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CIJE correspondence, meetings, and planning documents.
Lead Communities planning documents,
1991.

For more information on this collection, please see the finding aid on the
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THE ASSOCIATION OF INSTITUTIONS OF HIGHER LEARNING FOR JEWISH EDUCATION

President

Mrs. Sara S. Lee
Walter Hirsch School
of Education
Hebrew Union College
3077 University Avenue
Los Angeles, CA 90007
(213) 749-3424

February 13, 1991

Dear Colleague:

Secretary-Treasurer

William Shevitz
Institute Program
Brandeis University
Waltham, MA 02254
(617) 736-2990

I am very much looking forward to our Board meeting in Boston on February 24th and 25th. The schedule is as follows:

Sunday, February 24 - 3 PM to 8 PM (including dinner)

**Boston Hebrew College
43 Hawes Street
Brookline, MA
(617) 232-8710**

Monday, February 25 - 9 AM to 3 PM (Brandeis)

**The Hassenfeld Conference Center
(on campus in Waltham)
Lunch will be provided**

If you require directions to these locations or a ride, please call Susan Shevitz at (617) 736-2990.

On Sunday Dr. Shulamith Elster, newly appointed education officer for the Council on Initiatives of the Commission on Jewish Education in North America, will be joining us in order to learn about our organization and its work.

The agenda is as follows:

SUNDAY

1. Discussion of reports from our June deliberation using the questions which are listed below. The objective will be to identify areas for action and potential projects to be undertaken by the AIHLE.

2. Report from Paul Flexner about the strategic planning process which is being conducted by JESNA.

AIHLE Board
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MONDAY

1. Development of focused projects for the AIHLE, for which we might seek funding. Discussion of procedures to seek funding.
2. Discussion of two proposals related to teacher training which were prepared by Lifsa Schachter during the past year (proposals are enclosed).
3. Report on CAJE proposal for a "University Without Walls" model for the upcoming conference and discussion of the participation of AIHLE in that program.
4. Development of work assignments for Board members to follow up on decisions arrived at during this Board meeting.

As you may recall, the enclosed reports from our June deliberation were to be developed into a position paper. The nature of that paper and the procedure for developing it was to be decided by a committee here in Los Angeles. After discussion with several Board members I decided that a better approach would be to use the reports to generate projects for the AIHLE. There have been many reports on Jewish education issued recently, and another position paper did not seem to be a worthwhile use of our time. In addition, the AIHLE now needs to move from deliberation and discussion to action. I request that you review the enclosed reports and that we use the following questions to structure our discussion. The questions would be applied to each report separately, allowing us to build a comprehensive agenda for action.

1. What priorities emerge from the report in the following categories:
 - a. issues or actions which would have significant impact on future direction in this area;
 - b. issues and actions which are timely due to other initiatives being contemplated in the area;
 - c. issues or actions which lend themselves to manageable projects in the short term;
 - d. issues or actions which could best be undertaken by the AIHLE?

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2. What topics/questions in this area require more in-depth discussion? What resources would we need to carry on such a discussion?

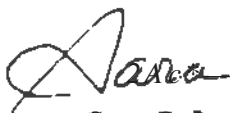
3. What actions/questions in this area should be pursued in collaboration with other agencies? What are those agencies? How would we move toward collaboration?

4. What project should we develop in this area? What would be the nature of this project?

I would welcome other questions from you that might assist us in moving from the reports to an action agenda.

If you have any questions or comments, I would like to hear from you prior to my departure for Boston on Thursday, February 21. In case you need to reach me in Boston prior to the meeting I will be at my daughter's home (617) 332-7469.

Sincerely,



Sara S. Lee

SSL/AS

Enclosures

Shulamith - I sent
you the reports of the
June deliberation in
the previous mailing.
See you in Boston!

