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CJENA meeting. CIJE correspondence, meetings, and
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MEMORANDUM

TO: Steven Hoffman
FROM: Shulamith Elster
RE: Space/CJF
DATE: February 26, 1991

1. Met last Friday with Harold Adler. A copy of my letter to him follows for your information. He had some good suggestions regarding telephone systems and computer linkages. He also asked about how CJF's administrative service might help us - everything from payroll and benefits, to reproduction, mailing and the like. More on this later.

2. Played "telephone tag" this week with Judith Ginzberg for three days last week and finally spoke with her this morning. She wants to know what the story is re: shared space. She has been told by JESNA that we will be sharing reception and conference space and possibly a joint receptionist/telephone operator with JESNA.

I don't know her - beyond our conversation - but my sense is that she is very frustrated by her inability to get an answer to her inquiries. She says that CJF may not be taking her seriously in that she has not been consulted furthermore she has a wonderful architect that she would like to use. She's likewise frustrated with JESNA. They have provided temporary and not wonderful space over the past few months but she says they can't say anything more about the space and the timetable.

I think she called me as her 'last best hope' for some resolution-or clarification of what is happening. I told her that I spoke with Harold Adler on Friday. She had heard that I was "sighted" looking at the space and I imagine that this was unsettling in some additional way.

QUESTION 1: Is there an official position on the shared space issue? Has there always been a plan to share space? with Covenant/Crown? with JESNA?

QUESTION 2: Who's on first? How and when will this decision be made?

Covenant/Crown needs/wants 1,000 square feet. she also has her eye on the windows! I can relax, there are more than facing beautiful Lafayette Street!

3. Attached is an outline of our space needs as I see them. Please review and let me know what you think. We can then use this as the basis for discussions with CJF and the architect and further planning regarding equipment and furnishings. consider this
DRAFT #1.

4. Also attached is a timetable based on the availability of the space now occupied by Israel Bonds. Comments,, please..

On another matter::

I will assume that you received the revised Position Description: Planning Director and unless I hear from you by the end of the week, I will assume that this is what we send out to interested candidates/and assorted people who have been in touch regarding the position..

Attachments:

DRAFT #1: Space needs
Timetable

bcc: Annette Hochstein

MEMORANDUM

TO: Steven Hoffman
FROM: Shulamith Elster
RE: Space Needs
DATE: February 26, 1991

DRAFT #1:

**Space Needs of Council for Initiatives in Jewish
Education at Council of Jewish Federations
730 Broadway
New York, New York 10003**

Assumption: 1500 square feet currently occupied by Israel Bonds

Reception Area

Coat closet
Seating for guests
Appropriate lighting

Receptionist Desk/Work Station

Desk chair
Telephone
Computer for clerical tasks
Lighting

Executive Director's Office

Desk
Desk chair
Shelving/bookcases/files
Conference table and chairs ((6-8))
Telephone
Computer
Lighting

Education Officer's Office

Desk
Desk chair
Table and chairs ((6))
Shelving/bookcases/files
Telephone
Computer
Lighting

Planning Director's Office

Desk
Desk chair
Shelving/bookcases/files
Telephone
Computer/Printer
Lighting

Planning Associate or Education Associate's Office

- Desk
- Desk chair
- Seating (2)
- Shelving/bookcases/files
- Telephone
- Computer
- Lighting

Secretary's Office

- Desk/work station
- Desk chair
- Files
- Telephone
- Computer/Printer

Conference Room

- Conference Table ((10-12))
- Additional seating
- Chalkboards or other presentation boards
- Cabinets for conference room supplies
- Special outlets for VCR or other equipment
- Special telephone equipment for speaker phones/conference calls
- Lighting

Phone lines to be determined based on anticipated usage.

Phone extensions:

- Receptionist
- Executive Director
- Education Officer
- Planning Director
- Associate
- Secretary
- Conference Room

MEMORANDUM

TO: Steven Hoffman
FROM: Shulamith Elster
RE: Office Space/Timetable
DATE: February 26, 1991

Based on my conversation on Friday, February 22nd with Harold Adler, we should assume that it will be AT LEAST four months before the space currently occupied by Israel Bonds will be available for renovation for our use.

During this period of time, I think we should adopt the following planning calendar:

March	Clarification of relationship with JESNA/Covenant re: shared space Agreement on CIJE space needs Negotiations with CJF re: terms charges, responsibility for renovations, choice of architect, responsibility for construction bids and contracts and supervision of work on site
April	Meeting with architect Preliminary drawings Proposals on furnishings, office equipment, computers, telephones
May	Final approval of architect drawings Bids received/contracts let Decisions on furnishings, office equipment, computers, telephones
June	Orders placed in time for delivery when renovations completed Israel Bonds office move completed Space available for renovations
July	Renovations underway Decision about temporary space for staff
August	Renovations completed Delivery of furnishings and equipment Office set-up
September	Chanukat Ha-bayit Celebration for Board and Senior Policy Advisors

Mandel Institute Projects

2. Consultation with the CUE

Project Leaders: Seymour Fox and Annette Hochstein

Project Description and Purpose:

The Mandel Institute was asked to undertake an ongoing consultation effort with the Council for Initiatives in Jewish Education in North America. The purpose of this project is to assist the CUE in planning its work, to advise on the launching of the various elements of the recommendations of the Commission on Jewish Education in North America, and to help in the ongoing monitoring of the work.

The project includes:

- * meetings, teleconferences, seminars, and informal contact with CUE staff;
- * specific assignments such as the preparation of working papers;
- * advising on monitoring, evaluation and follow-up;
- * assistance in staff training, in particular staff planners;
- * participation in board, advisory, and staff meetings as required;
- * working with members of the board of the CUE.

Timetable: One year.

Staff: Seymour Fox, Annette Hochstein, Daniel Marom

Do: have model - staff plan
Target LC's +
Do: Staffing
Otherwise we must move to
the U.S.
Danny's view
can be impacted
100% via
community

RECEIVED *and*
DATE: 11-29-91

Tel: 972-2-662 296; 668 728

Fax: 972-2-699 951

Facsimile Transmission

To:	Ms. Ginny Levi	Date:	February 11, 1991
From:	Annette Hochstein & Alan Hoffmann	No. Pages:	6
Fax Number:	216 - 361-9962		

Dear Ginny,,

Could you see that Steve Hoffman receives this this morning.. We have combined the pre-service and in-service assignments. This was done for theoretical reasons,, namely our commitment to continuity between pre-service and in-service education. If in-service education is thought of as a discrete activity,, the assignment becomes so massive so that it is counter-productive. If on the other hand the teacher who graduates a training program is viewed as beginning a systematic on-the-job training program, we can think of training in different terms..

With best regards,,

Annette Hochstein and Alan Hoffmann

CIJE PLANNING SEMINAR

January 1, 1990

Dear Seymour,

This is my attempt at describing the CIJE Seminar as it emerges from our collective thinking. I would like to write it as if the seminar were taking place tomorrow..

A. Desired Outcomes

1. SHH and SE should leave having a clear sense of
 - a. the work to be undertaken during the coming months or the total year; X *L.C. activities to be undertaken during the coming months or the total year*
 - b. the nature of the overall CIJE endeavor; *I e. T T * ' ^ - P*
 - c. resources available to them in order to accomplish their task (both resources here and resources there);
 - d. an understanding of what we will be doing for them;
 - e. a feeling of being in charge, empowered to do things that they can do.
2. AR and JW should
 - a. agree or feel good about their own role -- for us to begin to define before they come;
 - b. should feel in agreement with the thrust of the work; and
 - c. should feel less threatened/less hostile.

3. For all of us, we should have a clearer understanding of the content of

- what /s^ jvvJ^aaXj)*
- a. ~~the meaning of~~ the educational content involved;
 - b. priorities in the work of the CIJE;
 - c. a workplan; and
 - d. agreement on a next seminar and perhaps our contribution for the whole year.

B. Content

What should we cover during the seminar?

1. Lead communities
 - a. Content (*what is a lead community*)
 - b. Process (*How do we select; how do they work*)
2. Strategic Planning
 - a. What
 - b. How
 - c. Who
3. Community Support *→ Follow up on Commission. 7 needed?*
4. Building the Profession *on institutions of Higher Jewish Learning*
5. CIJE *institute of possible who*
6. Research *Seminar CTR the ed of ed*

C. How will we work?

In order to achieve the outcomes described in the first

paragraph, we will have to follow a didactic method that ensures participation and ownership,, as well as a probably painfully gradual introduction of content..

The 8 sessions (~~excluding~~ working lunches and working dinners) may be divided as follows:

1. SHH introduces the seminar and presents the CIJE paper.. Optimally,, we will have spoken to him and have suggested tha ~~the~~ add the lead communities to his paper.. The first session should be his presentation of his view of the work, based on his paper, and a discussion of the tasks implied. In other words, in their view, what needs to be done. I suggest that in parallel and throughout,, either Danny Marom and Mark Rosenstein, or I, keep an ongoing list of tasks to be done,, perhaps according to our usual categories: building the profession, community support, research, overall planning,, lead communities and the CIJE (we must include the CIJE because issues of governance and structure are bound to be discussed).. The ongoing list of tasks should be put on a visible board -- in other words, we will use maybe five or six pages in order to keep in front of those present the list of the tasks. We should then, very quickly, get to a situation where we have on the board in front of everybody perhaps as early as by the first lunch, a list that is not altogether very different from our implementation list (and what do we do if it is very different?)).

That list should then be discussed and completed, which may form all or part of the second session (the whole thing may be covered in the first session).

Logistical Notes

1. The drafting of the list and its placing in an organized fashion under the above categories in front of the participants should be done during lunch.

2. I am suggesting that lunch be used to introduce outside elements,, such as presentation of what we think are resources. The first lunch may be a meeting with Zeev Mankowitz; the second lunch may involve a couple of people from Melton -- I am discussing with Alan his participation in the seminar; he wants to participate extensively..



Fax: 972-2-699 9511

Facsimile Transmission

To: Shulanuth Elster Date: 11/31/91

From: Quasidige Modestum No. Pages: 18

Fax Number: _____

Hello Shulanith

The attached fax includes two discussion papers for the Senior Policy Advisors meeting. A 2-page paper on Lead Communities and a 5 page paper on training (differs slightly from the one you have). We should discuss tomorrow how the training should be used. The other research is forthcoming.

3 Best Regards,

~~Annette~~

P.S Documents were also faxed to Jimmy

DRAFT

DRAFT

DRAFT

STRATEGIC PLAN FOR THE DEVELOPMENT OF LEAD COMMUNITIES

SOME ISSUES TO BE CONSIDERED

I.. BACKGROUND

The Commission on Jewish Education in North America decided to recommend the establishment of 3-5 lead communities. Lead communities are model communities whose purpose it is to demonstrate what can happen when there is an infusion of outstanding personnel into the educational system, when the importance of Jewish education is recognized by the community and its leadership, and when the necessary funds are secured to meet additional costs.

These "Lead Communities" will provide a leadership function for other communities throughout North America. Their purpose is to serve as laboratories in which to discover the educational practices and policies that work best. They will function as the testing places for "best practices" -- exemplary or excellent programs -- in all fields of Jewish education.

Each of the Lead Communities will engage in the process of redesigning and improving the delivery of Jewish education through a wide array of intensive programs.

Through a feedback,, evaluation and monitoring system,, innovation developed in Lead Communities will be diffused throughout the country..

II. THE ASSIGNMENT

A planning process must be undertaken to deal with the systematic development of lead communities.. This process should be guided by a sub-committee of the CIJE and staffed by educators and planners.. The product of the planning process should include:

1. A description of alternative conceptions of a lead community.. Two models have already been discussed (Appendix A) .
2. A re-examination and amplification of the assumptions upon which the concept of lead community is based and a recommendation as to which are to guide the work with lead communities (see Appendix B) .
3. The development of criteria for the selection of lead communities including visiting teams..
4. A decision on the method for the selection of lead communities (public announcement,, who will decide,, when) .
5. Suggestions as to the kind of local mechanism needed in the community for work with the CIJE, towards the establishment and maintenance of the lead community.. Prepare assessment

-- diagnostic tools -- to assist communities in self-study
(the preparation of a local "educational profile")..

6. Establishment of a program for the development of "portfolios" of best practices ((recruit staff to develop portfolios,, possibly locate these staffs at institutions throughout North America))..
- 7.. The development of rosters of experts for work with the communities in each of the programmatic areas ((e.g.,, supplementary school,, day school,, etc.))..
8. Design relationship between lead communities and continental and regional institutions ((the denominations and their training institutions)) for the purposes of training and consultation..
9. Prepare recommendations for the development of community leadership to guide and support the lead community..
10. Start ongoing processes of building contacts with foundations interested in supporting specific categories of innovative programs..
11. Establish a mechanism to maintain a monitoring-feedback-loop and to guarantee ongoing evaluation of program ((in partnership with the CIJE)).

12. Recommendations concerning modes of diffusion of findings concerning the impact of programs in lead communities. Include relationship and method of communication between lead communities and interested communities,, institutions and organizations -- during the period when ideas and programs are being developed..
- 13.. The preparation of alternative scenarios of how a lead community would work ((see Appendix C) .

Appendix A

Lead Communities: Two Possible Models

- a. The lead community could be an entire community where all the institutions involved in Jewish education are invited to join. One to three such comprehensive sites could be established. Each site would have to guarantee the participation of a minimum number of its institutions. It might be determined that a substantial proportion of all the Jewish educational institutions in the community (e.g., the early childhood programs, the supplementary schools, the day schools, JCCs, Judaic studies programs at local universities, adult education programs, etc.) would be needed to build this version of a lead community.
- b. Several lead communities could be established with each of them taking different cuts into Jewish education. This could be a cut by ages (e.g., elementary school age), by institutions (e.g., all the day schools), or some combination of these approaches. If, for example, three lead communities decided to concentrate on early childhood, the supplementary school and the day school, three others on the high school and college-age groups, and three more on JCCs, summer camps and Israel Experience programs, a significant portion of the map of Jewish education would be covered.

A. Working Assumptions

The concept of the Community Action Site is based on several assumptions.

1. LOCAL INITIATIVES

The initiative for establishing a Community Action Site should come from the local community and the key stakeholders must be fully committed to the endeavour. The community must be willing to set for itself the highest possible standards and guarantee the necessary funding for the project. The community selected will have to develop a local mechanism that will play a major role in the initiation of ideas, the design of programs and their implementation.

2. LEARNING BY DOING

The notion of a Community Action Site assumes that it is possible to demonstrate effective approaches to problems in a specific community which can then be replicated elsewhere. Significant questions concerning innovation and implementation, such as what elements should be included and how they should be combined, can only be resolved in real-life situations, through the dynamics of thinking about implementation, and in the process of implementing.

3. BEST PRACTICE

Best practice will be an important resource for the work of the Community Action Site. Examples of best practice in Jewish education, suggested by the national denominational bodies, their training institutions, educational organizations, JWB, JESNA, CJF, and other relevant groups, together with the staff of the facilitating mechanism, will be brought to the site, integrated in a complementary way, and adequately funded, thus significantly increasing their impact.

4. CONTENT

The educational program in a Community Action Site will be guided by a carefully articulated philosophy which reflect deliberations concerning educational goals and the means for accomplishing them. Local institutions working with the denominations, JWB, JESNA, the facilitating mechanism and others invited to participate, will produce background papers on the philosophy that should guide the work being done. These papers should address the problem of translating the particular philosophy into curriculum, as well as describe the texts to be studied and the teaching methods to be used. They will also help guide the evaluation of the program.

5. ENVIRONMENT

The Community Action Site will be characterized by innovation and experimentation. Programs will not be limited to existing ideas, but rather creativity will be encouraged. As ideas are tested, they will be carefully monitored and will be subject to critical analysis. The combination of openness and creativity with monitoring and accountability is not easily accomplished, but is vital to the concept of the Community Action Site.

6. EVALUATION

The work of the Community Action Site will have to be monitored and evaluated in order to discover what can be achieved when there is a massive and systematic investment of thought, energy and funding in Jewish education. The results of the evaluation will serve as the basis for diffusion.

7. DIFFUSION

The results of work in a Community Action Site, and lessons learned from projects demonstrated there, will be diffused throughout the North American Jewish community and to other interested Jewish communities in the world. This will require thorough documentation of all aspects of the work.

An Example of a Community Action Site at Work

After establishing criteria for the selection of a Community Action Site, the board of the facilitating mechanism will consider several possible communities and choose from among them. A community that is selected will create a structure to work in partnership with the facilitating mechanism. If a local commission already exists, it might serve as that structure. Together they will conduct a study of the community to learn about the market for Jewish education (e.g. how many people are involved, what they want); the nature and status of the personnel; the lay leadership of Jewish education; the current level of funding for Jewish education, etc. A preliminary plan would then be developed. Below are some of the elements of a plan which could serve as examples of the work that will be undertaken in a Community Action Site.

1. PERSONNEL

The study might show that there are currently 500 filled positions (formal and informal, full-time and part-time) in all areas of Jewish education in the community. The study would also identify the gaps that exist—the positions that need to be created and filled. The denominations (their organizations and training institutions) and others will be invited to join in developing a plan for recruiting, training and retaining personnel.

a. RECRUITMENT

All of the recommendations related to recruitment in the Commission's report, and the results of the national recruitment study that will be undertaken, will be reviewed and the Community Action Site would act on those recommendations. Some examples:

- Recruiting appropriate college students (good Jewish background, commitment to Judaism) from the local universities, and contracting several years of work in the supplementary schools, day schools and JCCs in the community.
- Recruiting people interested in changing their careers.
- Encouraging general educators in the community to retool themselves for positions in Jewish education.
- Bringing a number of outstanding educators from outside the community in to assume key positions (e.g. three Jerusalem Fellows, four Senior Educators, etc.).
- Recruiting personnel from among the membership of various national organizations and building a program to prepare them to work in the field.
- Canvassing the retired population in the community to recruit appropriate candidates for work in Jewish education.

b. TRAINING

In addition to preparing people who are new to the field, every person in the educational endeavour would be involved in in-service training. Some examples:

- All avocational teachers would be assessed in terms of their current knowledge and their potential and a program to advance them would be designed.
- All professional teachers, principals, and informal educators would be involved in some continuing education planned jointly by the national and local mechanisms.
- Special fast-track programs would be developed for retraining general educators or career-changers who are moving into the field of Jewish education.
- The Community Action Site might be adopted by a consortium of training institutions, with each institution undertaking a specific assignment. The training institutions, the local universities, institutions in Israel, and any other relevant players could be invited to participate.
- Lay leadership training programs might be established.

As a result of the community study, a new map of the Jewish educational needs in the community would be developed. This map might include, for example, three full-time positions for special education; several positions for experts in early childhood education; two teacher-trainers; specialists in the teaching of Bible, Hebrew, History; an expert on the use of Israel Experience programs; consultants on Jewish programming for the JCCs; several adult educators; several family educators, etc. To respond to these needs, it might be determined that a 10% increase in the number of positions in the community is required. This could include introducing more full-time positions for people currently working part-time. This map would be the beginning of a new conception of the profession and would develop with time.

Accompanying the map would be a description of the training, salary, benefits and status appropriate to each position. Thus, a Bible expert might earn the same salary and be granted the same status as a principal. This would expand the possibilities of advancement in Jewish education beyond the conventional linear pattern of teacher, assistant principal, principal.

d. RETENTION

The issue of retention would be addressed in light of the results of the community study. The study might point to the need for improving the relationship between lay boards and educators; the need for better compensation, the need for sabbaticals, trips to Israel as well as on-the-job training for teachers. The local mechanism will have to determine the conditions that are necessary to retain good people in the field and deal with them accordingly.

2. COMMUNITY--ITS LEADERSHIP, FUNDING, AND STRUCTURES

From the onset of the Community Action Site, the appropriate community leadership will have to be engaged. These leaders, either the board of a local commission and its staff or newly recruited leaders, will have to be involved in developing the plans of the Community Action Site, overseeing them, monitoring them and responding to feedback. The community would have to either create its own evaluation program or subscribe to a national evaluation program so that success could be measured and appropriate decisions could be made.

Only if the community leadership is well-informed and totally committed will the necessary funding and overall support be obtained for the work of the Community Action Site. A partnership between the community's lay leadership, educators and educational institutions must be created.

3. AN EXAMPLE OF AN INSTITUTION WITHIN A COMMUNITY ACTION SITE

The supplementary schools within a specific community are offered below as a hypothetical possibility of how the national and local mechanisms would work together to implement appropriate recommendations. Over time, such an approach could be introduced for all of the institutions in a Community Action Site.

A taskforce, which could be composed of the top experts of various movements involved in supplementary education, might be created to join with the local structure in examining the supplementary schools. They would search for examples of best practice and invite those who have developed them, as well as thinkers or theoreticians in the area, to join in deliberations on the supplementary school. Together, the national and local teams would begin to plan an approach to improving the supplementary school which could include the following:

- the elaboration of educational philosophies for the supplementary school;
- the supplementary school's relationship to the synagogue, to informal education, to summer camping, to trips to Israel, to family education and to adult education;
- legitimate educational outcomes of the supplementary school;
- the range of curriculum and the content that should be offered in the supplementary school;
- the methods and materials currently available that should be introduced;
- the crucial problematic areas for which materials must be prepared e.g., methods for the teaching of Hebrew. In such a case, one of the national institutions or research centers might be asked to undertake the assignment immediately.

Each of the denominations would be given the opportunity and appropriate support (e.g. funding, expert personnel) to develop a plan including all of the elements listed above. The local and national mechanisms would review, modify and adopt the plan. Funding and criteria for evaluation would be agreed upon. The appropriate training institutions would be asked to undertake responsibility for training the personnel and would accompany the experiment as a whole. For example, for the Conservative supplementary schools, the faculty of the Jewish Theological Seminary of America and its Melton Research Center might work with the staff of the mechanisms, helping them decide what materials should be taught and developing a training program for the teaching of this material. JTSA and Melton faculty would be involved with the local supplementary schools on a regular basis, to monitor progress and to serve as trouble-shooters. ■

Although denominations would work individually with their Conservative, Orthodox, Reform and Reconstructionist schools, there are some areas where all of the denominations

could work together. On issues such as the integration of formal and informal education, the use of the Israel Experience, family education, and possibly even in certain content areas such as the teaching of Hebrew, combined effort could yield significant results.

Within a few years, we could learn what can be achieved when proper thinking, funding and training are invested in a supplementary school. We could also see how informal education, the Israel Experience, family education and other elements could be combined to increase the impact of the supplementary school. The extent of the success and the rate at which new ideas should be introduced will become readily apparent when the Community Action Site is functioning.

