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CIJE correspondence and meetings. Lead Communities
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MEMORANDUM

To: Tim Hausdorff

From: Art Naparstek

Date: July 16, 1993

Subject: Progress Report on Advance Management Training Program for Day School Administrators

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Shulamith Elster carried out a needs assessment in three lead communities. She spoke with a representative group of administrators, and, based on these discussions, is recommending that the proposal be organized along the lines of seven program elements. They are as follows: Financial Resources, Planning, Managing the School's Human Resources, Governance, Working with Parents, Marketing the Day School, and Building Volunteerism.

Currently, I am discussing Shulamith's findings and the draft proposal you have considered with three CIJE staff members: Ellen Goldring, Gail Dorph, and Barry Holtz. Each educator brings a very unique perspective to the building of a high quality management/leadership development program for senior administrators in Jewish education. For example, Ellen Goldring is at the Vanderbilt University Department of Educational Leadership and is involved in the overall evaluation of the implementation program in the lead communities. Her expertise is in both evaluation and educational leadership for teachers and administrators. Gail Dorph has her PhD from the seminary and is the Director of the Finngerhut School of Education, University of Judaism. She will be joining CIJE on a full-time basis this August. Her expertise is in training teachers and principals. Barry Holtz, who I am sure you know, is the Co-Director of the Melton Research Center for Jewish Education and Associate Professor in the Department of Jewish Education at the Seminary. Barry has joined CIJE on a full-time basis as well.

I am working with this team to put together a revised proposal for your consideration. I have also discussed the question of obtaining a match from another funding source with Mr. Mandel and Mr. Zucker.

I feel confident that with the CIJE staff, we can organize an outstanding management training program that will support the vision that you and Mr. Joseph have for Jewish Education. I am optimistic that we will be able to submit a proposal by mid-September.

Please do not hesitate to get in touch with me should you have any questions.

cc: Mort Mandel
Henry Zucker

This is SRE's response to
an assignment to check with
leadership in the LCo on their
priorities for leadership training.
ASN is to use to revise proposal.

2/2/93
6/24/93

Art-

Proposal now has only 7
program elements - This based
on conversations with not all
but representative heads from
all 3 communities.

I've remembered them in
personity, order so that we could
ever deal differently with the
last 2 if we only wanted
a 3 day institute or even
a 11 - 16.

Priority

1. Financial Resources
 2. Planning.
 3. Managing the School's Human Resources.
 4. Governance.
 5. Working Unit Points.
-
6. Marketing the Day School.
 7. Building Volunteerism

the opportunity to build the management capacity of Day School administrators in the community change process. In describing its "blueprint for the future", A Time to Act, the report of the Commission on Jewish Education in North America, called for the creation of "an inventory of best educational practices in North America". The Best Practice Project offers another dimension to the management training program. The goal will be to integrate Best Practice cases in all aspects of the management training.

The Lead Communities also offer a rich array of Jewish Day Community and Denominational Schools. There are twenty schools in the three communities representing each of the denominations. The management program will target all senior administrators in each of the schools. (See Appendix A for a listing of the Schools by community.)

II. ORGANIZATION OF THE CURRICULUM

The generic content areas will encompass a wide range of knowledge and skills important to Day School managers. Key to the training effort will be the interdenominational nature of the demonstration, as well as defining the curriculum in a community building and change context by using case studies drawn from the Best Practice Project.

Chief among the content are:

Governance

Director
~~Board - head master relations~~

~~Structure of boards~~

~~Responsibilities of board~~

~~Board composition~~

~~Recruitment of board members~~

~~Training and supervision of board members~~

~~Evaluation of board performance~~

Building Volunteers

ism
~~Recruitment of volunteers~~

~~Training of volunteers~~

~~Supervision of volunteer leadership~~

~~Supervising volunteers~~

~~Rewarding and recognition of volunteers~~

Working with Parents

Effective
~~Communication~~

~~How to structure appropriate involvement~~

Managing Human Resources (1)

~~Employment (hiring) policies and practices~~

~~Job description development~~

~~Grievance system development~~

~~Performance evaluation approaches/systems~~

The School's Managing Human Resources

Leadership/management styles
Problem-solving ~~approaches and methods~~
Decision-making ~~approaches and methods~~
~~Delegation approaches and methods~~
Supervisory ~~approaches and methods~~
Staff development ~~approaches and methods~~

Clinical Supervision

Developing Financial Resources

Identifying sources of funding
grants
foundations

new

~~Diversifying fund base~~

Developing effective proposals

~~Conducting annual campaigns~~

~~Conducting specific grant campaigns~~

~~Conducting specific events campaigns~~

~~Conducting special events fund-raisers~~

Financial Management

Managing Financial Resources (2)

Basic concepts of accounting in Day Schools

Budgeting

Types of budgets

Purposes of budgets

Financial report development

Financial report analysis

Omit

Planning in Day Schools

Types of planning

Long range

Strategic

~~Operational~~

planning for the

combine

Marketing in Day Schools

Marketing Strategies

Public Relations

Newsletters

Publicity

The

and Print Materials

The foregoing content areas are somewhat generic to the operations of all Day Schools. The directions charted out during the initial year of the Demonstration Program will emerge into sharper delineations as course content is defined, implemented and evaluated.

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Council for Initiatives
in
Jewish Education

Date sent:

Time sent:

No. of Pages (incl. cover):

To: Annette Hochstein, Seymour Fox
Shmuel Wygoda
Organization:

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Comments:

Oriana,
Here are the last 3 pages
of the assignments plus
the February board meeting
minutes.

MEB

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this transmission, please call:
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- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

T3890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE WYGODA ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review the camper calls outline and related talking points and suggest Israeli team's revisions to VFL.		SW	6/30/93	7/6/93	
2.	Provide VFL with details on telecon for the Israeli team with Baltimore staff.		SW	6/30/93	7/6/93	
3.	Ask AG to prepare a report on progress and plans for the second year of the Monitoring, Evaluation & Feedback project.		SW	6/30/93	8/1/93	
4.	With VFL, draft a written progress report to be sent to the board in early August.		SW	6/30/93	8/1/93	



- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Establish a finance committee.		MLM	4/7/93	7/15/93	
2.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer		MLM	2/25/93	7/15/93	
3.	Visit with Erica Jesselson to get her on board to support CIJE.		MLM	6/17/93	8/31/93	

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Write condolence letter to Claire Rottenberg.		HLZ	6/30/93	7/2/93	
2.	Encourage MLM to invite a Jesselson family representative to August 26 board meeting.		HLZ	6/30/93	7/6/93	
3.	Schedule a telecon of MLM with Gershon Kekst to discuss CIJE.		HLZ	4/29/93	7/6/93	
4.	Talk with MLM about the advisability of negotiating with JCCA for office space in New York.		HLZ	6/30/93	7/6/93	
5.	With SHH, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.		SHH	6/8/93	7/15/93	
6.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Mandell Berman b. John Colman c. Maurice Corson		HLZ	2/25/93	7/15/93	
7.	Invite a small group of people to meet with MLM at the Quarterly for a CIJE update.		HLZ	5/19/93	7/31/93	
8.	With VFL, prepare C. Ratner to report on Lead Communities at board meeting.		HLZ	6/17/93	8/15/93	
9.	Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi Chai, Wexner and other funders.		HLZ	1/28/93	TBD	
10.	Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.		HLZ	3/24/93	TBD	

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

Attendance

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

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

I. Opening Remarks

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

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

II. Monitoring in the Lead Communities

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

A. Rationale

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

The objectives of the project are as follows:

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

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

B. Content and Early Focus

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

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

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

1. Introducing the field researchers to the communities--helping them to learn about the communities and establishing an effective relationship with the communities.
 2. Focusing the content on launching and gearing up the process.
 3. Emphasizing the CIJE goals of working with personnel and community mobilization.
 4. Helping each community to believe in the importance of evaluation.
- C. As a demonstration of the kind of interviews being undertaken in the communities, Dr. Goldring then conducted an interview with Ms. Goodman.
1. Who are the researchers and how are they working in Lead Communities?

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

2. What is the researcher's role?

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

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

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

4. How was entry into the communities negotiated?

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

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

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

C. Discussion

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

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

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

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

III. Concluding Comments

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

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in
Jewish Education

Date sent: 7/21 Time sent: 8:05 No. of Pages (incl. cover): 15

To: Annette Hochstein, Seymour Fox
Shmuel Wygoda
Organization:

From: Ginny Levi

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Comments:



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216-391-1852

MINUTES: CIJE Staff Teleconference

DATE OF MEETING: June 30, 1993

DATE MINUTES ISSUED: July 1, 1993

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

COPY: Morton L. Mandel

I. The minutes and assignments of June 16 were reviewed.

- Assignment A. SE is completing the needs assessment requested by the Jim Joseph Foundation and will send a copy to Israel.
- Assignment B. SF is scheduled to talk with David Blumenthal of Emory University in Switzerland in mid-July.
- Assignment C. BH will take over SE's camper assignments, including David Teutsch in place of Arthur Green. It was suggested that Gail Dorph be asked to take Billie Gold.
- D. SF has drafted a letter outlining the Blaustein grant and has sent it to David Hirschhorn for comment. It is anticipated that this will be resolved in time to announce the grant at the August board meeting.
- E. The position description for Barry Holtz will be completed by the conclusion of the staff seminar in August.
- F. HLZ was encouraged to follow up with MLM to suggest a phone call to Gershon Kekst as soon as possible. Mr. Kekst is scheduled to meet with SF in Israel in early July. It was felt that it would be helpful if MLM would speak with him prior to that meeting.
- Assignment G. It was suggested that it is important for us to maintain a good relationship with the Jesselson family and to keep that family represented on the CIJE board. HLZ will follow up with MLM and encourage him to invite someone from the Jesselson family to the August meeting. It was suggested that this is a high priority item.
- Assignment H. BH will discuss with SF the advisability of involving each of the movements in the day school Best Practices project.

It was suggested that development of a schedule for keeping board members informed and communicating more broadly about the centrality of personnel and community mobilization are issues for the August staff meeting.

ace

August 26 Board Meeting

Contacts with Campers

A draft outline for camper calls had been distributed and was discussed briefly. It was agreed that Israel will review the outline and related talking points and suggest revisions to VFL by 7/6/93.

ill

ard

Assuming Marvin Lender agrees to join the board, SHH will be his counselor.

Lead Communities Presentation

It was suggested that VFL draft a letter from MLM to the lay chair of each Lead Community, inviting them to the August 26 meeting, asking them to be prepared to share brief remarks, and promising to be in touch regarding specifics closer to the time of the meeting.

ngs

Materials to be mailed in advance

1. BH will prepare a progress report on Best Practices.
2. SW will ask Adam Gamoran to prepare a report on progress and plans for the second year of the Monitoring, Evaluation & Feedback project.
3. VFL and SW will draft a progress report which will emphasize advances which have been made since January with the Lead Communities and staffing changes. Reference will be made to the educators' survey.
4. It was noted that a paper on Best Practices in early childhood may be ready for distribution at the meeting, but is unlikely to be ready in time to mail in advance.
5. It was suggested that the educators' survey questionnaire be made available at the meeting.

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Other upcoming meetings

Staff seminar

It was agreed that a meeting of the staff will be held in New York on August 19 and 20. HLZ will talk with MLM about the advisability of negotiating with JCCA for office space in New York. Depending on the

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V. Status reports on Lead Communities

A. Atlanta

Lauren Azoulai will meet with the Israeli team on July 8.

It was reported that Claire Rottenberg's father recently passed away. HLZ will prepare a condolence letter from CIJE.

Assignment

B. Baltimore

The Israeli team and SHH met with Darrell Friedman in Jerusalem. The conclusion was that Friedman will take a greater role in the project and is serious about seeing that it moves forward. Chaim Botwinick is to be in charge and the lay leader is now in place.

A telecon is to be scheduled for the Israeli team with the Baltimore staff to discuss next steps in moving the project forward. SW will provide the details to VFL who will make the arrangements.

Assignment

C. Milwaukee

There was a meeting of the Milwaukee commission on June 16, attended by SE and Daniel Pekarsky. Jonathan Woocher lead a session on "visioning." It was noted that the activity was interesting, but did not meet the expectations of either the community or our staff. Pekarsky will submit a more detailed written report.

VI. The next telecon is scheduled for Wednesday, July 14 at 9:00 a.m. SHH will be in Philadelphia and will try to arrange his schedule so that he can participate.



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE DORPH ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board member in preparation for August 26 meeting and send brief report to VFL: 1. Billie Gold		GD	6/30/93	7/15/93	





- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft a letter to David Hirschhorn for review by SHH, MLM, and HLZ indicating our understanding of his interest in CIJE.		SF	3/24/93	7/10/93	
2.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset d. Florence Melton e. Isadore Twersky		SF	2/25/93	7/15/93	
3.	With AH and BH, draft a job description for Barry Holtz.		SF	5/19/93	8/19/93	
4.	With SHH, develop a plan for involving denominations in each Lead Community process.		SF	3/31/93	TBD	



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CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE

HOCHSTEIN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Redraft PERT chart on which clear milestones for CIJE are highlighted.		ARH	5/14/93	7/9/93	
2.	Draft CIJE organization chart.		ARH	6/17/93	7/9/93	
3.	Work with CRE Foundation to clarify relationship of Israel experience programs to Lead Communities.		ARH	1/28/93	7/15/93	
4.	Draft a mission statement for the Lead Communities project.		ARH	5/19/93	7/15/93	
5.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch		ARH	2/25/93	7/15/93	
6.	With VFL, develop plan to support each item on the CIJE PERT chart.		ARH	5/19/93	7/31/93	
7.	With SF and BH, draft a job description for Barry Holtz.		ARH	5/19/93	8/19/93	



- ☐ ASSIGNMENTS
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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE A HOFFMANN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/17/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With ARH, prepare time line and action plan for CIJE.		AH	6/17/93	8/15/93	



- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE S HOFFMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Encourage Howard Neistein to attend the Lead Communities seminar.		SHH	6/30/93	7/15/93	
2.	With HLZ, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.		SHH	6/8/93	7/15/93	
3.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Charles Goodman b. Marvin Lender c. Norman Lipoff d. Charles Ratner e. Bennett Yanowitz		SHH	2/25/93	7/15/93	
4.	With Alan Hoffman, confer by telephone with chief professional of each Lead Community to encourage them to interview Senior Educators.		SHH	5/19/93	TBD	
5.	With SF, develop a plan for involving denominations in each Lead Community in CIJE.		SHH	3/31/93	TBD	
6.	Propose to MLM that he talk with Roy Hoffberger about the Lead Community process in Baltimore and provide an outline of discussion points.		SHH	3/24/93	TBD	

- ☐ ASSIGNMENTS
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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Discuss with SF the advisability of involving each of the movements in the day school Best Practices project.		BH	6/30/93	7/6/93	
2.	Prepare a memo summarizing proposal on distribution of CIJE materials.		BH	5/28/93	7/15/93	
3.	Brief David Teutsch, new CIJE board member.		BH	6/16/93	7/15/93	
4.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Gerald Cohen - done b. Susan Crown c. Neil Greenbaum d. Thomas Hausdorff e. Mark Lainer - done f. Matthew Maryles g. David Teutsch		BH	6/30/93	7/15/93	
5.	Prepare a progress report on Best Practices.		BH	6/30/93	8/1/93	
6.	With SF and ARH, draft a job description for Barry Holtz.		BH	5/19/93	8/19/93	
7.	Work with Atlanta on filling the position of Director of the Lead Community project.		BH	6/16/93	12/93	
8.	Prepare suggestions for how to proceed with pilot projects in Atlanta.		BH	3/5/93	TBD	
9.	Begin work with Baltimore on a pilot project.		BH	3/5/93	TBD	
10.	Work with Milwaukee on pilot projects.		BH	4/29/93	TBD	



