jewish activities.

CURRENT STATUS OF EDUCATION PROGRAMS: Atlanta currently supports a full roster of formal and informal activities, including day schools, supplementary schools and high schools and a range of formal and informal activities for youth and adults.

LEADERSHIP AND PLANNING: The Council for Jewish Continuity (established 1992) follows up on the work of the Year 2000 Community Services Task Force which commissioned a formal study of Jewish education in 1990. In addition, Atlanta has more recently employed Jewish education experts Dr. Chaim Peri and Dr. Adrienne Bank as consultants in its planning process. Atlanta has formally articulated several goals, including establishing a new agency dedicated to the training and support of educators and educational institutions, a new endowment fund specifically for new education programs, and the creation of a Jewish Heritage Center housing a Holocaust Center, library, archives, and teacher resource center.

Chair: William Schatten, M.D. past President of Atlanta Jewish Federation

Staff: Professional staff to be hired

Handwritten notes:
Jema report
Personnel priority
Data glut
Done
Agency? Y?
City Ed Planner?

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LEAD COMMUNITY APPLICATION

Council on Initiatives in Jewish Education

ARCHIVES

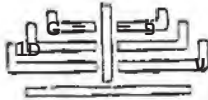


Submitted by:

**The Council for Jewish Continuity
Atlanta, Georgia**

March 30, 1992

RECEIVED MAR 31 1992



Atlanta Jewish Federation

8623 Peachtree Road, Northeast Atlanta, Georgia 30309/404-873-6611/FAX 404-874-7043

March 30, 1992

Mr. Morton Mandel
Council on Initiatives in Jewish Education
c/o Uktas Associates, Inc.
611 Broadway, Suite 505
New York, New York 10012

Dear Mr. Mandel:

It gives me great pleasure to submit the Atlanta Jewish community's application to become a lead community of the Council on Initiatives in Jewish Education.

Atlanta's well-developed, closely-knit Jewish community, numbering some 70,000, is deeply committed to nurturing all levels of Jewish education through systematic community-wide planning and the delivery of excellent programming. We are a community that is ready and able to assume a national leadership role in the field of Jewish Education, as we have in campaign, resettlement, and local planning.

As chairman of the newly created Council for Jewish Continuity (CJC) and past President of the Atlanta Jewish Federation, I am privileged to serve with an outstanding coalition of rabbis, educators, and communal leaders from a variety of congregations, schools, agencies, and organizations. The CJC is Atlanta's applicant to the Lead Communities Project. At this time there are twenty-six Council members, and we look forward to welcoming a few more individuals in their capacities as lay or professional heads of newly emerging entities within our Jewish education system.

The Council for Jewish Continuity is currently staffed by a full time planner at the Atlanta Jewish Federation. Our community plan is to have a full-time professional director for the Council, supported by a Federation planner, both of whom will be dedicated solely to Jewish education.

We in Atlanta look forward to hearing from you and hope to host the CIJE in our community during the coming months.

Sincerely,

William Schatten, M.D.
Chair
Council for Jewish Continuity

PRESIDENT-Dr. S. Perry Brickman • FIRST VICE-PRESIDENT-Gerald Horowitz
VICE PRESIDENTS-Harry Mazier, Lois Blonder • TREASURER-Robert Rinzler • ASSISTANT TREASURER-Billie Feinman
SECRETARY-David Minkin • ASSISTANT SECRETARIES-Judy Kogon, Jack Holpern
CAMPAIGN CHAIRMAN-S. Stephen Selig III • EXECUTIVE DIRECTOR-David I. Somof

Jewish Atlanta: A Statistical Profile

Atlanta's Jewish population, with roots originating in the arrival of Jewish peddlers in 1645, has evolved into a vibrant sunbelt community experiencing unprecedented growth. The Federation has forecast a Jewish population of approximately 72,000 by 1993; and 83,000 by the year 2000. These numbers represent an increase of almost 24,000 people or a 40% growth rate in just 16 years. By the year 2000, there will be approximately 20,000 children and youth aged 0-18 in the Atlanta Jewish community, an increase of about 33% since 1984.

Jewish Atlantans are generally well educated and upwardly mobile: more than half hold college degrees and many have advanced degrees as well. The great majority of Jewish workers in Atlanta are professionals, managers, or occupy other white collar positions.

Membership in Atlanta area congregations increased by about 65% between 1970 and 1988; by the year 2000 that increase will reach close to 70%. The most rapid growth is in the Reform movement, both in terms of membership and the establishment of new congregations. Geographically, this growth is occurring in the suburban areas which are experiencing the greatest population increases.

According to data collected recently, there are 5,124 children in Atlanta enrolled in formal Jewish education programs. These include 974 children enrolled in Jewish pre-schools, 2,982 children enrolled in supplementary school programs and 1,168 enrolled in Jewish day schools. Approximately 3,000 individuals take advantage of informal educational opportunities including summer camps, youth groups, and trips to Israel.

The Atlanta Jewish community is blessed with many schools, congregations, agencies and organizations which provide both formal and informal Jewish educational programs. The roster of educational programming includes the following:

1. Fourteen supplementary elementary schools
2. One community supplementary high school
3. Four congregation-based supplementary high schools
4. Three elementary level day schools
5. One Reform day school which will open for academic year 1992-93
6. One fully accredited all day high school
7. Jewish educational programs for college students, including Hillel programs, an endowed chair and major in Judaic Studies at Emory University, internships with Jewish agencies, weekly Torah study groups, and travel grants for work and study in Israel.
8. One program for developmentally disabled young adults
9. One supplementary program for learning disabled children
10. Seventeen pre-school programs at congregations and the Atlanta Jewish Community Centers
11. One supplementary education program for new American families, both parents and children
 - .. One ESOL program with Judaic content for new Americans
 - > One network of adult education classes provided by the Atlanta Scholars Kollel
14. Eighteen congregations providing ongoing adult education programs
15. A family life education program (in the planning stage) organized by the Day School Council
16. A third year extension of the Vexner Heritage Foundation for 19 participants
17. A range of family life education, adult, senior adult, and children's programs in Jewish education offered by the Atlanta Jewish Community Center,
18. A Holocaust education program for schools in Metro Atlanta
19. Seven summer camp programs provided by the AJCC and Chabad
20. Twenty eight youth group programs offered by congregations, BMO/O, and Young Judea
21. Participation in the Alexander Muss High School in Israel
22. An array of programs sponsored by Chabad, including adult learning, special programs for women, and Jewish Studies with college students

Atlanta has an estimated 165 persons working professionally in Jewish education. Some of these individuals hold more than one position by combining work day shabbat, supplementary schools and other community education programs.

It is estimated that current spending in Jewish education in Atlanta exceeds \$11.6 million, including community funds as well as funds expended by individuals.

The cohesion of Atlanta's Jewish community is reflected in the strength of its Federation. The community campaign grew by 13.7% from 1988 to 1990, compared with an average growth of 2.9% in other large cities. The 1991 campaign achievement was \$11,681,000 and the community anticipates exceeding its 1992 goal of \$12.3 million by \$300,000. The Federation's Endowment Funds grew by 78.1% from 1988 to 1990.

These statistics paint a portrait of a diverse and growing Jewish community with an abundance of opportunities to deepen its Jewish identity. Our challenge is to work toward a community-wide vision of Jewish education while respecting and encouraging differences in orientation and approach.

Atlanta: Studies of the Jewish Community
and its Educational Needs

In May 1990, the Atlanta Jewish community, under the auspices of the Atlanta Jewish Federation, completed a long range strategic planning study to ascertain how the community will change, pinpoint what the community's needs will be, and determine the extent and best use of resources that will be necessary to effect change. The vision that emerged was that Atlanta's Jewish community aspires to be a leading center of Jewish life in North America, contributing to the continuity of Jewish people in Atlanta, in Israel and around the world.

The Year 2000 study defined a set of priority areas to which community resources will be directed in the future. "Fostering Jewish Identity and Knowledge" emerged as one of the community's top two priorities, resulting in increased Federation funding to Jewish day schools and a commitment to further develop Jewish educational programming.

In 1989, the Year 2000 Community Services Task Force commissioned JESNA to perform a study of planning in Jewish education and to explore options for change. The JESNA study recommended that Jewish educational planning in Atlanta be proactive, address long range issues, be linked to funding, engage all educating institutions, include both formal and informal education, and involve top lay leadership in the community. Among the specific recommendations were a differentiation between macro-planning and micro-planning, the creation of a lay committee at Federation charged with planning in Jewish education, and a redefinition of the role and functions of the Bureau of Jewish Education.

Implementation of the JESNA study recommendations began in 1990. The process gained further momentum in April 1991 when the Federation created an Ad Hoc Committee to study and review the roles and responsibilities of the Atlanta Bureau of Jewish Education, gather information about current Jewish educational programs in the community, and develop with educators a list of functions and programs critical to a complete community Jewish education system. A community planner assisted the Committee in carrying out its mission.

Among the major findings of the Ad Hoc Committee were the importance of:
 developing the Jewish education profession with more recruitment, training and
 retention efforts; providing more supportive services to educators and educating
 institutions; involving community and congregational lay leaders in Jewish educational
 programs; merging community resources, such as the library, archives, and other
 resource centers into a central location; and planning and coordination on a
 community-wide basis.

Just as Atlanta turned to JESNA for outside assistance, the most recent study
 process also included outside consultations. The first was with Dr. Chaim Perel, an
 Israeli educational leader, followed by a three month self examination process with
 Dr. Adrienne Bank, a leading consultant in Jewish education. Dr. Bank's work with the
 Atlanta community began with an extensive and inclusive process of defining Atlanta's
 vision for Jewish education. In light of the findings of the Ad Hoc Committee's work
 on the functions necessary for Atlanta's educational community, Dr. Bank recommended a
 system of structures within an overall inter-related Jewish educational system,
 including:

- * The Jewish Educational Services, an agency dedicated to the development of the
 Jewish education profession and the provision of supportive services to educators
 and educating institutions.
- * The Council for Jewish Community, which has already been created to provide a
 supporting base of leadership, direction, and strategic planning for Atlanta's
 Jewish educating system.
- * The Jewish Education Fund, a new endowment fund specifically dedicated to the
 funding of new and innovative Jewish education programs.
- * The Jewish Heritage Center, Centering together the community Jewish library,
 community archives, Holocaust Center, and teacher resource center.
- * The strengthening of the roles of education-related councils in the community and
 the creation of additional ones, as deemed necessary.
- * The reassignment of responsibility for certain educating services,
 such as supplementary high school education and Jewish education for the
 developmentally disabled.
- * The addition of professional staff and school systems in planning in
 Jewish education.
- * The broadening of the mission and responsibilities of the Israel Program Center.

Atlanta: Leading the Way in Jewish Education

A Tradition of Jewish Learning: The Jewish community of Atlanta is a warm and welcoming one, with a strong sense of cohesion and tradition. Over the years, a broad range of communal institutions and congregations has emerged to serve the diverse needs and interests of Atlanta's Jewish population. Strong schools, active congregations, and committed individuals have worked together to foster an environment of Jewish learning. Jewish education has helped Atlanta meet the challenges of creating a Jewish community and maintaining Jewish traditions during Atlanta's transition from a small Jewish community in the South to an emerging Jewish community in the Sunbelt.

For generations, the Jewish community of Atlanta has served as a hub for the constellation of Jewish communities in the region. Various services and programs have been brought to Atlanta's neighbors, and they have availed themselves of programs and services within the Atlanta Jewish community, including educational conferences, retreats, missions to Israel and community consultations.

Establishing the Foundation for Communal Change: The Atlanta Jewish community has built a solid foundation for supporting change, innovation and growth in Jewish education. A planning process began in 1984 with a population study and was followed in 1988 with a major strategic planning study - the Year 2000. The community's capacity to mobilize, organize and initiate systemic change was evident in this major community undertaking. The Year 2000 identified Jewish education as a top priority resulting in the Atlanta Jewish Federation's commitment to it in its planning and allocations process. The Jewish community's financial resources have grown and its capacity to generate funding for Jewish education has been proven.

Systematic community-wide planning has also characterized Atlanta's work in Jewish education. Through an inclusive process of community consultations and meetings, Atlanta's vision for Jewish education has been defined, necessary functions have been identified, and new central structures and an enhanced support system are being implemented.

The Council for Jewish Continuity is one of the structures which has been

established as part of the new system. The members represent a coalition of communal agencies, organizations, schools, educational councils, the rabbinic community and all the denominational branches of Judaism. The community process of studying Jewish education has generated a great deal of enthusiasm for its potential growth and development. Atlanta's Jewish community has reached a level of maturity which has facilitated self-examination and positions Atlanta to reach new heights. There is a cadre of trained and educated people from which to recruit the leaders needed to move forward. The excitement and feeling of momentum have inspired the community to work toward a unified vision and to meet the educational challenges of tomorrow.

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MACHON L'MORIM OPENING REMARKS

Standing here surrounded by some of the finest teachers in our community, it feels a little presumptuous to attempt to give a lesson, but I couldn't resist the temptation. I want to give a lesson in grant-making, to share a piece of what brought us to this place, this day. Because I don't want you to leave here, to start on this adventure without knowing the history. In the process, I hope to debunk some of the mystery that often surrounds the world of grantmaking, to demonstrate that grantmakers as my sister, Terry, so elegantly puts it, do the same thing you do. When we get up in the morning we put on our pants the same way ... one leg at a time.

The only difference is that we, through circumstance or hard work and sometimes both, have been given an extraordinary privilege, the opportunity to address issues of justice with money. And it's not a bad tool, money—sometimes more effective than a hammer. But the privilege like all privileges bears a concomitant responsibility (if we take it seriously and my siblings and I do) and that is the responsibility for owning a vision, for developing it and assuring that it informs the work we do.

The money for this program comes from a philanthropic fund of the Associated established over 14 years by my parents Lyn and Harvey Meyerhoff. From the moment of its inception we four children and our respective spouses have been solely responsible for the funding choices and ultimate declaration of our mission and purpose. This takes on added meaning when you understand that my brother Joe was still in college and my sisters and I were all in our early to mid twenties when we began. It was a fairly substantive leap of faith for my parents to do what they did, substantive and unusual. But it has taught us something about the art (not the science for there is none) of philanthropy. And there is, as you all know better than most, nothing quite so good for learning as doing.

Which brings me to the place where my siblings and I started over a year and a half ago. Joe and I were particularly concerned about the issue of Jewish Continuity, not that it is an issue, but that we were seeing an excessive amount of hand-wringing over the dilemma and a certain degree of institutional and communal paralysis. We wanted to get in and do something. We worried that if we waited for the taskforces and strategic planning committees to finish their deliberations, more precious time might be lost, more opportunities missed. So at our quarterly meeting in April of '92 we invited Joel Zaiman and Ilene Vogelstein to come talk to us, to share their opinions and over the course of that evening a program began to take shape. We were, all four, predisposed to look to education first as a part of the solution (although it can credibly be argued that it has also been a significant part of the problem these past three decades). Within an hour we knew we were talking about an exciting educational initiative. Joel introduced the notion of acknowledging, rewarding, supporting an elite corps of teachers, the possibility of creating a national model. Ilene suggested middle school as the ideal developmental/cognitive window. Joe brought to it the concept of Wexner - exposing participants to the very best minds in the field. My experience with Park School

and its FACA program offered a successful model for raising the standard of teacher affirmation, compensation and academic excellence and suggested an additional opportunity for collegiality. Terry and Zoh contributed the bold idea that if we were really going to do something significant it would have to be a whole-hearted, wholly-funded effort. We reviewed our fiscal status toward the end of the evening, hashed out a generous preliminary budget and determined that for the next three years we would accept no new proposals.

We were unanimous in agreeing that this could not simply be another teacher enrichment program. It had to carry in it the greater ambition of transforming the way we teach our kids about being Jews. It had to answer the real question of Jewish Continuity. The heretical one that we are so loath to ask, so stymied in answering. What's so great about being Jewish in the latter part of the 20th century in America? What can we teach our kids that will be compelling? How do we teach them so that they feel filled with purpose rather than guilt? How can we instill in them a sense of Judaism's enormous richness, that it has something even in this day, particularly in this day to offer them? The final decision of the evening was that I would take this project on. I agreed because I care deeply about this issue and I have learned something about education from my association with Park School these past eight years.

That was the beginning. The middle went roughly like this. It took four months to identify the person who could transform this fledgling idea into a grant proposal that would undergo rigorous and wide-ranging review. It turned out he was right in our community from the start. Dr. Chaim Botwinik. It is one of the great pleasures of this work that you sometimes get to meet and deal with wonderful thinkers, purposeful doers and he is both of those. We have become good friends from working together. That doesn't always happen and it's certainly not necessary as long as everyone conducts themselves in professional fashion, but it is a delightful bonus when it does occur. An advisory committee comprised of the senior Rabbis from the three participating congregations met in the fall and early winter to react to the proposal as we drafted and redrafted. We chose Baltimore Hebrew, Chizuk Amuno and Beth Tfiloh because we also saw an opportunity in this program to de novo float a community-wide project that might bring us together on matters of education rather than set us apart, emphasize our similarities as opposed to our differences. The selection was simplified by the criteria that we wanted each congregation to have a religious and a day school-to have demonstrated a total commitment to Jewish education. This group expanded mid-winter to include the various principals who helped us over the next few months to identify and refine the program focus for the first year-Tefillah; to create teacher application criteria; to better conceptualize the mechanics as well as the pedagogy; and to give it a name- "Machon L'Morim". It is worth mentioning that we (my siblings and I) rejected the recommendation of the advisory committee and decided not to include our name in the program because we felt it would be counter-productive to promoting it in the future as either a shared funding opportunity or a national model. Somewhere along the line we added the components of a personal library and a culminating mission to Israel. We also clarified issues of stipends, academic credit and compensation that would acknowledge the added value this program would grant participating faculty. This stage ended with the identification

and hiring off the person best qualified to serve as project director and take the program to fruition.

I consider ourselves inordinately fortunate to have been able to hire Dr. Shulamith Elster, a foremost educator, to oversee this last stage. Sometimes good things happen and Shulamith is definitely a good thing. She came in at the critical juncture when we were reviewing teacher applications and beginning to construct the curriculum. It is clear to anyone who glances at the fall line-up of scholars that Shulamith has brought her considerable influence as well as her creativity to bear on this project. At the last meeting of the committee we were considering ways to parley the talent she has garnered to a larger audience. Although intimacy, exclusivity and excellence are central to the program, we have begun to consider ways in which we might be institutionally more inclusive than we had originally planned.

So we have arrived at this point, this moment. We have four middle school teachers from each of the participating congregations and classes begin tonight after this dinner. The group will meet approximately 8 hours every month during the school year and the mission will be in the summer. We are currently negotiating with a first-rate ethnographic researcher on both means and methodologies of appropriate and conclusive evaluation. For we must be accountable not only to ourselves but to the communities around the country who are watching this project with both interest and skepticism.

There is no question that this is the most exciting kind of grant-making there is. From idea to reality, bearing the imprint of the grantmaker's influence every step of the way. But the most exciting part for me is not the imprinting- it's the opportunity for collaboration and growth. Creating the atmosphere where no possibility is too simplistic to explore, no concern too trivial to acknowledge, no idea too daunting to tackle. The availability and the assurance of money can grant people the flexibility to enjoy this freedom, this luxury. This, I think, is what we funders can bring to the party. We are not the experts. But we can bring the experts together. We bring money to the table, to be sure, but without the vision, concern, energy and impetus we also contribute the money might be wasted. Additionally, we bring the experience we have earned in a multitude of other places while the experts were all busy fine-tuning their particular skills. This gives us the confidence to question if we care, kindly but consistently from the outside-- to push people to try harder, explain better, think bigger. In these instances we are not foisting our vision on others but forging it in concert with them.

It would be inappropriate to close without a few acknowledgements-- first to my parents for having the foresight and trust to establish this fund so that we could learn our own lessons in philanthropy, second to Darrell Friedman for working diligently to expedite this even when it meant he had to stomach harsh words about Federation process and our impatient wish to circumvent it. Third to Jan Rivitz for her thoughtful counsel and clear reactions. Fourth to Joel Zaiman whose original vision this really is. Fifth to all the members of the advisory committee who have worked so hard this past year both on the program and on working together, and finally to Chaim and Shulamith once again for

devoting genuine enthusiasm and many hours to our baby which has become, over time, the baby of all who have labored to produce it.

What we have done is not easy. Money alone does not make it happen if you care that it happens well. Hours of drafting, editing, writing, meeting, arguing, negotiating have gone into it. And I have been grateful every step of the way that I was "elected" to do it. It has been a tremendous experience for me, has allowed me to work with people whose paths I might only have crossed in passing. Personally, it has also provided me with an exceptional opportunity, to begin to confront my own decisions about how I live my life as a Jew, to ask difficult questions that don't have reassuring answers. I'd like to take the last few minutes to share them with you because they lead me to the final point I would like to leave you with this evening.

For two or three years prior to this initiative, I had been toying with the idea of beginning to attend synagogue regularly and had for the past year been tossing out the off-hand invitation each Friday night, "Would anyone like to go with me to synagogue tomorrow?" Receiving no takers I would table the idea for another week. It finally registered that I would never find a companion from my family, that this would of necessity be a solo venture if I ever cared to take it. One particularly tumultuous week last spring, I was feeling in desperate need of a time for reflection. With neither the resources nor the discipline to carve it out for myself I asked my older sons to take care of my younger daughters and went to Saturday morning services. It felt terribly awkward that first day. I was alone in a space that always made me uneasy in its lack of intimacy. I felt like an interloper, an uninvited guest at a neighborhood open-house. I knew a number of people there, but they were regulars and I was not. I absorbed their quizzical glances which communicated their curiosity about my sudden and unexplained presence "Does she know the Bar Mitzvah boy? Why is she here alone? Lee's not religious, what's she doing in synagogue? Does she have a Yahrzeit?" And like a newcomer often will, I opted for the fringes, lurking at the edge of the experience rather than plunging in. I sat in the back on the side opposite from our normal High Holiday seats. And I sat alone. I needed to be alone... in order to protect my ignorance, my vulnerability in making myself available to this ritual observance seemingly reserved for insiders (an irrational conclusion I clung to for the excuse it offered in the event the experience failed to prove meaningful). But I obeyed the impulse, the instinct that led me there. I sensed I needed to be in community, in a religious communal context, in order to reflect, to gain a clearer sense of what I needed to know if I were going to begin to take responsibility for my Judaism and in order to learn how to pray.

Prayer is the quintessential Jewish communal activity and I wanted to rediscover my vaguely recalled capacity for it. Prayer could be rote, reflexive, mindless, inspiring or elevating. It could be heartfelt or mouthed. It could be whatever I brought to it. Whatever intent I carried, whatever knowledge I held, would of necessity shape its effect on me. That I also sensed but did not truly know at the time. I simply knew that it held a critical truth I needed to discover. As Chair of this initiative, I had found the conversation amongst the professional advisory group of Rabbis, principals and educators sufficiently stimulating to

begin examining my own attitude toward tefillah. I discovered much to my dismay that I didn't have much of an attitude at all, save the conviction that prayer is central to religious activity, because I seldom prayed. Ipso facto if I did not pray I could not very well claim to be religious. I was also beginning to construct the declension of secular and religious Judaism and slowly coming to the realization that I could no longer be personally satisfied with a secular declaration alone. Secular Judaism did not have the staying power that continuity would require. The figures proved that, history would prove it also if we did not wake up very soon. I determined that if I cared at all about Judaism I would need to be one of the early risers on the secular side of the bed.

And so I woke up that day. As I sat in synagogue feeling very much on the outside of worship I began to see how the inside operates. I heard a rhythm which I knew to be unassailable. I saw a peace which I knew to be imperturbable. I felt a community that might be indivisible. I understood that the act of communal prayer was sustaining all three. It intrigued me that prayer might do this, that the simple act of being in synagogue for two and a half hours once a week might unleash these possibilities both for the individual and for the community. Great power of a kind that might vastly overshadow the secular reach of Judaism resided here. But I would have to work hard to understand it, to become a part of it... for the impulse went against 40 years of negative conditioning. A significant piece of the work was the simple decision to attend synagogue every week I was in town. The decision to make the commitment, to take on the responsibility. I knew I would have to be there consistently before I could know what was and wasn't available.

And so I have been learning and growing and changing as a Jew in an odyssey that would have left my mother mute, astonishes but delights my father and would have affirmed everything my greatgrandfather, Oscar, a deeply religious man, knew to be important. I wonder at how much we have lost in the intervening generations between our ancestors, the immigrants and our children, the citizens. But I do not mourn its loss. I rejoice in its possible recovery, the opportunity for a joyous renaissance in American Jewish life. I do still reserve the right to muse over how my life might have been different had I had the good fortune to be in the right school at the right time, to have the benefit of the influence that each one of the twelve of you brings to your classrooms, to your lives. This is what this program is all about. Making that influence the most powerful and compelling instrument you have as a teacher for your personal benefit and for the benefit of all of our children.

Please take this opportunity seriously and use the privilege of study well. Tell us how we are doing. Make suggestions, offer criticism. Know that we are so pleased to be its sponsor, to be a part of the national effort to recognize the critical, crucial role Jewish teachers play in the lives of our children. To bring to your profession the recognition, respect and communal investment it deserves.

We are in no position at this point to assess the value of this program although we have high hopes, good intentions and very clear expectations. It is most heartening that this is being launched as the Center for the Advancement of Jewish Education begins to move

forward. We are hopeful that CAJE will generate excitement, concern and the conviction that all of us together must act. The privilege of philanthropy, if exercised wisely, is that it gives the philanthropist the freedom to act sooner rather than later. And that, it seems to me, is how we Jews work together to create our own future.

Lee M. Hendler 10/12/193

BUILDING A STRONGER COMMUNITY TOWARD THE YEAR 2000

A STRATEGIC PLAN FOR JEWISH EDUCATION

Report of the Commission on Jewish Education



THE ASSOCIATED
JEWISH COMMUNITY FEDERATION OF BALTIMORE

June, 1993

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INTRODUCTION

Beginning in 1988, THE ASSOCIATED: Jewish Community Federation of Baltimore embarked upon a comprehensive strategic planning approach for all resource development, resource allocation and service delivery conducted within the Baltimore Jewish community. At that time THE ASSOCIATED made a commitment to understand the needs and aspirations of the community, now and over the next decade, and to respond to them in the most effective ways.

The strategic planning process has changed the nature of community problem-solving and resource development for the Baltimore Jewish community. Generation of the comprehensive Strategic Plan was initiated in January 1988 and continued for 18 months, concluding in June 1989 with the approval and adoption of Building a Stronger Community: Toward the Year 2000. Implementation of the Strategic Plan began in July, 1989 and continues to unfold today.