The facilitating mechanism, in addition to its role in planning, evaluating and overseeing the entire project, would, as quickly as possible, extrapolate principles from the experience of a Community Action Site to feed the public debate, leading to the development of policies on issues such as salaries, benefits, the elements of professional status, sabbaticals, etc. These policies, as well as specific lessons learned, would be diffused to other communities in North America.

DRAFT

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DRAFT

February 1991

A STRATEGIC PLAN FOR THE TRAINING OF JEWISH EDUCATORS

FOR NORTH AMERICA

GUIDELINES FOR PROPOSALS

II.. Background

The field of Jewish education in North America is plagued by a severe shortage of trained and qualified educators for its numerous formal and informal settings. It is estimated that there are approximately 5,000 full-time positions for Jewish educators and another 20,000-30,000 part-time positions. At the same time, all training programs for Jewish education (outside of the Haredi sector) graduate together approximately 100 people per year -- a figure woefully inadequate to meet the needs of the field. Improvement is contingent upon a significant increase in the number of well-trained educators. This will include training for matters such as: competence in Judaica, proficiency in Hebrew, mastery of theory and practice of education. It is estimated that today less than one-half the educators in the field possess these qualifications.

The Commission on Jewish Education in North America has developed several recommendations to improve Jewish education.. Among these is the recommendation to Build the Profession.. The Commission has identified the need to significantly expand the training capability as a cornerstone of its program.

II. *The Assignment*

A planning process must be undertaken to deal with the systematic development of pre-service and in-service training for Jewish educators for North America.. The product will consist of alternative short, medium and long-term development strategies, their policy implications and plans for their implementation.

Recommendations might include strategies for the expansion of existing training programs; links with existing educator training programs at general universities; the use of Israel as a resource for training ((the enlargement of existing programs and the development of new programs); recommendations for the creation of new and innovative programs; any mix of programs and more.. The product will also include recommendations for the recruitment of candidates for training; strategies for dealing with the current shortage of faculty for training institutions; improvement of the curriculum of training programs; the financial aspects of the entire endeavor -- e.g., the cost of the above as well as tuition costs, student scholarships and fellowships.

Policy recommendations will deal with issues such as the

relationship between pre-service and in-service education; the relationship of pre-service education to salary increases and to professional advancement; sponsorship of training - in particular in-service training: is this an activity appropriate for the bureaus of Jewish education, for individual schools, for community centers or for national organizations and training institutions? What is the most appropriate role for Israeli institutions in this area -- what kind of partnerships should or could be built? What incentives should be made available to encourage participation in in-service training?

III. *The Plan*

The planning process will include the preparation of a map of the field of training, including an overview of current training opportunities in North America and in Israel, in both Jewish and general institutions. Parts of this map are already available, in particular as regards pre-service training. Mapping the current availability of in-service training programs is a more complicated assignment because of the wide variety, geographic distribution and local nature of much of this training. Relevant institutions such as JESNA, for education in formal settings, and the JCC Association for education in informal settings, bureaus of Jewish education, the training institutions in the United States and in Israel, the WZO education departments, will all need to be consulted on the scope, content, quality and availability of training.

The map will offer a picture of the current resources available for development,, and will help identify both challenges and opportunities.. Key issues facing the training of educators will be identified and analyzed as part of this effort. E.g., how will faculty for training programs be recruited and trained; what kind of specialized programs must be developed ((education in informal settings, senior personnel)) and where ((at general universities, in Israel,, etc.)).

A detailed needs assessment will be prepared.. This is a complicated assignment since not much exists in most areas,, and a great deal is probably required for all.. How much pre-service training and of what kind is required ((e.g., the field presently needs "X" early childhood teachers and will need "Y" more within five years)). For in-service training,, teachers of subjects in Jewish schools -- Hebrew,, history,, Bible,, prayer,, etc.. -- probably need to be involved in regular,, systematic upgrading programs.. New programs are probably required for informal educators who are now faced with the challenge of intensifying the role of the JCCs as Jewish educational institutions.. The need of faculty for training will have to be addressed for the different assignments.. Faculty for in-service education is probably more readily available than faculty for pre-service education..

Alternative strategies for development will be designed. In order to inform the staff's analysis,, key actors ((lay leaders, heads of training programs,, experts in the fields of Jewish and general

education,, members of the CIJE board,, others) will be interviewed. The purpose of these interviews will be to identify the problems,, the ideas and the visions that should inform the development of the field and will lead to preferred policies and directions for development..

Because the issue of training is so massive an undertaking, the setting of priorities will be a particularly important assignment. With what segment of the field should we begin, with teachers of Hebrew or teachers of history? Should we concentrate on didactic skills or on the commitment of teachers to Jewish values? What will be the respective scope of efforts in the area of pre-service and in-service training?

Recommended policies for development need to be spelled out and must include the anticipated outcomes, required resources -- human, financial, organizational -- and the time frame. The various recommendations must include detailed implementation plans. The plan must allow the CIJE to select the appropriate policies and to have a clear picture of their implications.

A steering committee will be set up by the CIJE to review planning proposals and to guide the planning process.

DEVELOPING A RESEARCH CAPABILITY IN NORTH AMERICA

SOME ISSUES FOR CONSIDERATION

1. The Commission on Jewish education pointed to the lack of reliable data on Jewish education in North America. Its report states:

"There is a paucity of data about the basic issues, and almost no evaluation has been made to assess the quality and impact of programs.

Because of this, decisions are taken without the benefit of clear evidence of need, and major resources are invested without sufficient monitoring. We do not know what works in Jewish education. We do not even know much about what students know at different stages of their education. There are not enough standardized achievement tests. There is not sufficiently accurate information on the number of teachers in the system, their qualifications and their salaries.

We also need more extensive investigation into the history and philosophy of Jewish education in order to enrich the creative process that will help design the Jewish education of tomorrow."

As a result of its findings the commission adopted, as one of its five recommendations *the decision to develop a research capability in North America:*

"A research capability . . . will be developed at universities, by professional research organizations, as well as by individual scholars. They will create the theoretical and practical knowledge base that is indispensable for change and improvement. A comprehensive, long-range research agenda will be outlined. . . ."

2. The staff of the Council on Innovations in Jewish Education (CIJE) suggested that a first step in the implementation of this decision would be to turn to a distinguished/outstanding researcher and ask them to map and assess the existing research capability (people, institutions, forums, resources) and then to recommend ways to bring about its development. The researcher would work with an active steering committee or editorial committee. The product of this work would be brought to the Senior Policy Advisors and then to the Board of the CIJE for approval.

a. The pool of researchers:

1. There is a growing, but still very small, number of people who are actively, involved in research on Jewish education in North America.
2. There is a group of academics in the field of general education who are Jewish and who have expressed great interest in Jewish education (e.g. Gammoran and Pekarsky at the University of Wisconsin; Sharon Fineman-Nemzer at Michigan State University).
3. There are researchers in general education who are Jewish, who might be recruited to the task (e.g. Henry Levin, an economist of education, at Stanford University).
4. There are subject matter experts - professors of Judaica primarily, who could be invited to contribute of their expertise for Jewish education (e.g. Prof. I. Twersky at Harvard University) ..

What can be done and what should be done in order to expand the pool of individuals who devote themselves to research in Jewish education?

b. The Research Agenda:

1. There is a need to map out what research exists and what its validity is. In the continuum from basic to policy research there is a sense of enormous gaps in knowledge - far beyond what is the situation in general education or in other areas of social endeavors. (See appendix A - from the background papers to the 5th Commission meeting.) These gaps should be defined and documented.
2. Some early attempts have been made to define the agenda of research for Jewish education. The problem is that these attempts often consist of extensive lists of possible research topics. There is a need for a reasoned agenda. Researchers and other experts should be involved in thinking through the needs and prioritizing them in light of what is already available, what will make a difference, and what is most urgent.
3. The researcher who will undertake this assignment will need to consider the situation in several areas of endeavor. From that of statistical data (profile of the teaching force) to the question of indicators (how are we improving knowledge and skills this year?); from that of the economics of Jewish education (what is the true relationship of tuition to day-school attendance; how much does it cost to run an educational institutions; what are alternative modes of financing education?); to that of the outcomes of programs (how effective has this innovative - or ongoing program been?).

4. In the area of curriculum there are examples of attempts at preparing the use of subject matters for curriculum. However in general the curriculum for Jewish education in both formal and informal settings is underdeveloped and - except for the Haredim - lacks a contemporary historical and philosophic foundation. Most settings work without either an overall syllabus or set curricula. Programs often depend on the ingenuity of individual educators.

5. Needs, desires, expectations -- the market -- have not been addressed: what do parents want for themselves and for their children; what do students want, what do rabbis and lay people want? What is the fit between what exists and what is wanted? Do the Jews of North America have the education they want?

6. What are the policy implications of any of the above - and many additional questions?

c. The assignment:

~~at~~ The researcher should undertake his assessment on the state of research in Jewish education and work together with a steering committee or editorial committee. The product of this work should consist of a paper that will offer an overview and assessment of the current state of research in Jewish education, guidelines for an agenda, and suggestions concerning the development of existing and perhaps new settings where research will be undertaken. The work should take about 6 months to complete.

b. This paper will be presented to the Senior Policy Advisors and to the Board of the CIJE for discussion and recommendations for action.

c. The CIJE will involve the appropriate foundations in this process with a view of securing funding for the development of research opportunities. It will decide whether the research endeavor will be the domain of one single foundation or whether several foundations will be approached for specific elements of the plan, consistent with each foundation's interest.

6. Research

I. Background

There is very little research on Jewish education being carried out in North America. As a result, there is a paucity of data; too little is known concerning the basic issues and almost no evaluations have been undertaken to assess the quality and impact of programs.

Because of this, decisions are made without the benefit of clear evidence of need; major resources are invested with insufficient evaluation or monitoring. We seldom know what works in Jewish education, what is better and what is less good, what the impact of programs is. The market has not been explored; we do not know what people want. There are not enough standardized achievement tests in Jewish education; we do not know much about what students know. We do not have accurate information on how many teachers there are, how qualified they are; what their salaries are.

Various theories and models for the training of educators need to be considered as we decide what kinds of training are appropriate for various types of educators. The debates in general education on the education of educators need to be considered in terms of their significance for Jewish education. A careful analysis of the potential of the existing training institutions would help us determine both what is desirable and what is feasible.

More extensive investigation into the history and philosophy of Jewish education would inform our thinking for future developments.

We are also in need of important data and knowledge in areas such as the curriculum and teaching methods for Jewish schools. For example, the teaching of Hebrew needs to be grounded in research. The various goals for the teaching of Hebrew should determine the kind of Hebrew to be taught: the Hebrew of the Bible, of the prayer book, spoken Hebrew, Hebrew useful on a first visit to Israel, and so on. These decisions in turn would determine the vocabulary to be mastered, the relative importance of literature, of grammar, etc.

The potential of informal education has not been researched. Summer camping appears to make a difference. Is this really so? If it is, how can its impact be increased by relating it to the education that takes place in the JCCs and in schools?

Adult education is also an area that needs to be researched. How could we best reach out to the many Jewish adults who might be interested in Jewish study but are not involved in existing adult education courses? What are the varied needs of different audiences of adults and what kinds of programs would meet diverse needs and learning styles?

The role of Israel as an educational resource has not been studied adequately. It plays too small a role in the curriculum of Jewish schools. There is a shortage of educational materials and literature about teaching methods for this topic.

We need research in order to allow decision-makers to make informed decisions. We need it, too, to enrich our knowledge about Jewish education and to promote the creative processes that will design the Jewish education of tomorrow.

II. Recommendations

The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations, and at specialized research facilities that may need to be established.

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STRATEGIC PLAN FOR THE DEVELOPMENT OF LEAD COMMUNITIES

SOME ISSUES TO BE CONSIDERED

I.. BACKGROUND

The Commission on Jewish Education in North America decided to recommend the establishment of 3-5 lead communities.. Lead communities are model communities whose purpose it is to demonstrate what can happen when there is an infusion of outstanding personnel into the educational system,, when the importance of Jewish education is recognized by the community and its leadership,, and when the necessary funds are secured to meet additional costs..

These "Lead Communities" will provide a leadership function for other communities throughout North America.. Their purpose is to serve as laboratories in which to discover the educational practices and policies that work best.. They will function as the testing places for "best practices" -- exemplary or excellent programs -- in all fields of Jewish education..

Each of the Lead Communities will engage in the process of redesigning and improving the delivery of Jewish education through a wide array of intensive programs..

Through a feedback, evaluation and monitoring system, innovation developed in Lead Communities will be diffused throughout the country.

II. THE ASSIGNMENT

A planning process must be undertaken to deal with the systematic development of lead communities.. This process should be guided by a sub-committee of the CIJE and staffed by educators and planners. The product of the planning process should include:

1. A description of alternative conceptions of a lead community. Two models have already been discussed (Appendix A) ..
2. A re-examination and amplification of the assumptions upon which the concept of lead community is based and a recommendation as to which are to guide the work with lead communities ((see Appendix B)).
- 3.. The development of criteria for the selection of lead communities including visiting teams.
4. A decision on the method for the selection of lead communities (public announcement, who will decide, when).
5. Suggestions as to the kind of local mechanism needed in the community for work with the CIJE, towards the establishment and maintenance of the lead community. Prepare assessment

-- diagnostic tools -- to assist communities in self-study
(the preparation of a local "educational profile").

6. Establishment of a program for the development of "portfolios" of best practices ((recruit staff to develop portfolios,, possibly locate these staffs at institutions throughout North America)).
- 7.. The development of rosters of experts for work with the communities in each of the programmatic areas ((e.g.,, supplementary school,, day school,, etc.))..
8. Design relationship between lead communities and continental and regional institutions ((the denominations and their training institutions)) for the purposes of training and consultation..
- 9.. Prepare recommendations for the development of community leadership to guide and support the lead community..
- 10.. Start ongoing processes of building contacts with foundations interested in supporting specific categories of innovative programs..
11. Establish a mechanism to maintain a monitoring-feedback-loop and to guarantee ongoing evaluation of program ((in partnership with the CIFE)).

- 12.. Recommendations concerning modes of diffusion of findings concerning the impact of programs in lead communities. Include relationship and method of communication between lead communities and interested communities,, institutions and organizations -- during the period when ideas and programs are being developed.
- 13.. The preparation of alternative scenarios of how a lead community would work ((see Appendix C)).

FOR NORTH AMERICA

I.. Background

The field of Jewish education in North America is plagued by a severe shortage of trained and qualified educators for its numerous formal and informal settings. It is estimated that there are approximately 5,000 full-time positions for Jewish educators and another 20,000-30,000 part-time positions. At the same time, all training programs for Jewish education (outside of the Haredi sector) graduate together approximately 100 people per year -- a figure woefully inadequate to meet the needs of the field. Improvement is contingent upon a significant increase in the number of well-trained educators. This will include training for matters such as: competence in Judaica, proficiency in Hebrew, mastery of theory and practice of education. It is estimated that today less than one-half the educators in the field possess these qualifications.

The Commission on Jewish Education in North America has developed several recommendations to improve Jewish education.. Among these is the recommendation to Build the Profession.. The Commission has identified the need to significantly expand the training capability as a cornerstone of its program..

II. *The Assignment*

A planning process must be undertaken to deal with the systematic development of pre-service and in-service training for Jewish educators for North America.. The product will consist of alternative short,, medium and long-term development strategies,, their policy implications and plans for their implementation..

Recommendations might include strategies for the expansion of existing training programs;; links with existing educator training programs at general universities;; the use of Israel as a resource for training ((the enlargement of existing programs and the development of new programs)); recommendations for the creation of new and innovative programs;; any mix of programs and more.. The product will also include recommendations for the recruitment of candidates for training;; strategies for dealing with the current shortage of faculty for training institutions;; improvement of the curriculum of training programs;; the financial aspects of the entire endeavor -- e.g., the cost of the above as well as tuition costs,, student scholarships and fellowships..

Policy recommendations will deal with issues such as the

relationship between pre-service and in-service education; the relationship of pre-service education to salary increases and to professional advancement; sponsorship of training - in particular in-service training: is this an activity appropriate for the bureaus of Jewish education,, for individual schools,, for community centers or for national organizations and training institutions? What is the most appropriate role for Israeli institutions in this area -- what kind of partnerships should or could be built? What incentives should be made available to encourage participation in in-service training?

III. *The Plan*

The planning process will include the preparation of a map of the field of training,, including an overview of current training opportunities in North America and in Israel, in both Jewish and general institutions. Parts of this map are already available, in particular as regards pre-service training.. Mapping the current availability of in-service training programs is a more complicated assignment because of the wide variety,, geographic distribution and local nature of much of this training. Relevant institutions such as JESNA, bureaus of Jewish education, the training institutions in the United States and in Israel, the WZO education departments,, will all need to be consulted on the scope, content, quality and availability of training.

The map will offer a picture of the current resources available for development, and will help identify both challenges and

opportunities. Key issues facing the training of educators will be identified and analyzed as part of this effort. E.g., how will faculty for training programs be recruited and trained; what kind of specialized programs must be developed (informal education, senior personnel) and where (at general universities, in Israel, etc.).

A detailed needs assessment will be prepared. This is a complicated assignment since not much exists in most areas, and a great deal is probably required for all. How much pre-service training and of what kind is required (e.g., the field presently needs "X" early childhood teachers and will need "Y" more within five years). For in-service training, teachers of subjects in Jewish schools -- Hebrew, history, Bible, prayer, etc. -- probably need to be involved in regular, systematic upgrading programs. New programs are probably required for informal educators who are now faced with the challenge of intensifying the role of the JCCs as Jewish educational institutions. The need of faculty for training will have to be addressed for the different assignments. Faculty for in-service education is probably more readily available than faculty for pre-service education.

Alternative strategies for development will be designed. In order to inform the staff's analysis, key actors (lay leaders, heads of training programs, experts in the fields of Jewish and general education, members of the CIJE board, others) will be interviewed. The purpose of these interviews will be to identify

the problems,, the ideas and the visions that should inform the development of the field and will lead to preferred policies and directions for development..

Because the issue of training is so massive an undertaking,, the setting of priorities will be a particularly important assignment.. With what segment of the field should we begin,, with teachers of Hebrew or teachers of history? Should we concentrate on didactic skills or on the commitment of teachers to Jewish values? What will be the respective scope of efforts in the area of pre-service and in-service training?

Recommended policies for development need to be spelled out and must include the anticipated outcomes,, required resources -- human,, financial,, organizational -- and the time frame.. The various recommendations must include detailed implementation plans.. The plan must allow the CIJE to select the appropriate policies and to have a clear picture of their implications..



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February 1991

A STRATEGIC PLAN FOR THE TRAINING OF JEWISH EDUCATORS**FOR NORTH AMERICA****GUIDELINES FOR PROPOSALS****I. Background**

The field of Jewish education in North America is plagued by a severe shortage of trained and qualified educators for its numerous formal and informal settings. It is estimated that there are approximately 5,000 full-time positions for Jewish educators and another 20,000-30,000 part-time positions. At the same time, all training programs for Jewish education (outside of the Haredi sector) graduate together approximately 100 people per year -- a figure woefully inadequate to meet the needs of the field. Improvement is contingent upon a significant increase in the number of well-trained educators. This will include training for matters such as: competence in Judaica, proficiency in Hebrew, mastery of theory and practice of education. It is estimated that today less than one-half the educators in the field possess these qualifications.

The Commission on Jewish Education in North America has developed several recommendations to improve Jewish education. Among these is the recommendation to Build the Profession. The Commission has identified the need to significantly expand the training capability as a cornerstone of its program.

II. *The Assignment*

A planning process must be undertaken to deal with the systematic development of pre-service and in-service training for Jewish educators for North America. The product will consist of alternative short, medium and long-term development strategies, their policy implications and plans for their implementation.

Recommendations might include strategies for the expansion of existing training programs; links with existing educator training programs at general universities; the use of Israel as a resource for training ((the enlargement of existing programs and the development of new programs)); recommendations for the creation of new and innovative programs; any mix of programs and more. The product will also include recommendations for the recruitment of candidates for training; strategies for dealing with the current shortage of faculty for training institutions; improvement of the curriculum of training programs; the financial aspects of the entire endeavor -- e.g., the cost of the above as well as tuition costs, student scholarships and fellowships.

Policy recommendations will deal with issues such as the

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III. The Plan

The planning process will include the preparation of a map of the field of training, including an overview of current training opportunities in North America and in Israel, in both Jewish and general institutions. Parts of this map are already available, in particular as regards pre-service training. Mapping the current availability of in-service training programs is a more complicated assignment because of the wide variety, geographic distribution and local nature of much of this training. Relevant institutions such as JESNA, bureaus of Jewish education, the training institutions in the United States and in Israel, the WZO education departments, will all need to be consulted on the scope, content, quality and availability of training.

The map will offer a picture of the current resources available for development, and will help identify both challenges and

opportunities. Key issues facing the training of educators will be identified and analyzed as part of this effort. E.g., how will faculty for training programs be recruited and trained; what kind of specialized programs must be developed ((informal education, senior personnel)) and where ((at general universities, in Israel, etc.)).

A detailed needs assessment will be prepared. This is a complicated assignment since not much exists in most areas, and a great deal is probably required for all. How much pre-service training and of what kind is required ((e.g., the field presently needs "X" early childhood teachers and will need "Y" more within five years)). For in-service training, teachers of subjects in Jewish schools -- Hebrew, history, Bible, prayer, etc. -- probably need to be involved in regular, systematic upgrading programs. New programs are probably required for informal educators who are now faced with the challenge of intensifying the role of the JCCs as Jewish educational institutions. The need of faculty for training will have to be addressed for the different assignments. Faculty for in-service education is probably more readily available than faculty for pre-service education.

Alternative strategies for development will be designed. In order to inform the staff's analysis, key actors ((lay leaders, heads of training programs, experts in the fields of Jewish and general education, members of the CIJE board, others)) will be interviewed. The purpose of these interviews will be to identify

the problems, the ideas and the visions that should inform the development of the field and will lead to preferred policies and directions for development..

Because the issue of training is so massive an undertaking, the setting of priorities will be a particularly important assignment. With what segment of the field should we begin, with teachers of Hebrew or teachers of history? Should we concentrate on didactic skills or on the commitment of teachers to Jewish values? What will be the respective scope of efforts in the area of pre-service and in-service training?

Recommended policies for development need to be spelled out and must include the anticipated outcomes, required resources -- human, financial, organizational -- and the time frame. The various recommendations must include detailed implementation plans. The plan must allow the CIJE to select the appropriate policies and to have a clear picture of their implications.