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

73800 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft letters inviting Lead Community lay leaders to the August 26 board meeting.		VFL	6/30/93	7/2/93	
2.	Prepare invitation letters to Lead Communities joint seminar.		VFL	6/30/93	7/2/93	
3.	Check travel options and make a recommendation on starting time for Lead Community seminar.		VFL	6/30/93	7/2/93	
4.	Prepare a matrix of current and potential funders and staff assignments.		VFL	6/17/93	7/9/93	
5.	Prepare a matrix of pending grant requests.		VFL	6/17/93	7/9/93	
6.	Call Joan Strauss, CJF, re: schedule of GA meetings for the purpose of scheduling Lead Communities seminar.		VFL	6/30/93	7/14/93	
7.	After receiving details from SW, arrange a telecon for Israeli team to discuss with the Baltimore staff the next steps in moving the project forward.		VFL	6/30/93	7/15/93	
8.	With ARH, develop plan to support each item on the CIJE PERT chart.		VFL	5/19/93	7/31/93	
9.	With SW, draft a written progress report to be sent to the board in early August.		VFL	6/17/93	8/1/93	
10.	Plan to discuss letters of agreement for the Lead Communities. Consider including our expectations regarding the sort of lay and professional involvement we expect.		VFL	4/7/93	10/1/93	
11.	Schedule a telecon with Executive Committee members following a meeting of presidents and executives of partner organizations.		VFL	2/25/93	TBD	
12.	Develop a communications program: internal; with our board and advisors; with the broader community.		VFL	4/7/93	TBD	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Establish a finance committee.		MLM	4/7/93	7/15/93	
2.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer		MLM	2/25/93	7/15/93	
3.	Visit with Erica Jesselson to get her on board to support CIJE.		MLM	6/17/93	8/31/93	

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Council for Initiatives
in
Jewish Education

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To: Annette Hochstein, Seymour Fox
Shmuel Wygoda
Organization:

From: Ginny Levi

Phone Number:

Phone Number:

(216) 391-1852

Fax Number:
0119722 619 951

Fax Number: (216) 391-5430

Comments:

Dear Friends,

- ① I have your note on the need to reschedule the Sept. 15 CISE Steering Committee. MLM proposes 7:30 a.m. (EDT) on Sept. 22. How would that be?
- ② Seymour - you can reach Marty Lipset at 415-723-4741. That's Pacific time.
- ③ Aug. retreat in Milw. rescheduled to Oct. 10. If we want input into who guides their visioning process, we should respond soon.
- ④ Helfand doesn't feel ready for telecon on planning. SHH will follow up.

Ginny

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this transmission, please call:

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Council for Initiatives
in
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Shmuel Wygoda
Organization: From: Ginny Levi
Phone Number: Phone Number: (216) 391-1852
Fax Number: Fax Number: (216) 391-5430
0119722 619 951
Comments:

Dear Oriana,
Attached are the agenda for our telecon
on Thurs. , which I understand will be to 618-728, +
BH draft.
Please be sure participants have a chance to
read the draft letter from Barry so they can
be ready to react.

Also - - could you please check the status
of a bio and CV on Alan? Shmuel thought it
had been sent, but I haven't received
anything. I need them for MLM's telecon
with the search committee.

Thanks,
Ginny

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this transmission, please call:
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DRAFT 7/19/93

AGENDA
CIJE STAFF TELECON
July 22, 1993
9:00 AM (EDT)

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

Assignment

- I. Review minutes of June 30 VFL
- II. Review assignments of June 30 VFL
- III. Aug. 26 Board Meeting
 - A. Contacts with campers VFL
 - 1. Status of calls
 - 2. Reassign Billie Gold - for this meeting, only
 - B. Status of materials to be mailed in advance SW
 - C. Materials for meeting books VFL
 - 1. Minutes of Feb. Board meeting
 - 2. Progress Report
 - 3. Gamoran and Holtz reports
 - 4. Board and Staff lists
- IV. Staff meeting VFL/SW
 - A. Times: 10 am on 8/19 to 4 pm on 8/20
 - B. Location: American Friends of Hebrew University?
 - C. Agenda
 - D. Attendance
- V. Lead Communities Joint Meeting ARH
 - A. Jerusalem simulation
 - B. Status of agenda planning
- VI. Discuss BH draft letter to Rachel Cowan BH

VII. Status reports on communities

Team

A. Atlanta

B. Baltimore

C. Milwaukee

VIII. Schedule next telecon

VFL

Thurs., July 29, 9:00 am (EDT)



DRAFT

July 19, 1993

Rabbi Rachel Cowan
The Nathan Cummings Foundation
1926 Broadway
Suite 600
New York, NY 10023

Dear Rachel,

I am writing on behalf of the Council for Initiatives in Jewish Education (CIJE) to report on the current status of the Cummings Foundation grant (ref. #4723) which was awarded to us beginning December, 1992.

As you know, I am the director of the CIJE Best Practices Project and therefore I am responsible for carrying out the project outlined in the grant. Let me describe the progress of the project up to this point:

As the CIJE has begun its work in the three Lead Communities (Atlanta, Baltimore and Milwaukee), one of the most exciting elements of our presentation, from the point of view of the three sites, has been the Best Practices Project. All of the communities believe that change is needed in their communities and all are hopeful that the Best Practices Project will give them insight into the ways that success might be achieved.

As you know the first focus of the project has been the supplementary school. The reasons for aiming our efforts in this direction are clear: a) the vast majority of Jewish children in America receive their Jewish education in the supplementary school; b) virtually everyone feels a need to improve the institution in significant ways; c) best practice in this area can point the way toward change and improvement. The idea of the project, as described in our grant proposal to the Cummings Foundation, was 1) to discuss the elements of successful supplementary schools with a group of experts; 2) send experts to visit examples of such successful practice; 3) write up those examples and then 4) to begin the process of introducing change into the three Lead Communities.

The grant called for completion of these elements by the conclusion of year one. I am happy to report that we have now been at work on this project for eight months and are moving forward in a steady and effective way.

A group of experts was gathered together to discuss the issue of best practice in the supplementary school. The group included, along with Dr. Shulamith Elster and myself:

Dr. Isa Aron (HUC-Los Angeles)
Dr. Sherry Blumberg (HUC-Los Angeles)
Ms. Gail Dorph (University of Judaism, Los Angeles)
Dr. Samuel Heilman (Queens College, NY)
Ms. Carol Ingall (Melton Research Center and BJE, Providence, RI)
Ms. Vicky Kelman (Melton Research Center and Berkeley, CA)

Based on that meeting I then wrote a guide for looking at Best Practices in the Supplementary School. A team of report writers was assembled and assignments were given to the team to locate both good schools and good elements or programs within schools (such as parent education programs). The report writers were:

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

We now have reports on eight schools as written up by the group members and these have been published in draft form. I want to indicate that in our view this is only the first step of a publication process and the draft was originally intended for internal use of the CIJE only. To our surprise (and perhaps we were naive not to anticipate this!) when the word about the reports began to circulate, the CIJE felt it could not keep the reports as an internal matter and a draft version was prepared for more general circulation.

In the future we would like to see more schools and programs included in the inventory as well as reports that would describe the best practices in more depth than was possible in the publication currently available.

I included an essay as an introduction to the draft which tried to summarize what might be learned about successful practice in the supplementary school from the Best Practices Project up to this point.

As I point out in the introduction, the first results indicate that, indeed, there are successful supplementary schools and we are finding representative places that are worth hearing about

and seeing. In the spirit of Professor Lee Shulman's talk at the 1991 CJF General Assembly, we have discovered real examples that "prove the existence" of successful supplementary schools. These are sites that people in the Lead Communities can look at, visit and learn from.

The final phase of year one-- introducing change into the three Lead Communities-- has also now begun. During the past spring I visited each of the communities and had extensive meetings with local Federation professionals, lay leadership, rabbis and Jewish educational professionals in the local supplementary schools. There is a great hunger in these communities both for information and for help. I have spoken at public meetings of lay and professional groups and have begun to prepare the groundwork for actually introducing the principles learned from the models of excellence documented in the Best Practices Project.

As the fall begins we hope to introduced a set of "pilot projects" in the local communities, using the wisdom of the best practice models-- these might include projects around rabbinic support of supplementary schools, parent educational programs and teacher education models.

With all this progress, we must also report on some of the inhibiting factors that will have to be addressed as the project moves forward. One thing that we have learned in this work-- or perhaps re-learned-- is something we knew already from all the research in general education: change is a slow process, even where people genuinely want to change and improve. When one adds the complicating factors of complex organizational structures such as synagogues, denominational issues that are always present and the inherent issues of Federation-Synagogue relations, it has been clear to us that the process must be nursed along with considerable attention and care.

However, we remain optimistic that change is possible when people of good will want it to happen and this is something we certainly are seeing the three Lead Communities. We have been encouraged particularly by the enthusiasm and support of the lay leaders in the communities and see them as our best allies for change. Next year I hope to meet with groups of lay and professional leaders to begin presenting specifically on the findings of our supplementary school project. We see this as a kind of educational "seminar" for Jewish educational leadership. The idea for such a seminar has been well received in the communities.

The Council for Initiatives in Jewish Education is appreciative of the support that the Nathan Cummings Foundation has afforded us. We look forward to keeping you informed of our progress. I hope that you and I can meet (if possible with my colleague Art Naparstack) to discuss these matters face to face.

In addition I had the following idea that you might want to consider: Would you be interested in my presenting some of the findings of the Best Practices Project in the supplementary school to the appropriate Board members of the Cummings Foundation? Since the Foundation has expressed a great deal of concern about the area of supplementary schools, it might be something that they would find of interest. Let me know if you'd like to explore this possibility.

Thanks once again for your support.

Warmest wishes,

(Dr.) Barry W. Holtz



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Council for Initiatives
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Shmuel Wygoda
Organization:

From: Ginny Levi

Phone Number:

Phone Number:

(216) 391-1852

Fax Number:

0119722 619 951

Fax Number:

(216) 391-5430

Comments:

Attached are various documents. I'm trying to hold all non-urgent faxes and send once at the end of each day.

Stu Neidus plans to be in Israel Oct. 24-28 to work with you. He was one of the people asking for your schedule. He'd like a chance for a preliminary meeting with ARH before then, if it can be arranged. He might be able to coordinate with your time in NY, if you don't come to Cleveland.

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ose nae
Ginny

Amory

Please make your own reservations at:

own reservations at:
Doubletree Inn at the Colonnade
4 West University Parkway
Baltimore, MD 21218
Phone: 410-235-5400
FAX: 410-235-5572

single room is \$75.00. Rooms are being
 RATED. Rooms will be held until July 23.
 reservations by that date. Individuals sh
 tly. As indicated earlier, all meetings
 101 West Mount Royal Ave., Baltimore, M
 n Botwinick and his staff are hard at wo
 s are met. Meals will be kosher. Howev
 ary needs, please let me know.

I

MEMO TO: Participants in August Lead Communities Meeting
FROM: Virginia F. Levi
DATE: July 15, 1993
COPY TO: Chaim Botwinick

A block of rooms has been reserved for Monday, August 23, for participants in the CIJE/Lead Communities meetings which will take place in Baltimore on Monday and Tuesday, August 23 - 24. We are assuming that with the meetings starting at 10:00 a.m. on Monday, participants will not need rooms on Sunday evening. Chances are that the hotel will be able to accommodate you on that evening, if your reservation is made early.

Please make your own reservations at:

Doubletree Inn at the Colonnade
4 West University Parkway
Baltimore, MD 21218
Phone: 410-235-5400
FAX: 410-235-5572

The cost for a single room is \$75.00. Rooms are being held in the name of CIJE/THE ASSOCIATED. Rooms will be held until July 23. We suggest that you make your reservations by that date. Individuals should plan to pay the hotel directly.

As indicated earlier, all meetings and meals will be at THE ASSOCIATED, 101 West Mount Royal Ave., Baltimore, MD 21201, (410) 727-4828. Chaim Botwinick and his staff are hard at work to ensure that everyone's needs are met. Meals will be kosher. However, if you have any additional dietary needs, please let me know.

MEMO TO: Gail Dorph, Seymour Fox, Annette Hochstein, Stephen Hoffman, Barry Holtz, Morton L. Mandel, Art Naparstek, Shmuel Wygoda, Henry L. Zucker

FROM: Virginia F. Levi *VF*

DATE: July 14, 1993

Attached for your information is an article which appeared recently in the



Lead cities goal-setting begins

By Marden Green
of The Chronicle staff

The Milwaukee Jewish community's Lead Cities Project is beginning to get the lead out.

The education project has received a \$30,000 start-up grant from the national Council for Initiatives in Jewish Education. It was announced at a meeting last week convened by the local Commission on Visions and Initiatives in Jewish Education.

Last fall, CIE selected the Milwaukee, Atlanta and Baltimore Jewish communities as lead cities to develop community-wide Jewish education programs as a model for communities around the country.

Last week, at the commission's second meeting, Jonathan Woocher of Jewish Education Services for North America helped commission members begin the project's goal-setting.

Additionally, a group of professionals and lay leaders representing synagogues and other organizations has held several discussions on developing community resources to enhance

family programming.

"We're at the point in the process where it's time to create a plan," explained project co-chair Jane Gellman. "We're working on a long-range program with emphasis on the first year."

"CIE has recommitted itself to Milwaukee with the grant, which we'll use for research. It will not be used for new programming or for anything the general community will be able to see."

A five-year plan will be developed by a Strategic Planning Task Force established by the commission, according to Dr. Ruth Cohen, local project coordinator under auspices of the Milwaukee Jewish Federation.

The commission is planning a day-long retreat in August to "continue its 'visioning' pro-



Jane Gellman:
"Working on a long-range program."

cess and identify critical needs in the community which will guide the planning for the overall project," Cohen added.

Working as a consultant with the Milwaukee project will be Daniel Peckarsky, a CIE senior policy consultant. He will return to the Department of Educational Psychology at the University of Wisconsin-Madison following a two-year leave to work with the Cleveland Fellows, a Jewish educational program.

For its part, CIE is preparing a list of national consultants to provide expertise "that wouldn't otherwise be available to us," Gellman added.

CIE also is compiling a survey to profile Jewish educators nationally. Phase one of the survey will include all Milwaukee Jewish day school, supplementary school and preschool teachers. Phase two will encompass administrators, adult education and informal education staff.

"Data collected will be used in making recommendations for improving the professional life of Milwaukee's Jewish educators," Cohen said.