August 24,, 1990

PROPOSAL
TEACHER EDUCATION PROJECT
for

THE ASSOCIATIONS OF INSTITUTIONS OF HIGHER LEARNING FOR JEWISH
EDUCATION

submitted by

Lifsa Schachter

A preliminary proposal emanating from my experience at CAJE during the summer of 1990, some conversations at the Teacher Training Rekuz at CAJE, and reflections on some of the issues that have been of concern to the Association of Institutions of Higher Learning for Jewish Education. The above led me to think of a way for the Association to have a presence at CAJE which would highlight its teacher training activities and make the Association more visible in ways that individual presenters can not achieve. I think we could make a contribution by providing a systematic training effort.

My thinking is that the Association as an association undertake a week seminar "Introduction to Jewish Teaching." This would be for people who have never done it before and would be offered

four mornings during the CAJE week.. There would be four three-hour modules.. There would be some selection of modules based on people's entry levels.. People would be free to enroll in other activities during the afternoon and evenings.. Courses would be taught by Association faculty.. We would cover the basic tools for initial classroom survival and link them to theory,, readings for people to take home,, possible long-range activities..

This project requires a planning committee by teacher trainers from the various institutions.. My feeling is that if we don't take this opportunity,, the field will be appropriated by other groups also doing teacher education..

I am very eager to think what you think of this idea.

ls/aihlje/prap

February 7, 1990

PROPOSAL

Developing Training Protocols for Jewish Educators
By the
Association of Institutions of Higher Learning for Jewish Education
Need and Rationale

The number of teachers who participate in systematic professional education whether on the pre-service or in-service level is a very small percentage of the teachers who work in Jewish school settings in America. This condition will persist for the foreseeable future.

This lack of preparation is widely seen as contributing negatively to the state of Jewish Education.

The institutions which belong to the Association of Institutions of Higher Learning for Jewish Education collectively have the broadest experience in training Jewish educators. In addition they are in touch with the research in the field and have the personnel trained to reflect upon and develop training programs. These institutions address most of their efforts to students who come to their campuses. Individually member institutions do a limited amount of outreach to teachers in other communities.

In the absence of academically based training programs, teachers in communities throughout America receive some training either through local bureaus, through the efforts of sponsoring institutions and through a series of publications produced by various commercial and non-commercial publishers. Programs are unsystematic, spotty and have no common set of articulated criteria, goals or standards.

This proposal asserts that the Association of Institutions of Higher Learning for Jewish Education, because of its accumulated experience, can play a significant role to enhance the training of Jewish Educators throughout the United States by developing a set of protocols that can be implemented in communities which have no access to other professional teacher education programs.

In order to develop these protocols the Association will have to successfully address the following questions:

- Is there a minimum desired knowledge base for all professionals in Jewish Education?
- Is there a core set of skills which all professionals in Jewish Education should possess?

Training protocols might include videotapes as well as other materials as well as training sessions for the implements of these protocols to be offered in regional locations throughout the United States.. These protocols would not be a substitute for existing academic programs and should not be seen as a substitute for them..

By having an impact beyond the number of educators directly reached by their programs,, such protocols would greatly enhance the importance of the Association of Institutions of Higher Learning for Jewish Education as players in the revitalized Jewish Education scene.

ls\aihlje\proposal

July 4, 1991

Draft 1

The Second Jerusalem Workshop of the CUE

Implementing the Recommendations of the
Commission for Jewish Education in North America:

Documents for Discussion—Prepared by S. Fox and A. Hochstein

Introduction

During its initial setting up period the CUE has succeeded in establishing a human, organizational, and financial infrastructure that is now ready to launch work on several of the recommendations of the Commission. A first workplan and time line were established that include the following elements (Exhibit 1):

- Establishing Lead Communities
- Undertaking a "best practices" project
- Drafting a policy paper towards the establishment of a research capability in North America
- Building community support, including the preparation of a strategic plan
- Developing a masterplan for the training of personnel
- Developing and launching a monitoring, evaluation and feedback program alongside the implementation work

This paper will deal with Lead Communities. Separate papers will be prepared on each of the other elements (forthcoming).