A full section of the Strategic Plan was dedicated to Jewish education. In fact, it is the only area singled out for priority attention in that document. Among the most pressing questions asked during strategic planning was, "What are our goals in Jewish education?" Since 1989, THE ASSOCIATED has been engaged in numerous processes involving hundreds of community leaders to address that question, develop answers and begin implementing strategic solutions. Shaping a Jewish education agenda has been one of the most complex and challenging tasks facing the Baltimore Jewish community, yet it is central to our mission of ensuring and enhancing Jewish identity and Jewish continuity.

Clearly, the Baltimore Jewish community has accomplished a great deal since the inception of its strategic planning process (see Appendix A for the envisioned four phases of strategic planning for Jewish education). In 1989, consistent with the mandate of the newly adopted Strategic Plan, the Commission on Jewish Education was created to assist in building a comprehensive, well-coordinated, community-wide Jewish educational system. The Commission, which replaced the Jewish Education Committee, was assigned two major roles:

- (1) to develop a specific Strategic Plan for Jewish Education in Baltimore by analyzing and determining:
 - A the magnitude of the needs for educational services under consideration;
 - B the extent to which these needs were being met in quantity and quality; and
 - C the methods by which available funds should be allocated to meet the needs.

- (2) to review and monitor the fiscal and programmatic direction of each Jewish education agency/program under its purview, as well as to recommend ASSOCIATED funding allocations for Jewish education within the annual budgeting process.

One of the Commission's first acts was the creation of a new Fund for Jewish Education, again consistent with the community's mandate to "increase funding for Jewish education" in the Strategic Plan. This Fund was officially established by THE ASSOCIATED Board of Directors in 1990, with an initial minimum fundraising goal of \$10 million, and has already advanced and allocated \$300,000 in each of the last three fiscal years to supplement resources brought to Jewish education from the annual campaign of THE ASSOCIATED.

In late 1990, to begin its comprehensive strategic planning process for Jewish education for the Baltimore Jewish community, the Commission created four subcommittees, each charged to formulate reports that ultimately would serve as the basis for a formal Strategic Plan for Jewish Education (see Appendix B for membership of the respective subcommittees). At the end of 1990, simultaneous strategic planning processes began, representing priority areas in Jewish education:

- Jewish Day School Education
- Congregational and Communal Religious School Education
- Higher Jewish Education
- Informal Jewish Education

From late 1990 through early 1993, each of the four Subcommittees held an extensive series of meetings to:

1. gather and analyze information to understand the nature and scope of each functional area;
2. review and analyze current funding arrangements;
3. identify unmet educational needs;
4. assess whether current educational needs are being met;
5. determine whether the current "system" is cost effective;
6. develop recommendations.

Concluding in early 1993, the Commission integrated the distinct recommendations from each of the four subcommittees in the areas of:

- Personnel
- Programs
- Initiatives
- Special Populations

The study processes, study findings, and integrated recommendations of each of the four subcommittees can be found on pages 7 to 23 of this document.

In the fall of 1992, simultaneous with advanced phases of the subcommittees' study process, Baltimore received notice of its selection as one of three communities chosen by the Council on Initiatives in Jewish Education (CJIE) for its Lead Communities Project. The ultimate goal of the Project is to re-energize Jewish education throughout North America, and to demonstrate and validate successful approaches to Jewish education that can be found in and replicated by communities across the continent. Baltimore's selection launched an intensive three-to-five year experiment, in partnership with CJIE, toward producing a replicable model or models for providing top-quality Jewish education within an organized Jewish community.

As of July 1, 1993 the Commission will take major strides in moving forward the Baltimore community's Jewish education agenda. At that time THE ASSOCIATED will establish the new Center for the Advancement of Jewish Education (CAJE), which will enhance the federation's and the community's capacity to engage in a coordinated, comprehensive and community-wide approach to:

- Educational planning and service delivery;
- Budget and grants review; and
- Financial resource development for Jewish education.

One of the Center's primary responsibilities will be strategic planning implementation for the total Jewish educational community. To accomplish this goal, a senior Jewish educator/planner will be retained as Executive Director of CAJE to guide the Baltimore community through the challenging years ahead (see Appendix C for CAJE structural chart).

It is important to note that this document is not intended merely to describe the current state of Jewish education in the Baltimore community, but rather to pose the critical questions and challenges facing our community and either to suggest programmatic answers to those questions or to recommend processes and approaches by which new solutions can be fashioned and implemented.

In the course of the inquiries and deliberations of the Commission and its subcommittees, the following "definitions", "guiding principles", "questions" and "goals" emerged.

DEFINITIONS

- Jewish education is critical in ensuring and enhancing Jewish continuity. Jewish continuity is defined as the transmission from generation to generation of the values of Judaism and a reaffirmation of the historic role of the Jewish people as a "holy people" and a "light unto the nations"; and the assertion of the

need to sustain our vital Jewish tradition, historically characterized by a sense of covenant and community, commandment and commitment to fellow Jews and to all mankind.

(Subcommittee on Jewish Continuity of the Commission on Synagogue/Federation Relations)

- Jewish education is a lifelong enterprise, spanning from one's birth through old age. Jewish children, adults, and families within our Baltimore community should be afforded maximal opportunity to experience a broad range of educational experiences at various life stages. Jewish education for North American Jews occurs along a broad timeline, most often not in a continuous series of participatory learning and Jewish communal involvement, but rather in a "start-stop-and-start" pattern interrupted by spans of many years. Therefore, our challenge as a Jewish community is to find and attract participants in our shared mission of enhancing Jewish identity and Jewish literacy, and to intensify and enrich the Jewish learning experiences for all members of our Jewish community as they move through our "Jewish educational system" at diverse stages in their lives.
- We also understand and accept the concept of a global Jewish education campus; that is, Jewish education takes place in day schools, yeshivot and congregational/communal religious schools, as well as in synagogues, JCC's, the home, retreat centers, summer camps, Israel, community meetings, and other "beyond the classroom" settings. At certain points in an individual's life, one form of educational/experiential activity might be more important or more attractive than another. Further, we acknowledge that certain types of education are more effectively imparted and experienced in a formal setting, while other types may be better suited to informal settings.
- Recommendation #1 in THE ASSOCIATED's Strategic Plan mandates that THE ASSOCIATED should establish priorities in terms of the needs of clients. They should focus not on the programs particular agencies operate, but rather on the services the various client groups need, regardless of which entity is to provide them. Consistent with this mandate, this Strategic Plan for Jewish Education must focus on the needs of client groups of all ages and at all life stages. The "client groups" we have identified and designated are: Children, Adolescents, College-Age Youth, Adults, and Families.

GUIDING PRINCIPLES

- Based upon the 1990 CJE Jewish Population Study of North America and other demographic indicators, by and large, Jewish education services and programs are not sufficiently enhancing the Jewish identity and/or Jewish literacy of the critical mass of Jews across North America.
- Jewish survival is not only dependent upon a strong sense of individual/personal Jewish identity and practice, but also belonging to and supporting a larger Jewish community.
- Jewish education is a major determinant of Jewish continuity and Jewish survival. Therefore, we can no longer continue with a "business as usual" approach. There is a need for new and more coordinated strategies across our "Jewish education system" ..
- One of the most critical principles to be communicated by our Baltimore and North American Jewish community is the profound and positive significance of Jewish life and communal commitment. We can no longer assume that all participants in any Jewish education program acknowledge this principle, emotionally or cognitively, personally or communally.
- The diversity of the Baltimore Jewish community reflects the many forms that Jewish commitment can take. It is a source of strength and must be preserved.

QUESTIONS

In order to decide upon a strategic plan of action for the Baltimore community in the arena of Jewish education, we must answer the following central questions:

- What qualities define an active, committed Jewish community? What would such a community look like?
- How do we create and perpetuate those qualities?
- What qualitative and quantitative measures should be used to evaluate the successful creation and perpetuation of those qualities?

GOALS

The goals of Jewish education in our community are to:

- Promote the broadest range of educational opportunities to all members of our Jewish community that will enhance the personal meaning they derive from being Jewish.
- Encourage and assist every one of our community members to enter and remain involved (with as little interruption and for as long as possible) in Jewish life and learning.
- Enable the effective interaction of formal and informal teaching and learning for people of all ages.
- Coordinate the component parts of our "Jewish education system" toward maximizing the participation and enhancing the Jewish knowledge and commitment of all members of our community.
- Stimulate and sustain institutional and systemic change, wherever necessary, to vitalize our Jewish community and the Jewish people.
- Incorporate as a first component of the implementation of our Strategic Plan for Jewish Education a mechanism, timetable and budget for ongoing monitoring and evaluation of the achievement of the qualities noted above. This must include clear benchmarks along a multi-year course. Accountability for the funding of all programs will be based upon formal measurement of stated desired outcomes.

STUDY PROCESS

Following is a more detailed analysis of each Subcommittee's study process, describing the research and information gathering stage which formed the foundation for their individual planning processes:

I. SUBCOMMITTEE ON CONGREGATIONAL AND COMMUNAL RELIGIOUS SCHOOL EDUCATION

- The first phase of the study process involved research and information gathering via the design and administration of an educational needs questionnaire, fiscal profile questionnaire and follow-up interviews.

- The educational needs instruments which were administered to 15 elementary and high school principals (79%) and 12 early childhood education directors (85%) consisted of a series of questions relating to the "levels of need" of service and programs being provided to the school by the Board of Jewish Education or through other sources.
- The fiscal profile questionnaires which consisted of questions relating to school expenditures and income were completed by 8 early childhood educational institutions (57%) and 15 elementary/high schools (79%).
- Group interviews were conducted by the Subcommittee with Rabbinic, lay and professional educational leadership in order to validate questionnaire responses. Follow-up interviews with teacher representatives were conducted by staff. The interviews also afforded members of the Subcommittee the opportunity to engage educational leadership in an open dialogue regarding the educational needs of their respective institutions, as well as the educational challenges they face over the next three to five years.
- All responses to the survey instruments and interview questions were analyzed by staff and presented to the Subcommittee for review, interpretation and deliberation.
- Phase two of the study process involved the formation of an eight-member Committee on Educational Goals and Objectives.
- The mandate of the Committee was to identify specific educational goals and objectives within the Greater Baltimore area congregational and communal religious school system. The Committee addressed this challenge by:
 - 1) defining Jewish attitudes and Jewish involvement we want our children to exhibit during adulthood; and
 - 2) determining the educational goals and objectives schools should achieve over the next 5-10 years.
- The full Subcommittee completed its work and received approval by the Commission on Jewish Education October 30, 1991.

III. SUBCOMMITTEE ON JEWISH DAY SCHOOL EDUCATION

- At the very outset of its deliberations, the Subcommittee on Jewish Day School Education determined:
 - Areas and/or activities to examine
 - Data gathering procedures and instruments to collect the facts needed to make informed decisions. The data included enrollment figures (current and projected), personnel requirements, programmatic expenses, and other costs of providing education services.
- At the start of calendar year 1991, the research and information-gathering stage began. This formed the foundation of the Subcommittee's strategic planning process, providing both qualitative and quantitative data. In order to better understand and interpret the data and to conduct more thorough and intensive inquiry into the shaping of recommendations, the Subcommittee created three task forces: the Task Force on Fiscal Needs; the Task Force on Professional Needs; and the Task Force on Student Needs. The discussion and deliberations of these task forces focused on four areas within the Jewish Day Schools:
 - (1) Education Professionals
 - (2) Students
 - (3) Families
 - (4) The Schools Themselves
- The full Subcommittee report was received and approved by the Commission on October 30, 1991.

III. SUBCOMMITTEE ON INFORMAL JEWISH EDUCATION

- The Subcommittee on Informal Jewish Education invited each ASSOCIATED agency which provides informal Jewish education programming to appoint a representative to serve on the Subcommittee (BJC, BJE, BHU, JCC, JFS, JHS) and selected, in addition, six at-large representatives. For the purposes of its work, materials pertinent to the topic were distributed. The Committee met between November 1990 and July 1991. Meetings focused on the challenges involved in formulating a definition of informal Jewish education and in delineating issues, goals, and objectives. Meetings were devoted to the exploration of informal programs currently being offered and an assessment of what programs should be offered in the area of informal Jewish education to better meet the needs identified for the future. The report of the Subcommittee was submitted to and approved by the Commission on Jewish Education on October 30, 1991.

IV. SUBCOMMITTEE ON JEWISH HIGHER EDUCATION

- The Subcommittee on Jewish Higher Education engaged Ukeles Associates, Inc., a consulting firm based in New York City, to consult with the Subcommittee and assist in its mandate of impartially assessing the communal needs for Jewish higher education in Baltimore and the extent to which the needs are being met.
- Ukeles Associates conducted a community-wide needs analysis to provide a common base of information on the higher Jewish education population, consumer preferences, current higher Jewish education offerings within the community, and use of existing programs.

Both quantitative and qualitative research methods were used including:

- 26 key informant interviews with lay leaders; communal service professionals; senior educators; university professors and administrators; and religious leaders.
- 6 focus groups with a total of 47 participants. Participants were selected to represent a spectrum of the higher Jewish education population -- those currently involved in higher Jewish education, and those with potential needs for higher Jewish education. The groups included: communal professionals; day school teachers; day school principals; congregational school principals and rabbis; lay leaders; and adult learners. Group ranged in size from 4 to 15 participants.
- a survey of 408 BHU students in a detailed questionnaire administered over a 3-week period.
- analysis of data from the 1985 Baltimore Jewish Population Study and User Study.
- numerous telephone interviews with providers of higher Jewish education both within the Baltimore Jewish community and in the general community.
- analysis of data and information from 11 previous studies completed by Ukeles Associates in Jewish education.
- The report of the Subcommittee was submitted to and approved by the Commission on Jewish Education on April 2, 1993.

STUDY FINDINGS

CONGREGATIONAL AND COMMUNAL RELIGIOUS SCHOOL EDUCATION

PUPIL ENROLLMENT TRENDS

- The total number of pupils enrolled in BJE-affiliated and associated schools as of Fall 1990 is 6,614 -- representing an increase of 10.3% over 1989-90.
- In Baltimore City and County:
 - Pre-School enrollment increased by 19.2%
 - One-day-a-week programs increased by 7.7%
 - Two-day-a-week programs increased by 10.7%
 - Three-day-a-week programs increased by 2.3%
- In the outlying counties (Anne Arundel, Carroll, Frederick and Howard), enrollment increased by 16.0%. Enrollment in these counties represents 18.2% of the total pupil enrollment.
- A ten-year analysis (1980-81 to 1990-91) of pupil enrollment in Baltimore City and County is indicated as follows:
 - In Baltimore City and Baltimore County, the total enrollment increased by 27.9%.
 - In the outlying counties, the total enrollment increased by 142.6%.
- With regard to intensity, the percentage change in the days-per-week a student is exposed to supplementary schooling in 1990-91 compared to 1980-81 is as follows:

- Three day-a-week program:	-29.9%
- Two-day-a-week program:	+102.0%
- One-day-a-week program:	+25.1%
- The aggregate enrollment in all Pre-School programs between 1980-81 and 1990-91 increased by 118.8%. Enrollment in Pre-School programs represents 28.8% of the total pupil enrollment.

TEACHER SALARIES

- A total of 164 teachers employed by congregational schools on the elementary and secondary education levels and 147 teachers employed by early childhood education programs were surveyed (as of Fall, 1990).
- The following are highlights of salary levels of the teacher workforce employed by congregational and communal religious schools:

<u>Teaching Hours</u>	<u># Of Teachers</u>	<u>Average Salary (mean)</u>
12	19	\$12,360
6	39	5,328
5	7	4,255
4	26	3,236
3	52	1,947
2.5	21	1,537

- The following is the salary highlight for Early Childhood Education teachers:

<u>Days Per Week</u>	<u># Of Teachers</u>	<u>Average Salary (mean)</u>
5 half days	58	\$5,600
5 full days	89	10,920

FINANCES

- Average total school expenditures for elementary/high school programs is \$200,544.
- Average total school income is \$120,476.
- Average total school surplus/deficit is \$55,724.
- Average tuition income is \$114,134. Tuition represents 57.6% of total income.
- Average tuition/fees for elementary/high school programs is \$575; for early childhood programs average tuition is \$2,987.
- Average per pupil cost for elementary/high school programs is \$658. The Jewish Education Service of North America reported a national average per pupil cost of \$660.
- For early childhood programs, the average per pupil cost is \$2,859.

EDUCATIONAL NEEDS

The following is a summary analysis of responses to open ended questions which were asked of each respondent:

ELEMENTARY/HIGH SCHOOL PROGRAMS

- The five (5) services/programs considered most valuable:
 - Resource Center
 - In-Service (Teachers)
 - Teacher Recruitment/Placement
 - Special Needs
 - In-Classroom Consultation
- Essential service(s) which school requires, but is not being offered by the community:
 - Informal and Family Education Programs and Resources
 - Secondary Education Consultation and Programming
- Three major educational challenges facing the school over the next five years:
 - Family/Parent Education and Involvement
 - Enhancing Teacher Compensation and Staff Recruitment, Retention and Development
 - Pupil Recruitment

EARLY CHILDHOOD PROGRAMS

- The five (5) services/programs considered most valuable:
 - Resource Center
 - In-Service (Teachers)
 - In-Service (Principals)
 - In-Classroom Consultation
 - Teacher Salary Scale
- Essential service(s) which school requires, but is not being offered by the community:
 - Special Needs Services
 - Capitation Funding
 - Benefits for Educators

- Four major educational challenges facing the school over the next five years:
 - Children with Special Needs
 - Family Programming
 - Qualified Personnel
 - Intermarried Couples

III. JEWISH DAY SCHOOL EDUCATION

The following major findings relate to the Jewish day schools in Baltimore (as of June 30, 1990):

- The total number of students enrolled in Baltimore Jewish Day Schools has grown from roughly 2,380 in the 1985-86 school year to 3,300 in the 1990-91 school year, nearly a 40% increase in that five-year period. Even more dramatic growth is projected for the next five-year period.
- Teacher salaries and benefits represent approximately 70% of total Day School expenses.
- Net tuition underwrites approximately 46% of total Day School expenses.
- Fundraising and contributions underwrite approximately 33% of total Day School expenses.
- THE ASSOCIATED annual allocation underwrites approximately 5% of total Day School expenses.
- Jewish Day Schools are generating an aggregate \$1.532 million deficit each year, representing approximately 15% of total Day School expenses. This aggregate deficit is increasing on an annual basis.
- The total debt of our local Day School system, including capital loans, is in excess of \$8 million.
- Teacher salaries in our local Jewish Day Schools are approximately 20%-25% below salaries for similar positions in AIMS (Association of Independent Maryland Schools) schools and are 30%-35% below salaries for similar positions in the Baltimore County Public Schools.
- Benefit packages offered by Jewish Day Schools are substantially below those of the AIMS schools and of the Baltimore County Public Schools.

These data lead to the following general conclusions regarding education professionals, students, families and day schools themselves.

EDUCATION PROFESSIONALS

The success of Jewish education depends on the quality of its personnel, both in the classroom and beyond the classroom. Locally and nationally, there is a severe shortage of qualified Jewish educators in every area of Jewish education. Consistent with the findings of every recent national and international study in Jewish education, personnel issues must be considered as a clear priority for addressing critical needs in Jewish education. Therefore, as a community, we must assist in building a profession of Jewish education.

STUDENTS

The student body of Baltimore's Jewish Day Schools is reflective of the Baltimore Jewish community as a whole. It includes children from families whose levels of ritual observance and economic strata cover the entire range of the larger Jewish community in Baltimore. Similarly, the abilities of the students themselves are diverse, representing varied levels of aptitude, talent, and achievement. The Day School students are typified by high commitment to learning, both Judaic and general studies and by a profound desire for enhancing and intensifying their personal sense of Jewish identity and of Jewish community.

Special needs education programs are -- and should continue to be -- an integral part of the Jewish Day School curriculum. Special learning needs programs include those programs that serve learning disabled, developmentally and/or physically disabled, as well as gifted/talented students.

Recent years have presented the American Jewish community with the historic opportunity and challenge of resettling Soviet Jewish newcomers. The responsibility for acculturating these new immigrants not only to America, but also to Judaism and to the Jewish community is a shared one, jointly undertaken by the larger Jewish community in Baltimore and the Day Schools. These new immigrant students have many of the same needs as non-immigrant students within the Day Schools, but the educational process is a more intensive one for them. It is the role of the Jewish community and of the Day Schools to provide a meaningful and successful program of Jewish acculturation for these new immigrant students, so that they will become knowledgeable, positively identified and affiliated Jews.

FAMILIES

The families who enroll their children in Baltimore's Jewish Day Schools express their deep commitment to Judaism and to the Jewish people through the disproportionate allocation of their time, money and support to the Day

Schools. These families have dedicated themselves to creating a Jewishly knowledgeable next generation of Jewish participants, educators, and communal leaders.

Nationwide experience in setting tuition levels charged to families has demonstrated that only a portion of higher tuition payments will result in additional cash flow to the schools. This is largely because increases in tuition rates trigger increased scholarship requests. In fact, the net tuition received by the day schools historically has increased only by the annual rate of inflation. Baltimore's day schools require families to fully document their financial needs before awarding tuition assistance and have thus maximized family financial responsibility in paying for their children's Jewish education.

Families with limited financial resources and/or new immigrant families and/or families with multiple children enrolled in the Jewish Day Schools require special consideration in paying tuition costs for their children.

THE DAY SCHOOLS

The Day Schools themselves demonstrate an enormous commitment to enhancing Jewish education and to ensuring a vibrant Jewish future in Baltimore as well as in other communities throughout the Jewish world. This commitment is manifested in the major costs incurred and underwritten by the day schools in the course of their annual operations. Among these are the costs of constructing and maintaining their physical plants, administrative structures, and a cadre of qualified teachers in both the general studies and Judaic studies.

III. INFORMAL JEWISH EDUCATION

Jewish education involves both formal and informal educational components, and opportunities should be sought to fuse the two. Informal education describes both a methodology and a setting. However, method and setting are not mutually exclusive; that is, formal Jewish education settings (schools) are increasingly using informal methods, and informal settings (JCC, youth groups, camps) are increasingly using formal methods. Such a synthesis makes for more effective Jewish education.

In every community there must be cooperation between the various agencies that are potential providers of formal and informal education. Personnel should be trained to move from one sphere to another. In fact, the community needs both informal and formal Jewish education experiences if it wishes to foster Jewish identity. Education should be viewed as a process during which a person may be in school at one time, in camp another time, attending a weekend retreat at a third time, and participating on a trip to Israel at a fourth time.

At certain points in an individual's life, one form of activity might be more important than another. Further, we must acknowledge that certain types of education are better imparted in one setting, and others in different settings. One of the primary aims for the community should be the closer integration and interaction of formal and informal education across the full spectrum of age groups. Children, adults, and families should have the opportunity to move through a range of experiences at various life stages.

Four priority "target populations" within the Baltimore Jewish community were identified in order to achieve this goal. They are: young families, college age youth, singles, and adults of all ages.

Young families can best be reached through "gateway" institutions such as synagogues and JCC's. The goal is to establish relationships with young families during the impressionable parenting years as they belong to or pass through community institutions, and to use family education and other informal Jewish education activities to strengthen the family's Jewish commitment.

College presents one of the few times when Jewish youth are concentrated in one geographic area and when young adults are searching for and exploring their Jewish identity. Research has shown that in addition to positive adolescent experiences (camping, youth groups) and the observance of rituals in the home, the experiences during college years have a powerful influence on future involvement of young Jews. Recent demographic data reveal that Baltimore is a center for Jewish college students, both from Baltimore and other communities. It is estimated that there are as many as 111,000 undergraduate and graduate students studying in Baltimore (including the University of Maryland, College Park.) This underscores the need of the Jewish community to strengthen its work with Jewish students on campus.

The needs of singles in Baltimore who wish to re-enter the community after their college years must also be addressed. Many, if not most, Jewish singles want to be involved in the organized Jewish community as participants in its services and functions. However, many Jewish singles feel alienated from the mainstream of Jewish life because of its emphasis on intact nuclear families. It is also worth noting that singles indicate a strong interest in programs held in more informal, non-institutional settings. This underscores the tremendous need for a coordinated programming effort that in effect should be addressed to singles of all ages, whose numbers represent 1/3 of the Jewish adult population in Baltimore.

As Baltimore Jewry ages, we must seek new ways of advancing the Jewish education not only of children, but of adults as well. Education can no longer be reserved for the early years of life. Ornstein (1981) suggests that "in line with the growing complexity of society and the corresponding need for people to have access to a greater variety of educational resources at differing stages of their lives, education will continue to become more a life long process." We

must be involved in building a broader, more diversified learning network to serve the evolving needs of all segments of the population, from young children to the most senior members of our Jewish community.

IV. JEWISH HIGHER EDUCATION

ADULT LEARNERS

- The participation of younger people in higher Jewish education -- college students, singles and parents of young children is lower than that of older population groups -- empty nesters and older persons. This gap is of particular concern given the communal apprehension about Jewish continuity.
- Baltimore Hebrew University is regarded as the most serious of the Jewish studies programs in Baltimore, even by those who do not attend the University. The courses offered by the Adult Institute are, in general, not regarded as academically serious. The popularity of this program as well as the Etz Chaim program suggest, however that there is a need in the community for diverse levels of Jewish learning.
- Orthodox Jews send 11 in BHU courses in proportion to their presence in the Baltimore population (20% versus 11%). Modern Orthodox Jews are a viable target market for community supported higher learning.
- The dramatic growth of BHU's Elderhostel program (attracting outsiders) suggests the probable existence of a local market for this type of programming for older persons in Baltimore.
- In general, information on what higher Jewish education courses are being offered throughout Baltimore is inadequate.
- Former Soviet Republic immigrants are strongly interested in job market related education (e.g., an Associate degree in accounting or early childhood education), which may or may not have a Jewish relationship.
- There is substantial concern in the community about the need to educate inter-married couples about Judaism.

JEWISH EDUCATORS

- ♦ There are a large number of new teaching positions in Jewish subjects every year -- 79 full-time and 61 part-time new teachers hired annually, there may, therefore, be sufficient need for a per-service degree program in Jewish education.

- A very large portion of congregational teachers (approximately 60%) have received in-service training through the Joint Commission program. However, there are some concerns about the quality of the program's offerings, and whether the right courses are being offered.
- In contrast to the in-service training of congregational teachers, there is very little in-service training for day school educators and early childhood teachers.
- The community has not actively recruited outstanding, charismatic Jewish educators.
- Senior educators (in day schools and congregational schools) would like more opportunities for their own professional development.