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Comments:



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MINUTES: CIJE STEERING COMMITTEE
DATE OF MEETING: July 9, 1993
DATE MINUTES ISSUED: July 13, 1993
PRESENT: Annette Hochstein, Stephen Hoffman, Ann Klein,
Virginia Levi, (Sec'y), Morton L. Mandel, (Chair),
Shmuel Wygoda, Henry L. Zucker
COPY: Seymour Fox, Barry Reis

I. Master Schedule Control

The master schedule control was reviewed and the next steering committee meeting was rescheduled to 7:30 a.m. on Thursday, August 12. Dates for future meetings will be proposed in writing.

II. The minutes and assignments of June 17 were reviewed.

- A. It was concluded that there is no need to prepare a formal organization chart at this time.
- assignment B. ARH will notify VFL as soon as it is all right to "go public" about the appointment of Alan Hoffmann. At that point, VFL will arrange a joint telecon of the Executive and Search committees to review staffing issues and to provide a quick update on the work of the Lead Communities, checking dates first with Charles Bronfman, Corky Goodman, Mel Merians and Lester Pollack. VFL will prepare biographical summaries of Alan Hoffmann, Gail Dorph, Barry Holtz, Adam Gamoran and Ellen Goldring. In consultation with SHH, VFL will prepare a talk piece on the Lead Communities.
- assignment C. VFL will ask David Sarnat to follow up with Jay Davis about the invitation to serve on the CIJE board.
- D. Shmuel Wygoda has a meeting scheduled with Joshua Fishman of Torah Umesorah in August to discuss their grant proposal.

III. August 26 Meeting Plans

The draft agendas for the executive committee and board meetings were reviewed. No revisions were recommended.

- assignment VFL will prepare letters from MLM to John Colman, Chuck Ratner and Esther Leah Ritz asking them to make presentations at the board meeting.

IV. CIJE Representation on Advisory Council to Joint Authority for Jewish/Zionist Education

Shulamith Elster represented CIJE with this group. After discussion, it was concluded that there is public relations value in having CIJE represented. We will propose to Alan Hoffmann that he assign Gail Dorph to serve as CIJE representative.

V. Use of Educators' Survey

Assignment ARH will prepare a recommendation for a policy on the use of materials and data generated by CIJE. It was suggested that CIJE be as inclusive as possible while taking full credit for its work. The issue of quality of use will be considered.

VI. CIJE Budget

It was agreed that the proposed 1993-1994 budget will be distributed to the executive committee at the August 26 meeting. It may be referred to at the board meeting, but will not be distributed.

VII. Operations

A. New York office space

Assignment AGK will call Barry Holtz, ask him to provide her with any suggestions he has for the use of office space in New York, and indicate that no decisions will be made without his full involvement and sign-off. BH is not to do any actual checking of space himself.

Assignment SHH is looking into the availability and cost of space at UJA/Federation. This would be our first choice. Other possibilities include JCC Association, the American Jewish Committee, the New American Jewish Congress.

B. It was reported that David Sarnat of Atlanta and Rick Meyer of Milwaukee do plan to attend the August 26 board meeting. Darrell Friedman will be on vacation and unavailable to attend. It was agreed that Chaim Botwinick should be encouraged to attend in his place. Reference to the reason for Friedman's absence should be made at some point during the meeting.

Assignment C. HLZ will work with AJN to arrange a meeting for the two of them with MLM on August 10 to discuss CIJE funding issues. AGK will advise HLZ of open times. In addition, AJN will be invited to future meetings of the CIJE steering committee.



PREMIER INDUSTRIAL CORPORATION

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

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SEE MANAGEMENT MANUAL POLICY NO. 4.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION	CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE	DORPH ASSIGNMENTS
ORIGINATOR/PROJECT LEADER	VFL
DATE	6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board member in preparation for August 26 meeting and send brief report to VFL: 1. Billie Gold		GD	6/30/93	7/15/93 7/15/93	





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

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OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION	CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE	FOX ASSIGNMENTS
ORIGINATOR/PROJECT LEADER	VFL
DATE	7/9/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft a letter to David Hirschhorn for review by SHH, MLM, and HLZ indicating our understanding of his interest in CIJE.		SF	3/24/93	7/31/93	
2.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset d. Florence Melton e. Isadore Twersky		SF	2/25/93	8/15/93	
3.	With AH and BH, draft a job description for Barry Holtz.		SF	5/19/93	8/19/93	
4.	With SHH, develop a plan for involving denominations in each Lead Community process.		SF	3/31/93	TBD	



☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE
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FUNCTION	CIJE STEERING COMMITTEE	
SUBJECT/OBJECTIVE	HOCHSTEIN ASSIGNMENTS	
ORIGINATOR/PROJECT LEADER	VFL	DATE 7/9/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Notify VFL when it is OK to schedule search committee telecon.		ARH	7/9/93	7/15/93	
2.	Draft a mission statement for the Lead Communities project.		ARH	5/19/93	7/15/93	
3.	Redraft PERT chart on which clear milestones for CIJE are highlighted.		ARH	5/14/93	7/31/93	
4.	Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.		ARH	1/28/93	7/31/93	
5.	Prepare a recommendation for a policy on the use of materials and data generated by CIJE.		ARH	7/9/93	8/12/93	
6.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch		ARH	2/25/93	8/15/93	
7.	With SF and BH, draft a job description for Barry Holtz.		ARH	5/19/93	8/19/93	
8.	With VFL, develop plan to support each item on the CIJE PERT chart.		ARH	5/19/93	8/31/93	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
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FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION	CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE	A HOFFMANN
ORIGINATOR/PROJECT LEADER	VFL
DATE	6/17/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With ARH, prepare time line and action plan for CIJE.		AH	6/17/93	8/15/93	



- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
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FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	S HOFFMAN ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	7/9/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With HL2, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.		SHH	6/8/93	7/15/93	
2.	Encourage Howard Neistein to attend the Lead Communities seminar.		SHH	6/30/93	7/15/93	
3.	Explore availability and cost of office space at UJA/Federation .		SHH	7/9/93	7/30/93	
4.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Charles Goodman b. Marvin Lender c. Norman Lipoff d. Charles Ratner e. Bennett Yanowitz		SHH	2/25/93	8/15/93	
5.	With SF, develop a plan for involving denominations in each Lead Community in CIJE.		SHH	3/31/93	TBD	
6.	Propose to MLM that he talk with Roy Hoffberger about the Lead Community process in Baltimore and provide an outline of discussion points.		SHH	3/24/93	TBD	
7.	With Alan Hoffmann, confer by telephone with chief professional of each Lead Community to encourage them to interview Senior Educators.		SHH	5/19/93	TBD	



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

73000 (REV. 1/89) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR INSTRUCTIONS ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION	CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE	HOLTZ ASSIGNMENTS
ORIGINATOR/PROJECT LEADER	VFL
DATE	7/9/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Discuss with SF the advisability of involving each of the movements in the day school Best Practices project.		BH	6/30/93	7/15/93	
2.	Prepare a memo summarizing proposal on distribution of CIJE materials.		BH	5/28/93	7/15/93	
3.	Brief David Teutsch, new CIJE board member.		BH	6/16/93	7/15/93	
4.	Prepare a progress report on Best Practices.		BH	6/30/93	8/1/93	
5.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Gerald Cohen - done b. Susan Crown c. Neil Greenbaum d. Thomas Hausdorff e. Mark Lainer - done f. Matthew Maryles g. David Teutsch		BH	6/30/93	8/15/93	
6.	With SF and ARH, draft a job description for Barry Holtz.		BH	5/19/93	8/19/93	
7.	Work with Atlanta on filling the position of Director of the Lead Community project.		BH	6/16/93	12/15/93	
8.	Prepare suggestions for how to proceed with pilot projects in Atlanta.		BH	3/5/93	TBD	
9.	Work with Milwaukee on pilot projects.		BH	4/29/93	TBD	
10.	Begin work with Baltimore on a pilot project.		BH	3/5/93	TBD	



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

73800 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION		CIJE STEERING COMMITTEE				
SUBJECT/OBJECTIVE		KLEIN ASSIGNMENTS				
ORIGINATOR/PROJECT LEADER		VFL		DATE 7/9/93		
NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Talk to Barry Holtz about New York office space.		AGK	7/9/93	7/12/93	





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

73890 (REV. 1/89) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL, POLICY NO. 15
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION	CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE	LEVI ASSIGNMENTS
ORIGINATOR/PROJECT LEADER	VFL
DATE	7/9/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare Letters from MLM to J. Colman, C. Ratner and E. L. Ritz asking them to speak at August 26 meeting.		VFL	7/9/93	7/15/93	
2.	After receiving details from SW, arrange a telecon for Israeli team to discuss with the Baltimore staff the next steps in moving the project forward.		VFL	6/30/93	7/15/93	
3.	Ask David Sarnat to follow up with Jay Davis on board membership.		VFL	7/9/93	7/22/93	
4.	Schedule joint telecon of search and executive committees to consider Hoffman appointment; prepare bios on CIJE staff; draft talk piece on Lead Communities.		VFL	7/9/93	7/22/93	
5.	With SW, draft a written progress report to be sent to the board in early August.		VFL	6/17/93	8/1/93	
6.	With ARH, develop plan to support each item on the CIJE PERT chart.		VFL	5/19/93	8/31/93	
7.	Plan to discuss letters of agreement for the Lead Communities. Consider including our expectations regarding the sort of lay and professional involvement we expect.		VFL	4/7/93	10/1/93	
8.	Schedule a telecon with Executive Committee members following a meeting of presidents and executives of partner organizations.		VFL	2/25/93	TBD	
9.	Develop a communications program: internal; with our board and advisors; with the broader community.		VFL	4/7/93	TBD	



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

73890 (REV. 1/89) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 4.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION	CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE	MANDEL ASSIGNMENTS
ORIGINATOR/PROJECT LEADER	VFL
DATE	7/9/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL. a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer		MLM	2/25/93	8/15/93	
2.	Consider establishing a finance committee.		MLM	4/7/93	8/31/93	
3.	Visit with Erica Jesselson to get her on board to support CIJE.		MLM	6/17/93	8/31/93	





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

73890 (REV. 1/79) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION	CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE	ZUCKER ASSIGNMENTS
ORIGINATOR/PROJECT LEADER	VFL
DATE	7/9/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Encourage MLM to invite a Jesselson family representative to August 26 board meeting.		HLZ	6/30/93	7/15/93	
2.	With SHH, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.		HLZ	6/8/93	7/15/93	
3.	Schedule a telecon of MLM with Gershon Kekst to discuss CIJE.		HLZ	4/29/93	7/15/93	
4.	Schedule meeting of MLM, AJN, and HLZ to discuss CIJE funding.		HLZ	7/9/93	7/30/93	
5.	Invite a small group of people to meet with MLM at the Quarterly for a CIJE update.		HLZ	5/19/93	7/31/93	
6.	With VFL, prepare C. Ratner to report on Lead Communities at board meeting.		HLZ	6/17/93	8/15/93	
7.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Mandell Berman b. John Colman c. Maurice Corson		HLZ	2/25/93	8/15/93	
8.	Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.		HLZ	3/24/93	TBD	
9.	Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRE, Crown, Avi Chai, Wexner and other funders.		HLZ	1/28/93	TBD	

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Council for Initiatives
in
Jewish Education

Date sent: 7/14 Time cont: 8:15 No. of Pages (incl. cover): 3
To: Annette, Seymour, Samuel From: Ginny
Organization:
Phone Number: Phone Number:
Fax Number: Fax Number:
Comments:

MLM can do the Sur. telecon at 11 am.
He's put it on his calendar.

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

MEMO TO: CIJE Staff Telecon Group

FROM: Virginia F. Levi

DATE: July 13, 1993



The CIJE staff telecon scheduled for Wednesday, July 14 has been cancelled. I propose that we schedule the next two telecons for Thursdays at 9:00 a.m. eastern daylight time on July 22 and July 29. Please let me know of your availability.



MEMO TO: CIJE Steering Committee Members
FROM: Virginia F. Levi *VFL*
DATE: July 13, 1993
SUBJECT: Future Meeting Dates

Following is a schedule of proposed dates for upcoming meetings of the CIJE steering committee. All are set for 7:30 a.m., eastern time. Please mark your calendar and let me know if any of these presents a major problem.

Thursday, August 12

Wednesday, September 15

Thursday, October 14

Tuesday, November 16

Wednesday, December 15



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Council for Initiatives
in
Jewish Education

Date sent: 7/13/93 Time sent: 4:55 PM

No. of Pages (incl. cover): 1

To: Shmuel Wyzoda

From: Ginny Levin

Organization:

Phone Number:

Phone Number:

Fax Number:

Fax Number:

Comments:

① I see no record of our having received an expense reimbursement from you in recent weeks. Maybe it is still en route.

② AJN is available to talk with you on Thurs., 7/15, between 8:00-9:15 am or after 10:30 a.m. Please let me know what time you plan to call so he's surely there. 216-368-6947

③ There was no single progress report for the last 2 board meetings. You probably have the Holtz and Samorain reports we distributed. You might check the files for reports from earlier meetings. If we follow recent practice, we might send Barry's + Adam's updates and a cover letter on how they fit into the overall

④ No answer, yet, re Sun. telcon.

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216-391-1852

Lead Community picture.

Ginny

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Council for Initiatives
in
Jewish Education

Handwritten: C.R. - 1 x 5724

Date sent: Time sent: No. of Pages (incl. cover):
To: Annette Hochstein, Seymour Fox From: Ginny Levi
Shmuel Wygoda
Organization:
Phone Number: Phone Number: (216) 391-1852
Fax Number: (216) 391-5430
0119722-619-951
Comments:

Dear Partners - Across-the-Sea,

I have just learned from Jane Hellman that because of airline changes, the Milwaukee team cannot get to Baltimore before noon on the 23rd. Would you consider starting the meetings with lunch and meeting into the evening? This is what Milw. prefers. It would also be better for Atlanta.

Please consider as you do your simulation. I am to let Jane know on Thurs.

Ginny

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this transmission, please call:
216-391-1852

MEMO TO: Seymour Fox
FROM: Virginia F. Levi *Simmy*
DATE: July 9, 1993
SUBJECT: Camper Contacts

As you know, the next CIJE board meeting is scheduled for Thursday, August 26,
12:00 noon to 4:00 p.m. at the UJA/Federation of Jewish Philanthropies, 130
East 59th Street, New York.

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

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

A list of your campers appears below:

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



7/8/93

Outline for Camper Notes for August 1993 Board Meeting

I. CIJE Organization and Staffing

A. Executive Director

B. Program Staff

1. Barry Holtz - f/t on leave from JTSA
2. New Staff

II. Lead Communities - Update
(refer to Talking Points -6/93)

A. Atlanta - Commission to meet in August

Bill Schatten as Chair

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

Educators (teachers and principals) survey scheduled for fall

B. Baltimore - Official launch in September

Ilene Vogelstein and Genine Fidler as Co-chairs

Chaim Botwinick and Nancy Kutler will staff the commission

Educators (teachers and principals) survey scheduled for fall

C. Milwaukee - Launched

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

Commission and Steering Committee appointed and have been meeting

Louise Stein and Jane Gellman - active Co-chairs

Educators (teachers and principals) survey - completed

June 22, 1993

Talking Points on the Lead Communities Project 6/93

1. The project and CIJE - Why?

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

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

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

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

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

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

Lead Communities will function as local laboratories for Jewish education - as an entire community engaged in a major development and improvement program.