"In Other Words"

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Council for Initiatives in Jewish Education - Advisory Meetings January 7-10, 1991

~~Participants:~~ Galya Hoffman, Gershon Hershman, David Hoffman, Annette Hochstein, Seymour Fox, Ami Bouganim, Danny Merom, Marc
Rosenstein

~~Chairman:~~ Galya Hoffman

3. Hoffman reviewed his preliminary paper on mission, method of operation, and structure, and reported that:

- letters of invitation to board members have gone out.
- board meetings have been scheduled for March, July, and November of 1991
- senior policy advisors group will probably be larger than first thought (up to 20), but will have a less central role (generally as advisors on specific questions and ideas).

Discussion of relative priorities of lead communities, building the profession, research, and building community support.

General consensus that all areas interact, but that lead communities seems to serve as a focus for the others, as well as being visible, concrete, and proactive. Therefore, it was agreed that this area should be our first priority. At the same time, there was consensus that the lead communities effort does not subsume all other areas - and that we therefore must move on the other fronts simultaneously.

LEAD COMMUNITIES

Some concerns and dilemmas which arose in the discussion of how to implement the lead communities project:

- a. If we don't move quickly, too many communities may go off on their own initiatives without us, without systematic research, without a broad view.
- b. We cannot ignore other efforts underway and focus only on lead communities; there may be other community and foundation projects deserving of our support.
- c. In choosing candidates for lead communities, do we prefer those which have weaknesses (e.g. lack of top leadership) which we can remediate as a demonstration, or do we choose communities which are already strong, to model excellence (but possibly scare others away)?
- d. We must be wary of revealing too much about selection criteria, so as not to arouse resentment among communities not chosen.
- e. There may be a tension between the local perception of the community's priorities and our view of what must be done to fulfill our goals for the lead community as a demonstration site or model of excellence.
- f. Possible considerations in selection process:
 1. city size
 2. geographical location
 3. lay leadership commitment
 4. planning process underway
 5. financial strength
 6. availability of academic resources
 7. strength of existing institutions
 8. presence of some strong professional leadership

9. willingness of community to take over process and carry it forward
10. prospect for replication, or for serving as a demonstration or model of excellence
11. evidence of interagency cooperation
12. good lay-professional leadership working relationships
13. prospects for success
14. differential criteria: each community may be chosen for a different combination of reasons.

g. Possible components of selection process:

1. call for proposals
2. professional visiting team
3. active, discrete seeking out of appropriate candidates
4. offering assistance in preparing proposals
5. lay leadership involvement

In general, there was difficulty in conceptualizing a clear set of criteria for choosing lead communities -- and in deciding among the goals of replicability/demonstrability/models of excellence. What emerged from this discussion was consensus on the idea of differentiated criteria: different communities might be chosen for different reasons. On the other hand, we clearly cannot afford to demonstrate failure: however we choose candidates, we must be convinced that between the community's resources and our own, success is likely.

There was agreement that the CIJE needs to clarify what a lead community is: what are the specific categories of actions and/or programs and/or processes which form the heart of the lead community? ~~difficult~~ ~~When/As~~, there was no elicitation on content. Two approaches surfaced:

- a. The lead community is characterized by a certain type of planning approach, involving comprehensive, systematic planning; a national perspective (via various national educational institutions, movements, etc.); and the bringing in of outside resources, human and material.
- b. In addition to "a", the lead community would be required to make certain educational, programmatic commitments (e.g., to inservice training, leadership development, etc.).

The following points were agreed upon:

- a. The centrality of systematic assessment and planning and the role of the CIJE in providing resources and incentives for this process.
- b. The importance of a research-based approach, which decisions are based on research -- and the lead communities serve as laboratories, but not the only laboratories: we might be supporting experiments elsewhere for application in a lead community.
- c. The full support of top local lay leadership as a sine qua non.
- d. The overall goal of creating fundamental reform, not just incremental change, of creating new approaches, not just extinguishing fires.
- e. The need to establish a contractual relationship between the CIJE and the lead community.

The discussion moved on to the issue of what the CIJE would provide for a lead community. The model which served as a basis for discussion was that of the account manager at an advertising agency: someone who must work closely with a

client and understand all of his needs in depth and who must be creative in bringing in various other resources to fulfill those needs.

Thus, the CIE provides a wide range of services, including, managing, providing some -- but not many -- direct services. Closure was not attained on an exact role description, but a number of specific applications of this concept were discussed:

a. Providing a "roster of experts" (persons and institutions) on whom the lead community can call for specific assistance.

b. Arranging for the seconding of staff resources from existing institutions to the lead community.

c. Guiding the local planning and research process, providing supervision and quality control, monitoring and feedback.

d. Serving as a broker, bringing lead communities into relationships with foundations providing appropriate programs or providing funding for particular programs relevant to the communities' needs.

e. Providing up-to-date information on psychological, general and Jewish education relevant to the communities' planning process as a kind of "early warning system".

f. In this context, the problem of "best practices" arose; it seems that finding and "certifying" best practices is a valuable service which CIE could provide to assist lead communities. This turns out to be not as simple as first appears. The CIE will have to invest resources and energy into studying the whole concept of best practice, and developing procedures for finding, certifying, and communicating best practices to lead communities and others.

There ensued a discussion of the essential "building blocks" which would have to be part of a lead community's plan of action. There was some disagreement over the role of philosophical deliberation and goal-setting, in view of the difficulty of operating a pluralistic system if everyone insists on clarity of purpose. However, there did seem to be consensus on several required key elements in a lead community's own local plan:

a. Efforts to train senior personnel.

b. Lay leadership development.

c. Israel program development.

d. A framework or frameworks for deliberation on educational philosophy and goals.

e. A process of communication and consultation among agencies, constituencies, and communities.

f. A focus on innovation; trying new ideas, not patching holes in the status quo.

It was agreed that the "tone" set by the CIE is important: we need to embody and stand for excellence, continuously to hold before the communities a number of thoughtful, carefully planned, research, and implementation.

Two points of debate emerged regarding incentives for change.

1. All we have to do is to offer ideas and resources -- and the communities will "drink them up".

2. We need to develop a kind of prestige, or clout, to encourage communities to take our advice and example, even when it is not the easiest course of action.

These two positions are not mutually exclusive. The consensus was that regardless of which is more correct, the CIJE has a responsibility to set the very highest standards possible, demanding tough quality control, never "settling" for compromises on work quality.

At the same time, it was noted that there will be times when we are required to produce help "under pressure" for communities and institutions, even though we may not be in a position of "strength" in terms of research support.

Action Agenda for Implementing Lead Communities

1. Recruit planning team (in-house and borrowed) to map out overall program.
2. Develop selection procedure and criteria, and "visiting team" if necessary.
3. Prepare assessment/diagnostic tools to assist communities in self study ("educational profile").
4. Set up monitoring/feedback loop: procedure and framework for ongoing evaluation.
5. Set up process for identifying, documenting, and disseminating "best practices".
6. Set up framework for training and assisting community leadership in developing 1) proposals, 2) community educational plans, and 3) local monitoring/feedback loop.
7. Establish framework for creating "programmatic menus" to help communities choose new ideas and programs for implementation.
8. Start ongoing process of accumulating "roster of experts" -- contacts in the academic world (and other worlds) who can provide assistance to communities in self-examination, planning, and introducing innovations.
9. Start ongoing process of building contacts with foundations with interests in supporting specific categories of programming, in order to find funding for lead communities' innovations.
10. Develop key elements of contract defining relationship between lead communities and CIJE; what are specific requirements which will be common to all cases?
11. Create framework for discussions with and among continental agencies (e.g., JCCA, denominations) regarding a) their providing services to lead communities; b) the identification of "best practice" programming which may exist on a continental level under the auspices of these agencies and may be useful to lead communities.

There was agreement that a national database would be important, and that this issue should be dealt with in lead community planning. Networking was also discussed briefly; while there was consensus that networks must be studied and supported, no specific direction was set.

Action Agenda for Building the Profession

1. A. Hochstein's paper to guide development of a master plan in pre-service training.
2. Coordinate efforts with MAF in developing plans with existing preservice training institutions,
3. Set up a planning team to map out efforts and assign roles in pursuing the five top priorities (and others).

RESEARCH AGENDA

A. Hochstein presented the two aspects of educational research which are necessary:

- policy research: evaluation, monitoring; necessary for program design; largely lacking in Jewish education; example: the study done on the Israel Experience.
- pure research

Participants suggested a number of areas crying out for research attention:

- standardized achievement testing
- market research
- research itself -- a "map" of the field is needed
- best practices
- teachers
- evaluation methods
- history and philosophy of Jewish education

And they proposed several different ways in which the CIJE might serve the needs of Jewish educational research:

- a. Coordination of research efforts; influencing and directing.
- b. Reaching out to research institutions to create centers for Jewish educational research.
- c. Making useful connections among research needs, researchers, and sources of funding.
- d. Modeling research-based planning.
- e. Teaching lay leadership the importance of research.
- f. Work to create new centers of research and train/recruit new researchers.

Somehow we have to deal with the conflict between wanting to avoid wasting resources on disorganized, poor, and unnecessary research and wanting to provide some ongoing support for research during the period of waiting for new and better capabilities and agendas to be developed.

Action Agenda for Research

1. commission a preliminary paper, preferably by Israel Scheffler, on the the state of Jewish education research and on the need for strategic planning.
2. based on this paper, set up a high level task force which will recommend a course of action in order to volabish a research capability,
3. J. Woocher will prepare a thought paper on the issue of maintaining a data base of Jewish educational research,
4. seek to develop connections among and support for existing researchers, on specific need-driven projects, while waiting for the entire system to be rebuilt.
5. actively model research-based planning from the beginning, commissioning research and borrowing researchers to provide a research base for every project we undertake.
6. make it clear, to our lay leadership and to that of communities (e.g., lead communities) and agencies interacting with us, that we do not move without research.

DEVELOPING COMMUNITY SUPPORT

A number of suggestions were made regarding models and directions for pursuing this goal:

- a. The model of the Commission on Jewish Education in North America: give top leaders important decisions to make and let them work with outstanding professionals.
- u. A consistent flow of special events, programming, support, and personal cultivation is necessary to keep lay leaders enthusiastic and involved.
- c. We need to select and cultivate first-echelon leaders in the federation and UJA worlds and bring them into education.
- d. We should use exciting and dramatic methods to interest our target leadership; e.g., prestigious retreats, meetings with high-status leaders and scholars like Nobel laureates, university presidents...
- e. We should capitalize on the headway already made in this direction, by working to involve people who already have been touched by the Commission.
- f. Systematic creation of a supportive climate by PR and marketing activities; e.g., wide distribution of A Time to Act, newsletters, materials for rabbis, encouragement of Commission members to speak and write.
- g. We should develop new programs for educating lay leadership, and work with existing ones.
- h. We need to cultivate the heads of the three religious movements.

No specific plan of action was agreed upon, though there was ~~an~~ ^{an} ~~con~~ ^{con} ~~re~~ ^{re} ~~bit~~ ^{bit} that we need to develop one. Meanwhile, S. Hoffman undertook personally to work to involve several key lay leaders of national stature in the work of the CIJE.

Action Agenda for Developing Community Support

1. marketing plan for A Time to Act.
2. efforts to cultivate top echelon continental leadership from non-educational settings for involvement in CUE.
3. reach-out to existing top leadership with interest in education (e.g., denominations, Commissioners).
4. planning team to develop series of high level programs for attracting new top leadership and keeping those already involved excited (e.g., retreats, prestigious meetings, ...)
5. establish systematic ongoing public-relations program.

PUTTING IT ALL TOGETHER

The final session was devoted to building a rough strategic plan, connecting priorities in a logical order and fitting them to a calendar.

Several general principles were agreed upon:

- a. Work of CIJE must be characterized by expertise, quality, and excellence.
- b. We must focus on change -- planned, systematic, monitored change.
- c. We must have a comprehensive outlook.

The next six months:

By February 1

- Annette Hochstein's paper on how to construct a plan for preservice training.
- Alan Hoffman's paper on how to construct a plan for inservice training.

By February 15

- Response from Israel Scheffler on willingness to do paper on planning for research capability.

By March board meeting

- Prepare for board meeting.
- Set up basic structure of CIJE; recruit lay leaders and professional staff; have financial and logistic setup in place.
- Have planners in place to begin work on overall strategic plan for CUE.
- First stage of lead communities work: preparation of teams to service lead communities, determination of selection criteria and process.
- PR efforts in place: marketing of A Time to Act, reports to foundations and national agencies.
- Jon Woocher's paper on establishing/maintaining a database on Jewish educational research.

By July board meeting

- Establish panel for developing best practices research.
- Recruit senior policy advisors, including some for "monitoring/feedback".
- Strategies formulated for attacking preservice and inservice training.

By January, 1992

- ^Report of the task force on developing a research capability
- Lead communities chosen and planning processes in place.

In addition to this timetable, a number of efforts were mentioned which did not have specific deadlines attached to them:

- developing a "roster of experts"
- cultivating a relationship with a small group of high-status lay leaders
- constant attention to public relations and information dissemination
- cultivation of relations with foundations

In the course of discussion, one major concern raised regarding the plan of work of the CIJE was the lack of a sufficient "in-house" staff to carry out all of the required functions of the Council. Several points were mentioned:

- a. This is indeed a problem.
- b. We have to call upon all the resources we can: the Jerusalem Fellows, the JCCA, JESNA, etc.
- c. We need to plan training for both our own staff and the staffs of the lead ~~communities~~ planning efforts -- probably jointly; thus, we can expand the pool of people who "think and operate like we do".
- d. We must be careful in using "outside" experts, to integrate them with our own staff and make them a part of our effort.

24/11
SIVG
FAX SENT

Tel: 972-2-662 296; 668 728

Fax: 972-2-699 951

Facsimile Transmission

To: <u>Dr. Shulamith Elster</u>	Date: <u>29/11/90</u>
From: <u>Amuteh Hefetz</u>	No. Pages: <u>3</u>
Fax Number: <u>301 984 80 82</u>	

Dear Shulamith,

It was lovely and thoughtful
of you to call - we are now

getting a new ⁴ ~~computer~~ ^{an} ~~are~~ ^{restructuring} - but
I keep ⁴ ~~it~~ ^{open} and we are working.

I am forwarding the "best practices"
paper we spoke about - One way to
approach the task. Because phone lines
are very busy I am only sending it to
you - you may want to share it with
Steve. We have made your documents -
Yip
Warm regards,
Amuteh

48

TOWARDS THE SECOND COMMISSION MEETING

OCTOBER 4,, 1988

CASE STUDIES OF OUTSTANDING PROGRAMS IN JEWISH EDUCATION

DRAFT PROPOSAL

It is proposed that the Commission undertake to prepare and publish a volume of "Case Studies in Jewish Education". The project would entail seeking out examples of outstanding education programs and offer them as cases from which to learn, from which to draw encouragement,, and,, when relevant,, as examples to replicate.

The final product will be published for distribution amongst community leaders and educators.

It is anticipated that the effects of this endeavour will include:

- * to illustrate programs in areas of relevance to the work of the Commission
- * to help raise the morale of the field by recognizing, describing and crediting valuable achievements
- * to encourage quality endeavours
- * to raise expectations as to what can be done in Jewish Education..

THE PROCESS

1. A steering group should be set up to guide the enterprise. Members of this steering group should include (not mutually exclusive):

a. Commissioners

b. People with the methodological know-how to guide such an endeavour

c. People well acquainted with the field.

[It may be difficult - though important - to avoid pressures to offer a selection of cases that is "balanced" to represent interest groups. This should be borne in mind when deciding on the composition of the steering group].

The "Case Studies" process will include the following elements::

1. Identify outstanding programs ((should we make a public call for "nominations"? Use professional and communal channels to help identify the appropriate programs? Use staff and consultants and their networks?))
2. Define criteria for selection;
- 3.. Define short-cut methods of assessment ((How much evaluation should be done to ensure validity of information? should a team be charged with site visits? Should professionals be asked to do site-visits? Etc...)).
4. Define guidelines for case-descriptions;
5. Set up a screening and selection process
6. Do the actual work
7. Write,, edit,, present,, publish,, distribute..

LEAD COMMUNITIES

CIJE

A. What the CIJE Offers to Lead Communities

- 1.. Prepare assessment/diagnostic tools for lead communities
- 2.. Visions
3. Initiate best practice inventory or process
- 4.. Programmatic menus for lead communities
5. CIJE leadership to visit lead communities,, to add their aura to the local leadership's aura
- 6.. Make human and intellectual resources available for lead communities
- 7.. Define criteria for "hot-house for innovation"
8. Monitoring -- evaluation -- feedback loop
- 9.. Rosters of human resources and lead communities
- 10.. Bridge between human resources and lead communities
- 11.. Planning team to facilitate and monitor process

B. Building Blocks

- 1.. Lay leadership development
 - a. Current Quakers leaders
 - b. Leaders not ordinarily connected with Jewish education
2. Personnel
3. Israel
- 4.. Synergism
 - a. Building educational interaction between various forms and settings
 - b. Networking between institutions
5. New thinking -- innovation
6. Philosophy of Jewish education in North America

C. In-Service Training in Lead Communities

1. Offer a menu (CITE sponsored)
2. Prepare a strategic plan with the community
 - a. Bring experts to inform a planning deliberation
 - b. Find out the options: what is likely to yield what result
 - c. Informed choice

D. Lay Leadership Development

PLANNING PROCESS

1. All actors join in a comprehensive planning process

a. Local perspective

Mapping and reassessment of the whole educational system

The study will include:

An assessment of personnel -- qualification and training needs; personnel availability -- shortage

(E.g., prepare a profile of individual educators in order to determine in-service training needs)

An assessment of programs and institutions: do we have all forms needed; is there a balance between classroom and beyond the classroom programs

Educational profile

b. National perspective

Best practice:

The best of the denomination programs identified for formal programs

The best of JCC Association programs identified for education in informal settings

Educational profile

Etc.

e. Foundations perspective

Foundations initiatives relevant for lead communities

2. Monitoring -- evaluation -- feedback loop

B. Selection

1. Criteria (some mutually exclusive)

- a. Geographic representation
- b. Community size
- c. Evidence of replicability/demonstrability/models of excellence
- d. Evidence of inter-agency cooperation
- e. Evidence of robustness of service delivering agencies
- f. Evidence of professional strength
- g. Evidence of top leadership commitment
- h. Evidence of financial strength
- i. Executives who work well with lay leaders and are success oriented
- j. Evidence of educational strength
- k. Community study
- l. Needs assessment
- m. Availability qualified personnel

2. Guidelines for Choosing

- a. Chances for success
- b. Different criteria for each of the Lead Communities
- c. Eliminate "peculiar" or atypical communities
- d. Give hope to others
- e. Conditions for developing prototype
- f. "Educationally isolated communities"
- g. Evidence of ability to continue after process
- h. Availability of academic resources

3. Selection Process

- a. Continental call for proposals
- b. Visit by team of professionals to candidate community
- c. Identify communities with potential and encourage them to apply
- d. Lay leadership involvement in selection process
- e. Assistance for preparation of proposal

Question: How many communities?

Communications with unsuccessful applicants

4. Conditions

- 1. Contractual agreement between CIJE and community -- including the happy understanding that we are going towards a more rigorous and more accountable process

2. Preparation of study of educational situation
3. Agreement on CIJE input:
 - a. Ongoing consultation
 - b. Mediation with national bodies
 - c. Help with grants
4. Local power in deciding action plan
5. Planning process must lead to initiatives in various areas pre-determined by CIJE (personnel, Israel, programmatic, leadership development, etc.)
6. Monitoring, evaluation and feedback loop instituted

* * *

8. The Building Blocks of Lead Communities

1. Personnel — the profession
2. Lay leadership development
3. Israel
4. Innovative thinking
5. Philosophy (clarifying) Create settings for deliberation

* * *

1. Building the Profession

a. Recruitment

1. Identifying or building top-level (management level) personnel to lead the whole lead communities process
2. Rabbis as a source of personnel

b. Training

1. In-service education for all educators in the community (this is the place where we all study)
2. Invite national institutions of higher Jewish learning to offer in-service training programs

c. **The Profession**

1. **Entry-level criteria of qualification**
2. **Create new types of positions**

2. **Community Support**

- a. ~~Bring continental institutions and experts to yield breakthroughs at local level~~
- b. ~~Create new financial resources~~
- c. ~~Promote federation involvement~~
- d. **Undertake communication program with other communities**
- e. **Lay leadership development**
 1. **Existing leadership**
 2. **New leadership**

BUILDING A RESEARCH CAPABILITY

Issues:

1. ~~Types of research~~
 - a. **Policy research**
 - b. **Pure research**
2. ~~The settings~~
 - a. **Universities**
 - b. **Service organizations ((JESNA))**
 - c. **Research centers**
 - d. **Individuals**
3. ~~The researchers~~
4. ~~The agenda~~
5. ~~The funding~~
6. ~~CIUE's research needs~~
7. ~~Best Practice~~
8. ~~Study of Communities~~

4. ~~ISSUES~~

How do we deal with local ambitions versus central definitions of purpose and demonstration

What is the problem with change.

CONTINENTAL ELEMENTS

A. COMMUNITY SUPPORT

1. Advocacy on behalf of Jewish Education
2. Involving top leaders
 - a. Give them serious decisions to take.
 - b. Opportunities to work with top level professionals.
3. Leadership development
4. Communication and involvement with Commission-communities.
5. Undertake communication program with other communities
6. Create new financial resources for implementing the plan.
8. Create new financial resources for Jewish Education
9. Promote federation involvement
10. A systematic attempt at affecting the climate in North America as regards Jewish Education.
 - Wide distribution of "A time to Act"
 - Encourage speeches by Commissioners, sermons by rabbis etc.
 - Publications
 -
11. Invite JESNA, CHAL and other relevant organizations to devise information/education programs for lay-leadership.

B. BUILDING THE PROFESSION (Ranked by participants)

1. In-service
2. Pre-service
3. Recruitment
4. Compensation
5. Networking
6. Career Development

7. State of the Art
8. Research
9. Supervision
10. Philosophy
11. Credentials/Standards
12. Image recognition
13. Role of General Education
14. Retention
15. Evaluation

C. **PRE-SERVICE TRAINING** ((fill-in))

1. Who to train?

- Teachers
- Senior Personnel
- Senior Personnel for arrangement
- Educators for informal settings

2. The content of training

- State of the art

3. Where to train

- a. General institutions
- b. Jewish institutions
- c. In North America
- d. In Israel

D. **COMPENSATION**

- a. Salaries
- b. Benefits
- c. Build indices

E.. *CCJEE*

1. Assessment of what we can build on
2. Monitoring -- evaluation -- Feedback loop
3. Planning supervision team
4. Initiates "hothouse sites" (institutions)
5. Capacity assessment: quartermaster corps
6. Fire department (trouble shooting)
7. Overall planning
8. Bring continental institutions and experts to yield breakthroughs at local level

COUNCIL ON INITIATIVES IN JEWISH EDUCATION

I. Mission

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

A- Advocacy

The best lay and professional leadership of the Jewish community need to be attracted to the cause of Jewish education. Visions of what should and can be achieved in the 21st century need to be repeatedly placed before our communities' leadership and the wherewithal to do so obtained. The CIJE can provide a unique blend of individual and institutional advocacy in North America.