LAY LEADERS

- There is growing recognition of the importance of Jewish learning to effective lay leadership.
- Few lay leaders in Baltimore receive leadership training with intensive Jewish content.
- Many lay leaders are pursuing higher Jewish education on their own (at BHU and in other settings).
- The community needs its own intensive Jewish content program for lay leaders.
- Jewish content needs to be introduced into existing training programs such as THE ASSOCIATED's program of Human Resource Development (HRD).
- Jewish content needs to be introduced into communal decision-making settings (e.g. post-meeting or pre-meeting learning sessions).

COMMUNAL PROFESSIONALS

- Most communal service professionals want to know more about Judaism for personal as well as professional reasons.
- Their first immediate concern to improve their Jewish professional effectiveness is learning about Jewish communal services.
- Few agencies provide their professionals with in-service opportunities to learn about Jewish topics. Few agencies have the resources or sense of priority to see that their Jewish professionals are educated Jewishly.

- The Baltimore Institute for Jewish Communal Service serves very few people, and there are concerns about program management. The program has declined in its visibility and possibly in its quality.
- The relative proportion of community resources being directed to pre-service education for Jewish communal service professionals, through the Baltimore Institute, is considerably higher than that being directed to in-service education for this group.

RECOMMENDATIONS

The directional recommendations that follow were developed by each of the four Subcommittees and are divided into three categories - Personnel, Educational Programs/Initiatives and Special Populations.

The constituencies which are impacted by these recommendations encompass the complete life-span from early childhood through adulthood, including families. Moreover, the numbers assigned to each recommendation are indicated for identification purposes only and are not reported in order of priority.

PERSONNEL

1. Increase teacher salaries and enhance benefits
2. Develop and utilize professional growth opportunities for in-service training of teachers and principals via classes, credit courses workshops, seminars and educational experiences on the local, national and international level
3. Develop and establish an intensive recruitment program to identify potential teachers and educators and monitor and assist them with their educational training and ultimate placement within a school
4. Provide teachers/educators with incentive grants in order to encourage and reward excellence
5. Create more full-time teaching positions in order to make the field of Jewish education a primary vocational focus
6. Enhance community recognition of teachers to express esteem and to elevate the status of teachers in the community
7. Investigate the feasibility of establishing a community wide or school-based daycare program for children of teachers
8. Provide more intensive educational consultation services to teachers
9. Develop a degree program for full-time professional Jewish educators

10. Develop in-service Jewish education for Jewish communal professionals
11. Develop in-service education for senior educators
12. Improve the degree program for Jewish communal professionals
13. Develop a program in pre-service (non-degree) for new congregational teachers
14. Develop a pre-service training program for senior educators

EDUCATIONAL PROGRAMS/INITIATIVES

15. Assist in making possible Educational Experiences in Israel including funding for pre and post-trip educational program; establish an endowment fund for Israel Trip experiences
16. Develop a comprehensive outreach campaign to marginally affiliated populations who are not currently participating in existing Jewish institutions and their programs
17. Commit funds on a multi-year basis in order to ensure the long-term viability of programs
18. Increase staff and program resources on college campuses in the Baltimore area in a coordinated manner
19. Provide consultative services from THE ASSOCIATED to schools in financial resource development to assist in areas of capital needs, endowment development, fiscal planning and grantmanship
20. Continue to provide financial support for the day schools' operating needs
21. Encourage interagency collaborative projects with synagogues participating as full partners especially in community-wide events
22. Implement effective models for Jewish Family Education
23. Enhancement of Resource Center in order to provide more intensive educational consultation and services to the community
24. Establish an informational resource whose role would be to: a) identify gaps in the educational system and advocate for the development of new programs; b) serve as a community resource for available programs/services and enhance the Jewish component of programs; and c) identify opportunities for interagency collaboration on programming and reducing possible duplication

25. Utilize marketing resources of THE ASSOCIATED to determine needs of various population groups and to inform people about available programs
26. Increase capitation grants to day schools based upon number of students enrolled in the school
27. Expand Resource Center materials to include greater variety of educational resource material as well as a resource bank of personnel in specialized areas
28. Provide schools with ongoing information and data regarding effective educational models which have the potential for replication in school settings
29. Investigate feasibility for providing students with a community-wide school transportation system
30. Develop recognition/incentives to stimulate academic excellence of students
31. Provide more intensive guidance and assistance to schools in the areas of program planning and development
32. Ensure the transition of pupils from preschool programs to elementary school
33. Assist principals in developing measures of accountability for their congregational schools
34. Offer new ventures and experiments in adult education
35. Focus curriculum service program on the specific needs of each congregational school
36. Provide ongoing analysis of congregational school-based educational needs
37. Explore various educational formats and methodologies in order to successfully implement the goals and objectives suggested in the Report of the Subcommittee on Congregational/Communal Religious School Education
38. Organize, market and coordinate all programs for Jewish singles
39. Assist schools in the critical areas of experiential and informal Jewish educational programming

40. Provide schools with more up-to-date and state-of-the-art material relevant to their individual curricular needs
41. Expand continuing higher Jewish education for parents of young children
42. Develop continuing Jewish education for lay leadership
43. Expand non-degree higher Jewish education for singles
44. Develop a pilot program in continuing higher Jewish education for mixed married couples
45. Maintain Jewish Studies degree option for adult learners
46. Enrich the Jewish content of informal programs for college-age youth
47. Provide better information on opportunities for higher Jewish education
48. Maintain non-degree courses targeted to empty nesters
49. Maintain non-degree courses targeted to older persons

SPECIAL POPULATIONS

50. Increase scholarship and loan funds available, enabling students from families with limited financial resources and/or families with multiple children to experience Jewish education programs of their choice.
51. Meet the needs of children with special educational needs by: a) enhancing the quality and scope of services; b) strengthening community advocacy for special learning needs; and c) encouraging interschool sharing of information and coordination of programs.
52. Increase funding for immigrant support services
53. Improve Jewish Higher Education for Soviet immigrants (degree and non-degree)

IMPLEMENTATION

If adopted by the Executive Committee and Board of THE ASSOCIATED, the recommendations we propose in this Report will set a new course for the community. They will establish a direction in which THE ASSOCIATED and the community should move. But by themselves they will change nothing. Putting these numerous recommendations into concrete proposals will be a lengthy and complex task.

As noted earlier, with the establishment of THE ASSOCIATED's Center for the Advancement of Jewish Education, effective July 11, 1993, the Commission on Jewish Education and its Task Forces relating to Educational Planning and Service Delivery will engage in a comprehensive Strategic Planning implementation process. This process, which will transform directional recommendations into action recommendations, will involve an intensive and extensive deliberation process with representation from all constituency groups and service delivery institutions.

Start fast. In any set of organizations as complex and as successful as THE ASSOCIATED and its service agencies, inertia is pronounced. If no changes take place for some months after the approval of our report, it will be widely assumed that no substantial change will actually occur. Momentum will be lost and may never be fully regained. It is important, therefore, that the Commission move energetically and promptly to begin the processes of change.

Move deliberately. It is a corollary and not a contradiction of a rapid start that the pace of change thereafter can be deliberate. Though many of our recommendations can be readily implemented, others are ambitious or difficult. Their full accomplishment will take time. Though THE ASSOCIATED must quickly demonstrate it is serious about putting them into effect, it need not force the pace, once begun. The test of success will not be the speed with which change is made; it will be the effectiveness of the new arrangements and the breadth of their acceptance.

Delegate and consult. This Report assigns many tasks to the Commission on Jewish Education. If work on all tasks is to begin promptly, the Commission will have to form subordinate bodies and assign them considerable authority. Our recommendations can be viewed as falling into essentially three areas: Personnel, Programs and Initiatives and Special Populations. The Commission will form three Task Forces, one for each of these areas.

It is important that persons from affected agencies and institutions outside THE ASSOCIATED be involved in the work of such Task Forces. They should be asked not to redebate questions of "whether", but rather to advise and participate in decisions about "how". On "how" questions, their views should be accorded great weight.

Supply the required resources. The professional staff of THE ASSOCIATED has shown a remarkable ability to staff the strategic planning process while carrying out all its other duties. It will do the same in implementation. But actually accomplishing change is often detailed, sensitive and time-consuming work. With a full-time professional, who will serve as Executive Director of the Center, together with Planning and Budgeting staff, we are most confident that our proposed Strategic Planning implementation process will go forward in a timely, effective and efficient manner.

Continue the work. Strategic planning is not an act; it is a process. All plans need periodic updating and revision. One implementing task will be to set a schedule for implementation and to incorporate the recommendations in the community's future plans.

"TOWARD THE YEAR 2000"—A STRATEGIC PLAN FOR JEWISH EDUCATION

Phase I: Summer 1989-Spring 1990

- "Building a Stronger Community/Toward the Year 2000"
- Establishment of the Commission on Jewish Education
- Creation of the Fund for Jewish Education

Phase II: Fall 1991 - Spring 1993

- Conceptualization of a Strategic Plan for Jewish Education:
 - Data collection and analysis (via four subcommittee study processes)
 - Identification of guiding principles, core issues, and priority needs
 - Development of "directional recommendations" (i.e., specific recommendations to increase, decrease, maintain, create or redesign programs and/or policies impacting the allocation of financial and human resources)
 - Design for future implementation

Phase III: Summer 1993-Spring 1994

- Establishment of Center for the Advancement of Jewish Education
- Determination of communal goals
- Development and prioritization of "action recommendations" (i.e., specific recommendations regarding how, when, and with what funds the proposed new programs and/or policies should be implemented)

Phase IV: FY95 and Beyond

- Implementation of "action recommendations"
- Evaluation of impact of "action recommendations"
- Ongoing review of communal goals and priorities

APPENDIX B

SUBCOMMITTEE MEMBERSHIP

SUBCOMMITTEE ON CONGREGATIONAL AND COMMUNAL RELIGIOUS SCHOOL EDUCATION

Members at Large

Irene C. Vogelstein, Co-chairman
Louis J. Glick, Co-chairman
Leonard J. Attman
Rabbi Donald Berlin
Dr. Suzanne Cotter
Laurie Horwitz Dahan
David Hirschhorn
Lawrence M. Katz
Sue Glick Liebman
Edward J. Levin
Rabbi Mark Loeb
Anita Preis
Dr. Paul Schneider
Barbara Shapiro

Staff

Dr. Chaim Y. Botwinick

SUBCOMMITTEE ON JEWISH DAY SCHOOL EDUCATION

Members at Large

Richard P. Mgnekin, Chgirmgn
Richard Davison
Aln Gibber
Dr. Agron Goldberg
Florene Goldner
Dr. Leonard Golombek
George B. Hess, Jr.
Judith Hoffberger
Lourence Isbee
Jerome Kadden
Rgbbi Yehudg Lefkovitz
Jules Lichter
Morton J. Mocks
Kgy Miller
Searle E. Mitnick
Rabbi Ari Neuberger
Rabbi Herman N. Neuberger
Jeffrey Picker
Rhoda Rochkind
Rabbi Murray Saltzman
Dr. Paul Schneider
Zipora Schorr
Herbert Siegel
Ruth Silverstone
Eve Steinberg
Scott Steinman
Hannah Storch
Steven Storch
Hillel Tandler
Rabbi Joel Zaiman

Staff

Marshall S. Levin
Bruce Eisen

SUBCOMMITTEE ON INFORMAL
JEWISH EDUCATION

Members at Large

Peggy Wolf, Chairman
Rosalie Alter
Joanne Belgrad
Linda Blumenthal
Dr. Stuart Chalew
Irving F. Cohn
William Engelman
Jonathan Genn
Samuel K. Himmelrich, Sr.
Alice Levin
Rabbi Mark Loeb
Joan Sobkov
Eve Steinberg

Staff

Nancy R. Kutler
Marshall S. Levin

SUBCOMMITTEE ON JEWISH
HIGHER EDUCATION

Irving F. Cohn, Co-chairman
Roger C. Liptz, Co-chairman

Associated Representatives

George B. Hess
Alvin D. Katz
M. Sigmund Shapiro

BHU Representatives

Tom M. Brown
Sandy K. Dalsheimer
Eli Velder

Community Representatives

Richard M. Lansburgh
Naomi Z. Levin
Melvin J. Sykes

Rabbinic Representatives

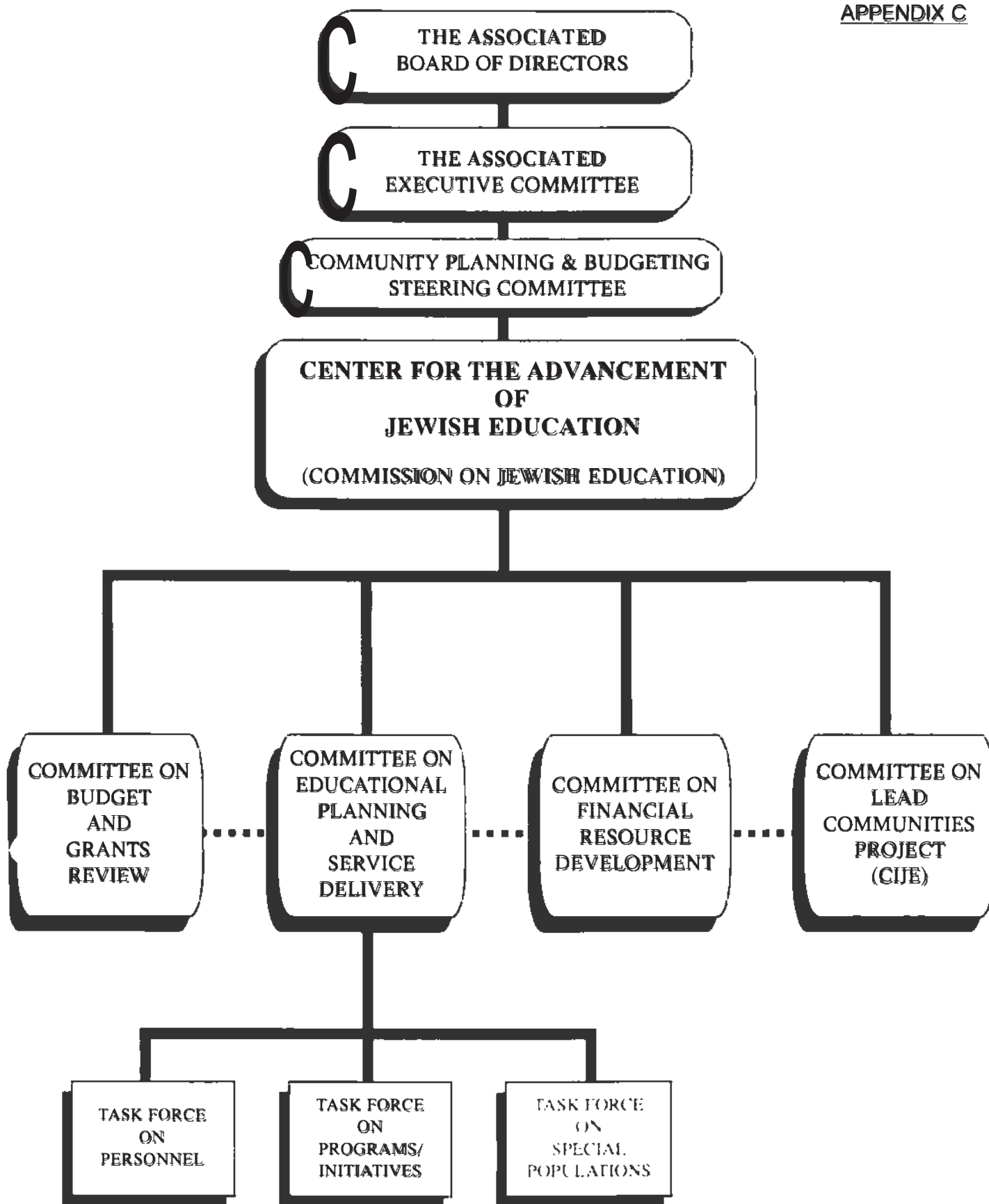
Rabbi Floyd L. Herman
Rabbi Ervin Preis
Rabbi Joel Zaiman

Ex Officio

Alfred I. Coplan
LeRoy Hoffberger
Beverly M. Penn

STAFF

William S. Bernstein
Deborah A. Silverman
Darrell D. Friedman



**CENTER FOR THE ADVANCEMENT OF
JEWISH EDUCATION**

(Stone)



THE ASSOCIATED
JEWISH COMMUNITY FEDERATION OF BALTIMORE

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*A, A F. 8/11
2/5/93 to SW
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ALVIN D. KATZ
1400 AMAN
DR. CHAIM Y. BOTWINICK
EXECUTIVE DIRECTOR

TELEFAX COVER SHEET

DATE: 7/23/93 TIME: 4:20 p.m.

TO: TELEFAX# : QU-972X-2X-ZG1F*RS1
COMPANY : Mandel Institute USL
ATTENTION : Shmuel Waxman

FROM: DR. CHAIM Y. BOTWINICK

NUMBER OF PAGES INCLUDING COVER SHEET 2

REPLY (IF ANY) TO TELEFAX NUMBER: (410) 752-1177

IF COPY IS ILLEGIBLE OR IF ALL PAGES HAVE NOT BEEN RECEIVED,
PLEASE CALL TRANSMITTER IMMEDIATELY AT:
(410) 727-4828 EXTENSION #240.

MESSAGE: _____

*Dear Shmuel -
Re your request.
Best wishes & regards.
! 888 128
p'ind*

THE ASSOCIATED

TEL: 410-752-1177

Jul 23 1993 16:15 No. 111 P. 11



~~FOR FILE AGENDA~~

1. 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.

Mandel
Associated
Foundations

קרן מנדל

22a Hatzfira St., Jerusalem, Israel

Fax No.: 972*2-6119951

Tel: 972-2-618728

To: MR. DAVID HIRSCHHORN	Date: 17.06.93
	Urgent
From: SEYMOUR FOX	Regular
0552 659 - 410 - 659 0552 Fax No.:	Time Sent:

Message

DEAR DAVID:

I HOPE THAT YOU ARE FEELING WELL. I RETURNED TO ISRAEL AND HAVE BEEN BUSY FOR THE PAST TWO WEEKS WITH MR. MANDEL'S VISIT AND THE MEETING OF OUR BOARD. HOWEVER, WE MANAGED TO HAVE A MEETING WITH OUR STAFF TOGETHER WITH DR. ELLEN GOLDRING (DR. ADAM GAMARON'S PARTNER) TO DISCUSS THE AGREEMENT THAT I AM DRAFTING FOR YOUR FOUNDATION. I HOPE THAT I SHALL HAVE A DOCUMENT THAT THE EVALUATORS AGREE WITH AND CAN LIVE WITH EARLY NEXT WEEK.

WITH BEST REGARDS TO BARBARA.

SINCERELY YOURS

SEYMOUR FOX

BALTIMORE

1993

1994

[illegible]

*Memorandum***HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION**

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3796 : PHONE 749-3424

TO: Professor Seymour FoxDATE Apr. 14, 1993FROM: Sara Lee

As you requested, I am sharing some observations about the Lead Communities Project, based on meetings held in Atlanta and Baltimore with professional and lay leaders of the Reform Movement.

- 1) In both cities, there was little awareness of the nature, structure and purpose of the Lead Communities initiative. To date, there appears to be little engagement of the Reform leadership or institutions in planning, decision-making, or even orientation about the Lead Communities Project. It is not clear whether this situation is the result of some systemic flaw in involving denominational educational institutions or merely indicative of the fact that the project is at a very early stage. In any case, it does suggest that attention needs to be paid to inclusion of denominational leadership, both lay and professional, at the very early stages of planning, including their representation on central decision-making bodies.
- 2) As a result of our two meetings, the Reform leadership is developing a set of their educational priorities in both cities. Such priorities might be consonant with those identified in other segments of the educational community or generated by the core planners for the Lead Communities Project, but they may be quite different, as well. In both communities, this list of priorities will be discussed with the "federation" team responsible for the Lead Communities Project. The question that emerges is how the Reform priorities get negotiated within the overall agenda of the Lead Communities project. Is there a plan or sense for how such negotiation is to take place? One clear result of the movement meetings is the mobilization of the Reform leadership in both communities to advocate for their educational interests.
- 3) My personal impression is that the Lead Communities Project is viewed as a "federation" operation, leading to the conclusion that the Lead Communities Project is no different from other federation involvement with Jewish education. Such an impression can undermine the sense that the Lead Communities Project is truly a unique and profound attempt to bring about the enhancement of Jewish education through community-wide engagement with the issues and the development of systemic responses. As you know, there is constant discussion across the continent about federation-synagogue relations, and the Lead Communities Project is regarded as a litmus test of the viability of a new and more productive relationship between these two worlds.

Professor Seymour Fox
page two
April 14, 1993

In conclusion, the Reform Movement meetings in Atlanta and Baltimore point to some critical issues that should claim our attention, if the Lead Communities Project is to actualize its potential for change.

SL:fj

MEMORANDUM

TO: SFF, SW, CAROLINE

FROM: AAH

DATE: APRIL 15, 1993

RE: MARSHALL LEVIN AT APRIL SEMINAR IN JERUSALEM

I spoke to Marshall Levin. He will be happy to come to Jerusalem for the seminar. He raised two major issues that have been troubling him. One is problems they have in Baltimore resulting from Sara Lee's meeting with the Reform rabbis and educators. These Reform rabbis and educators expressed the fact that they believed that they are not involved as much as their colleagues in Atlanta and Milwaukee. And Marshall said that they (the professionals -- Daryl Friedman and himself) are "put on the line" versus their lay leadership.

Two -- they are very concerned about lay participation from Milwaukee at the May seminar. They feel that the Milwaukee lay leaders will speak to theirs and theirs will not understand why there is participation from Milwaukee and not from themselves.

We discussed the possibility of presenting this as differential stages in the lead communities project and that Milwaukee is further ahead than Baltimore. He somewhat went along with this but is not really satisfied.

Marshall will come to Jerusalem. We need to make reservations (I offered him the Moriah hotel -- Caroline could you please make reservations).. He will probably be arriving on the 26th and returning by the late night flight on the night between the 29th and the 30th. He has to be back on Friday, the 30th.

Caroline will receive a pro forma invoice with details of reimbursement -- please take care of this immediately -- he needs payment right away. So, we should be in touch so that you can ask Cleveland to pay him. He will let you know whether to reimburse his travel agent or himself.

Shmuel -- I told him that you were the coordinator of the seminar and that all details would be forthcoming from you.

PROBLEM: We have not informed our other staff members in the United States that we are inviting Marshall. This needs to be done immediately in order to pre-empt any problems. Probably, Steve and Shulamith should be informed ASAP.

Quite a bit of grumbling still about CIDE getting its act together -- he knows about Shulamith.

C.C.: Carmela Rotem

FAX COVER SHEET

TO: Professor Seymour Fox, Annette Hochstein, Shmuel Wygoda

FROM: Shulamith Elster
Council for Initiatives in Jewish Education
301-236-2012

DATE: April 14, 1993

TIME: 10:55 AM

Number of pages including this sheet: 18

CIJE Staff Telecon
March 5, 1993

Page 2

2. Israel experience programs..

In discussing the possibility of a pilot project on the Israel experience,, BH reported that he had spoken with Peter Geffen and been given the "party line" on the CRB project.. Atlanta is one of the twelve communities selected to participate,, but it is unclear what this involves.. We know that CRB is providing extensive technical assistance and is matching scholarship funds on a 1:3 basis.. It was suggested that Atlanta is looking to CIJE for help in interpreting the CRB project.. We might work with Atlanta to design a model of what it would take to significantly increase the number of young people from Atlanta who go to Israel and then present a plan to CRB.. SE and BH will discuss this with Atlanta and decide if it is a priority..

3. Work with the JCC--to be undertaken later..

SE, SF, and BH agreed to prepare suggestions for how to proceed with these pilot projects..

E. Ellen Goldring should provide a written description of the monitoring, evaluation and feedback project including an explanation of Claire Rottenberg's role. Steve Gelfand will use this to introduce her to the community. It was agreed that Claire can now resume her duties as a field researcher. SE will call Ellen to let her know about the assignment.

F. SE will remain in regular contact, providing ongoing prodding and support of the process with help from SHH on community process issues.

II. Baltimore

Baltimore is at the end of a long planning process and anxious to move ahead with pilot projects. They wish to wait to convene their commission until summer.

A. SE and BH will begin working immediately with Baltimore on developing a pilot project.

B. BH and SE will make the community aware of the availability of CIJE as a resource on hiring and training for senior staff.

C. No immediate steps are necessary in Baltimore with respect to the funding support we have promised for planning. We will wait to hear how Baltimore proposes to use that support.

D. We should encourage Marshall Levin to discuss what it means to be a Lead Community with the lay leaders.

E. SE and BH will try to arrange a private meeting with Chaim Botwinick to discuss how to proceed.

CUE Staff Telecan
March 24, 1993

Page 3

C. Baltimore

A meeting has been scheduled for May 14 at which presentations will be made to a group of community professionals on the work of CUE. SE will meet with the Baltimore team on April 2 to prepare for that May 14 meeting. She will talk with them at that time about the possibility of including meetings with lay people on that May date.

SE and EH have begun to talk with Baltimore about pilot projects. There are some materials on the "teacher specialist" concept which SE will circulate to this group. This project has been funded; the professional advisory committee has met; and this project is under way. Baltimore has received funding to expand Israel programming for teens. [Later: At this stage of the projects, do they qualify as pilots?] Finally, Baltimore is responding to a request by a local synagogue to rethink its supplementary education program.

When SEH calls Daryl Friedman to talk about David Hirschhorn's interest in being involved locally, he will also ask about the status of lay participation in the Lead Community activity.

C. Milwaukee

SE and EH were in Milwaukee for a series of meetings and visits to schools on March 23 and 24. The Milwaukee commission has been established and is planning to work over the next six months through task forces on personnel, supplementary schools, and strategic planning. They are working on developing a pilot project based on the Best Practices in the Supplementary Schools report.

It was noted that a project on staff development and family education through the JCC has been funded for two years by the Bader Foundation. Daniel Bader is enthusiastic about CUE and pleased to be on the board. It was suggested that we begin to develop our relationship with him. It may be that Chuck Ratner could be an effective mentor for him. This will be considered further.

It was reported that Milwaukee has expressed concern about their perception that CUE is not meeting its part of the bargain in the monitoring, evaluation and feedback project. Milwaukee was expecting feedback on the work they have already undertaken and would like that process to begin as soon as possible.