Lead Communities will demonstrate how:

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

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

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

4. Enabling Options - the Key Elements

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

5. The three Lead Communities-Background

Atlanta

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

Baltimore

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

Milwaukee

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

6. Community Updates: What is happening

Milwaukee

- a. The Commission on Vision and Continuity has been established under the chairmanship of Louise Stein and Jane Gellman
- b. Steering Committee - meets every six weeks
- c. Task Forces have been established in the following areas:
 - 1. Personnel - on a two year time line
 - 2. Strategic planning - working on five year plan including visioning and goals project.
- d. Educators' Survey was administered in June '93, data analysis Summer '93
 - Market analysis]
 - Needs analysis] --- Fall '93
 - following plan outline]
- e. Fund Development - beginning November '93
- f. Full-time Project Director, Dr. Ruth Cohen funded by grant from The Helen Bader Foundation (Daniel Bader - new member of the CIJE Board)

Baltimore

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

Atlanta

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

7. The Goals Project and Vision

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

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Council for Initiatives
in
Jewish Education

Date sent: 7/9 Time sent: 4:25 No. of Pages (incl. cover): 4

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

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:



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

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101

Phone: (216) 391-1852 • Fax: (216) 391-5430

Chair

Morton Mandel

Vice Chairs

Charles Goodman

Neil Greenbaum

Matthew Maryles

Lester Pollack

Honorary Chair

Max Fisher

Board

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Irwin Field

Alfred Gottschalk

Arthur Green

Thomas Hausdorff

David Hirschhorn

Henry Koschitzky

Mark Lainer

Norman Lamm

Norman Lipell

Seymour Martin Lipset

Florence Melton

Melvin Marians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

July 8, 1993

Alan Hoffmann

Annette Hochstein

Seymour Fox

Shmuel Wygoda

The Mandel Institute

22a Hatzfira Street

Jerusalem 93102 Israel

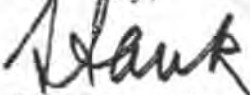
Dear Alan, Annette, Seymour and Shmuel:

The next joint meeting of CIJE and the Lead Communities is scheduled for Monday and Tuesday, August 23 and 24 in Baltimore. The meetings will be held at THE ASSOCIATED. We will plan to begin promptly at 10:00 a.m. on Monday and conclude by 4:00 p.m. on Tuesday. We will review the decisions made at the May meeting and discuss how to move the project forward. Your recommendations for agenda items will be sought.

The Baltimore staff is looking into hotel options and will let us know their recommendations shortly.

I hope that you will plan to attend the meeting. Please call Ginny Levi at (216) 391-1852 and let her know your attendance plans.

Cordially,



Henry L. Zucker

MEMO TO: Seymour Fox
FROM: Virginia F. Levi *Levi*
DATE: July 8, 1993
SUBJECT: Milwaukee Retreat

.....

Ruth Cohen has indicated to me that Milwaukee is planning a commission retreat for Sunday, October 10 for the purpose of advancing their development of a vision for Jewish education. They would like to invite several "national scholars" to help raise the level of discussion. They wondered if you might be available to participate. They are also considering Barry Chazan. In addition, they ask if we can recommend other people whom they might invite.



MEMO TO: Shmuel Wygoda
FROM: Virginia F. Levi
DATE: July 9, 1993



I have been asked by several people for the August/September travel plans of the various Israeli members of the CIJE team. I would appreciate it if you could send me, in as much detail as is now available, a schedule of the four of you and when each of you plans to be in the States and, to the extent it is now known, where you will be on particular dates. If I could have this early next week, it would be helpful.

I've also been asked to provide MLM with one to two paragraphs of biographical information about Alan which he can use in presenting him to the search committee. Would you please see if there is such a summary available or, if not, provide me with a CV from which I can extract one? This is relatively urgent, since it needs to be ready for the search committee telecon.

Thanks.



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Council for Initiatives
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Date sent:

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No. of Pages (incl. cover):

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

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Dear Oriana -

Enclosed are the pages you did not receive yesterday. Also enclosed:

1. Revised agenda for Fri. telecon
2. Draft budget for Tab 5

I understand ARH will be on the call, but at a number outside of Jerusalem. Please let me know the number. I assume that SW will not be on the call and know that SF will not.

I am anxiously awaiting responses on the memo to Lead Communities and Campers notes.

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

216-391-1852

Thanks,

Ginny

AGENDA

CIJE STEERING COMMITTEE

July 9, 1993
7:30 AM

Participants: Morton Mandel (Chair), Annette Hochstein, Steve Hoffman, Ann Klein,
Virginia Levi, Henry Zucker

	<u>Tab</u>	<u>Assignment</u>
I. Master Schedule Control	1	MLM
- Reschedule Aug. 4 to Aug. 12		
- Schedule future meetings		
II. Minutes and Assignments of June 17, 1993	2,3	VFL
III. Plans for Aug. 26 Executive Committee and Board Meetings	6a,6b	MLM
IV. Plans for Staff Seminar and Seminar with Lead Communities		ARH
V. Lead Communities Update		ARH
VI. Discuss SRE Memo re Representation on Advisory Council to Joint Authority for Jewish/Zionist Ed.	9	MLM
VII. Discuss Goldring memo re use of Educator Survey	9	SF/ARH
VIII. Review draft budget	5	MLM
IX. Status Reports		ARH
A. Best Practices		
B. Monitoring, Evaluation & Feedback		
X. Staffing		MLM

30. Of the following benefits which are available to you and which do you receive? (Check all that apply).

	Available	Receive
a. Free or reduced tuition for your children at your school or program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Free or reduced tuition for yourself and adult family member	<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
d. Synagogue privileges such as High Holiday tickets	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Day/child care	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Money to attend conferences, continuing education	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Sabbatical leave (full or partial compensation)	<input type="checkbox"/> 1	<input type="checkbox"/> 3
h. Employer contribution to a health plan	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Pension benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2
* Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

31. Please indicate the degree to which you are satisfied with the amount of time you spend on each of the following activities:

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Curriculum / program development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Public relations / marketing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Parent / constituent relations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Teacher / staff supervision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Training and staff development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Recruiting staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Overall school management, including budget	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Fund raising or resource development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

32. Indicate of the following which two would "enhance" your overall effectiveness as an educational leader? (Check only one!)

a. Additional support staff / clerical	<input type="checkbox"/> 1
b. Additional funding for programs	<input type="checkbox"/> 2
c. Additional funding for resources / materials	<input type="checkbox"/> 3
d. Additional professional staff	<input type="checkbox"/> 4
e. Availability of consultants	<input type="checkbox"/> 5
f. Other please specify _____	<input type="checkbox"/> 6

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

FROM: Virginia F. Levi *Levi*

DATE: July 6, 1993

SUBJECT: November Lead Communities Meeting

I had as an assignment to call Joan Strauss at CJF to discuss the possibility of holding a Lead Community seminar in conjunction with the GA. She reported that there are no meetings involving planners on Tuesday, November 16. At present, they are holding Wednesday, the 17th for possible meetings beginning at 10:00 a.m., but no formal program has been planned.

Joan's advice was that we make our plans as soon as possible and get back to CJF regarding scheduling and space. She said that space is limited and haste is advised.

Would we do a one-day meeting? If not, could we get people to Montreal on Monday, the 15th? Perhaps we should discuss all this at our next telecon, if not before.



7/6/93

CIJE BOARD MEETING

August 26, 1993

AGENDA

(Lunch 12 - 1:00; Meeting 1 - 4:00)

I. Welcome and Progress Report

Introductory remarks, comment on CIJE role with respect to Lead Communities, etc., and introduce Alan Hoffmann.

II. Comments

Alan Hoffmann

Introduce Gail Dorph, comment on new status of Barry Holtz, discuss staffing.

III. Overview of the Lead Communities Project

Charles Ratner

Responses by chairs of Lead Community projects:

Atlanta - William Schatten

Baltimore - Genine Fidler, Ilene Vogelstein

Milwaukee - Jane Gellman, Louise Stein

IV. Monitoring, Evaluation & Feedback Report

A. Introductory Remarks

Esther Leah Ritz

B. Update on Overall Project

Adam Gamoran

C. Preliminary Report on Educators' Survey

Ellen Goldring

V. Update on Best Practices & Pilot Projects

A. Introductory Remarks

John Colman

B. Report

Barry Holtz

VI. D'var Torah

TBD

22. What is the affiliation of the school or agency where you are an educational leader?
(Check the appropriate response)

- a. Reform 1
- b. Conservative 2
- c. Traditional 3
- d. Orthodox 4
- e. Reconstructionist 5
- f. Community 6
- g. Jewish Community Center 7
- h. Other, specify _____ 8

23. How many students are in your school / agency? _____

24. Which of the following best describes your leadership role?
(Check the one appropriate response)

- a. Head of day school 1
- b. Department head or chairman at day school 2
- c. Educational director 3
- d. Division head of congregational school 4
- e. Preschool Director 5
- f. Program Director: Adult Education 6
- g. Program Director: Special Education 7
- Central Agency Director 8
- i. Central Agency Administrative Staff 9
- j. Other, please specify _____ 10

25. How did you find your present primary administrative position?
(Check the one that best applies)

- a. Central agency or bureau 1
- b. Graduate school placement 2
- c. National professional association 3
- d. Through a friend or mentor 4
- e. Recruited or approached by institution 5
- f. Newspaper advertisement 6
- g. Other _____ 7

26. The following items deal with the extent to which rabbi(s) or supervisor(s) are involved in your setting.

(Check one response for each item)

	None	Somewhat	A Great Deal
a. In defining school / program goals, objectives and priorities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. In discussions regarding curriculum / program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c. In every aspect of educational program / programs	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 3

27. Did you move to this community to take this job?

Yes(1)

No (2)

☐ 1

☐ 2

28. To what extent do you receive help and support from the following?

(Check one response for each)

	Frequently	Occasionally	Seldom	Never
a. Other colleagues in community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Other colleagues outside the community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Local university	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Central agency staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. National movement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Professional organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Other, please specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

29. How important were the following factors affect your decision to work where you are presently employed?

	Very Important	Somewhat Important	Somewhat unimportant	Very unimportant
a. Hours	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Rabbi(s) or supervisor(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Reputation of the school or program	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Religious affiliation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Spouse's work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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Council for Initiatives
in
Jewish Education

Date sent:

7/6

Time sent:

2:55

No. of Pages (incl. cover):

26

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

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Attached are:

- ① Draft memo to Lead Com. Seminars potential participants. Please react quickly so I can get it out. (Balt. is considering whether they want their lay leaders at a working session. I haven't yet asked Atlanta - Lauren isn't around.)
 - ② Memo re Nov. meeting
 - ③ Papers for Fri. Steering Committee mtg.
 - ④ Leaders' Survey.
 - ⑤ Memo to Alan Hoffman - Please forward.
- P.S. I'm still waiting for
feedback on camper outline. Ginny

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

216-391-1852

MEMO TO: Alan Hoffmann
FROM: Virginia F. Levi *Levi*
DATE: July 6, 1993
COPY TO: Art Naparstek

This is to confirm a meeting for you and Art Naparstek with Dr. Edward Queen at the Lilly Endowment, Indianapolis, on Wednesday, September 8 in the afternoon. I suggest that you be in touch with Art for details.



MEMO TO:

FROM: Henry L. Zucker

DATE: July 6, 1993

SUBJECT: Joint Lead Communities Working Session

COPY TO:

The next joint meeting of CIJE and the Lead Communities is scheduled for Monday and Tuesday, August 23 and 24 in Baltimore. We will plan to begin promptly at 10:00 a.m. on Monday and conclude by 4:00 p.m on Tuesday. We will review the decisions made at the May meeting and discuss how to move the project forward. Your recommendations for agenda items will be sought.

The meetings will be held at THE ASSOCIATED. The Baltimore staff is looking into hotel options and will let us know their recommendations shortly.

I hope that you will plan to attend the meeting. Please call Ginny Levi at (216) 391-1852 and let her know of your attendance plans.

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

FROM: Virginia F. Levi *Virginia*

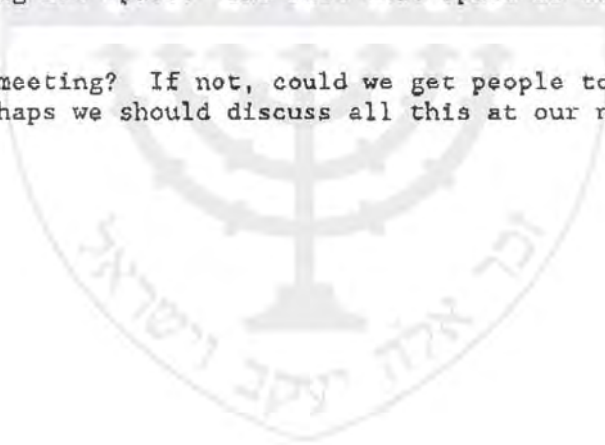
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Would we do a one-day meeting? If not, could we get people to Montreal on Monday, the 15th? Perhaps we should discuss all this at our next telecon, if not before.



AGENDA

CIJE STEERING COMMITTEE

July 9, 1993
7:30 AM

Participants: Morton Mandel (Chair), Seymour Fox, Annette Hochstein, Steve Hoffman, Ann Klein, Virginia Levi, Shmuel Wygoda, Henry Zucker

	<u>Tab</u>	<u>Assignment</u>
I. Master Schedule Control	1	VFL
II. Minutes and Assignments of June 17, 1993	2,3	VFL
III. Plans for Aug. 26 Executive Committee and Board Meetings	6a,6b	MLM
IV. Plans for Staff Seminar and Seminar with Lead Communities		ARH
V. Lead Communities Update		ARH
VI. Discuss SRE Memo re Representation on Advisory Council to Joint Authority for Jewish/Zionist Ed.	9	MLM
VII. Discuss Goldring memo re use of Educator Survey	9	SF/ARH

7/6/93

CIJE BOARD MEETING

August 26, 1993

AGENDA

(Lunch 12 - 1:00; Meeting 1 - 4:00)

I Welcome and Progress Report

Introductory remarks, comment on CIJE role with respect to Lead Communities, etc., and introduce Alan Hoffmann.

II. Comments

Alan Hoffmann

Introduce Gail Dorph, comment on new status of Barry Holtz, discuss staffing.

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Charles Rosen

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Milwaukee - Jane Gellman, Louise Stein

IV. Monitoring, Evaluation & Feedback Report

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Esther Leah Ritz

B. Update on Overall Project

Adam Gamoran

C. Preliminary Report on Educators' Survey

Ellen Goldring

V. Update on Best Practices & Pilot Projects

A. Introductory Remarks

John Colman

B. Report

Barry Holtz

VI. D'var Torah

TBD

7/6/93

CIJE EXECUTIVE COMMITTEE MEETING

August 26, 1993

AGENDA

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

- 
- I. Introductory Remarks MLM
 - II. Progress Report ARH
 - III. Proposed Workplan A. Hoffmann
 - IV. Development Report by AJN (If we have a Blaustein or Jim Joseph gift to report)
 - V. Budget for 1993 A. Hoffmann

JUN 21 1993

MEMORANDUM

TO: CIJE
FROM: Shulamith R. Elster
DATE: June 9, 1993
RE: American Advisory Council to the Joint Authority for
Jewish/Zionist Education

For the past two years, I have served on the AAC and on two of its sub-committees as a representative of the CIJE, Alvin Schiff chairs this group. Meetings take place twice a year at the Jewish Agency offices in New York.