B. Initiatives

Several specific recommendations are being promoted by the Commission on Jewish Education in North America. These include the need to radically strengthen personnel in the field and deepen local community leadership's commitment to Jewish education. Through comprehensive planning programs and experimental initiatives in designated lead communities, CIJE will bring together continental institutions and other experts to yield breakthroughs in Jewish education development at the local level.

C. Connections

Creative people, institutions, organizations and foundations are all acting on new ideas in Jewish education. The CIJE seeks to provide a meeting place that will bring together:

- = Funders and those with proposals for action;
- = Proven ideas developed through foundation initiatives and communities eager to know what works;

- Institutions that are developing new approaches and the personnel and resources to make breakthroughs possible..

The CIJE will be a setting where funders can share accomplishments and possibly agree to join together in supporting new undertakings of large magnitude..

D- Research

While there are many people engaged in Jewish education research/, there still appears to be no coordinated/, systematic analysis of what works in Jewish education-. Research interests have been understandably idiosyncratic-. The Commission on Jewish Education in North America found gaping holes in what we can say we know with real confidence/, rather than relying on conventional wisdom.. A comprehensive/, multi-year research agenda needs to be outlined by the best thinkers on the continent/, assigned to the most promising talent/, supported/, and the findings critically examined and disseminated..

E. Synergism

One of the most exciting new developments in Jewish education -- one that holds great promise for the field -- is the serious entry of strong private foundations into Jewish life in general and Jewish education in particular.. This is an unprecedented development.. The foundations are deploying creative staffs and developing recognizable signatures of their interests and accomplishments-. Recruitment/, day schools/, media/, training high potential professionals/ identifying master teachers and programs/, and Israel experiences are just a few of the interests being pursued.. The richness of foundation endeavors is a real blessing.. Through the synergy of coming together at the CIJE/, foundations could efficiently diffuse their best innovations throughout the lead communities and should they desire it even help each other advance their agendas by consulting with each other/, exchanging professional resources/, avoiding recreating notions/, etc..

F. Energize

Through the work of the Commission on Jewish Education in North America and the work of other entities, a new group of professionals

for Jewish education has begun to be identified. Generally these are people who are experts in general education who have an interest in Jewish affairs.. Also, academicians with expertise in Judaica, the humanities, and social sciences want to contribute. CIJE will seek to identify these people and provide them with effective avenues to use their talents on behalf of the Jewish people, much the way we now benefit from many of the best lay leaders in the business community and other professions.

Further CIJE will attempt to generate new financial resources within local communities in partnership with existing resources and on a continental basis to back the ideas that are proven to work in Jewish education.

CIJE hopes to energize new professional and financial resources to add to the gifted people already at work. Ultimately local federations, school supporters, congregations, and consumers will need to commit more resources to accomplish the Jewish education agenda for the next century. This will not be an easy thing to achieve. It is hoped that CIJE will be able to facilitate foundations interested in providing a quick start to the development of new innovative efforts and then provide some longer term support.

II. Method of Operation

The CIJE will not be a big new comprehensive direct service provider. It isn't seeking to displace any existing institution or organization. Rather, CIJE expects to operate with a very small core staff -- no more than 3 or 4 professionals -- and work through the efforts of others -- JESNA, JCCA, CJE, Yeshiva University, JTS, HUC-JIR, Reconstructionist College, Torah U Mesorah, denominational departments of education, Brandeis, Stanford, Harvard, Spertus, Boston Hebrew College, educator organizations, etc. This list could go on and on! The need is not for a new service delivery mechanism but for a catalytic agent -- one that can convene meetings of peer organizations on the national scene, including denominational institutions and departments, communal agencies, foundations, and the like.

No existing organization plays this role today in Jewish education. CIJE/, building upon the already successful engagement of these entities through the Commission on Jewish Education in North America/, can play this role. The identity of all partners would be preserved and their missions enhanced. The rich diversity of foundation interests would be infused into the consciousness of the established community.

III. Structure

A simple structure to govern the CIJE is envisioned.

A- Board

Approximately 20 to 30 people will govern the CIJE. They will be drawn from among the leaders of the foundation community/, continental lay leaders/, outstanding Jewish educators/, and leading Jewish academicians..

B- Senior Policy Advisors

A group of 10 to 20 senior policy advisors will provide ongoing professional guidance to the professional staff and board of the CIJE.. They will be drawn from the ranks of the continental organizations and institutions and outstanding individual professionals.

C- CIJE Fellows

Beyond the Senior Policy Advisors groups, the CIJE intends to assemble 50 or so fellows to provide intellectual/, educational content to its work. These Fellows would be identified from among the people currently at work in Jewish education/, and leading academicians and practitioners in general education/, Judaica; humanities, and social sciences with a strong interest in Jewish life. In addition to providing ongoing advice to CIJE/, the Fellows should be a rich resource for consultants for lead communities/, foundation initiatives, the research agenda of CIJE/, and the institutional objectives of CIJE working in concert with others.

D. Advisory Council

At least once a year CIJE will reconvene the members of the Commission on Jewish Education in North America/, augmented with other key figures in Jewish education.. This will provide an opportunity to check on the progress of implementing the Commission's recommendations and provide fresh insight on new developments that should be on CIJE's agenda.

E. Staff

The staff of CIJE will consist of a chief professional officer ((initially Stephen Hoffman,, the Executive Vice-President of the Cleveland Federation)); a chief educational officer; and a planner.. Appropriate support staff would be in place as well.. An initial budget is attached..

8/28/90

SHE:gc:B1:39J

Att.

THE FIRST CIJE PLANNING SEMINAR

SF NOTES

1. MONDAY JANUARY 7, 1991

SESSION I -- 10:00 AM TO 12:30 AM
the duration of this session is difficult to predict -- the scenario relates to the whole day. There are several possible regrouping times. Coffee breaks are planned for the middle of each session -- session I may be too short for such a break.

CHAIR -- SF

WELCOME

INTRODUCE PARTICIPANTS

participants

include:

- ✓ 1. Steve Hoffman -- CIJE director
- ✓ 2. Dr Shulamith Elster -- ~~(see for title if not)~~
chief education officer
- ✓ 3. Dr Jonathan Woocher -- Executive Vice-President JESNA
- ✓ 4. Arthur Rotman -- Executive Vice President JCC Association
- ✓ 5. Alan Hoffman -- Consultant -- Mandel Institute; Director the Melton Center
- ✓ 6. Ami Bouganin -- Researcher Mandel Institute, Jerusalem Fellow
- ✓ 7. Daniel Marom -- Researcher Mandel Institute, Jerusalem Fellow
- ✓ 8. Dr Marc Rosenstein -- Consultant -- Mandel Institute, Jerusalem Fellow
- ✓ 9. Annette Hochstein -- Director Mandel Institute
- ✓ 10. Seymour Fox -- President Mandel Institute
- ✓ [Dr Zeev Mankowitz will not join today == he is at Scopus all day]

OVERVIEW

OF

SCHEDULE

(if you wish AH will cover this:

-- we plan to work everyday until 5:30 except on Tuesday when it will be till 4:00.

-- invitation to Mrs Mandel's National Council of Jewish Women gathering Tuesday evening -- 7:30 p.m. -- includes supper

-- therefore working dinner on Wednesday at Zionist Confederation House

AGENDA

-- this is a joint planning effort -- the agenda will be set jointly as work progresses

-- The mandate we received from Steve : to move towards a 6-12 month workplan,, or at least a clear basis for one, so that we know "what to do the next morning"

-- therefore we should cover:

1. What must be done -- a listing of the tasks - with a general overview and a detailed one

2. How it should be done ((what is involved for example in "lead community" or "a research agenda" -- what do we mean, what is the overall view.))

3. Who should do this:

a. who plans the process and who develops the content ((e.g. training: targets versus the education of educators))

b. who implements

4. When should it be done

* * * * *

Clearly -- this assignment is too large for four days..

We should view this as a first consultation and decide together on what to concentrate our efforts..

We discussed this with Steve : how could we get an overview of the whole implementation task?

We thought that the first session could be devoted

* to collectively putting together a picture of what needs to be

done.

You will recall that Steve has prepared a mission paper for the CUE. We thought that his paper could provide a fruitful basis for a discussion of what needs to be done.

We will then suggest a method for organizing the material and selecting from it.

INTRODUCE STEVE

ANNETTE WILL NOW SUGGEST A METHOD FOR PROCEEDING
(ah explains the boards and their organization while
Danny helps me write.

-- We'll write on the board all the elements that are
suggested in that document -- then we will all add to it
-- somewhat as in a brainstorming session
-- that list will be quickly organized in 5 categories
(we'll have someone type it out) so that we can decide
where to begin

DO THE LIST

COFFEE BREAK ((11:30)) OR LUNCH ((12:30)) ((depending on how things
are going))

INTERIM SUMMARY : WE NOW HAVE THIS ENORMOUS TASK. THE PARAME-
TERS WE HAVE IN MIND ARE THAT WE MUST IDENTIFY THE THINGS THAT
WILL ENABLE US TO START WORKING QUICKLY (TOMORROW MORNING)

AT 12:30 -- BREAK FOR LUNCH

LUNCH -- SOCIAL

2. HOW SHOULD IT BE DONE ((PLANNED AND IMPLEMENTED))

3. WHEN SHOULD IT BE DONE

(SHORT,, MEDIUM,, DELAY;; CHRONOLOGY)

4. WHO SHOULD DO

This deliberation should take the whole day -- AH will take any piece you indicate.

The Community

Structures	Decision-Makers	Funding Needs	Community Climate
I. Existing A. North America 1. Community (CJF, JESNA, JWB, etc.) 2. Denominational (United Synagogue, UAHC, OU, rabbinical groups) 3. Institutions of higher Jewish learning 4. Other (UJA, Hadassah, etc.) B. Local 1. Community (BJEs, federations, etc.) 2. Denomination C. Institutions 1. Schools 2. JCCs 3. Synagogues	I. Involved at Present A. Leaders 1. Community 2. Other B. Professionals 1. Educators 2. Rabbis 3. Academics C. Parents D. Clients E. Foundations	I. For Existing Institutions or Projects A. Maintenance 1. Salaries 2. Benefits 3. Pensions 4. Training 5. Tuition 6. Stipends 7. Scholarships 8. Professional development 9. R & D 10. Facilities B. Capital 1. Salaries 2. Benefits 3. Pensions 4. Training 5. Tuition 6. Stipends 7. Scholarships 8. Professional development 9. R & D-Venture capital 10. Facilities	A. Present Receptiveness B. Potential Receptiveness C. Education of the Community D. Interpretation to the community, including public relations
II. Other A. Combinations/Consortia B. New Structures	II. Potentially Involved A. Leaders 1. Community 2. Other B. Professionals 1. Educators 2. Rabbis 3. Academics C. Parents D. Clients E. Foundations	III. For New Institutions or Projects A. Maintenance 1. Salaries 2. Benefits 3. Pensions 4. Training 5. Tuition 6. Stipends 7. Scholarships 8. Professional development 9. R & D 10. Facilities B. Capital 1. Salaries 2. Benefits 3. Pensions 4. Training 5. Tuition 6. Stipends 7. Scholarships 8. Professional development 9. R & D-Venture capital 10. Facilities	

Clients

Participation	Age/Populations	Client Profile
I. Participants A. At Present 1. Duration (How many years?) 2. Intensity (How many hours per week?) B. In the Past 1. Duration 2. Intensity	A. Early childhood B. Elementary school C. Jr. high school D. High school E. University students including yeshivot) F. Young adults G. Adults H. Parents I. Families J. Special families (e.g., single-parent, reconstituted, mixed marriages, etc.) K. Special populations (e.g., the gifted, learning problems, emotionally disturbed) L. Professional educ. Rabbis Jewish educators Jewish social workers M. Community leaders N. Senior citizens	A. Family status single married divorced other B. Family involvement affiliation level of observance community involvement C. Motivation D. Origin USA natives Immigrants (Israelis, Russians, etc.) E. Socio- Economic status F. Geographic area G. Type of community Large Medium Small
II. Non-Participants A. Potential participants research required B. "Drop-Outs"	A. Early childhood B. Elementary school C. Jr. high school D. High school E. University students (including yeshivot) F. Young adults G. Adults H. Parents I. Families J. Special families (e.g., single-parent, reconstituted, mixed marriages) K. Special populations (e.g., the gifted, learning problems, emotionally disturbed) L. Professional educ. Rabbis Jewish educators Jewish social workers M. Community leaders N. Senior citizens	A. Family status single married divorced other B. Family involvement affiliation level of observance community involvement C. Motivation D. Origin USA natives Immigrants (Israelis, Russians, etc.) E. Socio- Economic Status F. Geographic Area G. Type of Community Large Medium small

Settings

	Formal/ Informal	Auspices	Planned/ Unplanned	Impact
I. Existing A. Formal 1. Duration 2. Intensity (hrs. per week) B. Informal 1. Duration 2. Intensity	A. Formal Day care Nursery/ pre-kindergarten Kindergarten Elementary school Supplementary Day school Foundation school Middle school/Jr. high Supplementary Day school High school Supplementary Day school Colleges/ Institutes of higher Jewish learning: Yeshivot JTS HUJ YU Brandeis College of Jewish Studies Judaic courses at universities Hillel courses Young adult education Adult education Family education Special families (e.g., single-parent, mixed marriage, reconstituted) Special populations (e.g., gifted, learning problems) Professional educ. (rabbis, educators, social workers) Retired Senior citizens B. Informal Day care Youth movements Camps Summer camps Winter camps Shabbatonim Hillel and other student organizations Israel experiences Cultural activities the arts dance museums libraries movies concerts lectures JCC activities sports miscellaneous (e.g., kosher cooking class) Holiday events Workshops Media Newspapers (general, Jewish, children's) Magazines Books Television (commercial, cable, educational) Radio Volunteer organizations Community events Fundraising Leisure time as an individual as a family C. Combinations 1. One person participating in two or more forms of formal education 2. One person participating in two or more forms of informal education 3. Combination of formal and informal education - emanating from the institution (e.g., schools with camps, youth movements, shabbatonim, holiday events, etc.) - emanating from the client (i.e., his decision and choices)	A. Congregation B. Community C. JCC D. Local or national Jewish organizations (e.g., Hadassah, Bnai Brith, etc.) E. Multiple auspices F. Other G. General (not Jewish)	I. Planned (intended) A. Jewish All existing forms B. General (e.g., a T.V. program about Hanukkah on a commercial station) II. Unplanned Collateral learning = anything that has unintended positive or negative educational outcomes A. Jewish (e.g., a secular course at the JCC) B. General (e.g., an article in the NY Times about Israel)	A. Empirical studies categories to be decided B. Commonly accepted categories 1. knowledge 2. motivation 3. observance and participation 4. commitment 5. attitude towards the future
II. New A. Formal Suggestions in the literature experimental B. Informal Suggestions in the literature experimental C. Integration of Formal and Informal Education in the literature experimental				

Curriculum and Methods

Subject Matter	By Means Of	Duration	Preparation	Effectiveness/Impact
A. Jewish Subjects <ol style="list-style-type: none"> 1. Hebrew 2. bible 3. Rabbinics 4. Mitzvot (customs, ceremonies) 5. Literature 6. History 7. Social Studies (e.g., the community & institutions) 8. Contemporary Jewry 9. Israel 10. Jewish Thought (philosophy, ashkafa, etc.) 11. Ethics 12. Tefilla B. General Subjects <ol style="list-style-type: none"> 1. Basics 2. The Disciplines (history, literature, etc.) 3. Integrated Subjects (e.g., social studies) C. Integration of Jewish and General Subjects D. Skills—Jewish and General <ol style="list-style-type: none"> 1. Reading 2. Analysis 3. Parashanut 4. Thinking 5. Interpersonal learning 6. Skills of observance E. Specialized Areas <ol style="list-style-type: none"> 1. The arts 2. The media 3. Computers 4. Museum education 5. Special education (e.g., gifted, learning problems, emotionally disturbed) 6. Family education 7. Adult education 	A. Participants <ol style="list-style-type: none"> 1. Age-level 2. Class 3. Individual B. Materials <ol style="list-style-type: none"> 1. Written (books, worksheets, pamphlets, research projects) 2. Audio 3. Visual 4. Games 5. Computers 6. Informal experiences (e.g., field trips) 7. Combinations C. Where <ol style="list-style-type: none"> 1. Within an institution 2. Outside of an institution 3. Combination D. Pre-Requisites <ol style="list-style-type: none"> 1. Knowledge in the discipline 2. Access to the discipline 3. Other 	A. Module B. Course C. Multi-Year Curricula	A. Where <ol style="list-style-type: none"> 1. Diaspora/Israel 2. National/Local 3. Central/School-Based B. By Whom <ol style="list-style-type: none"> 1. Teachers/Practitioners 2. Curriculum Writers 3. Scholars C. Preparation of Personnel <ol style="list-style-type: none"> 1. Training programs 2. In-service training D. Introduction into the Field <ol style="list-style-type: none"> 1. Experimentation 2. Evaluation (of training) 	A. Over Time <ol style="list-style-type: none"> 1. Immediate 2. Middle Range 3. Long-term B. Evaluation <ol style="list-style-type: none"> 1. Systematic <ol style="list-style-type: none"> a. Formative (quantitative/qualitative) b. Summative (quantitative/qualitative) 2. Impressionistic <ol style="list-style-type: none"> a. In the literature b. Informed opinion C. By Whom <ol style="list-style-type: none"> 1. Students 2. Teachers/practitioners 3. Rabbis 4. Community (parents, school board, etc.) 5. Researchers

Personnel

The People Who Educate		Recruitment			Training		Building the Profession
Educator	Position	Who to Recruit	Where to Recruit	How to Recruit	Duration	Where to Train	Elements
I. Formal A. Full-time professional – qualified B. Full-time professional – unqualified C. Full-time paraprofessional – qualified D. Full-time paraprofessional – unqualified E. Part-time professional – qualified F. Part-time professional – unqualified G. Part-time paraprofessional – qualified H. Part-time paraprofessional – unqualified	A. Classroom Teacher 1. Jewish Subjects 2. General Subjects 3. Skills – Jewish and General B. Specialist C. Senior Educator 1. Schools a. Superintendent b. Headmaster/Principal c. Associate/Vice-Principal d. Assistant Principal e. Department Head f. Basic Specialists (e.g., Bible, Hebrew, Early Childhood) g. Support Specialists (e.g., Arts, Special Ed.) 2. Communal Organizations a. Director of National/International Organization b. Director of Local/Communal Organization c. Deputy Director d. Assistant Director e. Staff Person, Planner, Consultant 3. University, R & D Centers a. Dean, Professor of Jewish Education b. Director of Jewish Education Institute Training Institute c. Associate Assistant Director d. Teacher-training Specialist e. Curriculum Developer, Researcher A. Official Designated 1. Administrator 2. Front-line Educator 3. Youth Movement Counselor 4. Adult Educator 5. Other B. Not Officially Designated 1. JCC Counselors (e.g., dance, music, sports, etc.) 2. Other C. Senior Educator 1. Director of National Community Center Organization 2. Director of Network of Centers 3. Director of National Jewish Camps Network 4. Director of National Youth Movement 5. Executive Director of a Community Center 6. Assistant Director of a Community Center 7. Educational Director of a Community Center 8. Education Specialist in a Community Center 9. Program Director in a Community Center 10. Branch Director 11. Miscellaneous (e.g., Director of Education of a Department of a Communal Organization)	A. Men 1. High school students 2. College students 3. Young adults 4. Adults 5. Retired 6. From related fields a. Jewish Studies b. Community Organizations c. Departments of Social Science, Humanities, Social Work, etc. d. Fundraising B. Women 1. High school students 2. College students 3. Young adults 4. Adults 5. Retired 6. From related fields a. Jewish Studies b. Community organizations c. Departments of Social Science, Humanities, Social Work, etc. d. Fundraising	A. High schools B. Youth movements C. Trips to Israel D. Universities E. JCCs F. Other organizations G. Synagogues	A. Planned effort sustained limited B. Personal contact C. Special structures D. Media E. Inducements F. Special recruiters of personnel G. Other	1. Full-time – Long-term 2. Full-time – Short-term 3. On-the-job – Long-term 4. On-the-job – Short-term	I. Existing Institutions A. Jewish – North America 1. Institutions of higher Jewish learning 2. Teacher-training Colleges 3. Yeshivot 4. Special Programs 5. On-the-job Training B. Jewish – Israel 1. Institutions of Higher Jewish Learning 2. Teacher-training Colleges 3. Yeshivot 4. Special Programs 5. On-the-job Training C. General Institutions 1. Schools of Education 2. Departments of Judaica, Social Sciences & Humanities 3. Schools of Social Work 4. On-the-job Training II. New Forms A. Jewish – North America 1. Teacher-training Colleges 2. Institutions of Higher Jewish Learning 3. Yeshivot 4. Special Programs 5. On-the-job Training B. Jewish – Israel 1. Universities 2. Teacher-training Colleges 3. Yeshiva 4. Special Programs 5. On-the-job Training C. General Institutions 1. Schools of Social Work 2. Schools of Education 3. Departments of Judaica, Social Sciences & Humanities 4. On-the-job Training	1. Body of Knowledge 2. Code of Ethics 3. Ladder of Advancement 4. Certification 5. Salary 6. Network of Collegiality 7. Retention 8. Status

10

- 1

RANKING TOPICS FOR THE SEMINAR

1. CRITERIA FOR RANKING

DEMAND

SHOWING RESULTS

INTERSECT

CHRONOLOGY:: What needs to be done first in order to --

2. TOPICS

LEAD COMMUNITIES

THE PROFESSION

COMMUNITY SUPPORT

RESEARCH

CIJE

CLUE

1. Prepare diagnostic tools for lead communities
2. Visions
3. Initiate best practice inventory or process
4. Programmatic menus for lead communities
5. CIFE leadership to visit lead communities,, to add their aura to the local leadership's aura
6. Make human and intellectual resources available for lead communities
7. Define criteria for "hot-house for innovation"

Criteria:

- a. Replicability — demonstrability
Models of excellence
- b. Quality of needs assessment
- c. Availability of qualified personnel

Conditions

Preparation of study of educational situation

Agreement on CIFE input:

- a. Ongoing consultation
- b. Mediation with national bodies
- c. Help with grants

Local power in deciding action plan

Planning process must lead to initiatives in various areas pre-determined by CIJE (personnel, Israel, programmatic, leadership development, etc.)