B. Baltimore

Baltimore is in a ~~half~~ better position than Atlanta because they are well staffed. They are trying to put us on their timetable, but CIJE is succeeding in moving them more quickly than they might like. We are shaping their style.

C. Milwaukee

Milwaukee is moving most quickly and our challenge is to keep up with the necessary materials and ideas. The relationship with Milwaukee seems to be working well.

D. Lay Involvement

It was noted that most of the work in the communities so far has involved staff with staff or, on occasion, staff with lay leaders. At some point MLM or perhaps Chuck Ratner should probably visit each community. It was suggested that this would provide the lay people in most communities with a sense of purpose and excitement.

It was suggested that at the next steering committee meeting a plan and timetable for lay involvement with each Lead Community be developed.

IV. Communication Needs

It was noted that a modest communication plan could be very beneficial for CIJE. This might involve the periodic publication of a newsletter, distribution of documents such as Stu Eizenstat's 1992 GA speech, and similar communications with various publics.

It was suggested that we consider hiring a consultant to work on this for a half to a full day each week. Ideally, this would be someone already familiar with Jewish education who could be up-trained and would be available to help strategize and make contacts with the media while keeping our various publics informed. Steering Committee members are encouraged to submit any suggestions to VFL.

It was agreed that VFL will now arrange to distribute the minutes of the Executive and Board meetings of February 25. Further consideration will be given to what distribution, if any, there should be of the minutes of the Annual Meeting.

Internal communication is being handled through a weekly telecon of CIJE staff.

There was some discussion of the possibility of using JESNA as a distributor of CIJE publications. It was agreed that there are advantages and disadvantages and that this will be considered further in the future.

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T**Council for Initiatives
in
Jewish Education**

To: Shmuel Wygodza
Company Name: Mandel
Phone Number: _____
Fax Number: _____

From: Shulamith R. Elster

Description:

Re: Baltimore

Number of pages (including cover): 5

Date sent: 3/10/93

Time sent: 2:05 pm

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301-230-2012

Memorandum

TO: Annette Hochstein
Steve Hoffman
Barry Holtz
Ellen Goldring
Virginia Levi
Shmuel Wygoda
FROM: Shulomith Elster
RE: Baltimore: March 8, 1993
DATE: March 10, 1993

The meeting at the Associated in Baltimore included Marshall Levin, Nancy Kutler, Chaim Botwinick and Julie Tammivaara. These notes are for our information as we plan next steps in Baltimore.

I. The CIJE agenda for the meeting included the following:

Activities during the next three months to introduce the Lead Community concept to senior educators, rabbis and lay leaders who are unfamiliar with it

((Barry was unable to attend this meeting and so the Pilot Projects were noted as a significant resource here but not fully discussed.))

A discussion of Baltimore's proposed initiatives- the Israel experience, teacher specialist program and the restructuring of congregational schools

((What are the CIJE resources available to work within this program?))

The Educators Survey

((Expectations and role of field readminister for qualitative segment))

Lead Community Planning seminar in May/Cleveland

II. "Launch Activities"

Marshall noted that Roy Hoffberger, the Commission chair, had expressed great excitement about the Lead Community concept. By the end of May the Commission would be receiving the Strategic Plan for Jewish Education and this would be presented to the Board of the Associated in July. He indicated that the Lead Community Project was built into the CAJE scheme. The Annual Meeting of the Associated takes place in mid-June and Alfred Coplan wants to include Lead Community selection and the status of Lead Community activities among his administration's accomplishments on behalf of Jewish continuity and Jewish Education.

Community mobilization has not yet taken place and so the

discussion turned to approaches to informing the key people about the CUE so that work can begin. We discussed a series of events for educators and rabbis and key lay leaders at which Barry, Ellen and Julie could present the project. We looked at a Friday date in late April/May when there would be a series of presentations:

Breakfast meeting with rabbis

((preferably on a date the Baltimore Board of Rabbis is scheduled to meet already so that date would be clear))

Late morning meeting with school principals

((day and supplementary, pre-schools(7))

Luncheon meeting with key lay leaders

A meeting has been scheduled on April 2nd to "flesh-out" plans for this meeting. As it turns out, Barry is unavailable to come to Baltimore for this meeting and will participate via telcom. NOTE: I want to keep the momentum going on mobilisation activities and scheduling meetings pre-Pesach is not simple. I think this will work with proper prior planning between Barry and myself,

Calendar: May 14 is a possible date for this. There is a major Educator Awards evening scheduled for April 28th so it appears as though a major thrust with the educators may have to wait until after Pesach and the April event. May 21st has already been set as a date for a major Steering Committee meeting with the annual meeting ((largely ceremonial)) scheduled for June as noted above.

III. Baltimore's Three Initiatives: A Status Report

Regarding the congregational school initiative, CUE should note that the idea originated with Rabbi Mark Loeb and Eyal Bor (EU trained educational director of Beth El) who prepared the proposal for the restructuring and asked the Associated if it would fit into the Associated and BJE programs. Apparently they had planned to proceed independently if it did not fit into the community agenda.

As a follow-up to the last meeting in Baltimore, Marshall noted that the CIJE could be helpful in assisting Baltimore to bring together professional resources for the initiatives especially those who may reside outside Baltimore and including those in the non-Jewish sector, especially for the project involving the restructuring of schools since that is a major initiative.

Regarding the Israel program, it was noted that Baltimore has been working with its Israel program for between 13-17 years and Chaim announced that a part-time evaluator would be hired next week to work with the program.

Regarding the Teacher Specialist Program, Marshall noted that the SKU has up down professional and lay support for change and, for example, could play a role in the shaping of the teacher

specialist, and other training programs..

The CIJE national and international resources for working on these three initiatives were offered along with the staff expertise particularly Annette and Barry in Israel programs and supplementary schools, in particular.

It was noted that in the absence of the Lead Community program and CIJE, Baltimore's initiatives would still go forward.

Other initiatives being developed include: a family education program that would involve the Jewish Family Service, and Conservative congregation Beth Israel, Reform congregation Beth Sinai and the BJE. I think this was "inspired" by the community's involvement with the Whizin Institute program/Pearlstone program. This would involve the development of a collaborative model for family education.

IV. Educator Survey

The importance of coordinating the timing of the two pieces was noted by Marshall. There was great interest in joint work on the development of the instrument for the survey utilizing the expertise of those who have organized similar efforts in other communities..

There is a sense of urgency about the findings of the survey and Chaim wants it completed by the end of the current school year (as do we) so that the results can be used in planning for next steps. There is a "good fit" here between Baltimore and the CIJE.

V. Monitoring, Evaluation and Feedback

Julie is very welcome in the community and the issue of access that we faced (and probably still do) in Atlanta is clearly not an issue here.

VI. CIJE Materials

We have not developed a plan for feedback on the Best Practices materials and I think that this is something that we should consider in light of manner in which some of our pilot projects will focus on these findings. I will have this conversation with Barry on Thursday.

VII. Next Steps in Baltimore for SRE

A. Information to Baltimore on availability of immediate training through the training institutions/Melton-Israel/Jerusalem Fellows

B. Continuing discussions on Educator Survey following telecon with Annette and Ellen

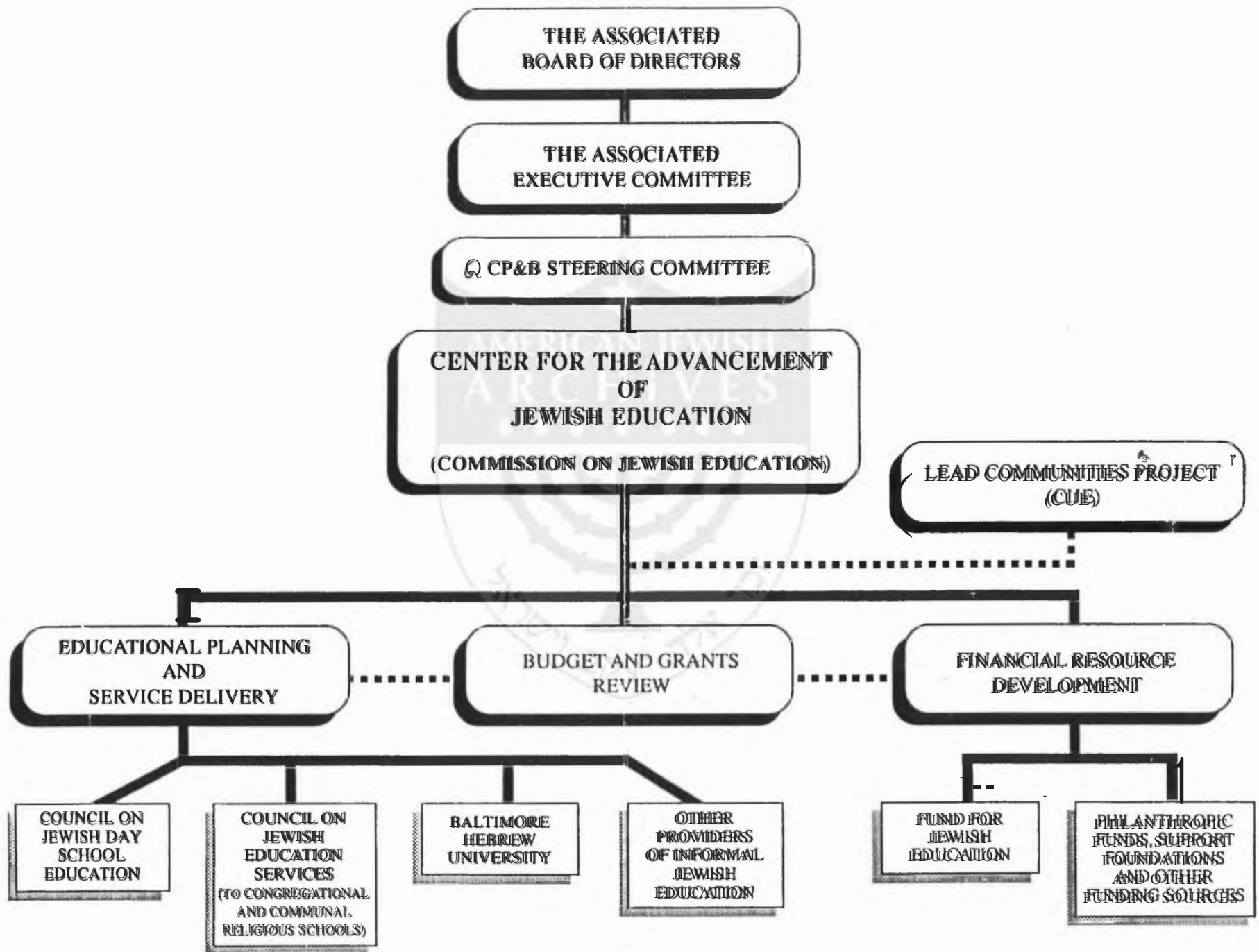
C. Planning: closely coordinated for the May events

D. Identification of personnel and other resources that can continue to inform their planning of initiatives and their work towards implementation

VIII. Funding

A. The issue of the cost of attending the May seminar and additional costs involved in the Lead Communities Project was raised. Will they get some assistance?

B. Work with Baltimore on the role of the CIJE as "broker" with foundations/and how can we help with local resource development as well.



Fax Memorandum

TO: Annette Hochstetlin and Seymour Fox
Barry Holtz
FYI: Ginny Levi
Steve Hoffman

FROM: Shulem Elster *
RE: Baltimore; February 23, 1993
DATE: February 18, 1993

1- I spoke with Marshall this morning to confirm our meeting at the Associated on February 23rd from 1-4. They have invited us to begin our meeting with lunch.

2. For your information:
Last Friday the Board of the Associated passed the new reorganization plan for Jewish education. I am attaching to this memorandum a copy of the organizational chart which was given to us at the meeting. Steve Anastos, Ginny and I had been in Baltimore earlier this month.

It reflects how educational planning, budgeting and resource development will be handled with the new configuration. Chaim Botwinick's role will be even more significant than at present. Bill Bernstein and Darrell Friedman will be active as Jewish education moves to the top of the local priorities. Marshall has indicated that a major story about this development is scheduled for the Baltimore Jewish Times tomorrow. I will send along the article as soon as I can get it.

3. I reviewed our agenda for 2/23: CIJE will focus attention on the role of Pilot Projects in the launch of the Lead Communities Project in Baltimore. The Best Practices work done by Barry in the area of supplementary schools will be the basis for our conversation and planning together during the afternoon.

This will be very much "in synch" with what is happening in Baltimore at the present time. When asked about their greatest challenges (opportunities), the response was in the areas of in-service training, personnel, curriculum development and the quality of congregational schools.

4. This morning Marshall outlined a major new local initiative in supplementary school education with the plans for a major restructuring of one of the largest (@ 900 students) Congregational schools- Beth El (Conservative).

Mark Loeb, Beth El's senior rabbi, is now very enthusiastic about the potential for a federation-synagogue partnership in Jewish education after years of being "somewhat disillusioned" about the

probable chances for successful collaboration. "All talk; nothing happening!"

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By the Fall of 1994 Beth El would like to have its supplementary school program restructured to provide "more significant" educational programming, family components, parent education programs etc. The term "redeployment" has been used to describe the reallocation of personnel and other resources. It appears as though there are many areas of collaboration with the community here- work with the Pearlstone Institute on family education, joint efforts with other synagogues in the development of a consortium for grant seeking, - and with the Lead Community Project... Beth El as a model of how to "change", the critical role of the rabbi and the educational director (Eyal Bor), use of Best Practice, use of CIJE consultants etc.,

5. Tentative Agenda for 2/23: For comment

A. Introduction (Annette and Marshall)

What we hope to achieve
Update on Baltimore

B. Best Practice Project (Barry)

Supplementary School materials
Introducing Best Practices into a Community

C. Pilot Projects (Seymour)

Significance of pilots

D. Joint Planning for Baltimore

Program elements
Suggestions/approaches
Timeline
Joint workplan

I await your comments so that I can confirm the specific agenda with Marshall.

S:

Beckman

Federation

*Educational Planning & Review
Budget - Grants - Resource
Annual Resource Dev.*

THE ASSOCIATED
BOARD OF DIRECTORS

THE ASSOCIATED
EXECUTIVE COMMITTEE

CP&B STEERING COMMITTEE

CENTER FOR THE ADVANCEMENT
OF
JEWISH EDUCATION
(COMMISSION ON JEWISH EDUCATION)

EXECUTIVE DIRECTOR/CP&B STAFF

Co = CAQB =
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(CUE)

EDUCATIONAL PLANNING
AND
SERVICE DELIVERY

BUDGET AND GRANTS
REVIEW

FINANCIAL RESOURCE
DEVELOPMENT

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Educational

*Bar
Kutler*

10/1/84

SYNOPSIS

LEAD COMMUNITIES PROJECT

Beginning in 1988, the Baltimore federation embarked upon a comprehensive strategic planning approach for all resource development, resource allocation and service delivery conducted within the Baltimore Jewish community.. At that time we made a commitment to understand the needs and aspirations of our community,, now and over the next decade,, and to respond to them in the most effective ways.. While we have made significant strides toward implementing many of the action recommendations of our Strategic Plan,, we have only begun to shape our community vision in other areas,, most specifically Jewish education..

The strategic planning process has had two phases that literally have changed the nature of community problem-solving and resource development for the Baltimore Jewish community. Phase I (~~generation~~ of the Strategic Plan) was initiated in January 1988 and continued for 18 months,, concluding in June 1989 with the approval and adoption of the Plan, entitled Building a Stronger Community:: Toward the Year 2000. Phase II (implementation of the Plan) began in 1989 and continues to unfold in full force as of today..

A full section of the Strategic Plan was dedicated to Jewish education. In fact, it is the only area which was singled out for priority attention in the report.. Among the most pressing questions we asked ourselves during strategic planning was, "What are our goals in Jewish education?" Since 1988, we have been engaged in numerous processes involving literally hundreds of community leaders to explore that question in more depth,, develop solutions,, and begin implementing strategies.. We have found planning a Jewish education agenda to be one of the most complex and challenging tasks before us, yet one so key to our mission of ensuring and enhancing Jewish identity and continuity.. We have clearly accomplished a great deal,, including the establishment of: 1) The Commission on Jewish Education,, which was created to assist us in building a comprehensive, well-coordinated, community-wide Jewish educational system;; and 2) The Fund for Jewish Education,, which provides funds supplemental to those provided by the annual campaign for Jewish education programs..

However, though we have clearly come a long way in the last several years, we have a great distance to go before solidifying and ultimately implementing our communal vision for Jewish education in Baltimore. Our Commission established four subcommittees which have generated significant recommendations that will help shape our Strategic Plan for Jewish Education. This Strategic Plan (which has not yet been drafted) is scheduled to be completed and adopted within the next 18 months. Implementing the recommendations of this Plan will require much thought and many hands and will take some years to complete.

It is fortuitous that the Lead Community opportunity is happening just when we are ready to break new ground in our strategic planning process for Jewish education. At a time when we are beginning to shape our consensus document, we feel the CIJE can provide the critical assistance, both in terms of professional expertise and financial resources, our community needs to move its Jewish education agenda forward. At the same time, we believe Baltimore can serve as a model of progress and performance in Jewish education for other North American Jewish communities.

COMMUNITY: BALTIMORE

JEWISH POPULATION: 92,000

SUMMARY STATEMENT: Baltimore presents itself as an ideal community because of its record of commitment to Jewish Education. THE ASSOCIATED's Commission on Jewish Education has been actively involved in formulating a comprehensive strategic plan for the City since 1990 and with the establishment of a Fund for Jewish Education in 1991, to supplement the annual campaign, Baltimore has made a concrete step forward in its efforts to improve and expand educational services.

CURRENT STATUS OF EDUCATIONAL PROGRAMS: Approximately 80% of Baltimore's youth in the 6-12 age group and 37% of youth in the 13-17 age group are currently receiving some form of Jewish schooling. In the past year alone, the City witnessed a 10% growth rate in pupil enrollment. Opportunities for children and adults include day schools, a Judaic Academy offering intensive programs for post Bar and Bat Mitzvah students, and a local Hebrew University offering graduate, undergraduate and Continuing Adult Education Programs.

LEADERSHIP AND PLANNING: The Associated Jewish Community Federation of Baltimore established a Commission on Jewish Education in 1990 in direct response to a mandate in the community's strategic plan. By the Fall of 1992, the City anticipates that it will have completed a comprehensive plan which will address the needs in the four priority areas: Jewish Day School Education, Congregational and Communal Religious School Education, Higher Jewish Education, and informal Jewish Education.

Chair: ~~LeRoy Hoffberger~~
Staff: ~~((not addressed))~~

Feedback Memorandum to CIJE Staff
on Milwaukee
Wednesday October 6, 1993
Prepared by Roberta Goodman

I address four topics in this memo:

- 1) Milwaukee's Federation "Got the Message"
- 2) The Changing Perceptions of CIJE
- 3) Motivation, Momentum, Connection and Planning
- 4) The Personnel Data

1) Milwaukee's Federation "Got the Message"

An outcome of having Rick Meyer, Milwaukee's Federation Director, attend the CIJE Board meeting in New York was that CIJE staff and Board members had the opportunity to speak to him. Rick came back to Milwaukee very much concerned about people's perceptions of how strongly the Milwaukee Federation was supporting the Lead Community project.

Since the Board meeting, he has devoted more time to finding out what is happening with the project. He has redesigned the Federation's organizational chart of officers and their responsibilities to give the Lead Community project greater prominence. His new chart has a vice-president of continuity. Rather than having this project under the planning vice-president, the project is now under the vice-president in charge of continuity and human resources. Milwaukee has not had a continuity commission as have many other cities.

More significantly, Rick has vowed to hold a monthly meeting with Louise, Jane, Howard, Ruth, Betsy Green the Federation President, and possibly one other vice-president. The first meeting of this group will be Tuesday October 12th while Gail is in Milwaukee. Gail had suggested the date at her last visit to Milwaukee. Rick has scheduled the Lead Community project for a report to the Federation Board in November. The month was Ruth's choice as she preferred November to October.

Howard too has had greater involvement in the project in recent weeks. Alan and Gail have both made certain to have contact with him. As one person pointed out, Gail is on a mission to involve Howard in the process. Gail met extensively with him on her recent visit to Milwaukee just prior to Yom Kippur. His increased involvement is mainly in terms of the time he spends working with Ruth and others on the project. Ruth and he have set up a regular time to meet.

It is worthwhile noting just prior to Rosh Hashanah, Howard received a promotion to Assistant Executive Director of the

Federation. Rick has talked about the Federation doing its own restructuring and institutional long range planning in the near future. Supposedly, Howard's promotion is more of a status promotion than a change in his responsibilities. How this all plays out is something that I will monitor.

The Federation clearly got the message that they were not perceived as supporting the Lead Community project. Efforts have been made by the Federation itself and by the CIJE staff to raise their level of investment. I have described the steps taken.

Things to Consider

Although the Federation may have increased their commitment to the Lead Community project itself, this question of their long-term commitment to the importance of educational planning is unresolved. Rick and Howard see the Lead Community project as being special. This special status translates into the project not being totally integrated into the Federation culture. The point has been made before about Ruth's status in the Federation being low. In addition, the Federation has made no decision about whether or not they are committed to doing educational planning or having educational planning done on such an extensive level by some other agency on a regular basis once their relationship with the Lead Community project ends. MAJE has applied no pressure to resolve this issue either.

The stakes and investment that the Federation has in this project are limited. It is important to remember that the Federation has invested almost no dollars in this project. They give Ruth office space and she shares Howard's secretary. The majority of Lead Community expenses -- Ruth's salary, travel monies, program monies -- have come either from the Bader Foundation or the thirty thousand dollars that the CIJE gave the community. The Federation has offered Ruth a contract for another year. The Federation must wait until November for the Bader Foundation Board to approve the proposal for the money to support the project director. As far as I know, no contingency plan exists if Bader says "no."

A Final Practical Note

I am not certain that either Rick or Howard is aware of the high level of professional representation that Baltimore and Atlanta bring to the Lead Community meetings with the CIJE. I recommend that someone discuss this issue with them.

2) The Changing Perceptions of CIJE

Making a judgment on the basis of the absence of comments can be a risky proposition. I feel comfortable concluding that Milwaukee has changed its perceptions of the CIJE. No longer do I hear complaints about the CIJE not doing something as I so frequently heard prior to the Baltimore meeting. Milwaukee feels that the CIJE "has its act together."

Now the new issue is that Milwaukee has sensed that CIJE has an agenda. By an agenda, people in Milwaukee mean that the CIJE wants to do things in the community. From my discussions with Gail and Alan, Milwaukee's perception in fact reflects the CIJE's desire to actively participate in the Lead Community process.

The next step involves negotiating and understanding the role of Alan and Gail, in particular, and the roles of Barry and Daniel Pekarsky. What is Gail's role in the communities? The words "consultant" and "impulsometer" have been used to describe Gail's role. Shulamith was clearly a consultant with no visible agenda. People have commented on Gail's aggressive agenda. Is Gail a "motivator" or a "doer?" These roles are not mutually exclusive, rather I use them here to make a point. If you had to describe Gail's role using only nouns, how would you describe her role? Describing the roles of Gail, Alan, Barry and Daniel constitute the first set of questions that have been raised in Milwaukee.

More questions have already arisen in the community based on Gail's two visits (one with Alan) to Milwaukee: 1) What is her domain? Is she only working with the Lead Community project -- its Commission, Task Forces, etc. -- or will she be working directly with the institutions? If she is going to be working directly with the institutions, what is her purpose in doing so? 2) Is she going to support the efforts of the local Lead Community project or is she going to initiate her own efforts? 3) What procedure will there be for clearing what Gail does and what the Lead Community project is doing so that they complement one another and do not contradict one another? 4) A final question comes from me and not the community: How will these new roles be negotiated? Will all the answers come from the CIJE and/or will the community help determine the roles? In light of these types of questions and issues, the subject of partnership merits further discussion.

3) Motivation, Momentum, Connection and Planning

Maintaining momentum, keeping people motivated, connecting the various Lead Community components, and developing a plan are issues with which Milwaukee struggles. These issues are inter-related. I describe how these issues manifest themselves in Milwaukee's Lead Community process.

The Core Planning group (Louise, Jane, Ruth and sometimes Howard) tends to "spin its wheels" avoiding making a commitment to any one plan or set of contingency plans. They almost never talk about what results they anticipate. This puts them in the position of not being able to give people a good sense of how their efforts make a difference, what is expected of these Commission or Task Force members, and how they can contribute. The Core Planning group has identified momentum as a problem. This entire pattern seems to contribute to their own momentum problems.

What happened with the Family Education Think Tank on Thursday September 9th exemplifies the issues of maintaining momentum, connecting the Lead Community's components, and Milwaukee's lacking a plan. The Family Education Think Tank was engaged in a serious and involved discussion about the goals of family education as well as some other philosophical questions about the purpose and place of Jewish education. Toward the end of the meeting, Ruth asked to make an announcement about the upcoming Strategic Planning Retreat in November. The whole situation became quite messy. Bottom line, Ruth told the group that they would not be meeting any more. She failed to show them how their efforts for the past four sessions had anything to do with the upcoming Strategic Planning process. Many people vocalized their anger that they felt co-opted as their efforts were essentially "meaningless" to the Lead Community project. While this was going on, Eve Joan Zucker, the Think Tank chairperson, pledged that she would continue meeting with the group regardless of whether or not the Lead Community project sanctioned their gatherings.

The enthusiasm, interest, and direction the group took was unanticipated. Originally they did not want to talk about philosophy, they wanted to know about programs. At this meeting, they vocalized the opinion that programs were not the critical piece, rather they needed to discuss the purpose and goals of family education which they agreed really meant they had to discuss the purpose and goals of Jewish education. The plan that the Core Planning group had agreed on and one that they had informed Eve Joan of was to discontinue the group. Rather than viewing this group's new found direction and interest as an opportunity, Ruth and to an extent Jane, only saw it as problematic. They saw Eve Joan as having her own agenda of wanting to be Milwaukee's Jewish family educator. They had a renegade chairperson. They had neither anticipated any outcomes off the Family Education Think Tank and hence did not have a plan on what to do with these people, nor did they have a mind set which allowed them to go with the flow.

Ruth did not show how the Family Education Think Tank efforts were in any way connected with the entire Lead Community project. She did not show how their efforts contributed to the overall process. Someone in the group suggested that a formal report be

presented to those participating in the Strategic Planning retreat. Although it is standard operating procedure for a Federation staff person to write an executive report that could have acted as a conduit, a form of connection, Ruth had never thought of this. Mobilizing people is not sufficient. In some way they need to be connected to the project and process.