I spoke with Alvin at the conclusion of today's meeting about my continued participation. He indicated that he would like for me to remain an active member. I will consider the invitation.

The CIJE should anticipate a request from Alvin that a member of the educational staff join the Advisory Council in time for the October meeting.



Peabody College

VANDERBILT UNIVERSITY



NASHVILLE, TENNESSEE 37203

TELEPHONE (615) 322-7311

Department of Educational Leadership • Box 514 • Direct phone 322-8000

To: Annette Hochstein and Seymour Fox

From: Ellen Goldring

Re: Request for Use of Educator Survey

Date: June 28, 1993

CC: Ginny Levi

In a recent conversation with Shulamith, she informed me that Mark Gurvis from Cleveland will be contacting me regarding using the Educator Survey in Cleveland. He asked Shulamith about data analysis, processing and other issues.

In addition, when Milwaukee was signing their contract regarding the data analysis, questions were raised about who "owned" the data, and who would have access to it for additional analyses, report writing, and information releases.

These questions bring to my attention an issue that CIJE may want to address regarding the use of the Educator Survey and other instruments that are developed. Do we want to have some type of process or procedure to monitor and approve the use of the questionnaires? Do we want some type of quality control over the usage and reporting of data, etc?

As CIJE begins to develop more instruments how do we want to promote the dissemination of the availability to other communities? Do we want to have some type of comparative research data base? Do we want to promote or suggest people to conduct analyses?

There are many questions to be discussed in this regard. In the short term, I would appreciate it if you would advise me as I respond to immediate requests from Mark and others.

I hope you are having a pleasant summer. I am off to Madison tomorrow and I am sure Adam and I will be in touch with a more detailed memo in response to my recent visit with you in Jerusalem within a week or so.

Warmest Regards!

Post-It™ brand fax transmittal memo 7671		# of pages » 1
To: GINNY LEVI	From: ELLEN GOLDRING	
Co.	Co.	
Dept.	Phone #	
Fax # 216-391-5430	Fax # 615-343-7094	

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Dear Educational Leader,

As an educational leader 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.

The results will appear only in summary of statistical form so that individuals cannot be identified. The findings will be presented to the Principals Council during the 1993-94 academic year.

Thank you very much for your participation and cooperation.

Lead Communities Project

Council for Initiatives in Jewish Education

Lead Communities Project

EDUCATIONAL LEADERS 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 assumed your leadership position.

(Check one response for each item)

	Very Important	Somewhat Important	Somewhat unimportant	Very unimportant
a. Service to the Jewish community	1	2	3	4
b. Teaching about Judaism	1	2	3	4
c. Learning more about Judaism	1	2	3	4
d. Level of income	1	2	3	4
e. Working with teachers	1	2	3	4
f. Working with children	1	2	3	4
g. Full-time nature of the profession	1	2	3	4
h. Status	1	2	3	4
i. Opportunity for career advancement	1	2	3	4
j. Other, specify _____	1	2	3	4

2. Would you describe yourself as having a career in Jewish education?

Yes ☐ 1 No ☐ 2

3. The following items deal with your perceptions of teacher / staff 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
a. Staff members / teachers should have an opportunity to participate in defining school / program goals and priorities.	1	2	3	4
b. Staff members / teachers generally do have an opportunity to participate in defining school / program goals and priorities.	1	2	3	4
c. Decision-makers should ask for teachers / staff advice before making a decision about a critical issue.	1	2	3	4
d. Decision-makers generally do ask for teachers / staff advice before making a decision about a critical issue.	1	2	3	4

4. The following items deal with your perceptions of lay leadership involvement in Jewish education in your setting. 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
a. Lay leaders 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
b. Lay leaders generally do 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
c. Lay leaders should have an opportunity to participate in discussions regarding curriculum / programs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Lay leaders generally do participate in discussions regarding curriculum / programs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Lay leaders should be actively involved in every aspect of the educational curriculum / program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Lay leaders are generally actively involved in every aspect of the curriculum / program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

5. 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)	Very important	Somewhat important	Somewhat unimportant	Very unimportant
a. Rabbi(s) or your supervisor(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Most teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Most parents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Lay leaders	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Your family	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Your friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Your colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

6. 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
a. Student attitudes toward Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Student behavior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Feeling part of a community of educators	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Respect accorded you as an educator	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Being part of the Jewish community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Support from the rabbi(s) or supervisor(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Support from the lay leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Number of hours of employment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Physical setting and facilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k. Resources available to you	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l. Benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m. 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:

7. 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	
EDUCATION	<input type="checkbox"/> Teacher	
	<input type="checkbox"/> Program Director	
	<input type="checkbox"/> Other	

8. Have you ever worked in general education?

Yes (1)

No (2)

☐ 1

☐ 2

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:

Jewish education in this 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 Did you attend any workshops or seminars in the past two years?

Yes (1)

No (2)

☐ 1

☐ 2

If yes, how many did you attend in town? _____

If yes, how many out-of-town? _____

13. The following are reasons educational leaders participate in professional development activities. Rank only the three most important by writing 1, 2, 3, next to your choice where 1 is the most important.

a. Required by contract

b. To improve administrative and leadership skills

c. To improve knowledge of Judaica

d. To learn about new teaching methods and materials

e. To learn about new curriculum / programs and resources

f. Offered at convenient time and location

g. Subsidy available for participation

h. Other, please specify _____

14. During the past twelve months did you:
(Check one response for each item)

	Yes (1)	No (2)
a. Attend a formal course in Hebrew or Judaica?	<input type="checkbox"/>	<input type="checkbox"/>
b. Participate in a private Hebrew or Judaica study group?	<input type="checkbox"/>	<input type="checkbox"/>
c. Study Hebrew or Judaica on your own?	<input type="checkbox"/>	<input type="checkbox"/>
d. Participate in some other on-going form of Jewish study?	<input type="checkbox"/>	<input type="checkbox"/>

15. In which of the following areas do you feel you would like to develop your skills further?
(Check all that apply)

- a. School management ☐
- b. Child and adult development ☐
- c. Strategic planning and development ☐
- d. Curriculum and program development ☐
- e. Staff supervision and professional development ☐
- f. Communication skills ☐
- g. Working with parents and volunteers ☐
- h. Leadership ☐
- i. Other _____ ☐

16. In which of the following would you like to increase your knowledge?
(Check all that apply)

- a. Hebrew language ☐
- b. Customs and ceremonies ☐
- c. Israel and Zionism ☐
- d. Jewish history ☐
- e. Bible ☐
- f. Synagogue skills / prayer ☐
- g. Rabbinic literature ☐
- h. Other _____ ☐

22. What is the affiliation of the school or agency where you are an educational leader?
(Check the appropriate response)

a. Reform

1

17. How proficient are you in Hebrew?
(Check one for each category)

	Speaking	Reading	Writing
a. Fluent	1	1	1
b. Moderate	2	2	2
c. Limited	3	3	3
d. Not at all	4	4	4

18. Overall, how adequate are the opportunities for teacher professional growth and development in your community?
(Check one)

- a. Very adequate
b. Somewhat adequate
c. Somewhat inadequate
d. Very inadequate

1
2
3
4

19. Overall, how adequate are the opportunities for your professional growth and development in your community?
(Check one)

- a. Very adequate
b. Somewhat adequate
c. Somewhat inadequate
d. Very inadequate

1
2
3
4

IV. SETTINGS

The next set of questions asks you about the schools in which you work.

20. How many paid positions in Jewish education do you hold? _____

21. If you work in more than one setting in Jewish education, do you do so to earn a suitable wage?

Yes (1)

No (2)

1

2

If you work in more than one setting, how many hours per week do you work at each?

First _____

Second _____

22. What is the affiliation of the school or agency where you are an educational leader?
(Check the appropriate response)

- a. Reform ☐
- b. Conservative ☐
- c. Traditional ☐
- d. Orthodox ☐
- e. Reconstructionist ☐
- f. Community ☐
- g. Jewish Community Center ☐
- h. Other, specify _____ ☐

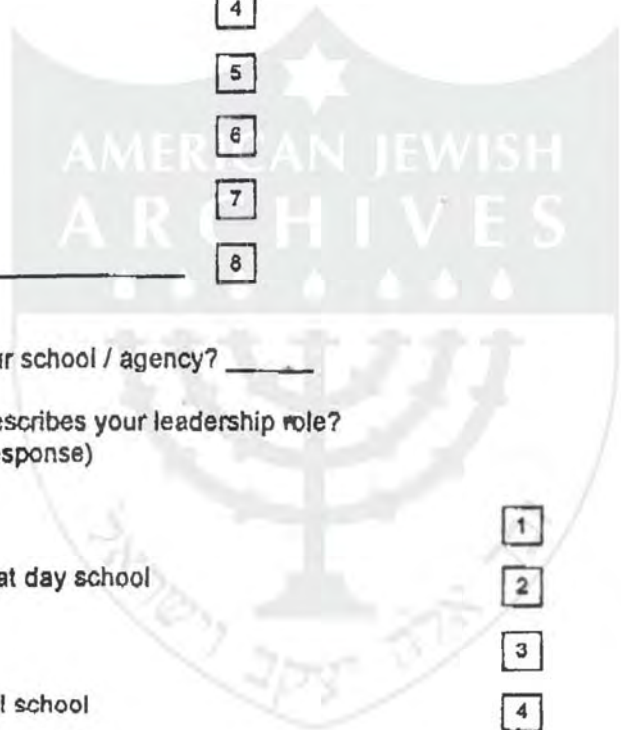
23. How many students are in your school / agency? _____

24. Which of the following best describes your leadership role?
(Check the one appropriate response)

- a. Head of day school ☐
- b. Department head or chairman at day school ☐
- c. Educational director ☐
- d. Division head of congregational school ☐
- e. Preschool Director ☐
- f. Program Director: Adult Education ☐
- g. Program Director: Special Education ☐
- h. Central Agency Director ☐
- i. Central Agency Administrative Staff ☐
- j. Other, please specify _____ ☐

25. How did you find your present primary administrative position?
(Check the one that best applies)

- a. Central agency or bureau ☐
- b. Other ☐



26. The following items deal with the extent to which rabbi(s) or supervisor(s) are involved in your setting.

(Check one response for each item)

	None	Somewhat	A Great Deal
a. In defining school / program goals, objectives and priorities.	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
b. In discussions regarding curriculum / programs.	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
c. In every aspect of educational program / programs	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>

27. Did you move to this community to take this job?

Yes (1) No (2)

<input type="text" value="1"/>	<input type="text" value="2"/>
--------------------------------	--------------------------------

28. To what extent do you receive help and support from the following?

(Check one response for each)

	Frequently	Occasionally	Seldom	Never
a. Other colleagues in community	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
b. Other colleagues outside the community	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
c. Local university	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
d. Central agency staff	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
e. National movement	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
f. Professional organization	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
g. Other, please specify _____	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

29. How important were the following factors affect your decision to work where you are presently employed?

	Very Important	Somewhat Important	Somewhat unimportant	Very unimportant
a. Hours	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
b. Salary	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
c. Community	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
d. Rabbi(s) or supervisor(s)	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
e. Reputation of the school or program	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
f. Religious affiliation	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
g. Career advancement	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
h. Spouse's work	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
i. Other, specify _____	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

30. Of the following benefits which are available to you and which do you receive? (Check all that apply).

	Available	Receive
a. Free or reduced tuition for your children at your school or program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Free or reduced tuition for yourself and adult family member	<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
d. Synagogue privileges such as High Holiday tickets	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Day/child care	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Money to attend conferences, continuing education	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Sabbatical leave (full or partial compensation)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Employer contribution to a health plan	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Pension benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Curriculum / program development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Public relations / marketing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Parent / constituent relations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Teacher / staff supervision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Training and staff development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Recruiting staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Overall school management, including budget	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Fund raising or resource development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

32. Indicate of the following which two would "enhance" your overall effectiveness as an educational leader? (Check only one!)

a. Additional support staff / clerical	<input type="checkbox"/> 1
b. Additional funding for programs	<input type="checkbox"/> 2
c. Additional funding for resources / materials	<input type="checkbox"/> 3
d. Additional professional staff	<input type="checkbox"/> 4
e. Availability of consultants	<input type="checkbox"/> 5
f. Other please specify _____	<input type="checkbox"/> 6

33. Are you employed as a full-time Jewish educator?
(Check one)

Yes (1)

☐ 1

No (2)

☐ 2

If yes, please continue with Section V.

34. If you are not a full-time educator and had the opportunity to work full-time, would you? (Check One)

Yes (1)

☐ 1

No (2)

☐ 2

35. 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 one is the most important.

a. Salary

b. Benefits

c. Job security, tenure

d. Career development

e. Job opportunities

f. Greater background in Judaica and Hebrew

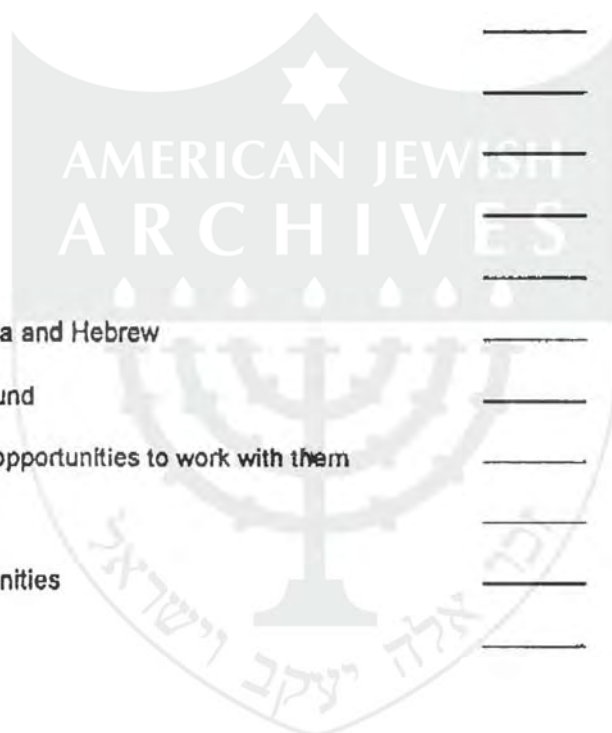
g. Greater educational background

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.

36. Are you Jewish?

Yes (1)

☐ 1

No (2)

☐ 2

37. At the present time, which of the following best describes your Jewish affiliation?

- ☐ 1 Orthodox
- ☐ 2 Traditional
- ☐ 3 Conservative
- ☐ 4 Reform
- ☐ 5 Reconstructionist
- ☐ 6 Unaffiliated
- ☐ 7 Other (specify) _____

38. Are you currently a member of a synagogue?

- Yes (1) No (2)
- ☐ 1 ☐ 2

39. Are you an educator in the synagogue where you are a member?

- Yes (1) No (2)
- ☐ 1 ☐ 2

40. Which of the following, do you usually observe? (Check all that apply.)

- ☐ 1 Light candles on Friday evening
- ☐ 2 Attend a seder in your home or somewhere else
- ☐ 3 Keep Kosher at home
- ☐ 4 Light Hanukkah candles
- ☐ 5 Fast on Yom Kippur
- ☐ 6 Observe Sabbath
- ☐ 7 Build a Sukkah
- ☐ 8 Fast on Tisha B'Av and minor fasts such as Ta'anit Esther
- ☐ 9 Celebrate Israel Independence Day

41. During the past year, did you:

- | | Yes (1) | No (2) |
|---|--------------------------|--------------------------|
| a. Attend synagogue on the High Holidays | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Attend synagogue at least twice a month on Shabbat | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Attend synagogue daily | <input type="checkbox"/> | <input type="checkbox"/> |

42. Have you ever been to Israel?

- | Yes (1) | No (2) |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

If, yes, did you ever live in Israel for three months or longer?