PLANNING PROCESS

1. All actors join in a comprehensive planning process

a. Local perspective

Mapping and reassessment of the whole educational system

The study will include::

an assessment of personnel -- qualification and training needs; personnel availability -- shortage

E.g., prepare profile of individual educators in order to determine in-service training needs

an assessment of programs and institutions: do we have all forms needed; is there a balance between classroom and beyond the classroom programs

b. National perspective

Best practice::

The best of the denomination programs identified for formal programs

The best of JCC Association programs identified for education in informal settings

etc.

c. Foundations perspective

Foundations initiatives relevant for lead communities

PROFESSION

1. Recruitment
 - a. Identifying or building top-level (management level) personnel to lead the whole lead communities process
 - b. Rabbis as a source of personnel
2. Training
 - a. In-service education for all educators in the community (this is a place where we all study)
 - b. Invite national institutions of higher Jewish learning to offer in-service training programs
3. The Profession
 - a. Entry-level criteria of qualification
 - b. Create new types of positions

COMMUNITY SUPPORT

1. Bring continental institutions and experts to yield breakthroughs at local level
2. Create new financial resources
3. Promote federation involvement
4. Undertake communication program with other communities

RESEARCH CAPABILITY

Best Practice

Study of Communities

ISSUES

How do we deal with local ambitions versus central definitions of purpose and demonstration

CONTINENTAL

COMMUNITY SUPPORT

1. Advocacy
2. Involving top leaders
3. Leadership development
4. Resources for implementing the plan
5. Communication and involvement with Commission-communities
6. Bring continental institutions and experts to yield breakthroughs at local level
7. Create new financial resources
8. Promote federation involvement
9. Undertake communication program with other communities

LEAD COMMUNITIES

CIJE

A. Building Blocks for Lead Communities

1. Prepare assessment diagnostic tools for lead communities
2. Visions
3. Initiate best practice inventory or process
4. Programmatic menus for lead communities
5. CIJE leadership to visit lead communities,, to add their aura to the local leadership's aura
6. Make human and intellectual resources available for lead communities
7. Define criteria for "hot-house for innovation"

B.. Selection

1. Criteria (some mutually exclusive)
 - a. Geographic representation
 - b. Community size
 - c. Evidence of replicability// demonstrability// models of excellence
 - d. Evidence of interagency cooperation
 - e. Evidence of robustness of service delivery agencies.
 - f. Evidence of professional strength
 - g. Evidence of top leadership commitment.
 - h. Evidence of financial strength
 - i. Executives who work well with Lay Leaders and are success oriented
 - j. Evidence of educational strength
 - k. Community study
 - l. Needs assessment
 - m. Availability qualified personnel.
2. Guidelines for choosing
 - a. Chances for success
 - b. Different criteria for each of the Lead Communities
 - c. Eliminate "peculiar" or atypical communities
 - d. Give hope to others
 - e. Conditions for developing prototype
 - f. "Educationally isolated Communities"
 - g. Evidence of ability to continue after process
 - h. Availability of Academic/ resources

3. Selection Process

- Continental call for proposals
- Visit by team of professionals to candidate community
- Identify communities with potential and encourage them to apply.
- Lay leadership involvement in selection process.
- Assistance for preparation of proposal

Question:: How many communities?

Communications with unsuccessful applicants

4. Conditions

1. Contractual agreement between CIJE and community

2. Preparation of study of educational situation

3. Agreement on CIJE input:

- a. Ongoing consultation
- b. ~~Mediation with national bodies~~
- c. ~~Help with grants~~

4. Local power in deciding action plan

5. Planning process must lead to initiatives in various areas pre-determined by CIJE ((personnel,, Israel,, programmatic,, leadership development,, etc..))

6. Monitoring,, evaluation and feedback loop institute..

PLANNING PROCESS

1. All actors join in a comprehensive planning process

a. Local perspective

Mapping and reassessment of the whole educational system

The study will include:

an assessment of personnel -- qualification and training needs; personnel availability -- shortage

E.g., prepare profile of individual educators in order to determine in-service training needs

an assessment of programs and institutions:: do we have all forms needed; is there a balance between classroom and beyond the classroom programs

Educational profile

b. National perspective

Best practice:

The best of the denomination programs identified for formal programs

The best of JCC Association programs identified for education in informal settings

Educational profile

etc..

c. Foundations perspective

Foundations initiatives relevant for lead communities

2. Monitoring - evaluation - feedback loop

PROFESSION

1. Recruitment
 - a. Identifying or building top-level ((management level)) personnel to lead the whole lead communities process
 - b. Rabbis as a source of personnel
2. Training
 - a. In-service education for all educators in the community ((this is a place where we all study))
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 - a. Entry-level criteria of qualification
 - b. Create new types of positions

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4. Undertake communication program with other communities

RESEARCH CAPABILITY

Best Practice

Study of Communities

ISSUES

How do we deal with local ambitions versus central definitions of purpose and demonstration

CONTINENTAL

COMMUNITY SUPPORT

1. **Advocacy**
2. **Involving top leaders**
3. **Leadership development**
4. **Resources for implementing the plan**
5. **Communication and involvement with Commission-communities**
6. **Bring continental institutions and experts to yield breakthroughs at local level**
7. **Create new financial resources**
8. **Promote federation involvement**
9. **Undertake communication program with other communities**

CIJE

1. **Monitoring - Evaluation - Feedback loop**
2. **Initiates "hothouse sites (institutions)"**

CAPACITY

1. **Quartermaster corps**
2. **Fire department (trouble shooting)**

LEAD COMMUNITIES

CIJE

A. What the CIJE Offers to Lead Communities

1. Prepare assessment/diagnostic tools for lead communities
- 2.. Visions
3. Initiate best practice inventory or process
4. Programmatic menus for lead communities
5. CIJE leadership to visit lead communities,, to add their aura to the local leadership's aura
6. Make human and intellectual resources available for lead communities
- 7.. Define criteria for "hot-house for innovation"
8. Monitoring — evaluation -- feedback loop
9. Rosters of human resources and lead communities
- 10.. Bridge between human resources and lead communities
11. Planning team to facilitate and monitor process

B. Building Blocks

1. Lay leadership development
 - a. Current ~~Quadrant~~ leaders
 - b. Leaders not ordinarily id~~connected~~ connected with Jewish education
2. Personnel
3. Israel
4. Synergism
 - a. Building educational interaction between various forms and settings
 - b. Networking between institutions
5. New thinking -- innovation
6. Philosophy of Jewish education in North America

C. In-Service Training in Lead Communities

1. Offer a menu (CUE sponsored)
2. Prepare a strategic plan with the community
 - a. Bring experts to inform a planning deliberation
 - b. Find out the options: what is likely to yield what result
 - c. Informed choice

D. Law Leadership Development

PLANNING PROCESS

1. All actors join in a comprehensive planning process

- a. Local perspective

Mapping and reassessment of the whole educational system

The study will include:

An assessment of personnel -- qualification and training needs; personnel availability -- shortage

((E.g., prepare a profile of individual educators in order to determine in-service training needs))

An assessment of programs and institutions: do we have all forms needed; is there a balance between classroom and beyond the classroom programs

Educational profile

- b. National perspective

Best practice:

The best of the denomination programs identified for formal programs

The best of JCC Association programs identified for education in informal settings

Educational profile

Etc..

e. Foundations perspective

Foundations initiatives relevant for lead communities

2. Monitoring -- evaluation -- feedback loop

B. Selection

1. Criteria (some mutually exclusive)

- a. Geographic representation
- b. Community size
- c. Evidence of replicability/demonstrability/models of excellence
- d. ~~Evidence of~~ inter-agency cooperation
- e. ~~Evidence of~~ robustness of service delivering agencies
- f. ~~Evidence of~~ professional strength
- g. ~~Evidence of~~ top leadership commitment
- h. ~~Evidence of~~ financial strength
- i. Executives who work well with lay leaders and are success oriented
- j. Evidence of educational strength
- k. Community study
- l. Needs assessment
- m. Availability qualified personnel

2. Guidelines for Choosing

- a. ~~Chances for success~~
- b. Different criteria for each of the Lead Communities
- c. ~~Eliminate "peculiar" or atypical communities~~
- d. ~~Give hope to others~~
- e. ~~Conditions for developing prototype~~
- f. ~~"Educationally isolated communities"~~
- g. Evidence of ability to continue after process
- h. ~~Availability of academic resources~~

3. Selection Process

- a. ~~Continental call for proposals~~
- b. ~~Visit by team of professionals to candidate community~~
- c. Identify communities with potential and encourage them to apply
- d. ~~Lay leadership involvement in selection process~~
- e. ~~Assistance for preparation of proposal~~

Question: How many communities?

Communications with unsuccessful applicants

4. Conditions

- 1. Contractual agreement between CUE and community -- including the happy understanding that we are going towards a more rigorous and more accountable process

2. Preparation of study of educational situation
3. Agreement on CIJE input:
 - a. Ongoing consultation
 - b. Mediation with national bodies
 - c. Help with grants
4. Local power in deciding action plan
5. Planning process must lead to initiatives in various areas pre-determined by CIJE ((personnel,, Israel,, programmatic,, leadership development,, etc..))
6. Monitoring,, evaluation and feedback loop instituted

* * *

B. The Building Blocks of Lead Communities

1. Personnel — the profession
 2. Lay leadership development
 3. Israel
 4. Innovative thinking
 5. Philosophy ((clarifying))
- Create settings for deliberation

* * *

1. Building the Profession

a. Recruitment

1. Identifying or building top-level (management level) personnel to lead the whole lead communities process
2. Rabbis as a source of personnel

b. Training

1. In-service education for all educators in the community ((this is the place where we all study))
2. Invite national institutions of higher Jewish learning to offer in-service training programs

c. The Profession

1. Entry-level criteria of qualification
2. Create new types of positions

2. Community Support

- a. ~~Bring continental institutions and experts to yield break-throughs at local level~~
- b. ~~Create new financial resources~~
- c. ~~Promote federation involvement~~
- d. Undertake communication program with other communities
- e. Lay leadership development
 1. Existing leadership
 2. New leadership

BUILDING A RESEARCH CAPABILITY

Issues:

1. ~~Types of research~~
 - a. Policy research
 - b. Pure research
2. ~~The settings~~
 - a. Universities
 - b. Service organizations ((JESNA))
 - c. Research centers
 - d. Individuals
3. ~~The researchers~~
4. ~~The agenda~~
5. ~~The funding~~
6. ~~CIUE's research needs~~
7. ~~Best Practice~~
8. ~~Study of Communities~~

4. *ISSUES*

How do we deal with local ambitions versus central definitions of purpose and demonstration

What is the problem with change..

CONTINENTAL ELEMENTS

A. COMMUNITY SUPPORT

1. **Advocacy on behalf of Jewish Education**
2. **Involving top leaders**
 - a. **Give them serious decisions to take..**
 - b. **Opportunities to work with top level professionals..**
3. **Leadership development**
4. **Communication and involvement with Commission-communities..**
5. **Undertake communication program with other communities**
6. **Create new financial resources for implementing the plan..**
8. **Create new financial resources for Jewish Education**
9. **Promote federation involvement**
10. **A systematic attempt at affecting the climate in North America as regards Jewish Education..**
 - **Wide distribution of "A time to Act"**
 - **Encourage speeches by Commissioners,, sermons by rabbis etc.**
 - **Publications**
 -
11. **Urge JESNA, CIAL and other relevant organizations to devise information/education programs for lay-leadership.**

B. BUILDING THE PROFESSION (Ranked by participants)

1. **In-service**
2. **Pre-service**
3. **Recruitment**
4. **Compensation**
5. **Networking**
6. **Career Development**

7. State of the Art
8. Research
9. Supervision
10. Philosophy
11. Credentials/Standards
12. Image recognition
13. Role of General Education
14. Retention
15. Evaluation

C. **PRE-SERVICE TRAINING** ((fill-in))

1. Who to train?

- Teachers
- Senior Personnel
- Senior Personnel for arrangement
- Educators for informal settings

2. The content of training

- State of the art

3. Where to train

- a. General institutions
- b. Jewish institutions
- c. In North America
- d. In Israel

D. **COMPENSATION**

- a. Salaries
- b. Benefits
- c. Build indices

E. ~~CCTE~~

1. Assessment of what we can build on
2. Monitoring -- evaluation -- Feedback loop
3. Planning supervision team
4. Initiates "hothouse sites" (institutions)
5. Capacity assessment: quantenmaster corps
6. Fire department (trouble shooting)
7. Overall planning
8. Bring continental institutions and experts to yield breakthroughs at local level

The Council for Initiatives in Jewish Education Planning Seminar

January 7-11, 1991

at the Offices of the Mandel Institute
22a Hatzfirah St., Jerusalem, Israel

Schedule

Monday, January 7th

10:00 a.m. - 12:30 p.m.	Session I
12:30 p.m. - 1:30 p.m.	Working Lunch
1:30 p.m. - 5:30 p.m.	Session II

Tuesday, January 8th

8:30 a.m. - 12:30 p.m.	Session III
12:30 p.m. - 1:30 p.m.	Working Lunch
1:30 p.m. - 4:00 p.m.	Session IV
7:30 p.m. - 10:00 p.m.	Working Dinner

Wednesday, January 9th

8:30 a.m. - 12:30 p.m.	Session V
12:30 p.m. - 1:30 p.m.	Working Lunch
1:30 p.m. - 5:30 pm	Session VI
8:00 p.m.	Dinner - Social

Thursday, January 10th

8:30 a.m. - 12:30 p.m.	Session VII (Maidersdorf Faculty Club - The Hebrew University, Mt. Scopus)
12:30 p.m. - 1:30 p.m.	Working Lunch
1:30 p.m. - 5:30 p.m.	Concluding Session

Council for Initiatives in Jewish Education
Board Members
As of 4/4/91
(In Formation)

HH f Charles Bronfman Ntl nm	SHH; TH SE Arthur Green
HH ✓ Gerald Cohen S C,	JW Neil Greenbaum
HLZ John Colman	HLZ Thomas Hausdorff
HH iwin Field	SF David Hirschhorn
HH Max Fisher	HLZ Ludwig Jesselson ¹ →
HLZ Charles Goodman	HLZ Mark Lainer
E Alfred Gottschalk	HH Norman Lamm
HU Norman Lipoff	HLZ Lester Pollack
/ Seymour Martin Lipset	HH Esther Leah Ritz
orton Mandel	I; Ismar Schorsch
Matthew Maryles	SF Isadore Twersky
Melvin Merians	SHH Bennett Yanowitz

ccs&c- L-1



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Company

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City

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Country

FROM: FAX NO. (011) 361-9962

Name GARY LEWIS

Company

Tele. No. () Ext.

Here is a slightly revised agenda for our Thurs. telecon. Please have your minutes and assignments from the telecon of 2/27 as well as the Jerusalem minutes, CISE mission statement, and the papers you just sent too.

I've spoken with Barry about ordering and paying for the items you requested. He asked where in the budget we can find these. Also, will Seymour have to declare it and pay duty when it returns to Israel? Could you wait until April for these items, if necessary, so we have time to get the best price?

Talk to you tomorrow.

Garry

Ms. Ginny Levi

March 7, 1999

Annette Hochstein

Re: Council Steering Committee Assignments

1. Following several conversations with JCCA staff in Jerusalem concerning their proposal to MAF, I would like to clarify that they have prepared a new draft proposal (I have received it yesterday and will respond shortly). This draft does in fact supersede the original proposal submitted to MAF for the training of outstanding executive directors.
2. The JCCA is applying to the Warner Foundation for a Jewish studies project for JCC executives (and other staff?). My understanding of this project is that the request involves a \$50,000 maximum grant. The present concept does not conflict with the proposals we are discussing with them. Under certain conditions it may even complement them.
3. I have not as yet managed to speak with Prof. Lipsett, but plan to do so by the assigned due date.

Best regards,

3/6/91

Agenda
Teleconference
Thurs., Mar. 7, 1991 - 8:30 a.m.

Participants: Jerusalem - SF, AH; Rockville - SE; Cleveland - SHH, VFL, HLZ

- I. Review minutes and assignments of 2/27/91 VFL
- II. Plans for senior policy advisors meeting SHH
 - A. Attendance
 - B. Agenda/assignments
 1. Commission recommendations and action ((30 min.)) SHH
since final meeting. [Minutes of Jerusalem
meeting; CIJE mission statement]
 2. Review working papers ((30 min.))

~~SHH will ask and brief JW~~

 - * Lead communities SHH
 - Research and development of data base JW
[SHH will ask and brief JW]
 3. Break into groups to discuss three topics ((4 hrs.))
[Group assignments]
 - *. SHOULD TO prepare to report and conclude by ...
- III. Relationship with funders - further discussion SHH
- IV. Plans for board meeting SHH
- V. Schedule future telecons: 3/20, 3/27, 4/3 - all at 8:30 a.m.
Note: telecon of 3/11 has been cancelled



DATE: 3/4

TIME:

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Seymour & Annette -

Here's a memo I'm sending to Senior Policy Advisors. You already have the attachments.

Steve is anxious to have the discussion papers in everyone's hands before the meeting. He hopes he can have them from you by Thurs.

Steve is in Florida at a conference and has a conflict with our scheduled telecon. Can you do it at 8:30 a.m. our time on Thurs., instead. If this conflicts with Seymour's travel plans, maybe he can give Annette his proxy.

Please let me know about the telecon.
A. S. AG & P.

Thanks.
Genny

COUNCIL FOR INITIATIVES
IN JEWISH EDUCATION

1750 Euclid Avenue
Cleveland, Ohio 44115
716/566-9200 Fax 216/861-1230

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~~Artistic Director~~
~~Stephen H. Hoffman~~

~~On-site Education Officer~~
~~Or Saulowitz~~

MEMO TO: CIJE Senior Policy Advisors:

Robert Abramson, Jack Bieler, David Dubin,
Josh Elkin, Sylvia Ettenberg, Joshua Fishman,
Yitz Greenblatt, Richard Joel, Marty Kraam,
Dan Loe, Dan Peckover, Rebecca Wolkstein,
Art Rofman, Alvin Schiff, Barry Shrage,
Steve Solender, Eliot Spack, Jon Woocher

FROM: Stephen H. Hoffman

DATE: March 4, 1991

.....

I look forward to seeing those of you who are able to join us on March 12. I thought everyone would appreciate seeing a brief mission paper I drafted several months ago on how the CIJE would operate. Also, a small working group spent a week in Jerusalem in early January to do some initial planning for CIJE activities. The minutes of that week's meetings are enclosed.

It is my hope that at our get together on the 12th, we'll do some concrete planning for the launching of the lead communities, the development of a research capability, and the development of the initial steps required to build the profession.

I look forward to seeing you.

COUNCIL FOR INITIATIVES
IN JEWISH EDUCATION

1750 Euclid Avenue
Cleveland, Ohio 44115

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(Temporary Address)

Honorary Chair
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Acting Director
Stephen H. Hoffman

Chief Education Officer
Dr. Shulamith Elster

February 19, 1991

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Yitz Greenberg
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Marty Krasner

Sara Lee
Danny Pekarsky
Bernie Reisman
Art Rotman
Alvin Schiff
Barry Shrage
Steve Solender
Elliot Spack
Jon Wootter

Dear :

I know that you are familiar with the work of the Commission on Jewish Education in North America and with the decision to create the Council for Initiatives in Jewish Education to implement the Commission's recommendations. We are now putting together a group of senior policy advisors to help us move the process forward. I hope that you will join this process by becoming a senior policy advisor.

I've been working with Dr. Shulamith Elster, Chief Education Officer, and others to set priorities and begin determining how to implement recommendations. We are now ready to share our initial thoughts with you and to get your input.

I hope that you will be able to join us at a meeting scheduled for:

TUESDAY, MARCH 12, 1991
10:00 a.m. - 4:00 p.m.
Council of Jewish Federations
Committee Room
730 Broadway
New York City

Materials to be reviewed at this meeting will be mailed to you in advance. ■

Please call me at the number listed above if you have any questions or wish to discuss your role as a senior policy advisor, or call Ginny Levi (216/391-8300) to indicate your attendance plans. I look forward to working with you as we move ahead with this important work.

Warmest regards,

Stephen H. Hoffman
Acting Director



TO: FAX NO. (01) 9767-69955/

Name ANNEETTE HAYDOEN
SEYMOUR FOX

Company _____

Street Address _____

City _____ State _____ Zip _____ Country _____

FROM: FAX NO. (4C) 561-9962

Name HENRY ZUCKER

Company _____

Tele. No. () _____ Ext. _____

Dear Annette,

Thanks for the Owen report.

We will now process the

grant request. Regards,

Hank

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

1756 E WASH AVENUE
CLEVELAND, OHIO 44115
216/566-9200 Fax 216/881-1730

(K) Jimmy Zolker:J

Morton L. Mandel
President

Confer
Morton L. Mandel

Managing Director
Seymour H. Hoffman

Administrative Officer
Ms. Sandra Rubin

February 13, 1991

Professor Seymour Fox
Mandel Associated Foundations
22A Hatzfira Street
Jerusalem, Israel 93152

Dear Seymour:

The preliminary planning for the CIJE has been under way since November. Our board is coming together nicely, and I am grateful that you have agreed to serve on it. We have planned our first meeting for:

TUESDAY, APRIL 9, 1991
12:00 Noon - 4:15 p.m.
Council of Jewish Federations
Committee Room
730 Broadway
New York City

At this meeting, which will include a buffet luncheon, our agenda will include an update on the status of staff appointments, budget matters, plans for initiating our lead communities program, and a discussion about other priorities and tasks for our first year of operation.

Please let Ginny Levi (216/391-8300) know whether you'll attend the April 9 meeting, and I look forward to seeing you.

Warmest regards.



MORTON L. MANDEL ■ Chairman

COUNCIL FOR INITIATIVES
IN JEWISH EDUCATION

1750 Euclid Avenue
Cleveland, Ohio 11155
716/566-9200 Fax 216/861-1730

(Temporary Address)

Honor, my friend
Max M. Fisher

Grant
Morton L. Mandel

Advisory Board
Stephen H. Hoffman

Chief Education Officer
Dr. Shulamith Lipkin

February 11, 1991

Mrs. Annette Hochstein
Nativ Policy & Planning Consultants
P. O. Box 4497
Jerusalem, Israel 91044

Dear Annette:

The preliminary planning for the CIJE has been under way since November. Our board is coming together nicely, and I am grateful that you have agreed to serve on it. We have planned our first meeting for:

TUESDAY, APRIL 9, 1991
12:00 Noon 4:45 p.m.
Council of Jewish Federations
Committee Room
730 Broadway
New York City

At this meeting, which will include a buffet luncheon, our agenda will include an update on the status of staff appointments, budget matters, plans for initiating our lead communities program, and a discussion about other priorities and tasks for our first year of operation.