Lead Communities

In the pages that follow we will outline some of the ideas that could guide the CUE's approach to Lead Communities.

1. What is a Lead Community?

In its report *A Time to Act* the Commission on Jewish Education in North America decided on the establishment of Lead Communities as a strategy for bringing about significant change and improvement in Jewish Education (Exhibit 2). A Lead Community (LC) will be a site—an entire community or a large part of it—that will undertake a major development and improvement program of its Jewish education. The program—prepared with the assistance of the

CUE, will involve the implementation of an action plan in the areas of building the profession of Jewish education, mobilizing community support and in programmatic areas such as day-schools or Israel experience programs. It will be carefully monitored and evaluated, and feedback will be provided on an ongoing basis.

Several Lead Communities will be established. Communities selected for the program will be presented with a menu of projects for the improvement of Jewish education. This menu, prepared by the staff of the CUE, will include required programs (e.g., universal in-service education; recruiting and involving top lay leadership; maximum use of best practices) as well as optional programs (e.g., innovation and experimentation in programmatic areas such as day schools, supplementary schools; summer camps; community center programs; Israel experience programs). Each LC will prepare and undertake the implementation of a program most suited to meet its needs and resources, and likely to have a major impact on the scope and quality of Jewish education provided. Each community will negotiate an agreement with the CUE, which will specify the programs and projects to be carried out by the community, their goals, anticipated outcomes, and the additional resources that will be made available. Terms for insuring the standards and scope of the plan will also be spelled out. The agreement will specify the support communities will receive from the CUE. A key element in the LC plan is the centrality of on-going evaluation of each project and of the whole plan.

Through the LCs, the CUE hopes to implement a large number of experiments in diverse communities. Each community will make significant choices, while they are being carefully guided and assisted. The data collection and analysis effort will be aimed at determining which programs and combination of programs are more successful, and which need modification. The more successful programs will be offered for replication in additional communities, while others may be adapted or dropped.

This conception of Lead Communities is based on the following conceptions:

- a. **Gradual Change:** A long-term project is being undertaken. Change will be gradual and take place over a period of time.
- b. **Local Initiative:** The initiative for establishing LCs will come from the local community. The plan must be locally developed and supported. The key stakeholders must be committed to the endeavor. A local planning mechanism (committee) will play the major role in generating ideas, designing programs and implementing them. With the help of the CUE, it will be possible for local and national forces to work together in designing and field-testing solutions to the problems of Jewish education.
- c. **The CUE's Role:** Facilitating implementation and ensuring continental input. The CUE, through its staff and consultants will make a critical contribution to the development of Lead Communities. (See Item 2a below.)
- d. **Community and Personnel:** Meaningful change requires that those elements most critical to improvement be addressed. The Commission has called these "the building blocks of Jewish education" or "enabling options." It decided that without community support for Jewish education and dealing with the shortage of qualified personnel, no systemic change is likely to occur. All LCs will therefore, deal with these elements. The bulk of the thinking, planning, and resources will go to addressing them.

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e. Scope and Quality: In order for a LC's plan to be valid and effective, it must fulfill two conditions:

1. It must be of sufficient *scope* to have a significant impact on the overall educational picture in the community.
2. It must ensure *high standards* of quality through the input of experts, through planning, and evaluation procedures.

f. Evaluation & Feedback-Loop: Through a process of data- collection, and analysis for the purposes of monitoring and evaluation the community at large will be able to study and know what programs or plans yield positive results. It will also permit the creation of a feedback-loop between planning and evaluation activities, and between central and local activities.

g. Environment: The LC should be characterized by an environment of innovation and experimentation. Programs should not be limited to existing ideas but rather creativity should 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 LC.