- | Yes (1) | No (2) |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

43. 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) _____

44. Did you attend a Jewish summer camp with mainly Jewish content or program?

- | Yes (1) | No (2) |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

If Yes, how many summers? _____

45. 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) _____

46. Age _____

47. Sex Male Female

☐ 1

☐ 2

48. Where were you born?

USA ☐ 1

Other, please specify country _____

49. Marital status

☐ 1 Single, never married

☐ 2 Married

☐ 3 Separated

☐ 4 Divorced

☐ 5 Widowed

50. If you are married, is your spouse Jewish?

Yes (1)

☐ 1

No (2)

☐ 2

51. What is your total family from work in Jewish education?

☐ 1 below \$10,000

☐ 2 \$20,000 - \$29,999

☐ 3 \$30,000 - \$39,999

☐ 4 \$40,000 - \$49,999

☐ 5 \$50,000 - \$59,999

☐ 6 \$60,000 - \$69,999

☐ 7 \$70,000 - \$79,999

☐ 8 over \$80,000

52. What is your total family income?

- ☐ 1 below \$30,000
- ☐ 2 \$30,000 - \$49,999
- ☐ 3 \$50,000 - \$69,999
- ☐ 4 \$70,000 - \$79,999
- ☐ 5 \$80,000 - \$89,000
- ☐ 6 \$90,000 and above

53. What is the highest level of education that you have completed? (Check one)

- ☐ 1 High school graduate
- ☐ 2 Some college
- ☐ 3 College graduate
- ☐ 4 Some graduate courses
- ☐ 5 Graduate or professional degree
- ☐ 6 Teacher-training Institute

54. What degrees do you hold? Please list:

Degree

Major

55. Do you have undergraduate or graduate credits in any of the following?

	Undergraduate		Graduate	
	Yes	No	Yes	No
a. Judaica or Jewish Studies	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Hebrew language	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Jewish communal service	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. School Administration	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2

56. Do you hold a professional license or certification in :

	Yes (1)	No (2)
a. Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. General education	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Administration	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Other (please specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

57. Which of the following best describes your career plans over the next three years?

(Choose one)

- ☐ 1 I plan to continue what I am doing.
- ☐ 2 I plan to be an administrator or supervisor in this Jewish school / program in this community.
- ☐ 3 I plan to be an administrator or supervisor in another Jewish school / program in this community.
- ☐ 4 I plan to be an administrator or supervisor in a Jewish school.
- ☐ 5 I plan to have a position in Jewish education other than in a school / (such as a central agency or other administrative setting).
- ☐ 6 I plan to be involved in Jewish education in Israel, or in some other country.
- ☐ 7 I plan to seek a position outside of Jewish education.
- ☐ 8 I plan not to work.
- ☐ 9 I plan to retire.
- ☐ 10 I don't know. I am uncertain.
- ☐ 11 Other, please specify _____

Thank you very much for your cooperation!

EDUCATIONAL LEADERS SURVEY

Page 16

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Council for Initiatives
in
Jewish Education

Date sent:

Time sent:

No. of Pages (incl. cover):

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

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Should these minutes be sent to
either Hail Dorph or Alan Hoffmann?
Please let me know.

MLM revised the letter to the 4 lay
people. New draft is also enclosed.

Reminder: We'll be closed Mon., July 5
for 4th of July holiday.
Shabbat Shalom.

Ginny

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

July 1, 1993

Ilene Vogelstein
William Schatten
Jane Gellman
Louise Stein

Dear :

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

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

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

Morton L. Mandel -- Chair

cc: Federation Exec

MINUTES: CIJE Staff Teleconference
DATE OF MEETING: June 30, 1993
DATE MINUTES ISSUED: August 1, 1993
PRESENT: Shulamith Elster, Seymour Fox, Annette Hochstein,
Stephen Hoffman, Barry Holtz, Virginia Levi, (Sec'y)
Shmuel Wygoda, Henry L. Zucker
COPY: Morton L. Mandel

I. The minutes and assignments of June 16 were reviewed.

- Assignment A. SE is completing the needs assessment requested by the Jim Joseph Foundation and will send a copy to Israel.
- Assignment B. SF is scheduled to talk with David Blumenthal of Emory University in Switzerland in mid-July.
- Assignment C. BH will take over SE's camper assignments, including David Teutsch in place of Arthur Green. It was suggested that Gail Dorph be asked to take Billie Gold.
- D. SF has drafted a letter outlining the Blaustein grant and has sent it to David Hirschhorn for comment. It is anticipated that this will be resolved in time to announce the grant at the August board meeting.
- E. The position description for Barry Holtz will be completed by the conclusion of the staff seminar in August.
- F. HLZ was encouraged to follow up with MLM to suggest a phone call to Gershon Kekst as soon as possible. Mr. Kekst is scheduled to meet with SF in Israel in early July. It was felt that it would be helpful if MLM would speak with him prior to that meeting.
- Assignment G. It was suggested that it is important for us to maintain a good relationship with the Jesselson family and to keep that family represented on the CIJE board. HLZ will follow up with MLM and encourage him to invite someone from the Jesselson family to the August meeting. It was suggested that this is a high priority item.
- Assignment H. BH will discuss with SF the advisability of involving each of the movements in the day school Best Practices project.

- I. It was suggested that development of a schedule for keeping board members informed and communicating more broadly about the centrality of personnel and community mobilization are issues for the August staff meeting.

II. August 26 Board Meeting

A. Contacts with Campers

Assignment

A draft outline for camper calls had been distributed and was discussed briefly. It was agreed that Israel will review the outline and related talking points and suggest revisions to VFL by 7/6/93.

Assuming Marvin Lender agrees to join the board, SHM will be his counselor.

B. Lead Communities Presentation

Assignment

It was suggested that VFL draft a letter from MLM to the lay chair of each Lead Community, inviting them to the August 26 meeting, asking them to be prepared to share brief remarks, and promising to be in touch regarding specifics closer to the time of the meeting.

C. Materials to be mailed in advance

Assignment

1. BH will prepare a progress report on Best Practices.

Assignment

2. SW will ask Adam Gamoran to prepare a report on progress and plans for the second year of the Monitoring, Evaluation & Feedback project.

Assignment

3. VFL and SW will draft a progress report which will emphasize advances which have been made since January with the Lead Communities and staffing changes. Reference will be made to the educators' survey.
4. It was noted that a paper on Best Practices in early childhood may be ready for distribution at the meeting, but is unlikely to be ready in time to mail in advance.
5. It was suggested that the educators' survey questionnaire be made available at the meeting.

III. Other upcoming meetings

A. Staff seminar

Assignment

It was agreed that a meeting of the staff will be held in New York on August 19 and 20. HLZ will talk with MLM about the advisability of negotiating with JCCA for office space in New York. Depending on the

outcome of that discussion, we will work toward holding the meeting either at JCCA or at the American Friends of Hebrew University.

B. Lead Communities seminar

Assignment 1. A joint seminar of the Lead Communities is scheduled to take place in Baltimore on August 23 - 24. The Federation exec of each community will be invited to attend and, in the case of Atlanta and Baltimore, will be notified that the lay heads of the CIJE project of Milwaukee will be there and that they are invited to include their lay leaders, as well. In addition, invitations will be sent to Lauren Azoulay in Atlanta, Chaim Botwinick, Nancy Kutler, and Marshall Levin in Baltimore, and Ruth Cohen and Howard Neistein in Milwaukee. SHH will follow up with Neistein and encourage his attendance.

Assignment The starting time of the seminar may depend on when people can reach Baltimore. VFL will check travel options and make a recommendation.

Planning for the seminar will take place during the staff meetings during the preceding week.

2. The agenda of the meeting will be prepared by Israel, based on a simulation which will be conducted during July. The Israeli team will consult with the Lead Communities, but it was felt that it is unnecessary to include any Lead Community representatives in the simulation.

It was noted that the agenda should provide concrete links to the previous meeting, focusing on decisions made at that meeting and progress toward their implementation.

3. Scheduling future meetings

Assignment The next joint meeting of Lead Communities is scheduled to occur in conjunction with the GA in Montreal in November. VFL will call Joan Strauss at CJF to inquire about the schedule of meetings for planners. It is anticipated that the Lead Communities seminar might take place on the Tuesday and Wednesday of the GA.

IV. Status of Senior Advisors

SHH reported that in conversations held in Israel, it was clear that the senior advisors should play an important role for CIJE as we move ahead. It was agreed that we should make better use of this group and keep them better informed. This will be an important topic for the staff seminar in August.

V. Status reports on Lead Communities

A. Atlanta

Lauren Azoulai will meet with the Israeli team on July 8.

Assignment

It was reported that Claire Rottenberg's father recently passed away. HLZ will prepare a condolence letter from CIJE.

B. Baltimore

The Israeli team and SHH met with Darrell Friedman in Jerusalem. The conclusion was that Friedman will take a greater role in the project and is serious about seeing that it moves forward. Chaim Botwinick is to be in charge and the lay leader is now in place.

Assignment

A telecon is to be scheduled for the Israeli team with the Baltimore staff to discuss next steps in moving the project forward. SW will provide the details to VFL who will make the arrangements.

C. Milwaukee

There was a meeting of the Milwaukee commission on June 16, attended by SE and Daniel Pekarsky. Jonathan Woocher lead a session on "visioning." It was noted that the activity was interesting, but did not meet the expectations of either the community or our staff. Pekarsky will submit a more detailed written report.

VI. The next telecon is scheduled for Wednesday, July 14 at 9:00 a.m. SHH will be in Philadelphia and will try to arrange his schedule so that he can participate.



PREMIER INDUSTRIAL CORPORATION

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

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OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE DORPH ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETION OR REMOVAL DATE
1.	Contact the following board member in preparation for August 26 meeting and send brief report to VFL: 1. Billie Gold		GD	6/30/93	7/15/93	





PREMIER INDUSTRIAL CORPORATION

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE

6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR RENEW DATE
1.	Draft a letter to David Hirschhorn for review by SHH, MLM, and HLZ indicating our understanding of his interest in CIJE.		SF	3/24/93	7/10/93	
2.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset d. Florence Melton e. Isadore Twersky		SF	2/25/93	7/15/93	
3.	With AH and BH, draft a job description for Barry Holtz.		SF	5/19/93	8/19/93	
4.	With SHH, develop a plan for involving denominations in each Lead Community process.		SF	3/31/93	TBD	



PREMIER INDUSTRIAL CORPORATION

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

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FUNCTION	CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE	HOCHSTEIN ASSIGNMENTS
ORIGINATOR/PROJECT LEADER	VFL
DATE	6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Redraft PERT chart on which clear milestones for CIJE are highlighted.		ARH	5/14/93	7/9/93	
2.	Draft CIJE organization chart.		ARH	6/17/93	7/9/93	
3.	Work with CDB Foundation to clarify relationship of Israel experience programs to Lead Communities.		ARH	1/28/93	7/15/93	
4.	Draft a mission statement for the Lead Communities project.		ARH	5/19/93	7/15/93	
5.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. David Airon b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch		ARH	2/25/93	7/15/93	
6.	With VFL, develop plan to support each item on the CIJE PERT chart.		ARH	5/19/93	7/31/93	
7.	With SF and BH, draft a job description for Barry Holtz.		ARH	5/19/93	8/19/93	



PREMIER INDUSTRIAL CORPORATION

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

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FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE A HOFFMANN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/17/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETION OR REMOVAL DATE
1.	With ARH, prepare time line and action plan for CIJE.		AH	6/17/93	8/15/93	





PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 1
FOR GUIDELINES ON THE COMPLETION
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- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE S HOFFMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETION OR REMOVAL DATE
1.	Encourage Howard Neistein to attend the Lead Communities seminar.		SHH	6/30/93	7/15/93	
2.	With HLZ, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.		SHH	6/8/93	7/15/93	
3.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Charles Goodman b. Marvin Lender c. Norman Lipoff d. Charles Ratner e. Bennett Yanowitz		SHH	2/25/93	7/15/93	
4.	With Alan Hoffman, confer by telephone with chief professional of each Lead Community to encourage them to interview Senior Educators.		SHH	5/19/93	TBD	
5.	With SF, develop a plan for involving denominations in each Lead Community in CIJE.		SHH	3/31/93	TBD	
6.	Propose to MLM that he talk with Roy Hoffberger about the Lead Community process in Baltimore and provide an outline of discussion points.		SHH	3/24/93	TBD	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 6/30/93

NO	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETION OR REMARKS
1.	Discuss with SF the advisability of involving each of the movements in the day school Best Practices project.		BH	6/30/93	7/6/93	
2.	Prepare a memo summarizing proposal on distribution of CIJE materials.		BH	5/28/93	7/15/93	
3.	Brief David Teutsch, new CIJE board member.		BH	6/16/93	7/15/93	
4.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Gerald Cohen - done b. Susan Crown c. Neil Greenbaum d. Thomas Hausdorff e. Mark Lainer - done f. Matthew Maryles g. David Teutsch		BH	6/30/93	7/15/93	
5.	Prepare a progress report on Best Practices.		BH	6/30/93	8/1/93	
6.	With SF and ARH, draft a job description for Barry Holtz.		BH	5/19/93	8/19/93	
7.	Work with Atlanta on filling the position of Director of the Lead Community project.		BH	6/16/93	12/93	
8.	Prepare suggestions for how to proceed with pilot projects in Atlanta.		BH	3/5/93	TBD	
9.	Begin work with Baltimore on a pilot project.		BH	3/5/93	TBD	
10.	Work with Milwaukee on pilot projects.		BH	4/29/93	TBD	

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Draft letters inviting Lead Community lay leaders to the August 26 board meeting.		VFL	6/30/93	7/2/93	
2.	Prepare invitation letters to Lead Communities joint seminar.		VFL	6/30/93	7/2/93	
3.	Check travel options and make a recommendation on starting time for Lead Community seminar.		VFL	6/30/93	7/2/93	
4.	Prepare a matrix of current and potential funders and staff assignments.		VFL	6/17/93	7/9/93	
5.	Prepare a matrix of pending grant requests.		VFL	6/17/93	7/9/93	
6.	Call Joan Strauss, CJF, re: schedule of GA meetings for the purpose of scheduling Lead Communities seminar.		VFL	6/30/93	7/14/93	
7.	After receiving details from SW, arrange a telecon for Israeli team to discuss with the Baltimore staff the next steps in moving the project forward.		VFL	6/30/93	7/15/93	
8.	With ARH, develop plan to support each item on the CIJE PERT chart.		VFL	5/19/93	7/31/93	
9.	With SW, draft a written progress report to be sent to the board in early August.		VFL	6/17/93	8/1/93	
10.	Plan to discuss letters of agreement for the Lead Communities. Consider including our expectations regarding the sort of lay and professional involvement we expect.		VFL	4/7/93	10/1/93	
11.	Schedule a telecon with Executive Committee members following a meeting of presidents and executives of partner organizations.		VFL	2/25/93	TBD	
12.	Develop a communications program: internal; with our board and advisors; with the broader community.		VFL	4/7/93	TBD	