Please let Ginny Levi ((216/391-8300)) know whether you'll attend the April 9 meeting, and I look forward to seeing you.

Warmest regards.

Mort

MORTON L. MANDEL -- Chairman

*XSENT

MTE:

8/2/91

Tel: 972-2-662 296; 668 728

Fax: 972-2-699 951

Facsimile Transmission

To: <u>FRANK LEVI</u>	Date: <u>8/2/91</u>
From: <u>SEYMOUR FOX</u>	No. Pages: <u>1</u>
Fax Number: _____	

AMERICAN JEWISH
ARCHIVES

Per Jerry,

I THINK WE
SHOULDN SPEAK ABOUT
WHO REPRESENTS FORMAL
VIEW ON THE C.I.G.F.

THE VIEW A VOX MENTIONED

THE VIEW - VIEW OF THE

THE C.I.G.F. FORMAL ED - C O W E D B E
PEOPLE LIKE SCILAF, ELKIN, BIELER ETC.]

DO YOU KNOW WHETHER WE ARE PARTICIPATING
IN THE C.I.G.F. MEETINGS.

Sing

The President's Comments

The Spencer Foundation is committed by its mandate to the improvement of education. We pursue that commitment by supporting research whose outcome shows promise of contributing new knowledge, insight, or understanding to the ongoing venture of education. The work we support falls into a broad range of disciplinary and interdisciplinary categories, chiefly, though not exclusively, in the social and behavioral sciences. Education we define broadly, to include all the situations and institutions in which learning takes place, throughout the life span of the individual, both in the United States and elsewhere in the world.

Nearly all the studies the foundation supports originate with the scholars who propose them; they are, as we say, "field-initiated." From the Spencer Foundation's earliest days we have firmly maintained that the best scholarly work is done by those who have the imagination to conceive a research project, the professional skills to pursue it, and the energy and perseverance to bring it to conclusion.

Over the past few years, a certain clustering among the studies we support has emerged as scholars respond to announcements of our interests and concerns. One such cluster comprises studies intended to illuminate the domain of individual development in a variety of social contexts. During the year just ended, four new inquiries have been added to this cluster. Carol Gilligan will coordinate several complementary studies of girls' and women's development as she works toward a new theory of adolescence, focusing on girls in their early teens. Margaret Beale Spencer will investigate the social situation of extremely disadvantaged young black males, highly vulnerable to failure in life, seeking to determine what it is that gives some few of these youths the resilience to emerge into adulthood with positive attitudes and prospects. B. Bradford Brown will extend his existing study of adolescent youth, studying the role high school "crowds" play in academic achievement, particularly for young people from minority backgrounds. And Robert D. Cairns will complete a longitudinal study of the social development of some seven hundred children as they enter and leave their teens, emphasizing the occupational, community, and personal adaptation of young adults as a function of earlier school experience.

A second such cluster comprises studies intended to improve access to educational opportunities and to reduce barriers to learning. Happily, the year just ended has seen a significant expansion of that cluster. Dante Cicchetti and Sheree L. Toth will enlarge a pilot study of the ways maltreated children react to school settings, emphasizing how children's self-perceptions affect the relation between the experience of maltreatment and adaptation to school. Philip A. Cowan and Carolyn

Lyle M. Spencer, who had done graduate work in sociology at the University of Chicago, liked to describe himself as "a businessman looking in over the rim of education"; and he left notes indicating that he had established the foundation in the hope that, since most of the Spencer money had been earned in educational publishing, much of that money might be "returned eventually to investigating ways in which education can be improved, around the world. Broadly conceived, wherever learning occurs."

the classroom; the "scenarios" through which teaching and learning are pursued; and the social and political contexts in which teaching and learning are embedded.

A fourth cluster comprises studies intended to illuminate the social construction of knowledge. In one such study Richard Handler will undertake an ethnographic survey of four history museums with a view to illuminating the ways in which museums construct and convey educational messages and cultural values. Terence S. Turner and Jane Fajans will study theoretical questions involved in the relationship between cognition and culture, using empirical studies of socialization in two indigenous societies, one in central Brazil and the other in Papua New Guinea. Elinor Ochs will conduct a study of problem-solving discourse in scientific laboratory meetings to assess the extent to which features of laboratory discourse can be compared to problem-solving narratives she has previously collected from middle-class families in dinner-table conversations. And Carol Fleisher Feldman will explore the everyday stock of text "genres"—stories and scientific narrations—which she sees as epistemic forms that help people make sense of others' actions, especially in the workplace. In addition, two investigations will examine the institutional contexts within which formal research, as one mode of the social construction of knowledge, goes forward. Robert A. McCaughey will gather data on the scholarly activities of faculty members at a number of small liberal arts colleges, with a view to determining how age, sex, quality of teaching, and identification with a particular discipline relate to research productivity. And Howard S. Becker and James Bennett will study a group of independent scholars without academic affiliation, with a view to understanding how they continue their research and the extent to which they are able to maintain institutional and disciplinary ties.

Finally, the foundation has been hoping for some time to attract proposals for basic inquiries into the education of older adults, not only in colleges and adult education facilities, but in all the various settings in which teaching and learning go forward—families, workplaces, libraries, and community health and recreation centers. To this end we were delighted to note an emerging cluster of studies in this area, too, during the year just ended. Mihaly Csikszentmihalyi will develop a data base on the mental processes of adults in the second half of life, seeking to draw together the three lines of inquiry that have characterized his previous work, namely, the investigation of creativity, intrinsic motivation, and integrative life themes. Richard J. Mumane and Frank Levy will study the changing American labor market, with emphasis on the kinds of skills required of workers as technology becomes ever more sophisticated, vis-à-vis the kinds of skills workers are bringing and will in future bring to their jobs. Mary C. Brinton will undertake a comparative study of how the education and employment of women in Japan and South Korea have changed over the past thirty years. And Erik Olin Wright, in collaboration with American and Soviet colleagues, will undertake a major survey of the adult populations of the United States and the Soviet Union, with the goal of understanding the effects of education on class structure and

tion, analyzing the mechanisms by which risk factors and protective factors originating in the family combine to favor a particular outcome in the cognitive and social competence of kindergarten-age children. Harold A. Richman will direct a fundamental reassessment of the child welfare system in Illinois, with the goal of recommending practical ways of achieving a more effective coordination of children's services, especially for poor families. William T. Gormley will investigate how state and local regulatory processes discourage potential providers of family day care from offering their services. Marcia D. Greenberger and Ellen J. Vargyas will undertake a legal evaluation of the use of standardized test scores in educational contexts, with emphasis on issues of gender equity. Robert M. Hauser will study the effects of family and schooling on social and occupational achievement across generations, focusing, in one line of inquiry, on trends in black college attendance and, in another line of inquiry, on comparative analyses of socioeconomic stratification, using samplings of siblings. And Rupert Barnes Nacoste will study the relation in predominantly white colleges and universities between majority students' attitudes about affirmative action policies and the negative social atmosphere black students frequently perceive in such institutions.

In connection with its long-standing interest in improving access to educational opportunities and reducing barriers to learning, the foundation, along with other Chicago-based philanthropies, has been deeply interested in the workings of the Chicago School Reform Act of 1988, which is intended to place individual public schools under the control of elected local school councils made up of parents, teachers, and other community representatives. In an effort to gather data with which to assess the effects of the reform, the foundation will collaborate with the Chicago Panel on Public School Policy and Finance, one of the city's premier watchdog groups, in a series of continuing inquiries directed by G. Alfred Hess and John Q. Easton. In another study, Dan A. Lewis will survey four hundred Chicago parents in an attempt to discover what kinds of families are actually participating in school reform and how their participation relates to their attitudes toward education in general and their own children's development in particular.

A third cluster of studies centers on teaching and learning. In this domain, Lee S. Shulman will investigate the ways in which the same topics in various academic subjects are taught at different grade levels and in various school contexts as well as the ways in which those same topics have been treated in the history of ideas at different times and for different purposes. Paul Cobb and a group of psychologically oriented colleagues at Purdue University will collaborate with a counterpart group of sociologically oriented scholars at the West German University of Bielefeld in an analysis of videotapes of second-grade classrooms, using a technique they call "collaborative argumentation" to reach a common position that captures the strengths of both approaches. And Howard E. Gardner, David N. Perkins, and Vito Perrone will undertake a series of pilot studies in search of an integrating framework for analyzing the operation of three factors in classroom pedagogy: the preconceptions concerning particular subject matters that teachers and students bring to

other research that the foundation might support in its place. Ordinarily, two or three reviewers are asked to comment on each proposal, depending on the size and complexity of the project. The goal of the external review is not to achieve some threshold rating in points from the reviewers; it is rather to obtain the best possible scholarly advice to the staff and the directors of the foundation, who ultimately make the decision as to whether or not the proposed work should be assisted.

We are well aware of the shortcomings of peer review. Individuals who disagree on substantive, methodological, or ideological questions can easily transform those disagreements into criticisms of quality; and indeed individuals who agree on such concerns may perceive themselves as competing ultimately for the same limited funds. In addition, there are vastly differing styles and canons of reviewing in the several fields with which the foundation is concerned, and we must be constantly aware of those differences as we make our own judgments on the basis of reviewers' judgments. Then, beyond that, one must watch out for the kind of "killer" review one sees from time to time in the book review sections of newspapers, or in the theater or music columns — the kind of review that manages to be meanly destructive without being even minimally informative. Good reviewing demands qualities of character and sensibility as well as depth of expertise — the capacity to savor excellence without envy.

Granted that such problems exist within the reviewing community, we have been gratified over the years by the maturity, depth, and generous constructivity of the reviews we receive. Referees have often devoted extraordinary amounts of time to thinking through and writing up their reflections on proposals we have asked them to consider. Indeed, some of the reviews we have received have constituted reasoned pieces of scholarship in their own right. Not surprisingly, reviewers have frequently disagreed with one another about the quality and significance of a particular project. Such instances have provided many of the most challenging — not to say, the liveliest — conversations we have had at the foundation, both among staff and at board meetings. Not surprisingly, too, reviewers have often turned out to be powerful advocates of proposals they have judged excellent, sometimes even urging that the projects be expanded and the budgets increased.

Most important, perhaps, our reviewers have consistently conveyed a vivid impression that, with all the debunking of the peer-review system that has gone on in recent years, there does exist a community of scholars in the behavioral sciences and education that acts like a community, honors shared values, and displays a genuine altruism about scholarship. In truth, the Spencer Foundation could not do its work apart from the existence of such a community, and we have been grateful over the years for the consistent helpfulness and unstinting support we have received from it.

Lawrence A. Cremin
President
March 31, 1990



As I indicated last year, not every project the foundation supports falls into one or another of these clusters—or into any cluster for that matter—and indeed we would never want that to be the case. Besides the studies already mentioned, we are pleased to be assisting investigations as varied in character as Daniel R. Anderson's descriptive analyses of family television viewing, Patricia Marks Greenfield's study of the ways in which children master complex technologies in different societies and the role of that process in individual cognitive development and adaptation to cultural change, and Lynn D. Gordon's historical analysis of the enduring educative influences in the life of the journalist Dorothy Thompson.

We have continued our efforts, through two fellowship programs funded by the foundation, to increase the number of able scholars working on problems of education. Under our program administered by the National Academy of Education, a fifth cohort of postdoctoral Spencer Fellows was selected during the spring of 1990. The selection committee was chaired by Ann L. Brown (University of California, Berkeley), and included Robert Dreeben (University of Chicago), Howard E. Gardner (Harvard University), Edmund W. Gordon (Yale University), Carl F. Kaestle (University of Wisconsin—Madison), David B. Tyack (Stanford University), and Lee S. Shulman (Stanford University), *ex officio*. The names of the fellows and the titles of their projects are listed on pages 33–34 below. I am happy to report, too, that the directors made available funds to enable the academy to increase the size of the 1990 and 1991 cohorts from twenty-five to thirty fellows.

Under another program, administered by the Woodrow Wilson National Fellowship Foundation, a fourth cohort of predoctoral Spencer Fellows was chosen during the spring of 1990. The committee making the selection comprised Mihaly Csikszentmihalyi (University of Chicago), Barbara Heyns (New York University), Ellen Comdliffe Lagemann (Teachers College, Columbia University), James V. Wertsch (Clark University), and Blenda Wilson (University of Michigan at Dearborn). The names of the fellows and topics of their dissertations are listed on pages 35–36 below. The directors also made available funds to enable the Woodrow Wilson Foundation to increase the size of this cohort and those of the next two years from twenty-five to thirty fellows.

As Marion M. Faldet, the foundation's vice-president and secretary, points out in the report that follows, full proposals submitted to the foundation undergo, in addition to internal staff review, an external peer review with respect to the quality and value of the inquiry to be undertaken. It is no exaggeration to remark that this external review process is one of the most fascinating aspects of the foundation's work. Most of the proposals sent out for external review have already met the criteria of the internal review and have been judged promising by the foundation's staff. What the external reviewers are asked to contribute are judgments on three issues: (1) the significance of the problem addressed by the research and the appropriateness of the proposed work as a means of attacking it; (2) the ability of the principal investigator(s) to carry out the research at a high level of excellence, given the nature of the problem

to complete. Inquiries and preliminary proposals should include telephone numbers for expeditious communication.

If the proposed research appears to be of potential interest, three copies of a more detailed proposal will be requested. The full proposal should include a review of the relevant research literature, a descriptive narrative of the project, including a statement of the research methods to be employed, a discussion of the new knowledge expected to derive from the research and of how that knowledge may contribute to the improvement of education, a detailed budget, an estimated work schedule, and a curriculum vitae for each of the principal investigators. A short summary of the proposal (three hundred to five hundred words in length), addressed to the interested and informed layperson, also should be included. The foundation staff finds it helpful to know about other grants already made to the principal investigator or awaiting approval, and this information should be included with the full proposal.

The Review Process

Once a complete proposal has been received, the review process is set in motion. During staff review the proposal is considered for appropriateness in light of the foundation's purposes, estimates of the quality of the proposed research and of the ability of the principal investigator to carry it out, the likelihood that it will contribute new knowledge leading to the improvement of education, and the cost of the project, both in its own terms and in the context of the foundation's budget. In addition, external peer judgments are sought on the quality and value of the proposed research. Proposals favorably reviewed by the staff and outside consultants and approved by the president of the foundation are recommended for final consideration and action by the board of directors at its next meeting.

Board meetings for fiscal year 1990-91 will be held in April, July, October, and January. Upcoming deadlines for receipt of the full proposal will be specified in the letter to the principal investigator inviting the proposal. Once board action on a proposal takes place, the principal investigator and his or her institution are notified by mail within ten days. Initial payments usually can be scheduled within two months of the board meeting date.

The foundation receives many more interesting and worthwhile research proposals than it can possibly assist within the confines of its budget. It must often, therefore, forgo opportunities to support projects of high quality that seem to be well within its area of interest. Rejected as a matter of long-standing policy are requests for capital funds, operating and ongoing program support, funding for instructional and curriculum-development projects, and grants for any kind of service, training, or evaluation programs. Fellowship and scholarship support is given and administered as described elsewhere in this annual report and not through the foundation directly. Inquiries about these programs should be directed to the organizations administering them.

Report of the Vice-President and Secretary

The board of directors of the Spencer Foundation is the governing body of the corporation and as such is responsible for setting policy and for making final decisions on grants. During the past fiscal year the board met four times, on May 18, July 20, and October 19, 1989, and (for its annual meeting) on January 25, 1990.

During the year ending at the annual meeting in January of 1990, the board consisted of nine elected directors serving staggered five-year terms plus the president of the foundation, who serves *ex officio*. At the annual meeting, Frank L. Bixby, who had served as a director for twenty-three years and as chair of the board for fifteen years, and Lyle M. Spencer, Jr., who had served as a director for eighteen years and in recent years served as chair of the finance committee, rotated off the board in accordance with the provision for staggered terms. The board expressed its deep gratitude to both of these men for the thoughtful guidance they contributed to the foundation, especially in its early years. Also at the annual meeting, George A. Ramsey Jr., who had previously served as a director for ten years, was reelected to the board. During the 1990-91 year, the board will consist of eight elected directors plus the president.

Special functions of the board continue to be carried out by its committees. The finance committee directs the investment policy of the foundation and reviews the performance of the managed funds. During the past year, finance committee meetings were held on May 18, July 20, October 19, 1989, and January 25, 1990.

The nominating committee is responsible for recommending candidates for positions on the board of directors, for officers of the board, and for the position of president of the foundation. During the fiscal year just ended, the nominating committee met on May 18, 1989.

At the annual meeting in January 1990, David S. Tatel was elected chair of the board of directors, John S. Reed was elected chair of the finance committee, and William Julius Wilson was appointed chair of the nominating committee.

Procedure for Submitting a Proposal

The Spencer Foundation supports research that gives promise of contributing new knowledge to the improvement of education, in one or another of its forms, in the United States or abroad.

An informal letter of inquiry or a brief preliminary proposal is usually sufficient to show the staff whether a proposed study falls within the scope of the foundation's grant program. A curriculum vitae of the principal investigator should be included, along with a preliminary cost estimate for the proposed research and an indication of how long it will take

Report of the Treasurer

On March 31, 1990, the assets of the Spencer Foundation totaled \$210.4 million. This represents a decrease from the previous year, owing primarily to an investment policy decision wherein the foundation no longer maintains an equity hedge investment account. That account was replaced with a smaller international currency hedge program. The market value of the investment portfolio, which has a large allocation in equities, increased by \$4 million. To manage the portfolio, the foundation was employing seven investment managers as of March 31, 1990: Balch, Hardy, Scheinman & Winston, New York; Boston International Advisors, Boston; Concord Capital Management, San Mateo, California; Dimensional Fund Advisors, Santa Monica, California; Fidelity Management Trust Company, Boston; Forstmann-Leff Associates, New York; Franklin Portfolio Associates, Boston; and JMB Institutional Realty, Chicago.

The finance committee, with the assistance of the vice-president and the treasurer, oversees the performance of the several investment managers, convening regularly (at meetings to which all directors are invited) to review investment results and to discuss investment policy. The finance committee employs Richards & Tierney, of Chicago, as a consultant for asset allocation, manager selection, and performance evaluation. The First National Bank of Chicago and Brown Brothers Harriman & Co., in Boston, serve as custodian banks. A complete list of the foundation's assets is available for inspection at the foundation office.

The foundation made its first distributions in 1971 and since that time has authorized grants of \$94.4 million. Payments of \$85.6 million have been made, while an additional \$8.8 million, most of it representing multiyear commitments, is scheduled for payment through 1995. Authorizations for the fiscal year amounted to \$8.9 million, and the board of directors anticipates that grant making will continue at this year's level through 1990-91. A detailed statement of current grant authorizations and payments appears on pages 43-60. The financial statements of the Spencer Foundation, which are audited by Deloitte & Touche, appear on pages 38-42.

Linda M. Schumacher
Treasurer
March 31, 1990

Linda M. Schumacher

The Small Grants Program, which was initiated in June 1986, continues to attract scholars who wish to pursue exploratory research, problem-finding research, or the initial phases of larger investigations. These awards range from \$1,000 to \$7,500, and decisions are made within a two-month period. Information about the procedure for submitting proposals under this program may be obtained by communicating with the administrator of the program at the foundation office.

It should be noted that the Spencer Foundation does not pay the government-approved overhead rate on research grants. Appropriate administrative costs incurred in the course of research supported by the foundation may be reimbursed upon application of the institution administering the grant.

Inquiries and proposals are welcome at any time and should be addressed to Marion M. Faldet, vice-president of the foundation, at its new location, 900 North Michigan Avenue, Suite 2800, Chicago, Illinois 60611.

Marion M. Faldet
Vice-President
March 31, 1990

Marion M. Faldet





FACSIMILE HEADER SHEET
73136 (5/90) PRINTED IN U.S.A.

DATE: 1/25 TIME:

PAGES SENT: 3

TO: FAX NO. (P11) 922-65995// ANNETTE LEONARD Name SEYMOUR FOX Company _____ Street Address _____ City _____ State IL Zip _____ Country _____	FROM: FAX NO. (P16) 961-5962 Name GINNY NOE Company _____ Tele. No. () _____ Ext. _____
--	---

Dear Seymour + Annette -

1. I am attaching a list of prospective CISE board members and the outcomes, where there are any.
2. Annette - Can you give me an update on distribution of reports from you? He** H**J many are left?
3. I look forward to receiving Bernie Raiman's paper next week. I will use the same distribution list as for the other papers, unless you instruct me otherwise.

GINNY NOE

1//25/91

Prospective CIJE Board Members

Name	Assignment	Description	Due Date	Outcome
Bennett Aaron (or Miriam Schnierov)	VFL	MLM letter of invitation.	HOLD	
Mona Ackerman	SF	Follow up on foundation support & board membership	2/11/91	
Robert Arnow	Open	noted until receiving his invitation		
Bill Berman	MLM	Call after Fisher support is confirmed.	2/11/91	
Charles Bronfman	VFL	MLM letter of confirmation.	done	YES
Gerald Cohen	SHH	Call re board membership.	2/11/91	
John Colman	VFL	MLM letter of invitation.	done	YES
Rachel Cowan	SHH	Contact re foundation support and board membership.	2/11/91	
Lester Crown	Open			
Eli Evans	SHH	Contact re foundation support and board membership.	2/11/91	
Irwin Field	MLM	invite re board membership	2/11/91	
Max Fisher	MLM	Call re funding commitment.	done	YES
Charles Goodman	MLM	Invitee to be board vice chair.	2/11/91	
Alfred Gottschalk	VFL	MLM letter of invitation.	done	YES
Arthur Green	VFL	MLM letter of invitation.	done	YES
Neil Gisenbium	MLM	Invitee to be board vice chair.	2/11/91	
David Hirschhorn	SHH	Call to follow up on invitation.	2/11/91	
Julia Koschitzky	SHH	Call re board membership.	2/11/91	
Mark Lainer	VFL	MLM letter of confirmation.	done	YES
Norman Lamm	VFL	MLM letter of invitation.	done	YES
Norman Lipoff	MLM	Call re board membership.	2/11/91	

Morton Mandel		DONE		YES
Matthew Maryles	MLM	Invite to be board vice chair..	2/11/91	
Florence Melton	SSE	Contact re foundation support and board membership.	2/11/91	
Lester Pollack	MLM	Invite to be board vice chair..	2/11/91	
Esther Leah Ritz	VFL	Follow up to invitation.	2/11/91	
Ismar Schorsch	VFL	MLM letter of invitation.	done	YES
Daniel Shapiro	VFL	Follow up to invitation.	2/11/91	
Isadore Twersky	SSE	Call re board membership.	2/11/91	YES
Bennett Yanowitz	VFL	MLM letter of invitation.	done	YES

Proposed Mission Statement

The Mandel Institute was established to be a home for both systematic thinking and for action about Jewish education/continuity worldwide. Through research,, planning,, experimentation ((demonstration)) and consultation ((action)) it will add to the knowledge-base that is lacking today and will seek to produce systemic change in Jewish education.