2. Relationship Between the CIJE and Lead Communities

a. The CIJE will offer the following support to Lead Communities:

1. Professional guidance by its staff and consultants
2. Bridge to continental/central resources, such as the Institutions of Higher Jewish Learning, JESNA, the JCCA, CJF, the denominations, etc.
3. Facilitation of outside funding—in particular by Foundations
4. Assistance in recruitment of Leadership
5. Ongoing trouble-shooting (for matters of content and of process)
6. Monitoring, evaluation and feedback loop
7. Communication and networking

b. Lead Communities will commit themselves to the following elements:

1. To engage the majority of stakeholders, institutions and programs dealing with education in the planning process—across ideological and denominational points of view.
2. To recruit outstanding leadership that will obtain the necessary resources for the implementation of the plan.
3. To plan and implement a program that includes the enabling options and that is of a scope and standard of quality that will ensure reasonable chance for significant change to occur.

3. The Content:

The core of the development program undertaken by Lead Communities must include the “enabling options.” These will be required element in each LC program. However, communities will choose the programmatic areas through which they wish to address these options.

a. Required elements:

1. Community Support

Every Lead Community will engage in a major effort at building community support for Jewish education. This will range from recruiting top leadership, to affecting the climate in the community as regards Jewish education. LCs will need to introduce programs that will make Jewish education a high communal priority. Some of these programs will include: new and additional approaches to local fund-raising; establishing a Jewish education "lobby," inter-communal networking, developing lay-professional dialogue, setting an agenda for change; public relations efforts.

2. Personnel Development:

The community must be willing to implement a plan for recruiting, training, and generally building the profession of Jewish education. The plan will affect all elements of Jewish education in the community: formal; informal; pre-service; in-service; teachers; principals; rabbis; vocational; a-vocational. It will include developing a feeder system for recruitment; using previously underutilized human resources. Salaries and benefits must be improved; new career paths developed, empowerment and networking of educators addressed. The CUE will recommend the elements of such a program and assist in the planning and implementation as requested.

b. Program areas

Enabling options are applied in programmatic areas. For example, when we train principals, it is for the purpose of bringing about improvement in schools. When supplementary school teachers participate in an in-service training program, the school should benefit. The link between "enabling" and programmatic options was made clear in the work of the Commission. It is therefore proposed that each lead community select, as arenas for the implementation of enabling options, those program areas most suited to local needs and conditions. These could include a variety of formal and informal settings, from day-schools, to summer camps, to adult education programs or Israel experience programs.

c. The Role of the CUE

The CUE will need to be prepared with suggestions as to how LC's should work in program areas. Therefore it will need to build a knowledge base from the very inception of its work. The CUE will provide LCs with information and guidance regarding "best practices" (see separate paper on "best practices"). For example, when a community chooses to undertake an in-service training program for its supplementary school or JCC staff, it will be offered several models of successful training programs. The community will be offered the rationale behind the success of those programs. They will then be able to either replicate, make use of, or develop their own programs, in accordance with the standards of quality set by those models.

d. Outcomes

The Commission on Jewish Education in North America was brought into existence because of an expressed concern with "Meaningful Jewish Continuity." The pluralistic nature of the Commission, did not permit it to deal with the goals of Jewish education. However the question of desired outcomes is a major issue, one that has not been addressed and that may yield different answers for each ideological or denominational group in the community. The role of evaluation in the process of Lead Communities will require that the question of outcomes be addressed. Otherwise, evaluation may not yield desired results. How will this be handled? Should, for example, each group or institution deal with this individually? (e.g. ask each to state what is educationally of importance to them). Should it be a collective endeavor? The CUE may have to develop initial hypotheses about the desired outcomes, base its work on these and amend them as work progresses.