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Establish a finance committee.		MLM	4/7/93	7/15/93	
2.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer		MLM	2/25/93	7/15/93	
3.	Visit with Erica Jesselson to get her on board to support CIJE.		MLM	6/17/93	8/31/93	

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE WYGODA ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review the camper calls outline and related talking points and suggest Israeli team's revisions to VFL.		SW	6/30/93	7/6/93	
2.	Provide VFL with details on telecon for the Israeli team with Baltimore staff.		SW	6/30/93	7/6/93	
3.	Ask AG to prepare a report on progress and plans for the second year of the Monitoring, Evaluation & Feedback project.		SW	6/30/93	8/1/93	
4.	With VFL, draft a written progress report to be sent to the board in early August.		SW	6/30/93	8/1/93	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Write condolence letter to Claire Rottenberg.		HLZ	6/30/93	7/2/93	
2.	Encourage MLM to invite a Jesselson family representative to August 26 board meeting.		HLZ	6/30/93	7/6/93	
3.	Schedule a telecon of MLM with Gershon Kekst to discuss CIJE.		HLZ	4/29/93	7/6/93	
4.	Talk with MLM about the advisability of negotiating with JCCA for office space in New York.		HLZ	6/30/93	7/6/93	
5.	With SHH, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.		SHH	6/8/93	7/15/93	
6.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Mandell Berman b. John Colman c. Maurice Corson		HLZ	2/25/93	7/15/93	
7.	Invite a small group of people to meet with MLM at the Quarterly for a CIJE update.		HLZ	5/19/93	7/31/93	
8.	With VFL, prepare C. Ratner to report on Lead Communities at board meeting.		HLZ	6/17/93	8/15/93	
9.	Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi Chai, Wexner and other funders.		HLZ	1/28/93	TBD	
10.	Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.		HLZ	3/24/93	TRD	

8/1/96

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Council for Initiatives
in
Jewish Education

Date sent: _____ Time sent: _____ No. of Pages (incl. cover): _____
To: Annette Hochstein, Seymour Fox, From: Giany Levi
Shmuel Wygoda
Organization: _____
Phone Number: _____ Phone Number: _____
Fax Number: 0119722 619 951 Fax Number: (216) 391-5430

Comments:

Shmuel - *AMERICAN JEWISH ARCHIVES* I find it a little odd. What about it?
How about the attached letter?

By the way, I have a response from MLM on the memo on Patner's presentation. He's all for it.

Am attaching Lauren's itinerary, with phone #s for relevant hotels.

Giany

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

June 30, 1993

William Shatten
Eileen Voglestein
Jane Gellman
Louise Stein

Dear :

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

I am writing to invite you to attend that meeting. On the agenda will be a report by Charles Ratner, chair of the CIJE Lead Communities Committee, on the work of the Lead Communities. We ask that you come prepared to respond to Chuck's presentation (which will be provided to you in advance) from the perspective of your community. Your remarks can be brief. We will be in touch to clarify your role closer to the date of the meeting.

I do hope that you will be able join us. Please complete and return the enclosed reply card, indicating your attendance plans.

Morton L. Mandel -- Chair

cc: Federation Exec

ATLANTA JEWISH FEDERATION
Atlanta Summer Family Mission
June 28 - July 7, 1993

TENTATIVE ITINERARY

Sunday, June 27 Depart from Atlanta

Monday, June 28

Arrival at Ben Gurion International Airport

Lunch at Ramat David Air Force Base with Israel Defense Forces airmen

Proceed to Tiberias, home of the sages during Mishnaic Times, and check-in hotel

Optional afternoon tour to the Belvoir Crusader Fortress

Buffet dinner at hotel with the Hora Kinneret Folklore Troupe

Overnight: Moriah Plaza Hotel - Tiberias

Tuesday, June 29

Breakfast

Briefing by Dr. Raanan Gissin on security along the northern borders

Depart hotel for choice of fun outdoor options in the morning and afternoon or choose a study visit of ancient archeological sites, Jewish settlements at the turn of the century, and a modern Israeli development town

Meet at Kibbutz Kfar Blum for home hospitality visits at area kibbutzim and a poolside barbecue dinner at Kfar Blum

Overnight: Moriah Plaza Hotel - Tiberias

Wednesday, June 30

Breakfast

Depart hotel for Israel's northern coastal area for a variety of activities and visits

Visit the Caravan Community housing Olim rescued from Ethiopia

Visit summer camp and meet with children

Children will visit a candy factory, a museum of resistance fighters, caves of prehistoric man and the Rosh Hanikra seaside grottoes

All teens and adults visit Nave Carmel caravan community for new immigrants and proceed to a variety of significant historic and cultural sites such as the Rashe Harikea grottoes, Akke prison, Megiddo, Ceasarea, Ailat's reconstructed camp for clandestine immigration, the Necropolis in Beit Shearim and a Druze village

One bus will visit Tafen for a field study in economic development

Free evening in Tiberias with a choice of restaurants

Overnight: Moriah Plaza Hotel - Tiberias

792-233

Thursday, July 2

Breakfast

Ascend the Golan Heights to participate in a special Bar/Bat Mitzvah ceremony in ruins of the old synagogue in Katzrin

After a Kiddush lunch nearby, visit an ex-Syrian bunker and study the strategic importance of the region to Israel's security

Choose from one of two afternoon options: (1) visit the ancient synagogues and the artists' colony in Safed, Israel's city of mysticism, or (2) Luna Gal Water Amusement Park on Lake Kinneret.

Dinner honoring B'nai Mitzvah at the Pagoda Kosher Chinese Restaurant on the shore of Lake Kinneret

Enjoy "boat party" cruising Lake Kinneret

Overnight: Moriah Plaza Hotel - Tiberias

Friday, July 2

Breakfast

Depart Note: for Belt She'an

View the magnificent archeological excavations including the ruins of the 2,000-year-old Roman theater

Drive via the Jordan Rift Valley to Jerusalem

Recite the traditional Shehecheyanu upon entering the capital of Israel

Following check-in at the Hyatt Hotel, relax by the pool or go on an optional visit to Machane Yehuda Market to enjoy falafel lunch, Israel's national dish, and view preparations for Shabbat

Attend Kabbalat Shabbat Service at the Western Wall, the Holiest Shrine of the Jewish World

Festive Shabbat dinner at hotel

Overnight: Hyatt Hotel - Jerusalem

331-234

Saturday, July 3

SHABBAT - DAY AT LEISURE

Opportunity to attend morning services at the Western Wall or one of Jerusalem's many synagogues

Optional Tours (to be arranged with Hospitality Desk):

- a. Visit the Israel Museum, Shrine of the Book where the Dead Sea Scrolls are exhibited, and Billy Rose Sculpture Garden
- b. Jerusalem re-furbished Biblical Zoo

Havdallah Service

Free Evening

Overnight: Hyatt Hotel - Jerusalem 331-234

Sunday, July 4

Breakfast

Depart hotel for the Dead Sea

Ascend Massada and visit the stronghold of the Zealots where, rather than give into slavery and abandon their religion, these outnumbered Jews committed suicide to sanctify the name of G-d

Proceed to the hotel on the shore of the Dead Sea for opportunity to "float" on the Dead Sea and use the hotel facilities, and eat lunch

Hike Ein Gedi and view the lush flora, fauna and waterfalls

Return to Jerusalem

Adults who have previously visited Israel may choose instead to visit Hadassah's Chagall windows, a resettlement program for immigrants and spend an afternoon in the historic areas of Tel Aviv and Jaffa

Join mission friends for an all American pizza party and open house in the hospitality suite or dine at a restaurant of your choice in Jerusalem

Overnight: Hyatt Hotel - Jerusalem

Monday July 5

Breakfast

Briefing by minister

Adults depart for field study of the Joint Distribution Committee, continue to the Old City for an archeological seminar and visits to excavation sites in the Jewish Quarter, enjoy a

falafel lunch. After refreshing at hotel, proceed to Beit Hatefutzot Museum of the Jewish Diaspora in Tel Aviv

Children and teens participate in an archeological hands-on digging experience in Beit Guvrin area and have lunch at kibbutz Beit Guvrin

Depart for Tel Aviv to visit Beit Hatefutzot Museum of the Jewish Diaspora and meet family members

Walk the famous Dizengoff Street for opportunity to shop

Attend the Maccabiah Opening Ceremony

Late return to Jerusalem

Overnight: Hyatt Hotel Jerusalem

Tuesday, July 6

Breakfast

Depart hotel for Yad Vashem Holocaust Memorial

Briefing by Holocaust Historian

Visit the Art Gallery, Museum and Yad Layeled dedicated to the memory of the million and a half children who perished in the Holocaust

Walk through the Valley of Destroyed Jewish Communities

Attend a special Yizkor service

Continue to Mount Herzl to pay tribute to Israel's fallen soldiers at the Military Cemetery

Perform the Mitzvah of planting a tree in Eretz Yisrael thus creating your own personal link to the land

Lunch and mission caucuses

Afternoon at Leisure

Festive Farewell Dinner honoring the Bar/Bat Mitzvah Celebrants

Wednesday, July 7

Depart for Ben Gurion International Airport

Return to the USA

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Council for Initiatives
in
Jewish Education

Date sent:

Time sent:

No. of Pages (incl. cover):

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

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Dear Friends,

Here is a camper outline and supplementary material which SE + I worked on yesterday. Please review + let me know your reactions.

SE suggests that we transfer all of her campers to Barry, at least for now. I think that makes sense. Do you agree?

Thanks for your quick feedback.

Ginny

P.S. All 3 communities know the August seminar will be the 23rd + 24th in Baltimore. Lauren can be there by early afternoon + has made reservations.

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

DRAFT

Outline for Camper Notes for August 1993 Board Meeting

I. CIJE Organization and Staffing

A. Executive Director

B. Program Staff

1. Barry Holtz - f/t on leave from JTSA

2. New Staff

C. Respective roles of Jerusalem/Cleveland

1. Jerusalem

2. Cleveland

II. Lead Communities - Update

(refer to Talking Points -6/93)

A. Atlanta - Commission to meet in August

Bill Shatten as Chair

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

B. Baltimore - Official launch in September

Eileen Vogelstein as Co-chair

Chaim Botwinick and Nancy Kutler will staff the commission

C. Milwaukee - Launched

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

Commission and Steering Committee appointed and have been meeting

Louise Stein and Jane Gellman - active Co-chairs

Educators Survey - completed

Educational Leadership Survey under way

June 22, 1993

Talking Points on the Lead Communities Project 6/93

1. The project and CIJE - Why?

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

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

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

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

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

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

Lead Communities will function as local laboratories for Jewish education - as an entire community engaged in a major development and improvement program.

Lead Communities will demonstrate how:

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

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

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

4. Enabling Options - the Key Elements

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

5. The three Lead Communities-Background

Atlanta

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

Baltimore

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

Milwaukee

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

6. Community Updates: What is happening

Milwaukee

- a. The Commission on Vision and Continuity has been established under the chairmanship of Louise Stein and Jane Gellman
- b. Steering Committee - meets every six weeks
- c. Task Forces have been established in the following areas:

1. Personnel - on a two year time line
 2. Strategic planning - working on five year plan including visioning and goals project.
- d. Educators' Survey was administered in June '93, data analysis Summer '93
- Market analysis]
Needs analysis] --- Fall '93
following plan outline]
- e. Fund Development - beginning November '93
- f. Full-time Project Director, Dr. Ruth Cohen funded by grant from The Helen Bader Foundation (Daniel Bader - new member of the CIJE Board)

Baltimore

- a. The Center for Advancement of Jewish Education has just been formed (CAJE). It will be headed by Dr. Chaim Botwinick.
- b. CAJE will establish a CIJE committee - July 1, 1993. Eileen Vogelestein will be one of the two Co-chairs.

- c. Strategic planning by CIJE committee - July to August '93.
- d. Convene rabbinic and senior educator leadership - August '93.
- e. Launch CIJE Committee - September '93.
- f. Conduct Educators' Survey - September to October '93.
- g. Monthly meetings of CIJE Committee - October '93 to June '95.
- h. Finance resource development.

Atlanta

- a. Council on Jewish Continuity - has met twice and continues to meet every two months (August 93 next meeting). It is chaired by Dr. William Shatten.
- b. New director of Jewish Educational Services to begin July 15, 1993. (Janice Alper)
- c. Educators' Survey - to be administered in September '93.
- d. Task Force on Israel Experience - to be formed in August/September '93.

- e. Task Force on Teacher Training - to be established Fall '93.
- f. JCC Judaic content study to be undertaken.
- g. Market study on formation of second Jewish high school - Spring '93.
- h. Resource development - ongoing

7. The Goals Project and Vision

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

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Council for Initiatives
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Date sent:

6/23

Time sent:

8:30

No. of Pages (incl. cover):

18

To: ARH

From:

Organization:

Phone Number:

Phone Number:

Fax Number:

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Comments:

Shulamith would like your
comments by the end of the day
on Friday.

MEB

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

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Dear Educational Leader,

As an educational leader 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.

The results will appear only in summary of statistical form so that individuals cannot be identified. The findings will be presented to the Principals Council during the 1993-94 academic year.

Thank you very much for your participation and cooperation.

Lead Communities Project

Council for Initiatives in Jewish Education

Lead Communities Project

EDUCATIONAL LEADERS 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 assumed your leadership position.

(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. Level of income	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Working with teachers	<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. Full-time nature of the profession	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Status	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Opportunity for career advancement	<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 ☐ 1 No ☐ 2

3. The following items deal with your perceptions of teacher / staff 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
a. Staff members / teachers should have an opportunity to participate in defining school / program goals and priorities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Staff members / teachers generally do have an opportunity to participate in defining school / program goals and priorities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Decision-makers should ask for teachers / staff advice before making a decision about a critical issue.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Decision-makers generally do ask for teachers / staff advice before making a decision about a critical issue.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

4. The following items deal with your perceptions of lay leadership involvement in Jewish education in your setting. 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
a. Lay leaders 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
b. Lay leaders generally do 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
c. Lay leaders should have an opportunity to participate in discussions regarding curriculum / programs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Lay leaders generally do participate in discussions regarding curriculum / programs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Lay leaders should be actively involved in every aspect of the educational curriculum / program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Lay leaders are generally actively involved in every aspect of the curriculum / program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

5. 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)	Very Important	Somewhat Important	Somewhat unimportant	Very unimportant
a. Rabbi(s) or your supervisor(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Most teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Most parents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Lay leaders	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Your family	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Your friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Your colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

6. 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
a. Student attitudes toward Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Student behavior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Feeling part of a community of educators	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Respect accorded you as an educator	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Being part of the Jewish community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Support from the rabbi(s) or supervisor(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Support from the lay leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Number of hours of employment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Physical setting and facilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k. Resources available to you	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l. Benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m. Other, specify	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4



The following set of items asks about your current and prior experience in Jewish education:

7. 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	
DAY SCHOOLS	<input type="checkbox"/> Aide	
	<input type="checkbox"/> Teacher	
	<input type="checkbox"/> Supervisor	
	<input type="checkbox"/> Specialist	
	<input type="checkbox"/> Principal	
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	
	<input type="checkbox"/> Teacher	
	<input type="checkbox"/> Program Director	
	<input type="checkbox"/> Department head	
	<input type="checkbox"/> Director	
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	

8. Do you tutor students in Hebrew or Judaica?

Yes (1) No (2)

☐ 1

☐ 2

If yes, how many? _____

9. Have you ever worked in general education?

Yes (1) No (2)

☐ 1

☐ 2

If yes, how many years? _____

10. Please indicate how many years you have been in your CURRENT setting, including this year. _____

11. How many years have you been working in:

a. Jewish education in this community, including this year? _____

2. 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..