Momentum and motivation is an issue in another way. Jane Gellman has expressed her frustration at feeling the burden of this project which is weighing on their shoulders -- Ruth, Louise, and Jane. Yet, the Family Education Think Tank is one example, from their perspective, of how they have not been successful at bringing on new leadership. The Personnel Task Force is another example. Even though they have three energetic and competent people working on the Personnel issue, one of whom who shows a good grasp of the Lead Community conceptualization and terminology, Louise and Jane still continue to come to their planning meetings. Ruth believes this person has a lot more to learn.

Ironically, in the last few months, through the Commission and the Family Education Task Force, they have succeeded in motivating some people who now share in the project's excitement and potential. One such person is Ina Regosin, the MAJE (central agency) director. She is now part of the Personnel Task Force Core Planning group. She feels that she has made a contribution to this group. She is pleased that MAJE has a more prominent role in the LC project. Whether or not they are able to tap the enthusiasm and energy of these new supporters to share in guiding the project's efforts remains to be seen.

Ruth has been sitting on an outline of a Leadership Development plan for close to three months. She claims not to have had time to share this with Louise, Jane and Howard. The question remains: how are they going to bring new leadership to this project who can help share the "burden" and responsibility of this project?

The Core Planning Group operates in a "wait and see" fashion. They organize programs. Then they wait and see how people respond to the programs before planning the next step. The Core Planning Group has the Strategic Planning Retreat coming up on Sunday November 14 from 2:00 P.M. - 5:00 P.M. and on Monday November 15 from 8:00 A.M. until 10:00 P.M. (fourteen hours). Other than some general ideas and rhetoric about how to follow up on the retreat, there is no established plan which lays out the steps, anticipates the results, and organizes people. In many ways, the Core Planning Group seems to be relying on the consultant to tell them what to do. The consultant is solely a process person. She is not Jewish and has little if any familiarity with Jewish education. If this retreat holds true to previous endeavors, the Core Planning Group will develop a response to the retreat only after it has happened.

What can be done to help them break out of this self-defeating and often explosive cycle? At the Baltimore meeting, Alan mentioned that he wanted every community to develop a three month work plan. Thus far, Milwaukee and/or the CIJE have not created such a work plan. This process might assist Milwaukee in thinking through some of the consequences and results, and subsequent steps of their actions. It would also help them see how well they anticipated the results and responded to the situations.

4) The Personnel Data

The Milwaukee report on the Professional Lives of Jewish Educators has been delivered to Ruth. She has begun to disseminate it to the Personnel Task Force Core Planning group, Howard, Jane, and Louise.

Ruth has met with Adam, Ellen by phone, and me to outline what statistical information could be helpful and useful. A preliminary report should be forthcoming from Nashville in October.

The Personnel Task Force with Gail's input have devised more detailed plans for the Personnel Task Force's first three meetings in October, November, and December. In addition, plans exist for distributing the Professional Life of Jewish Educator's report to Milwaukee's education directors and for having a discussion with them about the report early on. The available reports will be part of the orientation for those participating in the Strategic Planning retreat.

I shared with Ruth that Atlanta has plans for distributing the Professional Life of Jewish Educator's Executive Summary to all teachers as they often get excluded. I am not certain as to Ruth's plans for the teachers.

These reports are serving as a catalyst to educate people about the personnel issue, raise policy questions, and inform the community's planning activities.

At the recent meeting of the Personnel Task Force Core Planning group meeting, there was some discussion of what happens if the education directors want to go further in talking about their professional lives and/or the reports. I heard some talk about how this Personnel Task Force connects to the Strategic Planning process. Again, these ideas are loosely constituted and no firm decisions or plans were made. A three month work plan would help solidify the plans.



MILWAUKEE JEWISH FEDERATION
MEMORANDUM

TO: Shmuel Wiggoda
FROM: Ruth Cohen
DATE: July 26, 1993

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 Local Community Project".
2. Definition and clarification of the concept "systematic change".
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. Goals definitions and implementation both on 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 Pekarsky.

Le'hitraot,

Ruth

RC/RM



MILWAUKEE JEWISH FEDERATION

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	Time	Activity
August 19	7:30 p.m.	Visioning exercise for Federation officers and senior professional staff..
September (date to be established with Dr. Danny Pekarsky)	?	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 ideas.

Shmuel Wigoda
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Please share this information with Danny Pekarsky and give him my regards.

Le1 hitraot.

RC/nm

P.S. The October retreat is in lieu of the retreat originally planned for August.



Comments

Original
111 Destroy
Disposition:

Today's Date 1-17-03 Time 3:50

Dept. Charge

Telephone # 1-1061-71/-8338

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9. Does this need an answer?

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Yes Please get
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Pamela

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מס' 1057 / אב תשנ"ג

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דאס דערפאר.

M E M O R A N D U M

June 4, 1993

TO: Seymour Fox
011-972-2-619951

FROM: Daniel Pekarsky

RE: Milwaukee

A lengthy conversation with Roberta Goodman leads me to want to underscore the importance of a timely and thoughtful treatment of some of the issues raised in my June 1st memo:

1. They have an immediate need for outside help in developing the planning process. They want to work towards a late August planning retreat for their leadership but could use a lot of help in developing the agenda and format for that retreat.
2. The relationship of the Lead Community project to their central agency ((MAJE)) is very problematic. For a number of reasons ((which we can discuss at some point)), the Lead Community leadership has resisted making MAJE a partner in their planning process. If not addressed soon, this problem could have seriously adverse consequences; it's already a contaminant. As we have agreed in previous conversations, the relationship of central agencies to Federations and to Federation-run initiatives has not been well-handled in many communities. Inasmuch as Milwaukee is a lead-community, it is desirable to find a more rational way to address this issue.

My own schedule for the next few weeks is pretty hectic. I may have a day or two available in June, but am otherwise consumed with loose ends here and arranging our move back to Madison. As of July 6 I will be in Israel up to the end of the month. In August, I will begin to have more time available. Since they may need a lot of help during the period I'm unavailable, are there other resource-persons who can be called on for the summer? Is the CIJE staff available to them?

I would welcome your thoughts about how I should approach my work with them, both short and long term.

I look forward to our being in touch soon. All the best.



MILWAUKEE JEWISH FEDERATION

/ • " ? J

MEMORANDUM

TO: Annette Hochstein
FAX # 011 972 2 619-951

FROM: Ruth Cohen
FAX # 001 414 271-7081

DATE: June 4, 1993

Please disregard my last fax; inadvertently an error was made in the time suggested for our telephone conference.

The following is a list of possible dates and times for the telephone conference call.

Tuesday, June 8	- 8:30 a.m. - 9:30 a.m. Milwaukee time
Thursday, June 10	- 8:30 a.m. - 9:30 a.m. Milwaukee time
Friday, June 11	- 8:30 a.m. - 9:30 a.m. Milwaukee time
Wednesday, June 16	- 8:30 a.m. - 9:30 a.m. Milwaukee time
Thursday, June 17	- 8:30 a.m. - 9:30 a.m. Milwaukee time
Friday, June 18	- 8:30 a.m. - 9:30 a.m. Milwaukee time

Please let me know when you will be able to call me.

Lehishtanea.

RC/nm



MILWAUKEE JEWISH FEDERATION

MEMORANDUM

TO: ~~Annette Hochstein~~
FAX # 011 972 2 619-951

FROM: Ruth Cohen
FAX # 001 414 271-7081

DATE: June 3, 1998

I would like to set up a telephone conference with you. I will be available on:

Thursday, June 3 - after 3:00 p.m. Milwaukee time
Tuesday, June 8 - after 3:00 p.m. Milwaukee time
Wednesday, June 9 - after 3:00 p.m. Milwaukee time
Thursday, June 10 - after 3:00 p.m. Milwaukee time
Friday, June 11 - after 3:00 p.m. Milwaukee time
Thursday, June 17 - after 3:00 p.m. Milwaukee time
Friday, June 18 - after 3:00 p.m. Milwaukee time

Please let me know your preferred date.

RC/nm



 **CLEVELAND COLLEGE
OF JEWISH STUDIES**
26500 Shaker Boulevard, Beachwood, OH 44122

DATE 6/11/32

NO. OF PAGES 8

FROM THE FAX OF

NAME Daniel Pekarsky

FAX (216) 464-5827 PHONE (216) 464-4050

TO THE FAX OF

NAME Seymour Fox

COMPANY

FAX (() 011-972-2-619-951) PHONE (()).

MESSAGE

Here are two overlapping documents.. The short one is intended primarily for you. The longer one could conceivably be circulated, depending on your assessment of its accuracy and usefulness. I haven't thus far passed these pieces on to anyone else. I look forward to hearing from you. ■

Transmitting a total of 8 pages including this page. If you do not receive all the pages, please contact us immediately at 464-4050.

MILWAUKEE

1993

1994

[illegible]

May 05 '93

16:04 No. 020 P. 011

S.S.

THE ASSOCIATED PRESS

FACSIMILE TRANSMISSION

011
972

02 619 951

DATE: 5/5/93

TO: Annette Rodstein

FROM: Marshall Levin

OF PAGES: 3 (including this page)

IF ALL PAGES ARE NOT RECEIVED.
PLEASE CALL 410-727-4828 (x239) IMMEDIATELY.

COMMENTS:

Here is the fax I received from Howard in Milwaukee. Have
a safe trip. I look forward to seeing you and the CUE
team in Cleveland.

Warmest regards.

SENDER'S FAX: 410-752-1177

Confidentiality Notice

The documents accompanying this telecopy transmission contain confidential information belonging to the sender which is legally privileged. The information is intended only for the use of the individual or entity named above. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or the taking of any action regarding the contents of this telecopied information is strictly prohibited. If you have received this telecopy in error, please notify us immediately by telephone to arrange for return of the original documents to us.

Meeting Agenda

I. Overview

A. Partnership and Joint Planning

II. Draft Action Plan

A. The three Lead Communities together and the CIJE

1. A review of CIJE's organizational structure defining the responsibilities of individuals.
2. Comparison and differentiation of these goals developed by CIJE versus those which have emerged from individual communities.
3. To what degree is CIJE still able to offer planning assistance to the Lead Communities? Is Ukelex and Associates still connected with the project?
4. To what degree do the communities work together?

B. Elements

1. Systematic change
 - a. Personnel - What is the time frame for the development and dissemination of the Educator's Survey? Who is doing the analysis? Is the analysis being performed by one central source or individually in each community?
 - b. Community Mobilisation - How is high visibility maintained? In what way can we promote broad ownership, yet maintain control of an organized and planful process? How do we present to stakeholders "What's in it for them?"
2. Support Projects
 - a. Best Practices
 - b. Goals
 - c. Monitoring evaluation and feedback
 - d. Questions
 1. How do the projects interconnect with one another?

Page 2

2. How do communities connect to the denominational movements and CIJE affiliated Foundations for consultation, program initiatives and funding?
3. How do we present each of these projects to our stakeholders from the perspective of how they can benefit them?

c. individual lead communities and the CIJE

1. What is the status on the request to CIJE for start up administrative and planning support for the project in the communities?
2. To what degree can the Lead Communities provide human resources and consultation to each other?

III. Synthesis - II, A. and II. C.

IV. Local Lead Communities Issues - Open Discussion

HN/rm
5/4/93



MILWAUKEE JEWISH FEDERATION

To: <i>Annette Hochstein</i>	From: <i>Steve Hoffman</i>
Co.	Co.
Dept.	Phone #
Fax # <i>414-271-2649-951</i>	Fax #

April 21, 1993

Mr. Stephen Hoffman
Executive Vice President
Jewish Community Federation
of Cleveland
1750 Euclid Ave.
Cleveland, OH 44115

Dear Steve:

As a follow up to our meeting in February and our discussion last week, we are requesting that the Council for Initiatives in Jewish Education (CIJE) grant \$30,000 to Milwaukee to support the "start up costs" and administrative expenses associated with the Lead Community Project. As we discussed, these funds would be used to offset expenses in one of the following ways:

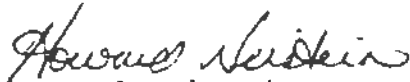
1. **To design and develop tools associated with the project that are not otherwise readily available** - The most recent example is the Educators Survey that will provide us with a profile of education personnel in all settings. Costs associated with the design of the survey include travel costs for meeting with consultants, printing costs associated with implementation and distribution and contracting appropriate resources, both locally as well as out of town, who can assist with the analysis of data. Over \$700 has already been spent for Ruth Cohen's participation in a March meeting in Baltimore. It is anticipated that the tool, once developed, can be used in all three Lead Communities. Other types of planning tools might include environmental scans and marketing analysis.
2. **To purchase consultation and to contract expertise not directly available from CIJE staff** - As part of our developing new program initiatives and utilizing the "Best Practices" Project, we expect that we shall be connected to resource people throughout the country. Funds would be used to bring these people to Milwaukee and/or pay travel expenses associated with our professionals and/or leadership making on site visits. This will be important both in enhancing the quality of what is produced and in creating greater visibility for CIJE as well as excitement about the Lead Community Project.

Page 2

We are seeking this assistance from CIJE since these expenses are directly associated with the Lead Community Project and because we are unable to identify local resources in the time frame that these items are needed. As you know, we did receive a grant to fund the salary and direct expenses associated with hiring a Project Director, however, the current commitment is for the first year only. We remain sensitive to the perception that this Foundation's support may be competitive with other program initiatives being developed with education stakeholders. However, our intention is to reapply to the Foundation for continued funding of the position. We feel that CIJE's providing supplemental funds in this manner will not only strengthen that request, but will also highlight its partnership and commitment to the project's goals to potential donors and to local Jewish education constituents.

Thank you again for helping to facilitate this request. Please feel free to call me for further information. I look forward to hearing from you soon and to continuing to work together.

Sincerely,



Howard Neistein
Community Planning Director

HN/nm

SHULAMIT W. R. ELSTON

Annette Hochstein
 TO: Shmuel Wygod
 FROM: Shulamit Elston
 DATE: 4/16/93-

These recent communications will be of
 interest to: Reform Movement.

2. Best Beach Co. - Shulamit
 Planning.

re



איחוד
ליהדות
מתקדמת
באמריקה

Commission on Jewish Education

UNION OF AMERICAN JEWISH CONGREGATIONS: CENTRAL CONFERENCE OF AMERICAN RABBIS
NATIONAL ASSOCIATION OF TEMPLE EDUCATORS
833 FIFTH AVENUE, NEW YORK, N.Y. 10021 (212) 249-0000 CABLE FROM: UNIDNTJAHNY

April 20, 1993

Shulamith Elster
6424 Needle Leaf Drive
Rockville, MD 20852

Dear Shulamith:

Because of your serious concern for Reform Jewish education, we know you have been anxious to know the present status of the Commission on Jewish Education. We only delayed writing this letter until the new Director was in place and a reorganization plan had been developed by representatives of NATE, CCAR, and UAHC.

After 14 years of service to the Commission on Jewish Education, Rabbi Robert Orkand has been appointed to the Chair of the Commission. Judith Sherman and Robert E. Tornberg continue as vice-chairs. Seymour Rossel, who was appointed Director of the Department of Education and Director of the Commission, effective March 1, 1993 comes to his position with wide expertise in Jewish education and Jewish publishing.

We would be remiss if we did not recognize the tremendous contributions made by Rabbi Howard Bogot and Jon Stein to Jewish education and to our Movement. Howard, outgoing Director of the Department of Jewish Education has enriched the lives of so many of us by his enthusiasm, his commitment and his expertise. Happily, he will be continuing his work with the Department of Education as Director of Special Projects. Jon, outgoing Chairperson of the Commission on Jewish Education, led by example. In his quiet and gentle way he brought to us a vision of Jewish education that was both ennobling and enabling. Thank you, Jon!

The next few months should see a changed Commission on Jewish Education. The leadership of NATE, UAHC, CCAR and HUC-JIR recently met to plan for the future. It has been agreed that the chair of the Commission will rotate every three years among the CCAR, UAHC and NATE.

We envision a Commission that is small enough to be able to do real and substantive work, while at the same time representative enough to reflect the great diversity within our Movement. It is necessary to ask you to bear with us as we dismantle the present Commission structure and build the new Commission from the ground up. Only by allowing each organization to make appointments without regard to the past can we achieve this change.

We hope to do much of the work of the Commission in task-forces that will meet around the country--task forces that will deal with such issues as the teaching of Hebrew, day school education, early childhood education, adult education, teaching about Israel, and the future of supplementary Reform Jewish education. We hope to ask the departments, commissions, and affiliates of our Movement to help us in the task of creating an educational model that will include both the formal and informal.

It is clear that the key to our survival is education. What is also clear is that we must develop new models that work for a Jewish community that is very different from the one our mother and fathers knew. Our Movement has always been in the forefront in responding to new needs and challenges. When it comes to Jewish education, we can do no less.

We thank you for your service to the Commission. Your dedication has been instrumental in helping transform the Commission and move it in its new direction.

Sincerely,

Robert Orkand

Rebbit Robert Orkand, Chair

Judith Sherman

Dr. Judith Sherman, Vice-Chair

Robert E. Tornberg

Robert E. Tornberg, RJE, Vice-chair



MILWAUKEE JEWISH FEDERATION

MEMORANDUM

TO: Dr. Shulamith Shacter
FROM: Dr. Ruth Cohen
DATE: April 23, 1993
RE: Best Practices Pilot Project

We are looking forward to working with you and Dr. Barry Heltz on the Best Practices Pilot Project.

The following are a number of questions which we have about the implementation of Best Practices projects in the Lead Communities:

1. In order to foster systematic change, it is important to integrate the introduction of new initiatives with a serious institutional planning process.

We are unclear about the following:

- o What is the Best Practices methodology for introducing new initiatives into the Lead Communities?
 - o How is this process linked to a systematic planning process?
2. What is the connection between the Best Practices Project and the resources of the "movements" (i.e., institutions of higher learning and congregational associations)?
 3. What is the connection between the Best Practices Project and the Monitoring, Feedback and Evaluation Project?

We hope that these questions will be addressed at the CIJE meeting in Cleveland.

RC/mm

SWAMI AMITH R. ELSTER

To: Amette Hochstein
From: SP2

Re: Educator Survey - Final!

! PIC 8/28

This is the survey to be
administered tomorrow in
Milwaukee

Regards,

S.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Dear Educator,

As an educator in one of the three communities in North America selected to participate in the Council for Initiatives in Jewish Education Lead Communities Project, we appreciate your participation in this Educators Survey.

By completing this survey, you and your colleagues can provide valuable information about the professional lives, interests and needs of Jewish educators. The information collected through this survey will be used to make recommendations for the improvement of Jewish education in your community.

On the pages that follow you will find many different questions about your work. There are specific instructions for each question. Please answer each frankly. If you do not find the exact answer that describes your situation or views, please select the one that comes closest to it. Please feel free to add comments and explanations.

Your responses are confidential. The results will appear only in summary or statistical form so that individuals cannot be identified.

Thank you very much for your participation and cooperation.

Lead Communities Project

d. Supplementary income	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Part-time nature of the profession	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Working with children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Recognition as a teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Opportunity for career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Love for Judaism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

!! Would you describe yourself as having a career in Jewish education?

Yes ☐ 1 No ☐ 2

The following items deal with teacher involvement in Jewish education. To what extent do you agree or disagree with each of the following statements:

(Check one response for each item)

	Agree strongly	Agree	Disagree strongly	Disagree
Teachers should have an opportunity to participate in defining school goals, objectives and priorities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Teachers generally have an opportunity to participate in curriculum planning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Decision-makers may ask for teachers' advice before they make a decision, but they do not seem to give teachers' recommendation serious consideration.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Teachers already have enough work to do, without getting involved in policy making.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Council for Initiatives in Jewish Education

Lead Communities Project

EDUCATORS SURVEY

I. ATTITUDES

This first group of questions asks about your perceptions of Jewish education.

1. People become Jewish educators for a variety of reasons. To what extent were the following reasons important to you when you first made a decision to enter the field of Jewish education?

(Check one response for each item)

	Very important	Somewhat important	Somewhat unimportant	Very unimportant
a. Service to the Jewish community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Teaching about Judaism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Learning more about Judaism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Supplementary income	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Part-time nature of the profession	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Working with children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Recognition as a teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Opportunity for career advancement	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Love for Judaism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

2. Would you describe yourself as having a career in Jewish education?

Yes ☒ No ☐

3. The following items deal with teacher involvement in Jewish education. To what extent do you agree or disagree with each of the following statements:

(Check one response for each item)

	Agree strongly	Agree	Disagree strongly	Disagree
Teachers should have an opportunity to participate in defining school goals, objectives and priorities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Teachers generally have an opportunity to participate in curriculum planning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Decision-makers may ask for teachers' advice before they make a decision, but they do not seem to give teachers' recommendation serious consideration.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Teachers already have enough work to do, without getting involved in policy making.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

4. Below is a list of individuals with whom you are in contact. In your opinion how is Jewish education regarded by each:

((Check one response for each item))

	Great respect	Some respect	Little respect	No respect
a. Most rabbis	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Most of your students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Most parents of the children you teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Lay leaders of your school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Most other Jews	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Your family	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Your friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

5. The following items deal with different aspects of the life of a Jewish educator, please indicate how satisfied you are with each of the following:

((Check one response for each item))

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Student attitudes toward Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Student behavior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Feeling part of a community of fellow teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Respect accorded you as a teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Being part of a larger Jewish community, such as a synagogue	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Support from the principal or supervisor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Number of hours of teaching available	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Physical setting and facilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Resources available to you	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

II. EXPERIENCE

The following set of items asks about your current and prior experience in Jewish education:

6. For each of the following Jewish settings check the positions you have held and indicate the total number of years in each.

Setting	Position	Number of years
SUPPLEMENTARY SCHOOLS	<input type="checkbox"/> Aide	
	<input type="checkbox"/> Teacher	
	<input type="checkbox"/> Supervisor	
	<input type="checkbox"/> Specialist	
	<input type="checkbox"/> Principal	
	<input type="checkbox"/> Other	
DAY SCHOOLS	<input type="checkbox"/> Aide	
	<input type="checkbox"/> Teacher	
	<input type="checkbox"/> Supervisor	
	<input type="checkbox"/> Specialist	
	<input type="checkbox"/> Principal	
	<input type="checkbox"/> Other	
DAY / RESIDENTIAL CAMP	<input type="checkbox"/> Counselor	
	<input type="checkbox"/> Specialist	
	<input type="checkbox"/> Unit leader	
	<input type="checkbox"/> Division head	
	<input type="checkbox"/> Director	
	<input type="checkbox"/> Other	
JCC	<input type="checkbox"/> Group worker / Teacher	
	<input type="checkbox"/> Program Director	
	<input type="checkbox"/> Department head	
	<input type="checkbox"/> Director	
	<input type="checkbox"/> Other	
PRESCHOOL	<input type="checkbox"/> Assistant teacher	
	<input type="checkbox"/> Teacher	
	<input type="checkbox"/> Director	
	<input type="checkbox"/> Other	
INFORMAL EDUCATION YOUTH WORK	<input type="checkbox"/> Group Advisor	
	<input type="checkbox"/> Youth Director	
	<input type="checkbox"/> Other	
ADULT EDUCATION	<input type="checkbox"/> Teacher	
	<input type="checkbox"/> Program Director	
	<input type="checkbox"/> Other	

7. Do you tutor students in Hebrew or Judaica?

Yes (1)

No (2)

☐☐

u

If yes, how many? _____

8. Have you ever worked in general education?

Yes (1)

No (2)

☐☐

u

If yes, how many years? _____

9. Please indicate how many years you have been in your CURRENT setting, including this year. _____

10. How many years have you been working in this Jewish community, including this year? _____

11. How many years IN TOTAL have you been working in the field of Jewish education? _____

III. TRAINING AND STAFF DEVELOPMENT

The next set of questions asks about your training and staff development experiences.

12. In the last two years have you been required to attend in-service workshops?

Yes (1)

No (2)

☐☐

0

If yes, how many? _____

13. In the last two years have you attended local workshops in any of the following areas:
(Check one response for each item)

Yes (1)

No (2)

1. Judaic subject matter (e.g. Bible, history)

☐☐

2. Hebrew language

☐☐

3. Teaching methods

☐☐

4. Classroom management

☐☐

5. Curriculum development

☐☐

Art/drama/music

☐☐

Other (specify) _____

☐☐

14. How helpful were the workshops that you attended in the past two years in each of the following areas:

((Check one response for each item))	Very helpful	Somewhat helpful	Not helpful	Did not attend
a. Judaic subject matter	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Hebrew language	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Teaching methods	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Classroom management	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. New curricula	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Art/drama/music	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

15. Beyond those required during the past twelve months, did you:

((Check one response for each item))	Yes (1)	No (2)
a. Attend a course in Judaica or Hebrew at a university, community center or synagogue?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Participate in a private Judaica or Hebrew study group?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Study Judaica or Hebrew on your own?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Participate in some other on-going form of Jewish study? (e.g., year-long seminar) (Specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

16. In which of the following areas do you feel you would like to develop your skills further?

((Check all that apply))

a. Classroom management	<input type="checkbox"/> 1
b. Child development	<input type="checkbox"/> 2
c. Lesson planning	<input type="checkbox"/> 3
d. Curriculum development	<input type="checkbox"/> 4
e. Creating materials	<input type="checkbox"/> 5
f. Communication skills	<input type="checkbox"/> 6
g. Parental involvement	<input type="checkbox"/> 7
h. Motivating children to learn	<input type="checkbox"/> 8
i. Other _____	<input type="checkbox"/> 9

117. In which of the following would you like to increase your knowledge?
(Check all that apply)

- a. Hebrew language ☒ 3
- b. Customs and ceremonies ☒ 2
- c. Israel and Zionism ☒ 3
- d. Jewish history ☒ 4
- e. Bible ☒ 5
- f. Synagogue skills / prayer ☒ 8
- g. Rabbinic literature ☒ 7
- h. Other _____ ☒ 3

118. How proficient are you in Hebrew??
(Check one for each category)

- | | Speaking | | Reading | | Writing |
|---------------|---|---|---------------------------------------|---|---------------------------------------|
| 1. Fluent | <input checked="" type="checkbox"/> 1 | | <input checked="" type="checkbox"/> 1 | | <input checked="" type="checkbox"/> 1 |
| 2. Moderate | <input checked="" type="checkbox"/> 2 | U | <input checked="" type="checkbox"/> 2 | U | <input checked="" type="checkbox"/> 2 |
| 3. Limited | U <input checked="" type="checkbox"/> 3 | U | <input checked="" type="checkbox"/> 3 | | <input checked="" type="checkbox"/> 3 |
| 4. Not at all | <input checked="" type="checkbox"/> 4 | | <input checked="" type="checkbox"/> 4 | | <input checked="" type="checkbox"/> 4 |

119. Overall, how adequate are the opportunities for professional growth and development in your community?
(check one)

- 1. Very adequate ☒ 1
- 2. Somewhat adequate ☒ 2
- 3. Somewhat inadequate ☒ 3
- 4. Very inadequate ☒ 4

IV. SETTINGS

The next set of questions asks you about the schools in which you work.