4. Monitoring, Evaluation and Feedback-loop

The CUE will establish an evaluation project (unit). Its purpose will be three-fold:

1. to carry out *ongoing monitoring of progress* in Lead Communities, in order to assist community leaders, planners and educators in their daily work. A researcher will be commissioned and will spend much of his/her time locally, collecting and analyzing data and offering it to practitioners for their consideration. The purpose of this process is to improve and correct implementation in each LC and between them.
2. to *evaluate progress* in Lead Communities—assessing, as time goes on, the impact and effectiveness of each program, and its suitability for replication elsewhere. Evaluation will be conducted in a variety of methods. Data will be collected by the local researcher and also nationally if applicable. Analysis will be the responsibility of the head of the evaluation team with two purposes in mind: 1) To evaluate the effectiveness of individual programs and of the Lead Communities themselves as models for change, and, 2) To begin to create indicators and a data base that could serve as the basis for an ongoing assessment of the state of Jewish education in North America. This work will contribute to the publication of a periodic "state of Jewish education" report as suggested by the Commission.
3. *The feedback-loop*: findings of monitoring and evaluation activities will be continuously channelled to local and central planning activities in order to affect them and act as an ongoing corrective. In this manner there will be a rapid exchange of knowledge and mutual influence between practice and planning. Findings from the field will require ongoing adaptation of plans. These changed plans will in turn, affect implementation and so on.

5. Recruitment and Selection of Lead Communities

Several possible ways for the recruitment of LC's should be considered.

1. Communities, thought to be appropriate could be invited to apply, while a public call-for-proposal would also make it possible for any interested communities to become candidates.
2. Another method could be for the CUE to determine criteria for the selection of communities and encourage only those appearing most suitable to apply as candidates.

As part of the application process for participation, candidate communities will be invited to undertake an organizational process that would lead to:

- a. The recruitment of a strong community leader(s) to take charge of the process and to engage others to assist in the task.
- b. Establishing a steering committee/commission to guide the process including most or all educational institutions in the community.
- c. Conducting a self-study that will map the local state of Jewish education, identifying current needs and detailing resources.
- d. Engaging a professional planning team for the process.

Some or all of these elements may already exist in several communities.

A side benefit from such a process would be community-wide publicity regarding the work of the CJE and the beginning of a response to the expectations that have been created.

Criteria for the selection of Lead communities were discussed at the January Workshop and at the March meeting of Senior Policy Advisors (Exhibit 3). They must now be refined and finalized.

* * * * *

We hope that this document will help us in our discussions at the seminar. It is meant to be modified, corrected and changed. In addition we will need to consider some of the following issues:

1. How will the CJE gear itself up for work with the LC? In particular it will have to recruit staff to undertake the following:
 - a. Community relations and community development capability
 - b. Best Practices
 - c. Planning; research; monitoring, evaluation and feedback loop (a research unit?)
 - d. Overall strategies for development (e.g. plan for the training of educators; development of community support).
 - e. Development of financial resources—including work with foundations, federations and individuals.
2. How many Lead Communities can be launched simultaneously? This will require a careful consideration of resources needed and available.
3. What are the stages for establishing an LC, from selection, to planning, to undertaking first programs and activities.

July 17, 1991

CIJE TIME LINE -- APRIL 1991-JUNE 1992

Exhibit 11

1991

1992

4 5 6 7 8 9 10 11 12 1 2 2 3 4 5 5 6 6

- m. Negotiate terms
- n. Launch Lead Communities
(set up local planning
& implementation group)
- o. Data collection, Evaluation
& Feedback loop
 - 1. Hire researchers
(for LC; coordinators;
Steering Committee;
Researchers in LC)
 - 2. Launch research
 - 3. Diffuse findings
- p. Best Practices
 - 1. Hire consultant &
Launch
 - 2. Diffuse findings
- q. Communication programs
 - 1. LC network &
 - 2. Other communities

2. Community Support

- a. Prepare Strategic Plan
- b. The CIJE Board
 - 1. Campers
 - 2. Board meetings
 - 3. Interim communications
- c. Senior Policy Advisors
 - 1. Meetings
 - 2. Interim communications