13 Did you attend any workshops or seminars in the past two years?

Yes (1) No (2)

☐ 1

☐ 2

If yes, how many did you attend in town? _____

If yes, how many out-of-town? _____

14. The following are reasons educational leaders participate in professional development activities. Rank only the three most important by writing 1, 2, 3, next to your choice where 1 is the most important.

a. Required by contract _____

b. Desire to improve administrative skills _____

c. Desire to improve knowledge of Judaica _____

d. Desire to learn about new teaching methods and materials _____

e. Desire to learn about new curriculum / programs and resources _____

f. Offered at convenient time and location _____

g. Subsidy available for participation _____

h. Leadership / Administrative skills _____

i. Other, please specify _____

15. During the past twelve months did you:
(Check one response for each item)

	Yes (1)	No (2)
a. Attend a formal course in Hebrew or Judaica?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Participate in a private Hebrew or Judaica study group?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Study Hebrew or Judaica on your own?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Participate in some other on-going form of Jewish study?	<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. School management ☐ 1
- b. Child and adult development ☐ 2
- c. Strategic planning and development ☐ 3
- d. Curriculum and program development ☐ 4
- e. Staff supervision and professional development ☐ 5
- f. Communication skills ☐ 6
- g. Working with parents and volunteers ☐ 7
- h. Leadership ☐ 8
- i. Other _____ ☐ 9

17. In which of the following would you like to increase your knowledge?
(Check all that apply)

- a. Hebrew language ☐ 1
- b. Customs and ceremonies ☐ 2
- c. Israel and Zionism ☐ 3
- d. Jewish history ☐ 4
- e. Bible ☐ 5
- f. Synagogue skills / prayer ☐ 6
- g. Rabbinic literature ☐ 7
- h. Other _____ ☐ 8

How do you rate your skills in the following areas?
(Check one for each category)

	Speaking	Reading	Writing
a. Fluent	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
b. Moderate	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
c. Limited	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
d. Not at all	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4

19. Overall, how adequate are the opportunities for teacher professional growth and development in your community?

(Check one)

a. Very adequate	<input type="checkbox"/> 1
b. Somewhat adequate	<input type="checkbox"/> 2
c. Somewhat inadequate	<input type="checkbox"/> 3
d. Very inadequate	<input type="checkbox"/> 4

20. Overall, how adequate are the opportunities for your professional growth and development in your community?

(Check one)

a. Very adequate	<input type="checkbox"/> 1
b. Somewhat adequate	<input type="checkbox"/> 2
c. Somewhat inadequate	<input type="checkbox"/> 3
d. Very inadequate	<input type="checkbox"/> 4

IV. SETTINGS

The next set of questions asks you about the schools in which you work.

21. How many paid positions in Jewish education do you hold? _____

22. If you work in more than one setting in Jewish education, do you do so to earn a suitable wage?

Yes (1)	No (2)
<input type="checkbox"/> 1	<input type="checkbox"/> 2

If you work in more than one setting, how many hours per week do you work at each?

First _____ Second _____

The following questions refer to the setting in which you hold an educational leadership position.

23. What is the affiliation of the school or agency where you are an educational leader?
(Check the appropriate response)

- a. Reform ☐ 1
- b. Conservative ☐ 2
- c. Traditional ☐ 3
- d. Orthodox ☐ 4
- e. Reconstructionist ☐ 5
- f. Community ☐ 6
- g. Jewish Community Center ☐ 7
- h. Other, specify _____ ☐ 8

24. How many students are in your school / agency? _____

25. Which of the following best describes your leadership role?
(Check the one appropriate response)

- a. Head of day school ☐ 1
- b. Department head or chairman at day school ☐ 2
- c. Educational director ☐ 3
- d. Division head of congregational school ☐ 4
- e. Preschool Director ☐ 5
- f. Program Director: Adult Education ☐ 6
- g. Program Director: Special Education ☐ 7
- h. Central Agency Director ☐ 8
- i. Central Agency Administrative Staff ☐ 9
- j. Other, please specify _____ ☐ 10

26. How did you find your present primary administrative position?
(Check the one that best applies)

- a. Central agency or bureau ☐ 1
- b. Graduate school placement ☐ 2
- c. National professional association ☐ 3
- d. Through a friend or mentor ☐ 4
- e. Recruited or approached by institution ☐ 5

27. How did you find your present primary administrative position?
(Check the one that best applies)

28. How did you find your present primary administrative position?
(Check the one that best applies)



AMERICAN JEWISH ARCHIVES

27. The following items deal with the extent to which rabbi(s) or supervisor(s) are involved in your setting.

(Check one response for each item)

	None	Somewhat	A Great Deal
a. In defining school / program goals, objectives and priorities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. In discussions regarding curriculum / program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c. In every aspect of educational program / programs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

28. Did you move to this community to take this job?

Yes (1) No (2)

☐ 1 ☐ 2

29. To what extent do you receive help and support from the following?

(Check one response for each)

	Frequently	Occasionally	Seldom	Never
a. Other colleagues in community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Other colleagues outside the community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Local university	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Central agency staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. National movement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Professional organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Other, please specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

30. How important were the following factors affect your decision to work where you are presently employed?

	Very Important	Somewhat Important	Somewhat unimportant	Very unimportant
a. Hours	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Rabbi(s) or supervisor(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Reputation of the school or program	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Religious affiliation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Spouse's work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

31. Of the following benefits which are available to you and which do you receive? (Check all that apply).

	Available	Receive
a. Free or reduced tuition for your children at your school or program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Free or reduced tuition for yourself and adult family member	<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
d. Synagogue privileges such as High Holiday tickets	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Day/child care	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Money to attend conferences, continuing education	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Sabbatical leave (full or partial compensation)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Employer contribution to a health plan	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Pension benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

2. Please indicate the degree to which you are satisfied with the amount of time you spend on each of the following activities:

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Curriculum / program development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Public relations / marketing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Parent / constituent relations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Teacher / staff supervision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Training and staff development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Recruiting staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Overall school management, including budget	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Fund raising or resource development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

33. Of the following which one would "enhance" your effectiveness as an educational leader?
(Check only one)

a. Additional support staff / clerical	<input type="checkbox"/> 1
b. Additional funding for programs	<input type="checkbox"/> 2
c. Additional funding for resources / materials	<input type="checkbox"/> 3
d. Additional professional staff	<input type="checkbox"/> 4
e. Availability of consultants	<input type="checkbox"/> 5
f. Attendance / participation in workshops or seminars	<input type="checkbox"/> 6
g. Other please specify _____	<input type="checkbox"/> 7

Are you employed as a full-time Jewish educator?
(Check one)

Yes (1)

☐ 1

No (2)

☐ 2

If yes, please continue with Section V.

35. If you are not a full-time educator and had the opportunity to work full-time, would you? (Check One)

Yes (1)

☐ 1

No (2)

☐ 2

36. 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 one is the most important.

a. Salary

b. Benefits

Job security, tenure

d. Career development

e. Job opportunities

f. Greater background in Judaism and Hebrew

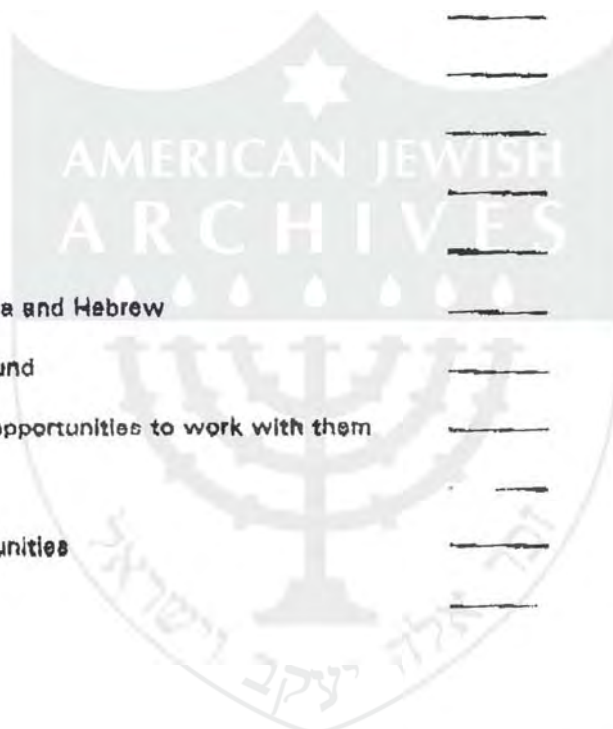
g. Greater educational background

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.

37. Are you Jewish?

Yes (1)

☐ 1

No (2)

☐ 2

38. At the present time, which of the following best describes your Jewish affiliation?

- ☐ 1 Orthodox
- ☐ 2 Traditional
- ☐ 3 Conservative
- ☐ 4 Reform
- ☐ 5 Reconstructionist
- ☐ 6 Unaffiliated
- ☐ 7 Other (specify) _____

39. Are you currently a member of a synagogue?

- | | |
|----------------------------|----------------------------|
| Yes (1) | No (2) |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

40. Are you an educator in the synagogue where you are a member?

- | | |
|----------------------------|----------------------------|
| Yes (1) | No (2) |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

41. Which of the following, do you usually observe? (Check all that apply.)

- ☐ 1 Light candles on Friday evening
- ☐ 2 Attend a seder in your home or somewhere else
- ☐ 3 Keep Kosher at home
- ☐ 4 Light Hanukkah candles
- ☐ 5 Fast on Yom Kippur
- ☐ 6 Observe Sabbath
- ☐ 7 Build a Sukkah
- ☐ 8 Fast on Tisha B'Av and minor fasts such as Ta'anit Esther
- ☐ 9 Celebrate Israel Independence Day

42. During the past year, did you:

- | | Yes (1) | No (2) |
|---|--------------------------|--------------------------|
| a. Attend synagogue on the High Holidays | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Attend synagogue at least twice a month on Shabbat | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Attend synagogue daily | <input type="checkbox"/> | <input type="checkbox"/> |

43. Have you ever been to Israel?

- | Yes (1) | No (2) |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

If, yes, did you ever live in Israel for three months or longer?

- | Yes (1) | No (2) |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

44. 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) _____

45. Did you attend a Jewish summer camp with mainly Jewish content or program?

- | Yes (1) | No (2) |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

If Yes, how many summers? _____

46. 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) _____

47. Age _____

48. Sex Male Female

☒ 1☐ 2

49. Where were you born?

USA ☒ 1

Other, please specify country _____

50. Marital status

☒ 1 Single, never married☐ 2 Married☐ 3 Separated☐ 4 Divorced☐ 5 Widowed

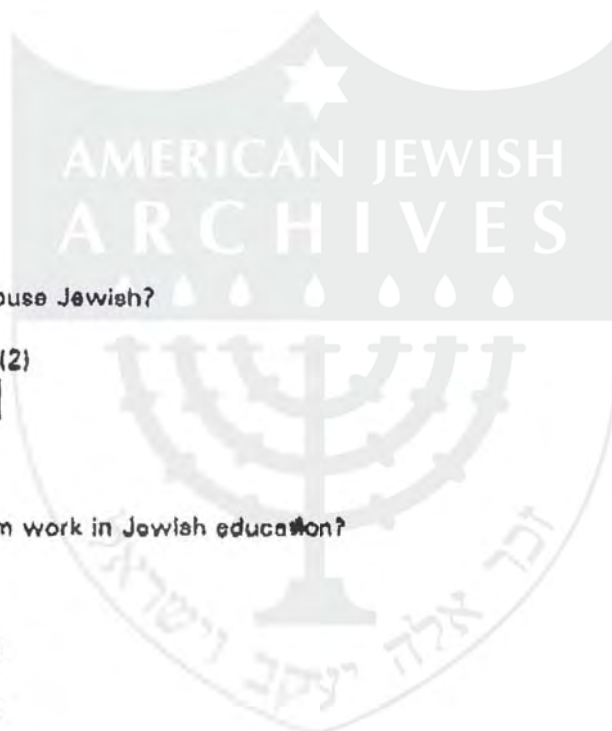
51. If you are married, is your spouse Jewish?

Yes (1)

No (2)

☒ 1☐ 2

52. What is your total family from work in Jewish education?

☒ 1 below \$10,000☐ 2 \$20,000 - \$29,999☐ 3 \$30,000 - \$39,999☐ 4 \$40,000 - \$49,999☐ 5 \$50,000 - \$59,999☐ 6 \$60,000 - \$69,999☐ 7 \$70,000 - \$79,999☐ 8 over \$80,000

53. What is your total family income?

- ☐ 1 below \$30,000
- ☐ 2 \$30,000 - \$49,999
- ☐ 3 \$50,000 - \$69,999
- ☐ 4 \$70,000 - \$79,999
- ☐ 5 \$80,000 - \$89,000
- ☐ 6 \$90,000 and above

54. What is the highest level of education that you have completed? (Check one)

- ☐ 1 High school graduate
- ☐ 2 Some college
- ☐ 3 College graduate
- ☐ 4 Some graduate courses
- ☐ 5 Graduate or professional degree
- ☐ 6 Teacher-training institute

55. What degrees do you hold? Please list:

Degree

Major

56. Do you have undergraduate or graduate credits in any of the following?

	Undergraduate		Graduate	
	Yes	No	Yes	No
a. Judaica or Jewish Studies	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Hebrew language	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Jewish communal service	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. School Administration	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2

55. Do you hold a professional license or certification in :

	Yes (1)	No (2)
a. Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. General education	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Administration	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Other (please specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

57. Which of the following best describes your career plans over the next three years?

(Choose one)

- ☐ 1 I plan to continue what I am doing.
- ☐ 2 I plan to be an administrator or supervisor in this Jewish school / program in this community.
- ☐ 3 I plan to be an administrator or supervisor in another Jewish school / program in this community.
- ☐ 4 I plan to be an administrator or supervisor in a Jewish school.
- ☐ 5 I plan to have a position in Jewish education other than in a school / (such as a central agency or other administrative setting).
- ☐ 6 I plan to be involved in Jewish education in Israel, or in some other country.
- ☐ 7 I plan to seek a position outside of Jewish education.
- ☐ 8 I plan not to work.
- ☐ 9 I plan to retire.
- ☐ 10 I don't know, I am uncertain.
- ☐ 11 Other, please specify _____

Thank you very much for your cooperation!