The focus on systemic change requires/demands/dictates at the present time that the work ((projects)) of the Institute focus on two concrete areas of endeavor::

- a) **Building professional and lay leadership for Jewish education** because they are the building blocks upon which the entire system rests; and
- b) **Institutionalizing strategic planning for Jewish education worldwide,,** thereby enabling local communities and institutions to acquire the tools and capabilities necessary to initiate the systematic improvement and development of programs..

Thus the mission of the Institute involves at the present time dealing with:

1. Developing the theoretical basis to set norms,, standards,, and means for the development of the profession of Jewish education
2. Engaging with existing and new institutions in the development of training programs for education..

3. Identify and develop with existing leaders the infrastructure necessary for the engagement and recruitment of much larger numbers of talented leaders to the endeavor of Jewish education.
4. Provide a hospitable environment conducive to joint work between professional and lay leaders in Jewish education.
5. Identify the conditions necessary for the widespread local application of strategic and policy planning -- as applied to other areas of social endeavor and to general education -- to the development of Jewish education.
6. Diffuse data,, findings,, and lessons learned to a wide audience of leaders in Jewish education who will then be able to adapt the findings and apply them locally if they so choose.

((Closing sentence))

Chapter 4 Implementation {{implemen.ch4}}

A BLUEPRINT FOR THE FUTURE

<u>TASK</u>	<u>Immed</u>	<u>Mid</u>	<u>Later</u>
A) Building a Profession of Jewish Education			
1) Recruitment			
a) marketing study			
b) recruitment plan			
i) visits			
ii) PR			
2) Developing New Sources of Personnel			
a) Fellows of Jewish Education			
b) Jewish Education Corps			
c) Fast-Track Programs			
d) Career-Changers			
3) Training (USA and Israel)			
a) Increase # graduates			
b) Enlarge faculty ((trainers))			
c) In-service education			
4) Improvement of salaries and benefits			
a) Develop Develop standards			
b) Engage federations			
5) Career Track Development			
6) Empowerment of Educators			

Immed

Mid

Later

a) Involve educators in decision-making

b) Reorient educational policy

B) Mobilizing Community Support

1) Recruiting Community Leaders

a) Recruit by Commission and other influentials

b) Involve lay leaders

2) Increased Funding for Jewish Education

3) Changing the Community's Attitude Toward Jewish Education

a) Ongoing PR

b) Seminars and conferences

C) Establishing Lead Communities

1) Local Laboratories for Jewish Education

a) Lead Communities

b) Inventory of Best Practices

2) Selection of Lead Communities

3) Getting Started

D) Developing a Research Capability

1) Develop long-range research agenda

2) Disseminate findings

Immed

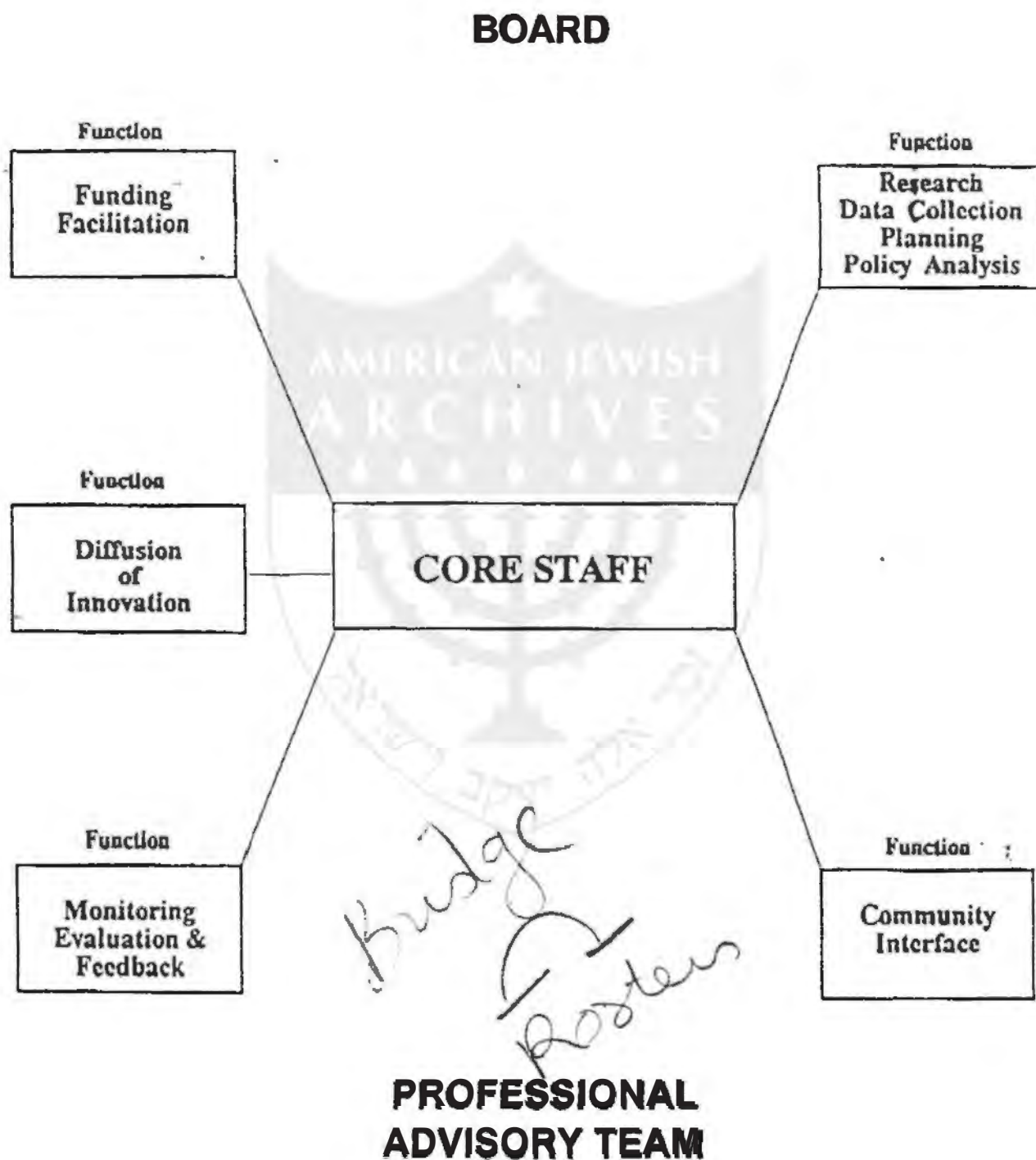
Mid

Later

E) Establishing the CIJE

- 1) To be an advocate on behalf
of Jewish Education
- 2) Designate and work with Lead
Communities
- 3) Stimulate research capability
- 4) Provide creative setting
- 5) Spreading the Word: The
Diffusion of Innovation
 - a) PR on Lead Communities
 - b) Establish new Lead Communities

The ii - Organizational Design



*SF on
component
of a lead community*

IN-SERVICE EDUCATION FOR ALL EDUCATORS

LAY COMMUNITY INVOLVEMENT IN POLICY SETTING

RECRUITMENT OF NEW PERSONNEL

1. KNOWLEDGE-BASE FOR THE COMMUNITY

2. NATIONAL INSTITUTIONS AND ORGANIZATIONS MUST BE INVOLVED.

QUALITY CONTROL: MONITORING & EVALUATION,, BOTH LOCAL & NATIONAL

PRELIMINARY: BEST PRACTICES LIST & SELECTION PROCESS

THE CURRICULUM OF A LEAD COMMUNITY

BUDGET

SEPARATE THE PRELIMINARY PLAN FROM THE ACTUAL PHASE

FORCE MANAGEMENT

- FACILITATION
- MONITORING & EVALUATION
- FIRE DEPARTMENT

FEEDBACK LOOP

12/14/90

Prospective CLUE Board Members

Name	Age	Sex	Location	Affiliation	Assignment	Description	Due Date
Bennett Aaron (or Miriam Schnierov)		M	East		WFL	MLM letter of invitation.	12/31/90
Hona Ackerman	50	F	Northeast		SF	Follow up on foundation support & board membership	1/7/91
Robert Arrow	60+	M	Northeast		Open	Hold until funding is requested	
Bill Berman	60+	M	Midwest		MLM	Call after Fisher support is confirmed.	1/7/91
Charles Bronfman	60+	M	Canada		WFL	MLM letter of confirmation.	12/31/90
John Colman	60+	M	Midwest	Reform	WFL	MLM letter of invitation.	12/31/90
Rachel Cowan	50	F	Northeast	Reform	SHH	Contact re foundation support and board membership.	1/7/91
Lester Crown	60+	M	Midwest		Open		
Steve Dobbs	40	M	West	Reform	SHH	Contact re foundation support and board membership.	1/7/91
Ell Evans	under 60	M	Northeast	Reform	SHH	Contact re foundation support and board membership.	1/7/91
Irwin Field	60	M	West		MLM	Call re board membership.	12/31/90
Max Fisher	60+	M	Midwest	Reform	MLM	Call re funding commitment.	12/31/90
Charles Goodman	60+	M	Midwest		MLM	Invite to be board vice chair.	12/31/90
Alfred Gottschalk	60	M	Midwest	Reform	WFL	MLM letter of invitation.	12/31/90
Arthur Green	under 60	M	East	Reconstr.	WFL	MLM letter of invitation.	12/31/90
Neil Greenbaum		M	Midwest		MLM	invite to be board vice chair.	12/31/90
David Hirschhorn	60+	M	East		WFL	MLM letter of invitation.	12/31/90
Julia Koschitzky	under 60	F	Canada	Orthodox	SHH	Call re board membership.	12/31/90
Mark Lerner	under 60	M	West		MLM	Call re board membership.	12/31/90
Norman Lown	60+	M	Northeast	Orthodox	WFL	MLM letter of invitation.	12/31/90
Norman Lipoff	60	M	South (FL)		WFL	MLM letter of invitation.	12/31/90

S. Martin Lipset	under 60	M	West		VFL	MLM letter of invitation.	12/31/90
Morton Mandel	60+	M	Midwest	Reform		DONE	
Matthew Maryles	under 60	M	Northeast	Orthodox	MLM	Invite to be board vice chair.	12/31/90
Florence Melton	60+	F	Midwest		SF	Contact re foundation support and board membership.	1/7/91
Wesley Pollack	60+	M	Northeast		MLM	Invite to be board vice chair.	12/31/90
Esther Leah Ritz	60+	F	Midwest	Reform	VFL	MLM letter of invitation.	12/31/90
Richard Scheuer	60+	M	Northeast	Reform	MLM	Decide whether to call re funding (see letter of 12/18) and board membership.	12/31/90
Joan Schorsch		M	Northeast	Conservative	VFL	MLM letter of invitation.	12/31/90
William Shatten		M	South (GA)		SHM	Call re board membership.	12/31/90
Daniel Shapiro	60	M	Northeast		VFL	MLM letter of invitation.	12/31/90
Isadore Twersky		M	Northeast	Orthodox	SF	Call re board membership.	1/7/91
Bennett Yanowitz	60+	M	Northeast	Conservative	VFL	MLM letter of invitation.	12/31/90

LEAD COMMUNITIES

CIJE

A. What the CIJE Offers to Lead Communities

1. Prepare assessment/diagnostic tools for lead communities
2. Missions
3. Initiate best practice inventory or process
4. Programmatic menus for lead communities
5. CIJE leadership to visit lead communities,, to add their aura to the local leadership's aura
6. Make human and intellectual resources available for lead communities
7. Define criteria for "hot-house for innovation"
8. Monitoring -- evaluation -- feedback loop
9. Rosters of human resources and lead communities
10. Bridge between human resources and lead communities
11. Planning team to facilitate and monitor process

B. Building Blocks

1. May leadership development
 - a. Current leaders
 - b. Leaders not ordinarily connected with Jewish education
2. Personnel
3. Israel
4. Synergism
 - a. Building educational interaction between various forms and settings
 - b. Networking between institutions
5. New thinking -- innovation
6. Philosophy of Jewish education in North America

C. In-Service Training in Lead Communities

1. Offer a menu (CLIE sponsored)
2. Prepare a strategic plan with the community
 - a. Bring experts to inform a planning deliberation
 - b. Find out the options: what is likely to yield what result
 - c. Informed choice

C. Lay Leadership Development

PLANNING PROCESS

1. All actors join in a comprehensive planning process

a. Local perspective

Mapping and reassessment of the whole educational system

The study will include:

An assessment of personnel -- qualification and training needs; personnel availability -- shortage

(E.g., prepare a profile of individual educators in order to determine in-service training needs)

An assessment of programs and institutions: do we have all forms needed; is there a balance between classroom and beyond the classroom programs

Educational profile

b. National perspective

Best practice:

The best of the denomination programs identified for formal programs

The best of JCC Association programs identified for education in informal settings

Educational profile

Etc.

e. Foundations perspective

Foundations initiatives relevant for lead communities

2. Monitoring -- evaluation -- feedback loop

B. Selection

1. Criteria (some mutually exclusive)

- a. Geographic representation
- b. Community size
- c. Evidence of replicability/demonstrability/models of excellence
- d. ~~Evidence~~ off inter-agency cooperation
- e. ~~Evidence~~ off robustness of service delivering agencies
- f. ~~Evidence~~ off professional strength
- g. ~~Evidence~~ off top leadership commitment
- h. ~~Evidence~~ off financial strength
- i. Executives who work well with lay leaders and are success oriented
- j. Evidence of educational strength
- k. Community study
- l. Needs assessment
- m. Availability qualified personnel

2. Guidelines for Choosing

- a. ~~Chances for success~~
- b. Different criteria for each of the Lead Communities
- c. ~~Eliminate "peculiar" or atypical communities~~
- d. ~~Give hope to others~~
- e. ~~Conditions for developing prototype~~
- f. ~~"Educationally isolated communities"~~
- g. Evidence of ability to continue after process
- h. ~~Availability of academic resources~~

3. Selection Process

- a. ~~Continental call for proposals~~
- b. ~~Visit by team of professionals to candidate community~~
- c. Identify communities with potential and encourage them to apply
- d. ~~Lay leadership involvement in selection process~~
- e. ~~Assistance for preparation of proposal~~

Question: How many communities?

Communications with unsuccessful applicants

4. Conditions

- 1. Contractual agreement between CIVE and community -- including the happy understanding that we are going towards a more rigorous and more accountable process

2. Preparation of study of educational situation
3. Agreement on CIJE input:
 - a. Ongoing consultation
 - b. Mediation with national bodies
 - c. Help with grants
4. Local power in deciding action plan
5. Planning process must lead to initiatives in various areas pre-determined by CIJE ((personnel,, Israel,, programmatic,, leadership development,, etc.))
6. Monitoring,, evaluation and feedback loop instituted

* * *

B. The Building Blocks of Lead Communities

1. Personnel -- the profession
 2. Lay leadership development
 3. Israel
 4. Innovative thinking
 5. Philosophy ((clarifying))
- Create settings for deliberation

* * *

1. Building the Profession

a. Recruitment

1. Identifying or building top-level (management level) personnel to lead the whole lead communities process
2. Rabbis as a source of personnel

b. Training

1. In-service education for all educators in the community (this is the place where we all study)
2. Invite national institutions of higher Jewish learning to offer in-service training programs

c. ~~The Profession~~

1. Entry-level criteria of qualification
2. Create new types of positions

2. Community Support

- a. ~~Bring continental institutions and experts to yield break-~~
throughs at local level
- b. ~~Create new financial resources~~
- c. ~~Promote federation involvement~~
- d. Undertake communication program with other communities
- e. ~~May leadership development~~
 1. Existing leadership
 2. New leadership

RESEARCH CAPABILITY

Best Practice

Study of Communities

4. ISSUES

How do we deal with local ambitions versus central definitions of purpose and demonstration

What is the problem with change..

CONTINENTAL ELEMENTS

A.. *COMMUNITY SUPPORT*

- 1. Advocacy**
- 2. Involving top leaders**
- 3. Leadership development**
- 4. Resources for implementing the plan**
- 5. Communication and involvement with Commission-communities**
- 6. Bring continental institutions and experts to yield breakthroughs at local level**
- 7. Create new financial resources**
- 8. Promote federation involvement**
- 9. Undertake communication program with other communities**

B. *BUILDING THE PROFESSION*

- 1. In-service**
- 2. Pre-service**
- 3. Recruitment**
- 4. Compensation**
- 5. Networking**
- 6. Career Development**
- 7. State of the Art**
- 8. Research**
- 9. Supervision**
- 10. Philosophy**
- 11. Credentials/Standards**
- 12. Image recognition**
- 13. Role of General Education**
- 14. Retention**

15. Evaluation

C. CIJE

1. Assessment of what we can build on
2. Monitoring -- evaluation -- Feedback loop
3. Planning supervision team
4. Initiates "hothouse sites" (institutions)
5. Capacity assessment: quartermaster corps
6. Fire department (trouble shooting)
7. Overall planning

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2.. Personnel

3.. Israel

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8. The Building Blocks of Lead Communities

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- d. Undertake communication program with other communities
- e. Lay leadership development
 1. Existing leadership
 - 2.. New leadership

BUILDING A RESEARCH CAPABILITY

Issues:

1. Types of research
 - a. Policy research
 - b. Pure research
- 2.. The settings
 - a. Universities
 - b. Service organizations (JESNA)
 - c. Research centers
 - d. Individuals
3. The researchers
4. The agenda
5. The funding
6. CIJE's research needs
7. Best Practice
8. Study of Communities

4. ISSUES

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What is the problem with change.

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7. Overall planning

M E M O R A N D U M

TO: SF

FROM: AH

RE: PHONE CONVERSATION WITH STEVE HOFFMAN RE: CIJE SEMINAR
IN ISRAEL

DATE: DECEMBER 24,, 1990

I called Steve at his home on Sunday to review the plans for the CIJE Seminar. We discussed schedule, agenda, desired outcomes and logistics..

On the schedule, I gave him the following which should now be sent to all 4 participants as soon as we're ready to send them.

Monday 7 January:

10:00am - 5:30pm Work session

Tuesday 8 January:

8:30am - 4:00pm Work session

4:30pm Jewish Education Seminar at
Melton Centre - Hebrew University
(in Hebrew): Optional.

7:30pm - 10:00pm Working dinner

Wednesday 9 January:

8:30am - 5:30pm Work sessions

8:00pm Dinner - social

Thursday 10 January:

8:30am - 5:30pm Work session

All lunches will be working lunches. All meetings will take place at the offices of the Mandel Institute, 22A Hatzfira Street, Jerusalem.

The group plans to depart on Thursday evening.

We discussed the agenda and agreed that our input should be in these 4 areas:

1. Lead communities
2. Building the profession ((training; personnel))
3. Research agenda
4. Strategic planning

SH wanted to know why we should not begin with strategic planning. But we agreed that it would probably be fruitful to go first into the details of one topic (lead communities), see its complexities, ramifications, as regards both content and process - and then begin to address the strategic plan. This led to a suggestion that we should deal with lead communities on day 1; strategic planning on day 2; personnel on day 3; and research agenda on day 4. We also agreed that this agenda was of course subject to the dynamic of the work itself.

SH wants the outcome of the planning seminar to be a game plan for the next 4, 6 or 9 months. He would like that when they return to the United States, they know what to do in order to get lead communities going and anything else that needs to be undertaken. We agreed that we would make sure that at least on the last day we review the situation in order to have such a game plan agreed upon between us.

SH asked who else of our Israeli resources would join in the meetings. We agreed that Rosenstein would be a useful addition and that Alan and Zeev would come in as needed. He thought Alan in particular could be helpful for the work. He asked that we think and perhaps let him know who else of our Israeli or Jerusalem resources we would like to have join in the work.

Logistics: The whole group will be arriving on Sunday, late afternoon and will be staying at the Laromme Hotel, where we will leave material and information. We will pick them up shortly before 10:00am on Monday morning 7th January.

SH will be available in Florida at phone number 407-278 4977 until January 4th. We agreed that we would have one more phone conversation to finalize the schedule, the agenda and any logistical matters.

23/10/2023
 Brand Meeting
 Thank you
 23/10/2023

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אירוח ערב

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A

Jonathan Woocher, Art Rotman
מחבר: אנט הוכשטיין, שלמה פוקס, זאב מנקוביץ, אגלן
הופמן, מרק רוזנשטיין, אמי בוגניש, חניאל מדרות.
הקבוצה מחו"ל מגיע ביום ראשון בערב 6/1

אשון בערב

עבודה 10:00:00 - 12:30
צהריים 12:30 - 13:30
עבודה 13:30 - 17:30

עבודה 10:00-12:30

12:30 - 13:30 צהריים

עבודה 13:30-17:30

1349-07*1349

יום ג' 18.9.19 = 8:30 8:30 = עבודה

12:30 - 13:30 * צהריים

13:30 - 14:30 עבודה

~~10070-10100 WKRF~~ - - - 16r30

22:00 = ~~\$0:00~~ א.ע. ערב (עבודה)

30

יום ד' 91.19.91 12:30 - 16:00 91-19-91 עבודה

צהר יום 12:30 - 13:30

13:30 - 17:30 עבודה

4***#0745 ערב 20:00

130

יום ה' 10.1.91 12:30 - 12:30

צהרי יום 12:30 - 13:30

13:30 - 17:30 עבודה

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- בלוקים לכתיבה גדולים וקטנים

— טיפ הקלטה

קלטה =

אכילי

לדאוג להסעה מבית המלון לשדה התעופה ביום חמישי..

לדאב שאנחנו נהיה עם! יש להחליט על אלטרנטיבה חליפית ליום חמישי.

יש לשלוח את ה- AGENDA ו- SCHEDULE לכל המשתתפים ב- 1.1.91.

מרק רוזנשטיין לוקח רשימות של ישיבות עבודה.

cf1

אשר לא ידעו את אלהים
אשר לא ידעו את אלהים
(מלכות קייב)

3, 10, 21

חבל 3' מהתחילת
 - קצה קטן -
 חבל 3' מהתחילת

$$2412 - 311 \times 276$$

ארוחות:

כל ארוחות הצהריים יתנהלו בסגנון הארוחות של כנס MIG, ארוחות קלות. עמוסן
יהיו הפסקות קפה.