20. How many Jewish schools do you work? _____

21. If you teach in more than one setting do you do so to earn a suitable wage?

Yes (1)
☐ 1

No (2)
☐ 2

22. How many hours per week do you work at each school?

First school _____

Second school _____

Third school _____

Fourth school _____

If, for the following set of questions, answer in regard to the two schools where you work the most hours if you work in more than two schools.

23. How many miles do you travel from your home to the school?

First school (one way) _____

Second school _____

24. What is the affiliation of each school?

(Check the appropriate response)

	First school	Second school
a. Reform	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Conservative	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Traditional	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Orthodox	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Reconstructionist	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Community	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Jewish Community Center	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Other, specify _____		

25. How many students are in your school?

First school _____

Second school _____

26. In what type of program do you work?
(Check all that apply)

	First school	Second school
a. Day School	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
b. One day supplementary school	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
c. Two or more days supplementary school	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
d. Preschool	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
e. Adult education	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
f. Special education	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
g. Other (specify) _____	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2

27. What subjects do you primarily teach this year?
(Check all that apply)

	First school	Second school
a. Hebrew language	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
b. Judea (e.g., Bible, history, holidays) In Hebrew	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
c. Judea (e.g., Bible, history, holidays) In English	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
d. Bar/Bat Mitzvah preparation	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
e. Secular subjects (e.g., math, reading, science)	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
f. Other (specify) _____	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2

28. In what grade levels are your primary assignments?

First school	Second school
_____	_____
_____	_____

29. How did you find your teaching position? (Check the one that best applies to you for each school)

	First school	Second school
a. Central Agency for Jewish Education	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
b. Graduate school placement	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
c. National professional association	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
d. Through a friend or mentor	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
e. Recruited by the School	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
f. Approached the school directly	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
g. Newspaper advertisement	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
h. Other (specify) _____	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2

30. To what extent do you receive help and support from the following in the first school?

(Check one response for each)	Frequently	Occasionally	Seldom	Never
a. Principal or supervisor	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
b. Mentor teachers	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
c. Other teachers	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
d. Faculty members at a local university	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
e. Central agency consultants	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
f. Teacher resource center	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
h. Other (specify) _____	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4

31. To what extent do you receive help and support from the following in the second school?

(Check one response for each)	Frequently	Occasionally	Seldom	Never
a. Principal or supervisor	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
b. Mentor teachers	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
c. Other teachers	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
d. Faculty members at a local university	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
e. Central agency consultants	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
f. Teacher resource center	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
h. Other (specify) _____	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4

32. Did each of the following factors affect your decision to work in the school where you presently work?

(Check one response for each item)

	First School		Second School	
	Yes (1)	No (2)	Yes (1)	No (2)
a. Hours and days available for teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Location	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Friends who teach there	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Reputation of the school and students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Religious orientation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. My own synagogue	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2

33. Which of the following benefits are available to you as a teacher in the school in which you work?

(Check all that apply)

	First School		Second School	
	(1) Available	(2) Receive	(1) Available	(2) Receive
a. Free or reduced tuition for your children at your school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Day care	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Free or reduced membership in a synagogue or JCC	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Synagogue privileges such as High Holiday tickets	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Money to attend conferences, continuing education courses	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Sabbatical leave (full or partial pay)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Disability benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Employer contributions to a health plan	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Pension benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2

If you teach in more than one school please answer the next two questions.

If not please go to Question 36.

34. To what extent is each of the following an advantage or disadvantage of working in more than one school?

(Check one response for each item)

	Definite advantage	Somewhat an advantage	Somewhat a disadvantage	Definite disadvantage
a. Distance between settings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Scheduled faculty meetings / in-service	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Preparation time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Classroom autonomy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Adjustments to different expectations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Variety of programs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Other, please specify _____	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

35. If you had the opportunity to work full-time, would you prefer to teach...

(Check one).

- ☐ 1 In one school
- ☐ 2 In several schools
- ☐ 3 I don't want to work full-time

36. Are you a full-time Jewish educator?

Yes (1)

No (2)

(Check one)

☐ 1

☐ 2

37. If you are a part-time Jewish educator, what sorts of things would encourage you to consider full-time employment in Jewish education. Rank only the three most important by writing 1,2,3, next to your choice where 1 is the most important.

- a. Salary _____
- b. Benefits _____
- c. Job security, tenure _____
- d. Career development _____
- e. More job opportunities _____
- f. Greater background in Judaica and Hebrew _____
- g. Greater educational background _____
- h. Presence of colleagues and opportunities to work with them _____
- i. Change in family status _____
- j. Availability of training opportunities _____
- k. More resources at work _____

V. BACKGROUND

Next we are going to ask you about yourself.

38. Are you Jewish?

Yes (1)

☒

No (2)

☐

39. Are you a convert to Judaism?

Yes (1)

☐

No (2)

☐

40. At the present time, which of the following best describes your Jewish affiliation?

☐

Orthodox

☐

Traditional

☐

Conservative

☐

Reform

☐

Reconstructionist

☐

Secular

☐

Other (specify) _____

41. Are you currently a member of a synagogue?

Yes (1)

☐

No (2)

☐

42. Are you a teacher in the synagogue where you are a member?

Yes (1)

☐

No (2)

☐

43. Which of the following, do you usually observe in your home? (Check all that apply.)

☐

Light candles on Friday evening

☐

Attend a seder in your home or somewhere else

☐

Keep Kosher at home

☐

Light Hanukkah candles

☐

Fast on Yom Kippur

☐

Observe Sabbath

☐

Build a Sukkah

☐

Fast on Tisha B'Av and minor fasts such as Ta'anit Esther

☐

Celebrate Israel Independence Day

44. During the past year, did you:

a. Attend synagogue on the High Holidays

Yes (1)

No (2)

☒ 1

☐ 2

b. Attend synagogue at least twice a month on Shabbat

☐ 1

☐ 2

c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot

☐ 1

☐ 2

d. Attend synagogue daily

☐ 1

☐ 2

45. Have you ever been to Israel?

Yes (1)

No (2)

☒ 1

☐ 2

u

If, yes, did you ever live in Israel for three months or longer?

Yes (1)

No (2)

☐ 1

☐ 2

u

46. What kind of Jewish school did you attend before you were thirteen? (Check all that apply.)

☐ 1

Sunday school

☐ 2

Supplementary school or Talmud Torah

☐ 3

Day school

☐ 4

School in Israel

☐ 5

None

☐ 6

Other (specify) _____

47. Did you attend a Jewish summer camp with mainly Jewish content or program?

Yes (1)

No (2)

☐ 1

☐ 2

If Yes, how many summers? _____

48. What kind of Jewish school, if any, did you attend after you were thirteen? (Check all that apply.)

☐ 1

One day/week confirmation class

☐ 2

Two or more days/week Hebrew high school

☐ 3

Day school

☐ 4

School in Israel

☐ 5

None

☐ 6

Other (specify) _____

49. Age _____

50. Sex Male Female
☐ 1 ☐ 2

51. Where were you born?

USA ☒

Other, please specify country _____

52. Marital status

☐ 1 Single, never married

☐ 2 Married

☐ 3 Separated

☐ 4 Divorced

☐ 5 Widowed

53. If you are married, is your spouse Jewish?

Yes (1) No (2)
☐ 1 ☐ 2

54. What is your annual salary from your teaching?

	First school	Second school
\$1,000 - \$4,999	<input type="checkbox"/> 1	<input type="checkbox"/> 2
\$5,000 - \$9,999	<input type="checkbox"/> 1	<input type="checkbox"/> 2
\$10,000 - \$14,999	<input type="checkbox"/> 1	<input type="checkbox"/> 2
\$15,000 - \$19,999	<input type="checkbox"/> 1	<input type="checkbox"/> 2
\$20,000 - \$24,999	<input type="checkbox"/> 1	<input type="checkbox"/> 2
\$25,000 - \$29,999	<input type="checkbox"/> 1	<input type="checkbox"/> 2
over \$30,000	<input type="checkbox"/> 1	<input type="checkbox"/> 2

54. What is your total family income?

- ☐ \$30,000 or below
- ☐ \$31,000 - \$45,000
- ☐ \$46,000 - \$60,000
- ☐ \$61,000 - \$75,000
- ☐ over \$75,000

58. How important to your household is the income you receive from Jewish education?? (Check one)

- ☐ The main source
- ☐ An important source of additional income
- ☐ insignificant to our/my total income

57. What is the highest level of education that you have completed? (Check one)

- ☐ High school graduate
- ☐ Some college
- ☐ College graduate
- ☐ Some graduate courses
- ☐ Graduate or professional degree
- ☐ Teacher-training Institute

56. What degrees do you hold? Please list:

Degree	Major
_____	_____
_____	_____
_____	_____

59. How many college or graduate credits do you have in each of the following:

	number of credits
a. Judaica or Jewish studies	_____
b. Hebrew language	_____
c. Education	_____
d. Jewish communal service	_____

60. Do you hold a professional license or certification in:

	Yes (1)	No (2)
a. Jewish education	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
b. General education	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2
c. Other (please specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

61. Which of the following best describes your career plans over the next three years?

(Choose one)

<input checked="" type="checkbox"/> 1	I plan to continue what I am doing.
<input type="checkbox"/> 2	I plan to teach in a different supplementary school.
<input type="checkbox"/> 3	I plan to teach in a day school (or different day school).
<input type="checkbox"/> 4	I plan to be an administrator or supervisor in a Jewish school.
<input type="checkbox"/> 5	I plan to have a position in Jewish education other than in a school (such as central agency).
<input type="checkbox"/> 6	I plan to be involved in Jewish education in Israel, or in some other country.
<input type="checkbox"/> 7	I plan to seek a position outside of Jewish education.
<input type="checkbox"/> 8	I plan not to work.
<input type="checkbox"/> 9	I plan to retire.
<input type="checkbox"/> 10	I don't know. I am uncertain.
<input type="checkbox"/> 11	Other, please specify _____

Thank you very much for your cooperation!

0	1																	
---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

JMAJE Milwaukee Association for Jewish Education

6401 NORTH CANA MONICA BOULEVARD #210 • MILWAUKEE, WISCONSIN 53217



Course: _____

Instructor: _____

COURSE EVALUATION FORM

1. Please rate your overall satisfaction with this course (instructor's knowledge of the subject, effectiveness as a teacher, preparation and organization).

1
Poor

2

3

4

5
Excellent

2. Please check the box below that is the closest description of your job role.

_____ Judaica Teacher

_____ Not currently teaching

_____ Hebrew Teacher
(Congregational School)

_____ Hebrew Teacher
(Day School)

3. Please check below all the reasons for taking this course that apply to you.

_____ To meet requirements

_____ To learn about the topic

_____ To work toward a degree

_____ Recommended/required by
my supervisor

_____ For personal development

4. How do you expect to use what you have learned in this course?

5. What was the most important learning/growth that you gained from this course?

6. What did you like most about this course?

7. In what ways would you like to see it improved?

8. Any other comments...

MENTORING COMPONENT

1. How long have you been teaching? _____
2. Approximately how many times have you met to confer with your mentor? _____
3. How has your mentor been helpful??
4. In which specific area did you receive help?
5. Has the mentoring component enhanced class work? Explain.
6. Comments and suggestions...

HAJEM Milwaukee Association for Jewish Education

NORTH SANTA MONICA BOULEVARD #210 • MILWAUKEE, WISCONSIN 53217

(414) 962-8860
FAX (414) 962-6952

TEACHERS INSTITUTE

Hebrew Teacher Training Program - Semester II

Institute Director: Ina Regosin
962-8860

Instructor: Rachel Buckman
352-0469

Day/Time: Mondays, 7:30-9:00 p.m.
Winter/Spring

Hebrew in the Congregational Schools - Siddur/Prayer

COURSE DESCRIPTION

A variety of methods, techniques and strategies for teaching Siddur/prayer will be presented and practiced. In addition to course work, students will continue the sequence of observations and conferencing with mentors.

COURSE TEXTS

Donin, Rabbi Hayim Halevy *To Pray as a Jew: A Guide to the Prayer Book and the Synagogue Service.* Basic Books, Inc. New York, 1980.

Marcus, Audrey Friedman, ed. *The Jewish Teachers Handbook, Volume III. Alternatives in Jewish Education,* Inc. Denver, 1982

Millgram, Abraham E. *Jewish Worship.* The Jewish Publication Society of America. Philadelphia, 1971.

COURSE OUTLINE

February 15 1. **Goals of Teaching Prayer, Why Teach Prayer?**

- Short history of prayer and what it means to the Jewish people
- Abraham's Segal's 3 goals
 - Mechanics of tsfillah
 - Appreciation of tsfillah
 - Opportunity to pray
- Teaching Hebrew prayer terminology - avoid English terminology which contains Christian connotations

Readings: Donin, Rabbi Hayim Halevy, *To Pray as a Jew: A Guide to the Prayer Book and the Synagogue Service.* Basic Books, Inc. New York, 1980. pp. 3-8.

Millgram, Abraham E., *Jewish Worship.* The Jewish Publication Society of America. Philadelphia, 1971. pp. 6-11, 18-24.

TEACHERS INSTITUTE: MID-YEAR REPORT

Ina S. Regozin, Institute Director

The Teachers Institute, designed to increase educator knowledge and methodological expertise, has completed its first semester. It is clear from both observation and feedback that the initial course offering has provided students with a setting in which to learn together, share expertise, and develop new methodology to enhance classroom teaching.

HEBREW TEACHER TRAINING PROGRAM

Program Description

A one-year course of study (1 course each semester) designed to train and prepare Hebrew teachers for the congregational schools.

Course Title: "*Hebrew In the Congregational Schools*"

Instructor: Rachel J. Buckman

The course emphasized methods, techniques and strategies for teaching Hebrew reading, writing and comprehension. A syllabus which included specific topics, readings and assignments was developed. (See Appendix A.)

In addition to course work, students were paired with mentors, mostly in "home" schools. Each team participated in a series of observations and conferences. Both the mentor and student keep logs of these interactions.

Mentors have had several sessions designed to enhance their own "mentoring" skills and give input into the program design. These were led by the Institute Director.

Student Body

Although we projected an enrollment of 10 students, 11 enrolled. These students represent six schools-Beth El Ner Tamid Synagogue, Congregation Beth Israel, Congregation Emanu-El, B'ne Jeshurun, Congregation Shalom, Congregation Sinai and Milwaukee Jewish Day School--as well as the general community. Similarly, mentors were recruited from the broad spectrum of institutions.

Student Profile

<u>School</u>	<u>Number</u>
Beth El Ner Tamid Synagogue	1
Congregation Beth Israel	1
Cong. Emanu-El B'ne Jeshurun	2
Congregation Shalom	2
Congregation Sinai	1
Milwaukee Jewish Day School	2
Community (not currently teaching)	2
TOTAL	11

Mentor Profile

<u>School</u>	<u>Number</u>
Beth El Ner Tamid Synagogue	1
Congregation Beth Israel	2
Cong. Emanu-El B'ne Jeshurun	1
Congregation Shalom	2
Congregation Sinai	2
Milwaukee Jewish Day School	3
TOTAL	11

(Several mentors teach in more than 1 school)

OUTCOMES AND EVALUATION

Midway between semesters, we can point to the following results:

1. Recruitment of students from nearly every congregational shabbat.
2. Recruitment of individuals not currently teaching Hebrew in order to add to the corps of qualified Hebrew teachers.
3. Recruitment of mentors to pair with students. We were particularly pleased to have recruited three day school teachers (with expertise in congregational school teaching as well).
4. The variety of settings and the high quality mentor expertise enabled us to make the most suitable matches.
5. Feedback from students and mentors has been extremely positive. Students' responses to Evaluation Forms filled out anonymously at the last session of the first semester concur. (See sample form, Appendix B.) The following are some direct student comments relating to the Instructor and Course Content. They reveal that we are meeting the needs of a diverse group of students. Fifty percent of the students rated the instruction as excellent; 50% rated it as very good.

Rachel has pointed out practical steps and methods which will help me teach Hebrew to my students more effectively.

The literature distributed and the issues raised in the lectures reaffirmed my feeling that I'm teaching effectively.

I'm going to use these new ideas in my class.

The most important learning for me is that every teacher has his/her own way of teaching and that we can learn from each other.

The size of the class was conducive to open discussions and exchange of ideas. The readings were interesting and informative.

I learned how to apply new and creative teaching techniques; gave me some added "energy."

I enjoyed the presentations of my fellow classmates/teachers. I really learned from observing them, and this gave me new inspiration.

Responses to questions on the mentoring component were as follows:

I meet and talk with my mentor on a daily basis. She is a wonderful friend and inspiration to me, as well as a mentor.

I received help in Hebrew conversation, reading, grammar, writing and songs and music.

She observed me, but we have not met to discuss. I have not observed her. I would like a new mentor assigned. I think mentoring can work.

I've met with my mentor once. The meeting was successful. We exchanged and agreed on ideas about teaching.

She has pointed out more effective ways of teaching and has bolstered my confidence by her approval of my teaching methods.

It provided me with professional and objective feedback as to how I'm performing as an educator.

We are observing each other and talking about the good things and ways to change other things.

PLANNED: WINTER/SPRING 1993

(Promotion and recruitment for the next semester will begin in early January. Courses are scheduled to begin the week of February 15.)

Spring 1993

Semester II - Hebrew Teacher Training Program

"Hebrew in the Congregational Schools Semester II - Siddur/Prayer"

Instructor: Rachel J. Buckman and guest lecturers

This course will focus on techniques and strategies for teaching Siddur/prayer. Students will continue the sequence of observations and conferencing with mentors.

"Teaching Jewish Values in the Classroom"

Instructor: Gerard W. Kaye

Director, Olin Sang Ruby Union Institute, Oconomowoc, WI

This course will explore the teaching of Jewish values and their source material. Emphasis will be on the demonstration and development of experiential models for Jewish values in the classroom and beyond.

(This course offering is in actuality the first in a series of four courses that we hope to offer during the second and third years (as stated in our original proposal). Our target group is Judaica teachers in congregational schools across the grade levels. We are working together with the instructor to create the syllabus (see outline, Appendix C) and are confident that this course will be highly effective.)

MILWAUKEE ASSOCIATION FOR JEWISH EDUCATION

TEACHERS INSTITUTE

Hebrew Teacher Training Program

Instructor: Rachel Buckman
352-0469

**Institute
Director:** Ina Regosin
962-8860

Day/Time: Monday, 7:30-9:00 p.m.
Fall 1992

COURSE DESCRIPTION

This course will prepare the student for teaching Hebrew in the congregational schools. A variety of methods, techniques and strategies for teaching Hebrew reading, writing and comprehension will be presented and practiced.

Classwork will be supplemented with a mentoring relationship within the "home" school.

EXPECTATIONS AND REQUIREMENTS

1. Observations and meetings with mentor as established.
2. Individual conferences with instructor (to plan final project) as needed.

COURSE OUTLINE

October 5	Introduction and Course Overview
	<ul style="list-style-type: none"> o Why teach Hebrew o Understanding the student o Motivating the student
Readings	<ul style="list-style-type: none"> o Gordon, Yosi "Teaching Hebrew: Initial Considerations" from <i>The Jewish Teachers Handbook</i>, Vol. III, Ch. 10. ARI, 1992. o Lederer, Richard. <i>The Miracle of Language</i>, Pocket Books, 1991, pp. 11-18. o Schliff, Alvin "The Significance of Hebrew Language for Jewish Education" from <i>Contemporary Jewish Education</i>.

- o Siegel, Morton K. "Hebrew in the Afternoon Religious School" from *Pedagogic Reporter*, Vol. 34, No. 1, January 1983.
- o Steinberg, Samuel. "Hebrew in the Curriculum" from *Pedagogic Reporter*, Vol. 34, No. 1, January 1983.

October 26

Lesson Planning o Creating a Hebrew Atmosphere

- o Basic principles of lesson planning
- o Structure of lesson
- o Practical work with lesson planning
- o Creating a Hebrew atmosphere with bulletin boards
- o Using Hebrew in class

Readings

- o Azriel, Elyce Karen "Bulletin Boards: An Effective Teaching Tool" from *The Jewish Teachers Handbook*, Vol. III, Ch. 2. ARE, 1982.
- o Glassman, Barbara "The Creative Hebrew Teacher's Helper" from *The Jewish Teachers Handbook*, Vol. II, Ch. 6. ARE, 1981.

Assignment

Plan a bulletin board around the holiday of your choice. Draw a sketch of the board, include purpose of board, when and how it will be used in your class, who will make it, what materials you will use.

DUE: November 2.

November 2

Hebrew Reading I

- o Approaches to teaching reading
- o Reading rules for teachers
- o Phonetic approach and exercises

November 9

Hebrew Reading II

- o Whole word approach and exercises
- o Reading games
- o Correcting mistakes

Assignment

Choose a text and present a 3 minute exercise for reading practice. It may be a game, for individuals, group, or whole class.

DUE: November 16.

- February 22** 2. **A Personal Approach to G-d and Prayer.** Guest Lecturer -- Rabbi Lee Buckman
- March 1** 3. **Preparing to Teach a Tefillah**
 a. **Joel Grishaver's Pardes model**
 b. **Finding the sources of the prayer, middas him associated with the prayer, history of the prayer, relevance of the prayer**
 c. **Sources (bibliography) for researching prayers**
- Reading:** Marcus, Audrey Friedman, ed., *The Jewish Teachers Handbook, Volume III. Alternatives in Jewish Education*, Inc. Denver, 1982. pp. 115-132.
- March 8** 4. **Art and Games for Teaching Tefillah**
 a. **Using all of the senses in understanding the prayer**
 b. **Making the prayer relevant**
 c. **Worship services - Segal**
 d. **Creativity Center materials**
- March 15** 5. **Modeling the Teaching of a Tefillah**
 a. **Research**
 b. **Discussion or activity with students about the prayer**
 c. **Practice reading prayer**
 d. **Choreography of prayer**
 e. **Other activities (games, art)**
 f. **Actually praying**
- Readings:** *To Pray as a Jew*, Domin. pp. 319-328.
Jewish Worship, Millgram, pp. 297-299.
- March 22** 6. **Cooperative Learning, Family Education and Other Formats.** Guest Lecturer -- Karen Sobel, Jewish Educator
- March 29** 7. **Classroom Management.** Guest Lecturer -- Menzy Eisenberg, Jewish Educator
- April 19** 8. **Talking About G-d to Children.** Guest Lecturer -- Karen Subel
- April 26** 9. **Final Projects**
- May 3** 10. **Final Projects**

ASSIGNMENT: FINAL PROJECT

Working in groups or individually:

- Choose a tefillah.
- Research its background.
- Create a lesson plan using techniques modelled in class.
- Include follow-up activities and/or family involvement.

MILWAUKEE ASSOCIATION FOR JEWISH EDUCATION

TEACHERS INSTITUTE

Teaching Jewish Values in the Classroom

Institute Director: Ina Regosin, 962-8860

Instructor: Gerard W. Kaye, Director
Olin Sang Ruby Institute
Oconomowoc, WI

Day/Time: Wednesday, 7:30-9:00 p.m.
Winter/Spring 1993

COURSE DESCRIPTION

Participants in the course will focus on direct issues of Jewish values and their conveyance within the classroom and beyond. Themes of the course will deal with definition of values, selection of value-laden issues and the application of a Jewish understanding of values in a non-Jewish world.

Participants will be asked to actively participate in classroom discussion, bringing their own unique experiences to the group. Emphasis will be directed to an experiential model of teaching. Source material and primary textual material will provide the foundation for the reading list. This will, of course, be augmented by supplemental selections. Each participant in the class will also be engaged in a demonstration project as part of the program.

TEXTS; Sherwin, Byron and Seymour Cohen, *How to Be a Jew: Ethical Teachings of Judaism*, AlOiiSOn, 1992.

Recommended: Kadken, Barbara Binder and Bruce Kadken, *Teaching Mitzvot, Alternatives in Religious Education*, 1988.

Vorspan, Albert and David Saperstein, *Tough Choices: Jewish Perspectives on Social Justice*, UAHIC, 1992.

COURSE OUTLINE

February 17 1. *What is Kedushah? How do we select the values we teach?* This session will include a focus on the Jewish home, its nature and distinction.

"...inscribe them on the doorposts of your house and on your gates." *Deut. 6:9, 11:20*

"The alchemy of home life went far to turn the dross of the Ghetto into gold." Magnus, *Jewish Portraits*, 1905, p. 27.