כיבוד קל בחדר הישיבות

התפריט העיקרי של שלושת הימים:

לחמניות/פיתות

סלט ירקות

גבינות (צהובות למיניהן, קוטיג, קמברש, זיתים)

סלט פירות

עוגות/עוגיות

יום שני 8.1.91

יום מזרחי: חומס/טחינה, פיתות, חמוצים

מנה אחרונה: בקלוואח

לבוש יהיה את התפריט העיקרי שחוזר על עצמו כל יום

יום שלישי 9.1.91

ארוחת צהריים: פיצות/בורקס

מנה אחרונה: עוגה

ארוחת ערב: הזמנת קייטרינג או ממסעדה

יום רביעי 10.1.91

טונה, סלמון מעושן, מקרל מעושן

מנה אחרונה: סלט פירות

יום חמישי 11.1.91

רק גבינות (ארוחה קלה לקראת הנשיעה) ראר ס"ז

שתיה לכל הימים: מיץ תפוזים/ירקות, מים מינרליים, קפה
תה..

להפסקות הקפה: בנוסף לשתייה עוגיות

ס"ז 2 השכיל דכ"ג"ן"ן ק"ה

9 i s # ה"ה

3 sk ה



עידכון מטלות CIJE "מי עושה מה" 26.12.90

מטלות אנט/פוקס:

- לאגנדה AGENDA ולאגנדה של יחידה למשתתפים בחו"ל.
- לקבוע ולקבוע ולקבוע סדרי עבודה עם מחלקת החדשנות.
- לקבוע סדרי יום של עבודה לפי נושאים
- לקבוע אצל ממי יהיה האירוח (פוקס/אנט)
- להכין מסמכי רקע אפשריים
- לבקש מקרולין מסמכים קיימים שצריך.
- לאשר X תקציב (סוזנה)

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מטלות קרולין:

- לדאוג לסידורי מלון אם יש צורך.
- לדאוג לכל החסות.
- לשלוח AGENDA אם וכאשר אפשר, למשתתפים.
- לדאוג למסמכי שטבאא לסדר אירוח בתכנית ויש צורך.
- לדאוג לכמות מספקת של כל הציווד הדרוש (פנקסים, עפרונות, סכומים וצלחות וכו').
- לברר עם יש התנגשות עם עמיתים (יש התנגשות ופנסים חמיישי).
- לדאוג לקניות האוכל מראש (מה שאפשר).
- לתכנן סדר עבודה כולל על מנת שיהיה ניסוי ניצח, בפתח, בתחילת השנה ובסיומה.
- ופך שלא יוצר מצב לחץ וחוסר באחד מעניי המקומות.

נושאי הכנס ומתי ידונו בהם:

-
- Lead communities
- Community Support
- Building the profession
 - a. training
 - b. personnel
- Research Agenda
- Strategic planning

Outcome of the planning seminar: game plan for the next 4-9 months..

**Mandel
Associated
Foundations**

קרן מנדל

22a Hatzfira St., Jerusalem, Israel

Fax No.: 972-2-699951

Tel.: 972-2-668728

To: <u>Galia</u>	Date: _____
From: <u>Suzanne</u>	Urgent _____
Fax No.: _____	Regular _____
	Time Sent: _____

Message

FAX TO: GALIA - MELTON CENTER

DEAR GALIA,

RE: THURSDAY JANUARY 10TH, 1990

MANY THANKS FOR YOUR HELP IN ARRANGING TWO ROOMS FOR US AT BEIT MAIRSDORF FOR THURSDAY JANUARY 10TH. WE WILL NEED THE ROOMS FROM 8:30 A.M. TO 5:30 P.M. I UNDERSTAND EACH ROOM WILL COST 60 SHEKEL PER DAY.

THE MEETING ROOM SHOULD BE SET-UP FOR 10-12 PEOPLE.
THE ROOM NEXT DOOR WILL BE USED FOR SERVING COFFEE AND CAKE = IN THE MORNING AT EXACTLY 10:00 A.M. AND IN THE AFTERNOON AT EXACTLY 3:00 P.M. LUNCH SHOULD BE PREPARED IN THIS ROOM FOR 12:30 P.M.
REGARDING MENU FOR LUNCH - THERE SHOULD BE A POSSIBILITY OF ORDERING CHICKEN FOR SOME PEOPLE.

COST: COFFEE/TEA/MINERAL WATER/CAKE - 44.30 PER PERSON
LUNCH - 17.80 NIS PER PERSON

WE HAVE 4 OVERSEAS VISITORS - MR. ARTHUR ROTMAN = LAROMME HOTEL
MR. JONATHAN WOCHER = LAROMME
MS. SHULAMIT ELSTER = LAROMME
MR. STEVE HOFFMAN = LAROMME

CAROLINE NAPADOFF WILL BE IN CHARGE OF THIS EVENT AND ANY FURTHER INFORMATION CAN BE OBTAINED FROM HER AT 662296 OR 699951.

THE ORDER SHOULD BE THROUGH THE MELTON CENTER AND WE WILL GIVE
YOU CHECK FOR THE SUM REQUIRED SO THAT YOU CAN PAY BEIT MAIRS-
DORF.

Thanks a million!

Best wishes

Suzanne

CAROLINE

THE ROOM AT BEIT MAIRSDORF HAS BEEN ORDERED THROUGH GALIA -
882076 (SHE IS VERY HELPFUL AND VERY NICE).. ON THE DAY OR DAY
BEFORE CALL HER TO CHECK THAT EVERYTHING IN ORDER.. YOU ALSO HAVE
TO MAKE SURE AROUND 9:45 A.M. THAT COFFEE ETC.. IS ON ITS WAY OR
HAS BEEN SET-UP ((THEY ARE SOMETIMES A BIT LATE AND FOX GOES NUTS))
ALSO AROUND 12:00 P.M. RE: LUNCH AND AT 2:45 RE: THE COFFEE
AGAIN..
GOOD LUCK!

love
Sig.

I WILL UPDATE
I GO ALONG -

AS

CAROLINE - FOLLOWING IS DAILY LIST OF WHAT HAS TO BE DONE

SUNDAY JANUARY 6TH:

DELIVER TIKIM TO LAROMME HOTEL

GO SHOPPING WITH SUZANNAH FOR FOOD

POSSIBLE MENUS

1. SALAD - FRESH VEGETABLES
2. TUNA
3. WHITE CHEESE/MELLOW CHEESE/SALTY CHEESE/COTTAGE BUTTER
4. TINS: ARTICHOKE HEARTS/PICKLED CUCUMBERS/TIRAS/
5. JARS: OLIVES/OLAM
6. COFFEE/TEA ETC - WE HAVE 2 PACKETS OF FILTER FOR RUTMAN
7. COLD DRINKS - ORANGE JUICE AND MINERAL WATER
8. EVERYDAY THEY SHOULD BUY FRESH ROLLS OR PITOT
9. CHUMUS - TEFINA - SALTED FISH IN JARS -
10. DESERT - FRESH FRUIT SALAD/SHTRUDEL FROM NAADA/FRESH FRUIT WHOLE
11. FOR COFFEE AND TEA BREAKS - ALWAYS HAVE SOME SMALL DANISH OR BISCUITS (DOESNT HAVE TO BE TOO FANCY - FROM RAFT IS OK) BOWL OF FRESH FRUIT - SOME MINERAL WATER - THATS IT.
12. TABLE SHOULD BE SET-UP (BY SHOSHIE THE CLEANER - SHE CAN BE REACHED DURING THE DAY AT HER NEIGHBOR'S TELEPHONE NUMBER 636846 IN CASE OF EMERGENCY (YOU MAY WANT HER TO COME IN AND HELP BUT PLS PAY HER FROM KUPA KATANA AND MAKE HER SIGN A YELLOW SLIP).
13. THE COFFEE TABLE SHOULD BE SET-UP ON THE SIDE WITH BIG KETTLE/COFFEE/TEA/ETC AND 12 WHITE CUPS AND SAUCERS AND A FEW GLASSES.

MONDAY JANUARY 7TH::

CHECK LIST::

1. TABLES READY - 12 PADS AND PENCILS
12 PLACES FOR LUNCH
COFFEE/TEA TABLE
2. AWAIT TO BUY DANISH AND FRESH ROLLS
3. AS SOON AS THEY FINISH LUNCH - TRY TO CLEAR TABLE AND LEAVE
EVERYTHING READY IN KITCHEN FOR SHOSIE TO WASH-UP. TABLE-
CLOTHS SHOULD BE SHAKEN OUT AND IF POSSIBLE PUT BACK AND
USED AGAIN - IF THEY ARE DIRTY TRY AND WIPE OVER DIRTY SPOT
WITH WET-CLOTH!

TUESDAY 8TH

SAME AS ABOVE!

BUT CHECK THAT YOU HAVE ENOUGH FRUIT AND VEGTABLES ETC..

WEDNESDAY 9TH

SAME AS ABOVE

ALSO CHECK RE: FRUIT/FOOD AND VEGTABLES ((ANAT SHOULD GO SHOPPING FOR YOU - SHE CAN DO MISHLOACH))

CALL GALIA RE: BEIT MAIRSDORF 882076 - SEE ATTACHED FAX ETC..

STAY COOL

RE: ACCOUNTS

PETTY CASH - I HAVE PREPARED A LIST - JUST MARK DOWN NAME WHAT IT IS - AND NUMBER SHOULD BE PUT ON CABALA.. I WILL LEAVE YOU WITH 2,000 SHEKEL..

ACCOUNTS - TRY TO LEAVE PAYMENTS TO END OF MONTH WHERE POSSIBLE.. I WILL LEAVE YOU PREPARED CHECKS AND DISBURSEMENT VOUCHERS..

ANNETTE HAS TO WATCH THAT THERE IS ENOUGH MONEY IN CURRENT ACCOUNT FOR CHECKS..

I WILL LEAVE A MEMO FOR ANNETTE RE: ASHER TARMON/DOLLAR ACCOUNT/CURRENT ACCOUNT/SALARIES ETC..

ALWAYS REMEMBER SARIT IS VERY HELPFUL AND YOU SHOULD ASK ITAI TO GO BACK AND FORTH TO ASHER OR TO BANK.. I AM LEAVING VISA CARD SO THAT ITAI CAN BRING COPY OF CURRENT ACCOUNT TO ANNETTE IF SHE NEEDS IT.

SUNDAY JANUARY 13TH

MONDAY JANUARY 14TH

TUESDAY JANUARY 15TH

ITAI MUST TAKE B'TUACH LEUMI AND MAS-HAKNASA TO BE PAID EITHER AT
POST OFFICE OR AT OUR BANK - BARCLAYS DISCOUNT ON REMOV AGRON -
THIS IS VERY VERY IMPORTANT.....

MONDAY JANUARY 28TH

ANNETTE MUST SEND SARIT ((EITHER BY FAX - 244930)) LIST OF GROSS SALARIES FOR:

C. COHEN
D. MAROM
A. BOUGANIM
E. ALBEG
C. NAPADOFF

SARIT WILL THEN PREPARE SALARIES AND TOTAL BREAKDOWN OF COST TO EMPLOYER..

CHECKS WITH VOUCHERS WILL BE READY WITH ENVELOPES..

ANNETTE CAN SEND ENVELOPE TO ASHER TO SIGN CHECKS AND I AM SURE HE WOULD NOT MIND WRITING OUT CHECKS AND RETURNING TO ANNETTE..

WHEN I RETURN I WILL ^{OP}~~BE~~ INCOME TAX AND NATIONAL INSURANCE..

HONORS

NEW YORK (JTA) — Edward Cohen of Stamdale, N.Y., received the 1990 Fund for Religious Liberty Award, presented by the American Jewish Congress.

NEW YORK (JTA) — The New York Association for New Americans received the 1990 Maslowsky Award from the Hebrew Immigrant Aid Society.

TEL AVIV (JTA) — Professor Guri Ivanovich Marchuk, president of the Soviet Academy of Sciences, was awarded an honorary Doctor of Philosophy degree from Tel Aviv University.

APPOINTMENTS

CLEVELAND (JTA) — Shulamith Reich Elster has been appointed chief education officer for the Council for Initiatives in Jewish Education.

STUDENTS AT U-MASS IN AMHERST PROTEST NEWSPAPER'S POLICIES

By Susan Sherman
Jewish Weekly News

SPRINGFIELD, Mass. (JTA) — Jewish students at the University of Massachusetts in Amherst are up in arms over the university newspaper, The Collegian, because of what they consider lack of coverage of Jewish cultural events, misrepresentation of Jewish culture within the pages of the paper and denial of equal access to the Collegian.

According to the Jewish students, anti-Jewish stereotypes invoked within the paper have worsened the effects of lack of coverage, but the Collegian still denies any problem exists.

While they acknowledged the paper's right to criticize Israel, the students said writers have repeatedly crossed the line into anti-Semitism, such as in a recent editorial which accused Jews on campus of using "economic coercion" to muster support for Israel.

Julia Serebrinsky, a Jewish Collegian staff person who has been the only one to cover Jewish events on campus, was suspended and threatened with losing her job for signing a petition calling for editorial responsibility through more Jewish representation.

While the Collegian includes a Black Affairs page, a Multicultural Affairs page, a Third World Affairs page and a Lesbian Gay Bisexual Affairs editor, the Collegian Board of Editors voted down a proposal to establish a Jewish Affairs editor by a margin of 7-1 on Nov. 26.

On Dec. 10, a noon rally with an open microphone format was held to address the concerns in front of the Student Union building.

Statements of support came from different groups on campus, including the Student Activities Office, the Lesbian Gay Bisexual Concerns Group, Everywoman's Center, the Third World Caucus, the Anti-Defamation League of B'nai B'rith, the Dean of Faculty of Humanities and Rabbi Saul Perlmutter of the campus Hillel Organization.

A group of concerned students then marched to the Collegian office with a list of demands, which included, besides a call for a Jewish Affairs editor, that the Collegian affirm in policy and practice that Jewish culture is part of the U.

Mass, multicultural community and not a purely political or religious entity.

Further, they demanded that the Collegian host a mandatory workshop on Jewish oppression to increase sensitivity to the Jewish cultural experience.

Alison Buckholtz, a member of the U-Mass Jewish community and organizer of the rally said, "The two main things we are protesting are lack of coverage by the Collegian staff of Jewish cultural events and some subtle and not so subtle anti-Semitic comments on the editorial page."

"There were vague reasons," according to Buckholtz, "for the voting-down of the appointment of a Jewish Affairs editor. They said it was financial but we said we'd accept the position without pay."

"The Lesbian Gay Bisexual Affairs editor said she'd split her pay in half to share with the Jewish Affairs editor. The board of editors also want to split up the multicultural affairs groups in general at the paper."

Sandy Mendel of Everywoman's Center spoke at the rally, saying, "Criticism of Israeli politics is not inherently anti-Semitic, but anti-Semitism will not be able to hide behind criticism of Israel. I'm here today to say we know the difference!"

According to Sally Greenberg of ADL, "Anti-Semitism has become the norm at the Collegian."

Said an unidentified speaker at the rally, "No one can say anti-Semitism does not exist on American campuses. Look at the Dartmouth College newspaper, which included a quote from Hitler. Even in Springfield (Mass.), at Aba's Kosher Meat Market, there was anti-Semitic graffiti."

Speakers also criticized the paper for ignoring major events such as the assassination of Mohr Kahane on Nov. 5 and the fatal shooting of three Israeli soldiers and a bus driver Nov. 23.

Rabbi Perlmutter of Hillel said the Collegian has ignored cases of anti-Semitic graffiti on campus, such as when the words "Dirty Jews" were painted on posters outside Hillel.

Although the graffiti story was reported to the Collegian last week, it was not mentioned in the paper until the day of the rally. Perlmutter said this was evidence the paper responds to demands, rather than requests, from the Jewish community.

BAN ON KOSHER SLAUGHTER IN CANADA APPEARS THWARTED

MONTREAL (JTA) — B'nai Brith Canada believes that "for the time being" it has thwarted efforts by The Society for the Prevention of Cruelty to Animals to have kosher slaughtering banned in Quebec.

The SPCA is prepared to drop the contentious kosher slaughtering clause from its proposals to the government after a two-month battle.

But the issue is not dead and the fight could be renewed at any time, according to B'nai Brith President Marilyn Weinberg.

Weinberg quoted from a letter to the Quebec minister of agriculture in which the SPCA said it intends to raise the matter at a later date.

"We are happy that our organization has convinced the SPCA to drop its ritual slaughter recommendation for the time being," Weinberg

MEMORANDUM

To: Dr. Seymour Fox

From: Dr. Robert Abramson *RA*

Date: February 13, 1991

1991 <'''>>>

Seymour:

I missed seeing you at the meeting of the Jerusalem Fellows which went very well. I would like to take a moment of your time to suggest that the Mandel Commission has a research agenda before it as a result of what has been happening to Israel over the last four weeks. My intuition tells me that the sudden vulnerability of Israel, which is a reversal of its image over the last twenty years as being invincible will bring about a major change in the identity formation of a generation of Jews ranging from 25 down to the yet unborn. I wouldn't want to second guess what manifestations this will have. Indeed, I think that it is imperative that research be started on the issue immediately which will project what possible directions it might take and track these directions. Here is a project of research for Jewish communities throughout the world, but from my perspective, clearly the United States and Israel. (My best guess is that it will take very different directions in each of these places). To put it one other way, the picture of an invincible Israel which certainly much of the diaspora has lived off of, is no longer accurate or felt. This coupled with the fact that our children have been confronted with the tangible presence of security measures within their synagogues, schools, and JCCs has to have an effect that will perhaps be more than short-term. What I think is not important. That we understand the change, if it takes place, is important. Here is an issue that says "darshani," both on a theoretical and an empirical level.

We think of you and all our friends in Israel.

RA/dmm

February 1991

A STRATEGIC PLAN FOR THE TRAINING OF JEWISH EDUCATORS**FOR NORTH AMERICA****GUIDELINES FOR PROPOSALS****I. Background**

The field of Jewish education in North America is plagued by a severe shortage of trained and qualified educators for its numerous formal and informal settings. It is estimated that there are approximately 5,000 full-time positions for Jewish educators and another 20,000-30,000 part-time positions. At the same time, all training programs for Jewish education ((outside of the Haredi sector)) graduate together approximately 100 people per year -- a figure woefully inadequate to meet the needs of the field. Improvement is contingent upon a significant increase in the number of well-trained educators. This will include training for matters such as: competence in Judaica, proficiency in Hebrew, mastery of theory and practice of education. It is estimated that today less than one-half the educators in the field possess these qualifications.

The Commission on Jewish Education in North America has developed several recommendations to improve Jewish education. Among these is the recommendation to Build the Profession. The Commission has identified the need to significantly expand the training capability as a cornerstone of its program.

II. *The Assignment*

A planning process must be undertaken to deal with the systematic development of pre-service and in-service training for Jewish educators for North America.. The product will consist of alternative short, medium and long-term development strategies, their policy implications and plans for their implementation.

Recommendations might include strategies for the expansion of existing training programs; links with existing educator training programs at general universities; the use of Israel as a resource for training ((the enlargement of existing programs and the development of new programs)); recommendations for the creation of new and innovative programs; any mix of programs and more. The product will also include recommendations for the recruitment of candidates for training; strategies for dealing with the current shortage of faculty for training institutions; improvement of the curriculum of training programs; the financial aspects of the entire endeavor -- e.g., the cost of the above as well as tuition costs, student scholarships and fellowships.

Policy recommendations will deal with issues such as the

relationship between pre-service and in-service education; the relationship of pre-service education to salary increases and to professional advancement; sponsorship of training - in particular in-service training: is this an activity appropriate for the bureaus of Jewish education,, for individual schools,, for community centers or for national organizations and training institutions? What is the most appropriate role for Israeli institutions in this area -- what kind of partnerships should or could be built? What incentives should be made available to encourage participation in in-service training?

III. *The Plan*

The planning process will include the preparation of a map of the field of training,, including an overview of current training opportunities in North America and in Israel,, in both Jewish and general institutions. Parts of this map are already available,, in particular as regards pre-service training.. Mapping the current availability of in-service training programs is a more complicated assignment because of the wide variety,, geographic distribution and local nature of much of this training.. Relevant institutions such as JESNA, for education in formal settings,, and the JCC Association for education in informal settings,, bureaus of Jewish education,, the training institutions in the United States and in Israel,, the WZO education departments,, will all need to be consulted on the scope,, content,, quality and availability of training.

The map will offer a picture of the current resources available for development,, and will help identify both challenges and opportunities. Key issues facing the training of educators will be identified and analyzed as part of this effort. E.g., how will faculty for training programs be recruited and trained; what kind of specialized programs must be developed ((education in informal settings,, senior personnel)) and where ((at general universities,, in Israel,, etc.)).

A detailed needs assessment will be prepared. This is a complicated assignment since not much exists in most areas,, and a great deal is probably required for all. How much pre-service training and of what kind is required ((e.g., the field presently needs "X" early childhood teachers and will need "Y" more within five years)). For in-service training,, teachers of subjects in Jewish schools -- Hebrew,, history,, Bible,, prayer,, etc. -- probably need to be involved in regular,, systematic upgrading programs. New programs are probably required for informal educators who are now faced with the challenge of intensifying the role of the JCCs as Jewish educational institutions. The need of faculty for training will have to be addressed for the different assignments. Faculty for in-service education is probably more readily available than faculty for pre-service education.

Alternative strategies for development will be designed. In order to inform the staff's analysis,, key actors ((lay leaders,, heads of training programs,, experts in the fields of Jewish and general

education,, members of the CIJE board,, others) will be interviewed. The purpose of these interviews will be to identify the problems,, the ideas and the visions that should inform the development of the field and will lead to preferred policies and directions for development..

Because the issue of training is so massive an undertaking,, the setting of priorities will be a particularly important assignment.. With what segment of the field should we begin,, with teachers of Hebrew or teachers of history? Should we concentrate on didactic skills or on the commitment of teachers to Jewish values? What will be the respective scope of efforts in the area of pre-service and in-service training?

Recommended policies for development need to be spelled out and must include the anticipated outcomes,, required resources -- human,, financial,, organizational -- and the time frame.. The various recommendations must include detailed implementation plans.. The plan must allow the CIJE to select the appropriate policies and to have a clear picture of their implications..

A steering committee will be set up by the CIJE to review planning proposals and to guide the planning process..

January 6,, 1991

Dr. Jonathan Woocher
Laromme Hotel
Jerusalem

Dear Jom,

We are very happy to welcome you to Jerusalem and hope that you will find the coming days fruitful, challenging, and worth the effort of yet another trip.

We are enclosing some background materials -- all of which you are familiar with. We thought they might provide a useful basis for our work. They include the background materials to the 6 Commission meetings, and a mission statement for the CIJE prepared by Steve Hoffman.

In addition, you will find a schedule and some phone and fax numbers that may be useful..

A ride will be available tomorrow morning at 9:55 from the Laromme to the offices of the Mandel Institute.

Best regards,

Seymour Fox

Annette Hochstein