- February 24** 2. ***The Jewish Family.*** Here the class will turn its attention inward with an opportunity to share something of the special qualities of the values of the family that make unique Jewish distinctions.
- Reading from Stampfer and Reimer, *Jewish Ethical Wills.***
- "The father is obligated to circumcise his son, to redeem him, to teach him Torah, to have him wed, and to teach him a craft. Some say to teach him to swim as well. Rabbi Judah said: He who does not teach his son a craft...is as though he taught him to steal!" *Kiddushin, 29a*
- "A man's marriage partner is from the Holy One. At times, a man is guided to his spouse's home; at other times, the spouse is guided to the man's home." *Genesis Rabbah 68:3*
- March 3** 3. ***Ben Adam l'Chavero.*** An exploration into the nature of responsibility with an approach to the Divine Spark and its implications for humankind.
- "Rabbi Joshua ben Levi said: When a man walks on the highway, a company of angels goes before him announcing: 'Make way for the image of the Holy One, the Kadosh Baruch Hu.'"
Deut. Rabbah 4:4
- "Our masters taught: 'Thou shalt not hate thy brother in thy heart' (*Lev. 19:17*). You might suppose that Scripture bids you not to strike him, not to slap him, not to curse him. But in saying, 'In thy heart,' Torah also bids you to have no hatred in your heart!" *Avot 1:6*
- The Tale of Two Brothers.**
- March 10** No Session
- March 17** 4. ***The Stranger in Your Gates.*** Relating the prophetic to the pathetic. Bringing Torah into the world in which we live as we focus on religious commitment.
- "Whoever has the ability to prevent his household (from committing a sin) and does not is accountable for the sins of his household; if he could do so with his fellow citizens (and does not), he is accountable for his fellow citizens; if the whole world, he is accountable for the whole world." *Shabbat 54b*
- "...commiserate with the poor man in his troubles, and speak to him always comfortingly." *Shulchan Aruch - Yoreh Deah, 294:3*
- "Our master taught: Loving-kindness is greater than charity in three ways. Charity is done with one's money, while loving-kindness may be done with one's money or with one's person. Charity is given only to the poor, while loving-kindness may be given to the poor and to the rich. Charity is given only to the living, while loving-kindness may be shown to both the living and the dead." *Sefer Aggadah 3:351*
- March 24** 5. ***The Book of the People.*** Implications of the word, both spoken and written.
- "Moses received the Torah at Sinai and handed it to Joshua, Joshua to the elders, the elders to the prophets, and the prophets to the Men of the Great Assembly." *Pirkei Avot, 1:1*
- "The Men of the Great Assembly used to say: Make a fence around the Torah." *Avot, 1:1*
- "What is lofty may be said in any language, and what is mean should be said in no language." *Maimonides, Commentary to Mishnah: Avot, 1:68, 1:17*
- "Rabbah bar Shila said in the name of Rav Huna: When a man fouls his mouth with obscenity, Gehenna is made deeper for him, as it is said, 'A deep pit is for the mouth that speaks obscenity' (*Prov. 22:14*). R. Nahman bar Isaac said: Also for him who hears it and remains silent." *Shabbat 33a*

- March 31** 6. ***Kibbutz Galuyot.*** There are only twelve classic Jewish faces in the entire world. Demonstration project.
- April 14** 7. ***Take the Earth and Subdue It.*** Judaism's contribution to the notion of stewardship of the world.
- "In the hour when the Holy One created the first human being, God took Adam before all the trees of the Garden of Eden and said: 'See My works, how fine and excellent they are! All that I have created I have created for you. Think upon this, and do not corrupt and desolate My world; for, if you corrupt it, there is no one to set it right after you.' *Ecclesiastes Rabbah* 7:28
- "The letters of the Hebrew words 'Elohim' and 'HaTeva' have the same numerical value." Shneur Zalman, *Likutei Amarim* (1760), p. 150
- April 21** 8. ***Celebration and Ritual.*** This session is devoted to the understanding of the Jewish concept of sanctification of time.
- Selection from Abraham Joshua Heschel.
- "Rabbi Shimon ben Yochai taught: The Sabbath spoke right up to the Holy One: Master of the Universe, each one of the days has a mate (six weekdays make three couples), but I have no mate. The Holy One replied: The congregation of Israel shall be your mate. And when Israel stood before Sinai, the Holy One said to them: Remember the special thing I told the Sabbath, that the congregation of Israel is to be your mate. It is this that is implied in the verse 'Remember the Sabbath Day to keep it holy' (Exodus 20:8)." *Genesis Rabbah* 11:8, *Yalkut, Bereshit* art. 17.
- The Birthday Party.
- April 28** 9. ***"All Jews are _____ one to the other."***
- May 5** 10. **Final Projects**

JMAJE Milwaukee Association for Jewish Education

6401 NORTH SANTA MONICA BOULEVARD #210 • MILWAUKEE, WISCONSIN 53217



Course: _____

Instructor: _____

COURSE EVALUATION FORM

1. Please rate your overall satisfaction with this course (Instructor's knowledge of the subject, effectiveness as a teacher, preparation and organization).

1
Poor

2

3

4

5
Excellent

2. Please check the box below which is the closest description of your job role.

____ Judaica Teacher

____ Not currently teaching

____ Hebrew Teacher
(Congregational School)

____ Hebrew Teacher
(Day School)

3. Please check below all the reasons for taking this course that apply to you.

____ To meet requirements

____ To learn about the topic

____ To work toward a degree

____ Recommended/required by
my supervisor

____ For personal development

4. How do you expect to use what you have learned in this course?

5. What was the most important learning/growth that you gained from this course?

6. What did you like most about this course?

7. In what ways would you like to see it improved?

8. Any other comments...

From :

PHONE No. :

Apr. 14 1993 10:30AM P01

Fax Memorandum

TO: Annette Muchstain, Seymour Fent and Emanuel Wygoda,
Steve Hoffman and Henry Sucker
Ginny Levi

FROM: Shulamith Elster

RE: Flint Project/Best Practices: Milwaukee

DATE: April 14, 1993

The enclosed memo from Ruth Cohen in Milwaukee provides a good summary of the activity that Barry and I described in the telecon this morning.

S.



bcc: Shulamith Alster J
Barry Holtz

MILWAUKEE JEWISH FEDERATION

MEMORANDUM

TO: Jane Callman, Howard Neustein and Louise Stein
FROM: Ruth Cohen RC
DATE: April 2, 1993
RE: Best Practices/Supplementary Schools
(Revision #2)

Please review the following summary of the steps for initiating activity in the area of Best Practices in the supplementary schools. Your comments, revisions, etc. would be appreciated.

Step 1

Barry Holtz will develop a one page prospectus that will outline the following:

- o What services are available through CJE/Best Practices Project, who can assist participating synagogues, and how would this assistance be provided.
- o What are the expectations from participating synagogues.

Step 2

The Lead Community Co-Chairs and Project Director would identify several individuals, who are members of the Commission on Visions and Initiatives in Jewish Education, to contact the rabbis of each synagogue and invite them to participate in the Best Practices/Supplementary Schools initiative.

Step 3

The Lead Community Director, Co-Chairs and the designated contact person would meet with interested rabbis to further explain the Best Practices/Supplementary Schools plan. The rabbi would be asked to identify 3-4 key players who would form a "synagogue team" to support the development of a "Best Practices" plan which is responsive to institutional needs.

Page 2

The Synagogue Team would include at minimum, the rabbi and one lay leader.

Step 4

Barry Melitz and Shulamith Elster will conduct a seminar for 1143 synagogues' teams to present the Best Practices Project and discuss opportunities for receiving actual programmatic and planning assistance from the Best Practices Project.

The teams would be invited to participate in an individual consultation session with Barry and Shulamith approximately one-two weeks later.

Step 5

Barry and Shulamith will conduct individual consultation sessions with interested teams to discuss their concerns, needs, future plans, etc.

RC/nm



MILWAUKEE JEWISH FEDERATION

MEMORANDUM

TO: Shmuel Wygoda
Mandel Institute, Jerusalem
Fax #: 0911 972 22619951

FROM: Dr. Ruth Eshen
Milwaukee Jewish Federation
Fax #: 001 414 271-7081

DATE: April 8, 1993

Dear Shmuel,
Dear Shmuel,

As I mentioned to you during our previous conversation, Jane Gellman, Louise Stein and I will meet on Wednesday, April 14 between 9:45 a.m. to 12:50 p.m. Milwaukee time. You can reach us at the following telephone number:

(414) 962-8288

L'Hishtamea,

Ruth

RC/nm
RC/nm

1360 N. Prospect Avenue

Milwaukee, Wisconsin 53202-3094

414-271-8338

0*Ky L. Green
Ky L. Green
President



MILWAUKEE JEWISH FEDERATION

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recognizing 80 years of service to
the Jewish community

March 12, 1993

Dr. Shulamith Slater
6424 Needle Leaf Dr.
Rockville, MD 20852

Dear Shulamiths

We are looking forward to you and Barry Holts visiting Milwaukee on Tuesday and Wednesday, March 23 and 24. The agenda for these two days is as follows:

Tuesday, March 23

- 9:00 - 11:30 a.m. - Meeting with Jane Gellman, Louise Stein, Howard Neistain and Ruth Cohen (Room 218-JCC)
- Noon - 1:30 p.m. - Lunch with Dr. Joshua Chorowsky, Dana Regesin and Ruth Cohen (Anchorage Restaurant)
- 3:30 - 5:00 p.m. - Visit Congregation Sinai - Supplementary School
- 6:30 - 8:50 p.m. - Dinner with Ruth Cohen, Jane Gellman, Louise Stein and Howard Neistain

Wednesday, March 24

- 8:00 - 9:30 a.m. - Breakfast with Louise Stein, Jane Gellman, Ruth Cohen and Howard Neistain
- 10:00 - Noon - Visit Yeshiva Elementary School
- 12:30 - 2:00 p.m. - Lunch with Ruth Cohen Cohen
- 2:30 - 4:00 p.m. - Visit Milwaukee Jewish Day School Jewish Day School
- 4:15 - 5:15 p.m. - Meeting with Jay Roth, Executive Director, JCC, Howard Neistain, Jane Gellman, Louise Stein and Ruth Cohen (Room 218-JCC)

Dr. Shulamith Elster
March 12, 1993
Page 2

The Jewish Community Center has just received a two year grant from the Helen Bader Foundation to start a family education/staff development program. Jay would like to discuss his plans with you and get your input. A copy of the proposal is enclosed.

I am looking forward to seeing you on March 23.

Sincerely,

Ruth Cohen

Dr. Ruth Cohen
Director, Lead Community Project

RC/nm

enclosure

cc: Barry Holtz

CUE Staff Telecon
March 24, 1993

Page 3

C. Baltimore

A meeting has been scheduled for May 14 at which presentations will be made to a group of community professionals on the work of CUE. SE will meet with the Baltimore team on April 2 to prepare for that May 14 meeting. She will talk with them at that time about the possibility of including meetings with lay people on that May date.

SE and BH have begun to talk with Baltimore about pilot projects. There are some materials on the "teacher specialist" concept which SE will circulate to this group. This project has been funded; the professional advisory committee has met; and this project is under way. Baltimore has received funding to expand Israel programming for teens. [Later: At this stage of the projects, do they qualify as pilots?] Finally, Baltimore is responding to a request by a local synagogue to rethink its supplementary education program.

When SHH calls Daryl Friedman to talk about David Hirschhorn's interest in being involved locally, he will also ask about the status of lay participation in the Lead Community activity.

C. Milwaukee

SE and BH were in Milwaukee for a series of meetings and visits to schools on March 23 and 24. The Milwaukee commission has been established and is planning to work over the next six months through task forces on personnel, supplementary schools, and strategic planning. They are working on developing a pilot project based on the Best Practices in the Supplementary Schools report.

It was noted that a project on staff development on family education through the JCC has been funded for two years by the Bader Foundation. Daniel Bader is enthusiastic about CUE and pleased to be on the board. It was suggested that we begin to develop our relationship with him. It may be that Chuck Ratner could be an effective mentor for him. This will be considered further.

It was reported that Milwaukee has expressed concern about their perception that CUE is not meeting its part of the bargain in the monitoring, evaluation and feedback project. Milwaukee was expecting feedback on the work they have already undertaken and would like that process to begin as soon as possible.

GLUE Staff Telecon
March 24, 1993

Page 4

AH indicated that she was aware of this concern and has spoken with Adam and Ellen about how to proceed. Adam will be in Israel for a meeting with SF and AH on April 8, at which this issue will be discussed. A time table for written reports will be developed then. In the meantime, it was agreed that SE should arrange for Ellen and Roberta to meet with the Milwaukee group in May and to provide oral feedback at that time.

III. Educators Survey

A meeting is scheduled for Monday, March 29 in Baltimore at which the survey is to be drafted. Participants will include Ellen Goldring (Chair), Shulamith Elster, Chaim Botwinick of Baltimore, Ruth Cohen of Milwaukee, and the three field researchers. They will discuss the methodology, content, and logistics of the educators survey. Each participant has received an agenda for the meeting and material for review. The outcome should be a draft survey which will be circulated to this group for quick response. The goal is to have a finished survey by the second week of May in order that it can be administered before the end of the current academic year. It was suggested that the draft also be circulated to local educators for their input.

As noted earlier, Atlanta will not have a representative at the meeting. However, SE will consult with Atlanta staff in advance of the meeting and will keep their issues and counter-issues on the table so discussions proceed.

IV. Progress Report on Beat Practices

- A. The JCCA project is still under way, but has experienced some delay as JCCA moves its offices.
- B. The early childhood project is moving ahead. Participants have submitted their reports and BK is in the process of compiling them.
- C. The campus project began with a meeting with Hillel and will move forward from there.
- D. Conversations have taken place with Bob Hirt and Bob Abramson on the day school project. This is just getting under way.
- E. Preliminary conversations have been held with Jan Wrocher on the possibility of identifying community initiatives on behalf of Jewish education.

It was suggested that with the supplementary school project completed, our current priority should probably be the day schools, with early childhood, the Israel experience, and the JCC following in that order. There was a sense that community initiatives should be postponed while we move forward in the other areas.

Fax Memorandum

TO: Seymour Vox and Annetto Hobbets In
copy to Ginny Levi
FROM: Shulamith Elater
RE: Atlanta/Milwaukee
DATE: March 26, 1993

Update on personnel in Atlanta:

Phil Warmflash will probably be offered the Jewish Educational SERVICES position in Atlanta.

Bob Shorman (currently in San Diego) is being interviewed and is now the prime candidate for the Commission on Jewish Continuity position. He has a MA from JTSA. Sylvia knows him well. He was one of the candidates for the day school job here in Washington. I think Aryeh is also familiar with him and his work.

The enclosed are additional materials from Milwaukee.



MILWAUKEE JEWISH FEDERATION
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recognizing 90 years of service to
the Jewish community

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MEMORANDUM

TO: Commission on Visions and Initiatives in Jewish Education
FROM: Jane Gellman and Louise Stein, Co-Chairs
DATE: March 3, 1998

Thank you for attending the first meeting of the Commission on Visions and Initiatives in Jewish Education and your input on the most pressing issues in Jewish Education in our community.

The excellent attendance and the diversity of the group are testimony to the commitment of the entire community to work together to strengthen Jewish knowledge and ensure Jewish continuity.

We hope that this joined effort will lead towards the creation of a community culture in which: "Judaism is not seen as a chain, but as a charm bracelet, a family heirloom, something to wear, polish and show off ..." (Richard Joel, International Director, National Hillel Foundation).

Along with this memorandum we are enclosing the following:

1. Summary notes of the February 25 meeting.
2. Task Forces participation form for members who were unable to attend the first meeting of the Commission and wish to serve on a task force. Please fill out the form and return it to Dr. Ruth Cohen, Milwaukee Jewish Federation, 1360 N. Prospect Ave., Milwaukee, WI 53202-3094.
3. A copy of "Time to Act" - the report of the Commission on Jewish Education (CIJE).

RC/nm

enclosure

1360 N. Prospect Avenue

Milwaukee, Wisconsin 53202-3094

414-271-0330

FAX 414-271-7003

Betsy L. Green
President

Richard H. Mayer
Executive Vice President



MILWAUKEE JEWISH FEDERATION

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recognizing Barry's involvement
in the Jewish community

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MEMORANDUM

TO: Steering Committee for the Commission on Jewish Education

FROM: Jane Gellman and Louise Stein, Co-Chairs

DATE: February 26, 1993

Thank you for attending the Steering Committee meeting on February 16. We hope that you found Dr. Holtz's presentation both interesting and informative. We are planning to provide opportunities for members of the Steering Committee to continue their dialogue with Barry in the near future.

In the forthcoming weeks, we will focus our efforts on two activities:

1. Organizing the tasks to be done and getting them up and running.
2. Laying the groundwork for the development of the strategic plan utilizing information from CIJE on concurrent national projects that could assist us in the planning process.

Because of this effort and due to our prior travel commitments, the next Steering Committee will be held after Passover. An announcement of this meeting will be mailed well in advance.

Along with this memorandum we are enclosing minutes of the February 16 Steering Committee meeting for your review.

RC/nm

enclosure

1960 N. Prospect Avenue

Milwaukee, Wisconsin 53202-3094

414-271-8330

FAX 414-271-7081

Boby L. Green
President

Richard H. Meyer
Executive Vice President

Commission on Visions and Initiatives in Jewish Education
Thursday, February 25, 1993
7:30 p.m.

SUMMARY NOTES

ATTENDANCE: Daniel Bader,, Steven Baruch,, Jay Beder,, Eliot Bernstein,, Kathie Bernstein,, Maria Bock,, Alan Borsuk,, David Brusim,, Rabbi Lee Buckman,, Dr. Joshua Chorowsky,, Claudia Cohen,, Rabbi Stanley Cohen,, Jeffrey Conn,, Marilyn Eisenberg,, Dr. Shulamith Elster,, Annette Evans,, Jane Gellman,, Norman Cill,, Roberta Goodman,, Betsy Green,, Judy Guten,, Susan Jona,, Nili Landan,, Richard Marcus,, Jeffrey Metz,, Amy Neistein,, Ina Regosin,, James Ross,, Marilyn Ruby,, Gerald Schwartz,, Bonnie Shafraim,, Devorah Shmotkin,, Karen Sobel,, Gerald Stein,, Louise Stein,, Bonnie Sumner,, Jerry Tapper,, Karen Torem,, Rabbi Yigal Tsaidi,, Daniel Weber,, Judith Werlim,, Rabbi Shabee Werther,, and Eve Joan Zucker. Staff: Dr. Ruth Cohen,, Rick Moyer and Howard Neistein.

Louise Stein and Jane Gellman welcomed Commission members and introduced Dr. Ruth Cohen, Milwaukee's Lead Project Director,, Howard Neistein,, the Federation's Community Planning Director,, Dr. Shulamith Elster,, CIJE's Chief Education Officer and Roberta Goodman,, member of the Field Research Team assigned to Milwaukee. Mrs. Stein explained that the primary goals of the meeting were to describe the Lead Community Project,, CIJE's role and to discuss what assistance can be given through the Beit Praatisee Project.

Eve Joan Zucker presented a Jewish segment component of the meeting which discussed the Jewish perspective on "dreams" ((see attached)).

Dr. Elster gave an overview of the genesis of the CIJE explaining that it was a product of a two year study performed by the Commission on Jewish Education of North America. The Commission viewed Jewish Education as a lifelong process essential to helping Jews develop a positive self-image and ensuring Jewish continuity. The Commission asked what kind of Jewish knowledge will children develop and how can communities facilitate Jewish Education being desirable and accessible to all of its members. The creation of the Council for Initiatives in Jewish Education (CIJE) was one of five recommendations that included the following:

1. Recruiting,, training,, maintaining qualified personnel who not only have the appropriate education credentials,, but also demonstrate a personal commitment to Jewish Education and Jewish continuity.
2. Developing a body of research that documents what has been learned about Jewish Education.

3. ~~Developing the means to fund what is currently working.~~
4. ~~Attracting additional Jewish family foundations to funding new initiatives.~~
5. Creating three "living learning community laboratories" demonstrating what can happen when people are serious about improving Jewish Education.

Mrs. Stein presented an overview of changes that have taken place in Milwaukee in Jewish Education over the last ten years. Since 1981, the number of local day schools has increased from one to three. A myriad of professional growth opportunities have been developed. Jewish Education has been adopted with greater intensity by a number of Jewish communal agencies and synagogues, in both formal and informal settings. Collaborative efforts have begun to take shape. Several new resource opportunities have emerged. Mrs. Stein explained that while Milwaukee can be proud of its achievements, there is a long way to go, particularly as financial resources have become strained in recent years and the competition for community dollars has intensified. Through the Lead Community Project, Milwaukee hopes to frame a vision for Jewish Education and a series of communal goals that can help Milwaukee address the challenges that have been presented on both a local and national level. The Project hopes to develop a systemic culture for Jewish Education that provides an environment that is receptive to improvement and views Jewish Education as a lifelong process. While there will be many barriers to overcome, there are many hopeful indicators. There are signs that historical barriers between agencies and organizations are coming down and that the environment is more receptive to collaboration, both nationally and locally. National lay leadership have recognized the contribution to Jewish continuity that can be made by Jewish Education in both formal and informal settings. A number of national foundations have indicated a willingness to invest in new projects if they are done planfully. National organizations have communicated that they are willing and eager to work with Lead Communities. What is needed now is "an act of faith and to move forward, striving towards a higher goal for our community -- attempting to reach systemic change".

Mrs. Gellman reviewed the organizational structure of the Commission on Visions and Initiatives in Jewish Education. The Project will work through three organizational levels: a Steering Committee, the Commission and a series of task forces. The role of the Steering Committee is to manage the process of the Project and its task forces and to develop an outline for a strategic plan for Jewish Education. The Commission at large will identify and set priorities for those critical issues that will be addressed. The Commission will also play a key role in interpreting

information to others in the community and being supportive of efforts that are undertaken. Task forces will be formed around specific issues, and be responsible for gathering necessary data and developing specific programmatic action plans. Mrs. Gellman asked that each member of the Commission participate in at least one task force during the three year project.

Dr. Elster explained that the CIJE will help by Milwaukee to:

1. Review and adapt the results of the Best Practices Project as well as to gain access to key resource people in Jewish Education.
2. Connect with appropriate personnel and programmatic resources from national organizations and training institutions.
3. Provide access and support to national foundations for new projects and initiatives.
4. Provide a documentation and evaluation process that can feed back to the community its progress.

Commission members met in small groups to discuss the most pressing concern in their particular organization. The following is a summary list of the most common concerns raised by members of the Commission:

Concern	Number of Individual Responses
o Family education	18
o Professional development	18
o Teens education	13
o Financial barriers	12
o Commitment (community, family, individuals)	7
o Community wide plan	6

Mrs. Stein explained that the Commission would begin with three task forces, one looking at personnel related issues, one working on the Project's design and strategic plan, and one exploring the Best Practice write-ups on supplementary schools. She encouraged Commission members to sign up for the task force of their choice.

The meeting was adjourned at 9:30 p.m.

HN/nm

attachment

B.. Baltimore

Baltimore is in a ~~harder~~ position than Atlanta because they are well staffed. They are trying to put us on their timetable, but CIJE is succeeding in moving them more quickly than they might like. We are shaping their style.

C.. Milwaukee

Milwaukee is moving most quickly and our challenge is to keep up with the necessary materials and ideas. The relationship with Milwaukee seems to be working well.

D.. Lay Involvement

It was noted that most of the work in the communities so far has involved staff with staff or, on occasion, staff with lay leaders. At some point MLM or perhaps Chuck Ratner should probably visit each community. It was suggested that this would provide the lay people in most communities with a sense of purpose and excitement.

It was suggested that at the next steering committee meeting a plan and timetable for lay involvement with each Lead Community be developed.

IV.. Communication Needs

It was noted that a modest communication plan could be very beneficial for CIJE. This ~~might~~ involve the periodic publication of a newsletter, distribution of documents such as Stu Eizenstat's 1992 GA speech, and similar communications with various publics.

It was suggested that we consider hiring a consultant to work on this for a half to a full day each week. Ideally, this would be someone already familiar with Jewish education who could be up-trained and would be available to help strategize and make contacts with the media while keeping our various publics informed. Steering Committee members are encouraged to submit any suggestions to VFL.

It was agreed that VFL will now arrange to distribute the minutes of the Executive and Board meetings of February 25. Further consideration will be given to what distribution, if any, there should be of the minutes of the Annual Meeting.

Internal communication is being handled through a weekly telecon of CIJE staff.

There was some discussion of the possibility of using JESNA as a distributor of CIJE publications. It was agreed that there are advantages and disadvantages and that this will be considered further in the future.

Vanderbilt College

VANDERBILT UNIVERSITY



NASHVILLE, TENNESSEE 37240

TELEPHONE AREA 615/VIII

(In front of Elliman Building - Box 54 • Direct phone 526-8000)

ATTENTION: ANNETTE HOCHSTEIN-PLEASE HOLD-ARRIVING ON SUNDAY 2/21

TO: ANNETTE HOCHSTEIN

FROM: ELLEN GOLDRING

RE: RESPONSE TO RUTH COHEN in MILWAUKEE

date: FRIDAY, February 19

Please to NY! Adam asked us to prepare these materials for your upcoming visits in the communities, especially Milwaukee.

Roberta and I have drafted a response to Ruth Cohen's specific requests re her role in Milwaukee.

Beyond using our response for your meetings, please let us know if you have any other comments on these drafts as we would like to send them directly to Ruth as well.

I look forward to seeing you in NY. Call if you need anything else or if I can assist in any other way during your visit.

Post-it brand fax transmittal memo 7871

1 of pages 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

To	Roberta Gordon	Ellen Goldring
cc		
From		
Subject		
File	608 231 7871	

FROM

P.001

Reghedy College

VANDERBILT UNIVERSITY



M. A. V. ILLC. TENNESSEE 37240

7.11.88 M 1011 11:11

Department of Educational Leadership - Box 514 • Direct phone 322 8000

February 19, 1993

Dr. Ruth Cohen
Director, Milwaukee Lead Community Project
1360 Prospect Avenue
Milwaukee, Wisconsin 53202-3094

Dear Dr. Cohen,

Thank-you for sharing your ideas about our continued collaboration with the CIJE evaluation team.

We will work closely with you to provide assistance needed to support your efforts in this project. We are prepared to assist with the design of instruments, data gathering strategies, and interpretation of data in your self-study and survey of educators. Given our other responsibilities, we are not able to administer surveys, analyze data or write reports based upon data you collect. We will certainly be happy to consult with those who are analyzing data and to comment on draft versions of your reports.

We will be collecting qualitative data on the professional lives of educators, as well as observing educational programs. We will provide the community with written reports and share information with you on these topics. The reports will also include information about visions for change and community mobilization.

In addition, we look forward to assisting you in developing evaluation components for programs that you will be implementing in Milwaukee. We will work with your local staff and educators to incorporate evaluation as an on-going, routine practice in the Milwaukee Jewish community.

Sincerely,

Ellen Goldring

Ellen Goldring
Associate Director, CIJE Monitoring, Evaluation, and Feedback Project

Dr. Ruth Cohen
 Director, Milwaukee Lead Community Project
 Milwaukee Jewish Federation
 1360 Prospect Avenue
 Milwaukee, Wisconsin 53202-3094

February 19, 1993

Dear Ruth:

Thank you for your thoughtful proposal regarding data collection for the Lead Community project. I particularly appreciate the emphasis on our having a collaborative partnership which underlies your proposal.

I will respond to your proposal first in overarching terms and then in terms of specific requests.

As a CIJE field researcher, I am always available to the community for lending expertise in helping devise research instruments, sharing information about existing questionnaires and evaluation projects, and helping interpret data. Furthermore, I want to help the community make evaluation a normal practice in implementing any Jewish educational program or project.

I will go through your specific requests one by one to help clarify my role. In response to your question III, my comments are as follows:

III. 1. I am able to assist you in the collection of the baseline data for Ia. and Ib rather than being irresponsible for the collection. I can provide assistance by: 1) helping you develop the instrument(s); and 2) helping you interpret the data gathered. Additionally, documenting the professional life of Jewish educators is a major focus of the field researchers' mandate. I will include analysis on the professional life of Jewish educators in my reports to the community.

III.2. I will be happy to consult with you as you analyze the data collected in III.1. I will review and comment on any drafts you write.

III.3. I can assist you in your development of data gathering processes.

III.4. I can make suggestions as you develop instruments for data collection.

III.5. I will document as many of the focus groups as possible.

III.6. I will be happy to consult and provide assistance as you analyze the data..

III.7. I will review and comment on any drafts that you write including preliminary outlines..

III.8. Observing educational programs is an expectation of my on-going role as a field researcher.. I will include my analysis of these programs in my reports to the community..

III.9. At this time,, I am unaware of the status of other CIJE research consultants.. I cannot comment on what assistance they would or would not be able to provide..

I have already provided you with information on I.e.. which asks for assistance in finding out what other communities have done to address personnel issues.. I will continue to provide you with any instruments,, suggestions,, or resources that I happen to come across..

I am excited about working with you on these specific items.. I look forward to our continuing collaboration..

B'Shalom,,



Roberta Goodman
Field Researcher
CIJE Monitoring,, Evaluation and Feedback Project

BY FAX:

**To :: Dr Ruth Cohen
Milwaukee Jewish Federation
Fax # :: 001 414 271-7081**

**From: Shmuel Wygoda
Mandel Institute, Jerusalem
Fax # : 011 972 2 619-951**

Dear Ruth,

Following our telecon from last week, I wish to inform you that I will call you on Thursday April 1st at around 10pm Jerusalem time , i.e. 2pm Milwaukee time.

I look forward receiving your agenda for that telecon .

Best regards,

כל טוב

שמחה



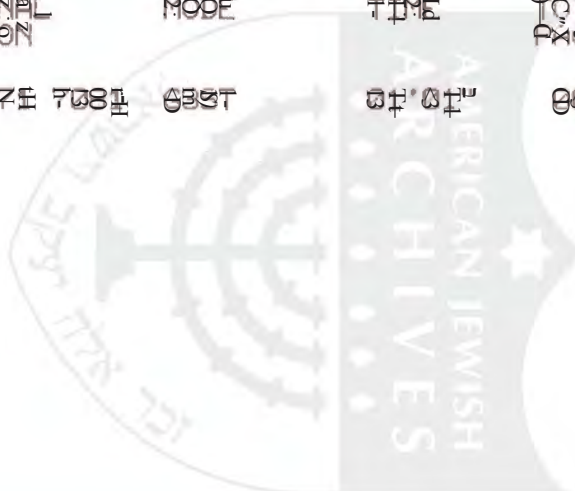
REPORT

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MILWAUKEE JEWISH FEDERATION

1902 - 1992

celebrating 90 years of service to
the Jewish community

February 10, 1993

Virginia Levi
Industrial Foundation
4500 Euclid Ave.
Cleveland, OH 44103

Dear Ginny:

We are looking forward to your visit on Monday, February 22 and to talking with you further about how we can work together to ensure the success of the "Lead Community Project". Listed below are some of the items we would like to discuss.

1. **Planning materials:** At our November meeting in New York, we discussed a number of materials that would be available to Lead Communities to assist in planning for the project, data gathering and interpreting the project to the community (e.g., planning guide, educator survey, press releases, evaluation measures). Thus far, we have not received any of these and are concerned that the usefulness of some of these pieces is limited to specific stages in the organization process.
2. **Consultation:** We were told during the application process that a pool of resource people could be available to our community to lend their expertise to improve our education services and serve as resources to our schools and agencies.. Who are these resource people? How will this process be managed/paid for?
3. While we were fortunate in receiving a one year grant to hire a Lead Project Director, there are a number of items we need funding assistance for to get the project going. What flexibility is there in receiving some assistance from CIJE?
4. While we recognize CIJE is not in itself a foundation, we were told that a number of national foundations would consider initial funding for initiatives as they begin to develop. What is the financing plan that you envision and what kind of communication is there with participating national foundations?

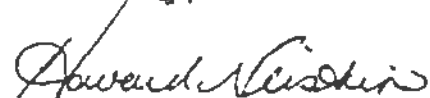
Virginia Levi
February 10, 1993
Page 2

5. How do the different components of the "Lead Community Project" interrelate (e.g., Monitoring and Evaluation, Best Practices, Funding, Consultation and Training)? How do you envision the three communities working together?
6. During our application process we discussed a "Letter of Understanding" that would spell out CIJE's and Milwaukee's expectations and responsibilities. This is important not only in establishing our partnership, but also in interpreting the project to our community leadership. We responded to a draft by mailing our comments to Art Rotman to finalize the agreement. Where are we with this document at this time?

With Shulamith Elster's help, we have made a great deal of progress in the last two months which we are eager to share with you. However, the work has only just begun and we shall need your help to sustain enthusiasm among our various constituents.

I shall look forward to meeting with you on February 22. Let me know your flight arrival time and I shall meet you at the airport.

Sincerely,



Howard Neistein
Community Planning Director

HN/nm

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FROM MIL JEWISH FED

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MILWAUKEE JEWISH FEDERATION

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reigniting 90 years of vitality to
the Jewish community

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February 8, 1993

Dr. Barry Holtz
Director, "Best Practices Project"
CIJE
163 Third Ave. #128
New York, NY 10003

Dear Barry:

I am looking forward to meeting you on Tuesday, February 16. The agenda for the day is as follows:

- 7:30 - 9:00 a.m. Breakfast meeting with friends of Jewish Education in Room 218 at the Karl Campus..
- 10:00 -- 11:30 a.m. Meeting with Jane Gellman, Louise Stein and Ruth Cohen to discuss the use of "Best Practices".
- 12:00 -- 1:30 p.m. Meeting with school principals and agency department heads to discuss the "Best Practices Project" in the MAJE Board Room.
- 2:30 - 3:30 p.m. Meeting with Federation professional staff in the Board Room of the Helfaer Bldg.
- 4:00 - 5:00 p.m. Meeting with Daniel Bader, President of the Helen Bader Foundation in his office.
- 5:45 - 7:00 p.m. Dinner with Ruth Cohen, Jane Gellman and Louise Stein to continue the morning discussion.
- 7:30 - 9:00 p.m. Presentation of "Best Practices Project" to the Jewish Education Steering Committee in the MAJE Board Room.

Dr. Barry Holtz
February 8, 1993
Page 2

We made hotel reservations for you for two nights, Monday, February 15 and Tuesday, February 16 at the Manchester East Hotel, 7065 N. Port Washington Rd. ((414 351-6960)). Your confirmation number is 3161.

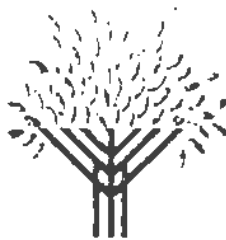
I will call you in a few days to discuss the agenda.

Sincerely,



Ruth Cohen, Ph.D.
Director

RC/mm



MILWAUKEE JEWISH FEDERATION

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*celebrating 90 years of leadership
the Jich'tih community*

February 2, 1993

Roberta Goodman
Field Researcher
149 Nautilus Dr.
Madison, WI 53705

Dear Roberta:

I enjoyed our meeting on Thursday, January 28 and the subsequent telephone conference call.

The enclosed two documents summarize some of the ideas we have discussed regarding data collection and represent the way in which I would like to work in partnership with the CIJE evaluation team.

Sincerely,

Ruth Cohen

Ruth Cohen, Ph.D.
Director, Milwaukee Lead Community Project

RC/nm

enclosure

cc: Dr. Shulamith Elster ✓
Dr. Ellen Goldring

DRAFT**Milwaukee Lead Community Data Collection Needs - January 1993****Date Needed**

- Ia. Study of the Status of Teachers/Educators**
Salaries/Benefits ((comparison with public school when appropriate))
- 4/1/93 Training (Jewish and secular)
Hrs. of work/week
Teaching experience
In service/continuing education experiences
- Ib. Study of Teachers/Educators Attitudes**
Motivation
Career goals
- 4/1/93 Job satisfaction/work environment
Recognition/rewards
Views on "pressing community educational needs"
Administrative support for teachers
- Ic. What Have Other Communities Done to Address Personnel Issues?**
- 3/1/93 ((Information can be obtained through JESNA ((?)))
((Field researcher may have information on data gathering strategy/methodology?))
- Iia. What Jewish Education Programs Are Currently In Place? ((formal and informal))**
- 5/15/93 In areas to be determined by task forces, for example: family programs, teens programs, special populations, etc.

Page 2

11b. How Many Individuals Participate in These Programs?

Formal settings

Informal settings

(MAJE collected data in 1992)

(Census data will be collected in October 1993)

11c. Brief Description of Each of These Programs

3/15/93

III. How Can CIJE Help Us?

1. Collect baseline data (11a.; 11b.)
2. Analyze baseline data and write a report (share report with the Milwaukee Lead Community Project)
3. Assist us in setting up a process of data gathering (11a.)
4. Assist us in development of instruments (other than those needed for collection of baseline data for 11a.; 11b.)
5. Focus groups documentation (11c.)
6. Collaborate on data analysis (e.g., focus groups)
7. Collaborate on report writing (e.g., focus groups)
8. Observe a sample of educational programs; share information with Lead Communities (in particular areas which have been targeted for change)

Page 3

9. Provide consultants for instrument development, data analysis and other data collection needs which can not be adequately met by the Field Researcher

RC/em

Revised 2/2/93

DRAFT

Partnership in Information Gathering
(CIJE; Milwaukee Lead Community Project; MAJE)

Organization	Role/Responsibilities
Milwaukee Lead Community Project	<ul style="list-style-type: none"> o Identify information needs o Decide, in consultation with CIJE, what organization should assume which responsibilities for data gathering. o Facilitate focus groups; analyze and report data (in collaboration with CIJE). o Collaborate with CIJE on design of studies, instrument development and report writing as dictated by the project needs.
CIJE	<ul style="list-style-type: none"> o Establish baseline conditions (collect, analyze and report data) o Respond to requests of Lead Communities for data; both qualitative and quantitative. o Observe a sample of educational programs that are in place; in particular, programs in areas which have been targeted for change. o Share with the Lead Community data which will assist the project in its planning process. o Collaborate with the Lead Community on design of studies, instruments, report writing - as requested by project. o Observe and document focus group process; assist in analysis and reporting of data.

Partnership in Information Gathering
(CIJE; Milwaukee Lead Community Project; MAJE)

Organization	Role/Responsibilities
MAJE	<ul style="list-style-type: none">o Collect census data such as school enrollment by grade and by institution.o Update program participation data.o Analyze above data and write a report.o Assist project in collection of data in educational institutions/organizations.

RC/nm
Revised 2/2/93





MILWAUKEE JEWISH FEDERATION

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recognizing 90 years of service to
the Jewish community

MEMORANDUM

TO: Steering Committee for the Commission on Jewish Education

FROM: Ruth Cohen *RC*

DATE: January 21, 1993

Thank you for attending the Steering Committee meeting on January 18 and for your input on putting together a well balanced list of members for the Commission on Jewish Education. Enclosed please find a summary of the meeting.

The next meeting of the Steering Committee will be held on Tuesday, February 16. Dr. Barry Holtz, Director of the Best Practices Project, will be our special guest. Invitations for the meeting will be mailed under separate cover.

On this occasion, I would like to thank all of you for your warm reception. Your commitment, energy and excitement are very invigorating and will undoubtedly provide great momentum to our project.

RC/nm

enclosure

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To: <i>Dr. Barry Holtz</i>	From: <i>S. E. R.</i>
Co.	Co.
Dept.	Phone #
Fax # <i>FL41</i>	Fax #

Steering Committee for the Commission on Jewish Education
Monday, January 18, 1993
5:30 p.m.

SUMMARY NOTES

ATTENDANCE: Daniel Bader, Maris Bock, Alan Borsuk, Claudia Cohen, Shulamith Elster, CIJE, Jane Gellman, Judy Guten, Stan Jaspan, Rick Marcus, Ina Regosin, Steve Richman, Bonnie Shafrin, Louise Stein, Bonnie Sumner, Jerry Tepper, Eve Joan Zucker and Ruth Cohen and Howard Neinstein, Staff.

I. Welcome/Introductions

Louise Stein introduced Dr. Ruth Cohen, who assumed the position of Director of the Milwaukee Project on January 4 and thanked the Bader Foundation for funding this position.

Ruth Cohen asked the members of the Steering Committee to help her gain access to the organizations they represent by inviting her to the board meetings, staff meetings or other meetings which may be relevant to the goals of the "Lead Community Project".

Louise also introduced Dr. Shulamith Elster, Chief Education Officer for CIJE and thanked her for her ongoing assistance to the Milwaukee "Lead Community Project".

Shulamith has been in Milwaukee five times since last August. The purpose of this trip was to spend time with Ruth, to reinforce the collaborative relationship with CIJE and to provide Ruth with the support she needs.

II. Jewish Segment

Jane Gellman read a segment written by Amnon Shamosh, an Israeli writer. Jane emphasized that our challenge as a community is to create a community "with roots and wings".

III. Creating the Commission

Louise Stein stated that the agenda had two major pieces:

1. Creating the Commission.
 2. Beginning a visioning process with an identification of the Jewish issues that we face as a community and that we can address together as a community.
- A. The Role of the Commission

Louise presented an organizational chart that explained the different functions of the Steering Committee, the

Page 2

Commission and the Task Forces. The Steering Committee will manage the Commission and the Task Forces, will develop an outline for the strategic plan and will serve as a liaison to the Federation and participating organizations. The commission will approve the strategic plan, will set priorities, build consensus and will serve as the communication link with participating organizations. The Task Forces will focus on specific issues, gather information and develop action plans.

It was suggested that the chart would show how staff will work with the Steering Committee, Commission and the Task Forces.

B. Duration of Service

Louise suggested that members of the Commission will serve for 1 1/2 years, until June 1994. At this time, the Steering Committee will review the plan and modify it if necessary.

C. Selection of Prospective Members

Jane Gellman distributed a list of names compiled from recommendations made by members of the Steering Committee. The list was reviewed during the meeting and information was provided about each of the names listed. Members were asked to select 20 names from the list. The two co-chairpersons and staff will later review the recommendations and compile a list of up to 60 names. This list will be mailed to members of the Steering Committee for their review.

It was suggested that each organization will nominate its own representatives.

Both Louise and Jane emphasized that we are looking for people with a community perspective, not a narrow organizational view; people who are able to engage in a process that benefits the entire community.

D. Timeline for Development of the Commission

The first meeting of the Commission on Jewish Education is planned for February 25.

IV. Future Plans

A. The visit of Barry Holtz

Barry Holtz will visit Milwaukee on Tuesday, February 16.

He will meet with professional educators at noon and with the Steering Committee for the Commission on Jewish Education at 7:30 p.m.

V. Visioning ~ Initial Identification of Issues

A. Small Group Work

The group split up into two work groups. The following issues were identified by the two groups.

Group 1 (Louise Stein and Howard Neistein)

1. Continuing experiences beyond the eighth grade level: high school/Israel experiences.
2. Family education: targeting special groups such as interfaith couples, newcomers from the former Soviet Union, day school parents who feel unequipped to reinforce the learning their children are getting.
3. Adult education (not necessarily more adult education offerings, but promoting it and coordinating it throughout the community).
- 218 - 4. Enhancing the teaching profession as a whole.
5. Outreach/marketing Jewish Education/promoting it among those who are not currently involved with it.
6. Special education.

Group 2 (Jane Gellman, Ruth Cohen and Shulamith Elster)

1. Professional development: recruitment, training, retention and compensation.
2. Family education: ways to develop programs in formal and informal setting.
3. Life long education: What programs are available? Where are their gaps?

Page 4

4. Examination of community resources: What is available in the community? Shared vs. competitive resources.
5. Curriculum development: Is it a problem? What is available in the community? What is the quality of existing curriculum?
6. Technology in Jewish Education.
7. Creating linkages among settings: linking formal and informal education; involving day school students in their congregational programs.
8. Financial barriers to educational opportunities.
9. Israel experience: Is this an overall community issue? Formal and informal experiences.
10. What are effective classroom techniques to impact Jewish learning?
11. Post Bar Mitzvah education: educational experiences for high school, college, and adult learners.

RC/nm
1/21/93

January 13, 1993

Roberta Louis Goodman, R.J.E.
901 Waban Hill
Madison, Wisconsin 53711

Dear Roberta:

As you already know, the Helen Bader Foundation, Inc. has become one of the primary sources of funding to the Jewish Community in Milwaukee ("Community") for the support of certain of the Community's educational institutions. We have an interest in pursuing a policy in our Milwaukee Jewish Education grants program which is best suited to the specific needs of the Community. Our approach should be based upon a studied understanding of the idiosyncracies of the Community, its institutions of Jewish education, and our interrelationship with those institutions.

Your ability as a neutral third party observer in the Community could greatly benefit us in achieving one of our goals - clarifying our role in our interactions with the Community's educational and educational planning institutions. I respectfully request that, in your position as the field researcher of the Council for Initiatives in Jewish Education in Milwaukee, you provide us with your assessment on any of the following developments of which you may take notice during the course of your work here:

- 1) the changing role, structure, and efficacy of the Milwaukee Association for Jewish Education, in light of the recent "resignation" of its current executive director, and recent budget decreases;
- 2) the proposed role of the Milwaukee Jewish Federation to undertake the initiative in, and develop a capacity for, planning in the area of Jewish education, both on the part of its personnel, and through its constituent agencies (i.e. Jewish Community Center); and
- 3) the evolving role of the Helen Bader Foundation, Inc. in its interactions with Community educational institutions, and its impact on the choices made by the Community for the allocation of education dollars and as a source of guidance and direction in setting an agenda for Jewish education in the Community.

Roberta Louis Goodman
January 13, 1993
Page Two

I look forward to your input on the role of the Helen Bader Foundation, Inc. during this period of the establishment of Milwaukee as a Lead Community for Jewish Education.

Please feel free to contact me should you have any questions or comments concerning this request.

Sincerely,

Zachary D. Harris

Zachary D. Harris
Program Associate

cc: Daniel J. Bader
Dr. Shulamith R. Elster



Steering Committee for the Commission on Jewish Education
Monday, December 14, 1992
5:30 p.m.

Summary Notes

Attendance: Dan Bader, Brad Bernstein, Maris Bock, Alan Borsuk, Claudia Cohen, Jane Gellman (Co-Chair), Betsy Green, Judy Guten, Zachary Harris, Stan Jaspan, Rick Marcus, Ina Regosin, Steve Richman, Bonnie Shafrin, Louise Stein (Co-Chair), Jerry Stein, Bonnie Sumner, Jerry Tepper, Eve Joan Zucker, and Howard Neistein, Staff.

I. Welcome/Introductions/Opening Remarks

Jane Gellman, Commission Co-Chair, welcomed Committee participants. She explained that in assembling the Steering Committee, an effort was made to include people who have demonstrated a commitment to the community and an appreciation that Jewish Education makes. An attempt was also made to appoint a Steering Committee whose members collectively constitute a balance of perspectives on Jewish Education and have credibility within the Federation and within specific agencies, schools and synagogues. She noted that while each of the members is recognized for having a broad community perspective, that they can enrich the process through their sensitivities toward the institutions and organizations that they are involved in. Mrs. Gellman reviewed the progress to date since the Federation Board had approved Milwaukee's participation in the "Lead Community Project" and thanked the Bader Foundation for its funding support of the Project Coordinator for the first year. She invited all Steering Committee members who were available to participate in the interview process. Committee members requested that there be some standard questions available for Committee members at each interview.

Louise Stein, Commission Co-Chair, presented a Jewish segment piece on the importance of Jewish Education to building community, based upon the writings of Rabbi Irving Greenberg. She noted that a similar segment will be included in each subsequent Committee meetings.

II. Visioning

As a precursor to discussion about organizing the Commission on Jewish Education, Jane Gellman asked Committee members to spend some time talking about what outcomes our community should strive for through the project. She asked Committee members to respond to the following questions:

A. How does someone with a positive Jewish identity behave?

Page 2

- B. What is the role of Jewish Education in contributing to a positive Jewish identity?
- C. What services/programs are necessary to sustain these elements in the community?

Committee members comments included the following:

A. Elements of a Positive Jewish Identity

- A knowledge and a positive feeling towards the State of Israel and a desire to go there.
- Someone who applies Jewish values to daily living.
- A knowledge of Jewish history.
- A sense of bonding with others Jews.
- Participation in the Jewish community.
- Taking responsibility for others in the Jewish community - K'lal Yisrael.
- Growth through Mitzvot.
- Carrying one's Judaism into the community.
- Active studying of Judaism.
- Jewish pride.
- Identification through the Hebrew language.
- Being able to define why it is important to be Jewish.
- Maintaining a Jewish home.
- Raising Jewish children.
- Desire to perpetuate Judaism.

B. Role of Jewish Education

- Motivates a desire for Jewish identity.
- Respect for Jewish learning.
- Education should lead to doing.
- Imparting Jewish knowledge - "Ignorance is a barrier to education".
- Having a basic set of skills to lead a Jewish life.
- Giving one a sense of comfort in different Jewish community settings.

C. Communal Opportunities

- Institutions that compliment one another.
- An organization that manages the overall structure.
- Funding.
- A variety of institutions serving different age groups such as high schools, day schools, preschools, adult education and synagogue schools.
- An opportunity to come together in a Jewish communal setting.

Page 3

- An opportunity for every person to experience Israel.
- A diversity of programs that respond to different needs in the community.
- A desire for the pursuit of excellence.
- Qualified personnel in all settings.
- Education that is both affordable and accessible.
- Supplemental opportunities to public schools.
- Support for Jewish Education in the community and a general feeling that holds learning in high esteem.
- Opportunities that engage people throughout their lifetime.

III. Mrs. Stein presented a model for organizing the Commission on Jewish Education and outlined roles and responsibilities undertaken by the Commission as a whole, the Steering Committee and various Task Groups that would be created throughout the process. The model envisions a relatively large body of people that who constitute the Commission.

Roles and responsibilities include:

1. Primary issues in improving Jewish Education and setting priorities for addressing them.
2. Defining what Task Groups are to be formed to address specific issues.
3. Adopting an overall 5 year plan and an implementation plan for each year.
4. Monitoring and evaluating progress of the Project as a whole.
5. Identifying sources and approaches for potential funding.
6. Communicating progress and results to the community groups in an effective manner.
7. Marketing involvement for the process.
8. Advocating the importance of Jewish education to the community as a whole.

The Steering Committee would focus its attention on the Commission's process. Specific responsibilities include:

1. Organizing the Commission and framing its work plan.

Page 4

2. Keeping the Commission focused so that results are achieved.
3. Serving as a liaison to the Federation.
4. Problem solving/agency relations.

During the process, different Task Groups would be formed around specific issues. Their responsibilities would include:

1. Defining the problems and opportunities associated with specific issues.
2. Analyzing the issues and the community's ability to address them.
3. Identifying goals and objectives for intervention.
4. Proposing strategies/program initiatives (possibly in conjunction with "Best Practices").
5. Identifying a method of evaluation.

Mrs. Stein emphasized that one of the goals of the Project is to engage as many people within the community as possible both through the formal structure and activities such as focus groups, open meetings, interviews and surveys. It is hoped that the Project will facilitate gaps in service and strengthen what is already in place.

In organizing the Commission, the following questions were addressed to the Steering Committee:

1. What should be the size of the Commission? How is representation on the Commission balanced with its ability to function?
2. How are professionals utilized throughout the process?
3. What is the process for selecting Commission members?
4. What decision making authority is given to the Commission as a whole, to the Steering Committee and to individual Task Groups?

A number of Committee members responded that the Commission should be as inclusive as possible and might even be redefined as a Consortium. Its primary function would be to build consensus and to communicate to the community as a whole. Since there would be no "cap" on the size of the Consortium,

Page 5

it was felt that either the Steering Committee would in effect be the ultimate decision making body. Others felt that while membership on the "Consortium" would involve a larger group of people, that withholding decision making authority to the group would detract from the quality of participation and the ultimate ownership of changes proposed through the Project. Concern was also expressed about perceptions by the stakeholders that actual decisions were being made behind "closed doors". They felt that while the Commission as a whole may be larger than is traditionally thought to be effective in decision making, it still must be empowered to do so.

It was agreed that the Steering Committee's first job would be to form the larger Commission/Consortium and that the actual model be further discussed at its next meeting on Monday, January 18, 5:30 p.m. Committee members were asked to begin compiling names to be involved in the process as a whole and discussion would focus at the next meeting on how people's energies could be best utilized. It was noted that the input of names to the process required consultation with a broader base of people that are currently on the Steering Committee. It was also pointed out that the consultation process to form the Commission could be an opportunity to help build support for the Project. The question of authority for decision making will be discussed further. Further instructions and materials are to be distributed prior to the next meeting.

HN/nm
12/16/92

Steering Committee - Commission on Jewish Education

Jane Gellman *Co-Chair*
3535 N. Summit Ave.
Milwaukee, WI 53211

Betsy Green
Enterprise Magazines
1020 N. Broadway #111
Milwaukee, WI 53202

Bonnie Sumner
3823 N. Lake Dr.
Milwaukee, WI 53211

Louise Stein *Co-Chair*
2510 W. Dean Rd.
Milwaukee, WI 53217

Judy Guten
400 E. Juniper Ct.
Mequon, WI 53092

Mr. Jerry Tepper
Tabak & Tepper, S.C.
8131 W. Capitol Dr.
Milwaukee, WI 53222

Mr. Daniel Bader
Helen Bader Foundation
777 E. Wisconsin Ave. #3275
Milwaukee, WI 53202

AMERICAN JEWISH
ARCHIVES

Mr. Stan Jaspan
6590 N. Crestwood Dr.
Milwaukee, WI 53209

Eve Joan Zucker
4856 N. Bartlett Ave.
Milwaukee, WI 53217

Dr. Brad Bernstein
270 Nob Hill East
Colgate, WI 53017

Mr. Richard Marcus
6538 N. Bethmaur Lane
Milwaukee, WI 53209

Maris Bock
9494 N. Fairway Circle
Milwaukee, WI 53217

Ina Regosin
9580 N. Regent Rd.
Milwaukee, WI 53217

Mr. Alan Borsuk
3378 N. 51st Blvd.
Milwaukee, WI 53216

Mr. Steve Richman
Quarles & Brady
411 E. Wisconsin Ave.
Milwaukee, WI 53202

Rabbi Lee Buckman
1834 W. Edward Lane
Milwaukee, WI 53209

Bonnie Shafrin
1630 W. Greenbrook Rd.
Milwaukee, WI 53217

Claudia Cohen
6540 N. Atwahl Dr.
Glendale, WI 53209

Mr. Gerald Stein
Towne Realty, Inc.
710 N. Plankinton Ave.
Milwaukee, WI 53217