July 1, 1991

CIJE TIME LINE -- APRIL 1991-JUNE 1992

Exhibit 11

	1991												1992					
	4	5	6	7	8	9	10	11	12	1	2	2	3	4	5	6	6	
d. The Community-at-Large																		
1. Develop communications program	<hr/>																	
e. Work with Foundations	<hr/>																	
1. Engage foundations																		
2. Joint planning of specific areas (e.g., Israel Experience; media; Early Childhood; supplementary schools; research)	<hr/>																	
3. Develop a Research Capability																		
a. Commission policy paper	<hr/>																	
b. Engage Foundation for Implementation	<hr/>																	
4. Developing the Profession	<hr/>																	
a. Training																		
1. Prepare comprehensive plan	<hr/>																	
2. Work w/ MAF & training institutions	<hr/>																	
b. Ladder of Advancement																		
c. Terms of Employment																		
d. Etc.																		
5. Quality Control	<hr/>																	
a. Develop method for CIJE	<hr/>																	

III: ESTABLISHING LEAD COMMUNITIES

Many of the activities described above for the building of a profession of Jewish educators and the development of community support will take place on a continental level. However, the plan also calls for intensified local efforts.

Local Laboratories for Jewish Education

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

These models, called "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.

Selection of Lead Communities

Fundamental to the success of the Lead Communities will be the commitment of the community and its key stakeholders to this endeavor. The community must be willing to set high educational standards, raise additional funding for education, involve all or most of its educational institutions in the program, and thereby become a model for the rest of the country. Because the initiative will come from the community itself, this will be a "bottom-up" rather than a "top-down" effort.

A number of cities have already expressed their interest, and these and other cities will be considered. The goal will be to choose those that provide the strongest prospects for success. An analysis will be made of the different communities that have offered to participate in the program, and criteria will be developed for the selection of the sites.

Once the Lead Communities are selected, a public announcement will be made so that the Jewish community as a whole will know the program is under way.

Getting Started

Lead Communities may initiate their programs by creating a local planning committee consisting of the leaders of the organized Jewish community, rabbis, educators, and lay leaders in all the organizations involved in Jewish education. They would prepare a report on the state of Jewish education in their community. Based on their findings, a plan of action would be developed that addresses the specific educational needs of the community, including recommendations for new programs.

An inventory of best educational practices in North America would be prepared as a guide to Lead Communities (and eventually made available to the Jewish community as a whole). Each local school, community center, summer camp, youth program, and Israel experience program in the Lead Communities would be encouraged to select elements from this inventory. After deciding which of the best practices they might adopt, the community would develop the appropriate training program so that these could be introduced into the relevant institutions. An important function of the local planning group would be to monitor and evaluate these innovations and to study their impact.

The Lead Communities will be a major testing ground for the new sources of personnel that will be developed. They will be a prime target for those participating in the Fellows program as well as the Jewish Education Corps. In fact, while other communities around the country will reap the benefits of these programs, the positive effects will be most apparent in the Lead Communities.

The injection of new personnel into a Lead Community will be made for several purposes: to introduce new programs; to offer new services, such as adult and family education; and to provide experts in areas such as the teaching of Hebrew, the Bible, and Jewish history.

Thus Lead Communities will serve as pilot programs for continental efforts in the areas of recruitment, the improvement of salaries and benefits, the development of ladders of advancement, and generally in the building of a profession.

Criteria for the Selection of Lead Communities

Senior Policy Advisors

What Criteria Should be Used in Selecting Lead Communities?

The following criteria will be considered in selecting lead communities:

- a. City size
- b. Geographic location
- c. Lay leadership commitment
- d. The existence of a planning process
- e. Financial stability
- f. Availability of academic resources
- g. Strength of existing institutions
- h. Presence of some strong professional leadership
- i. Willingness of community to take over process and carry it forward
- j. Replicability
- k. Commitment to coalition building (synergism)
- l. Commitment to innovation
- m. Commitment to a “seamless approach,” involving all ages, formal and informal education
- n. Commitment to the notion of *Clal Yisrael*—willingness to involve all segments of the community
- o. Agreement with the importance of creating fundamental reform, not just incremental change

Criteria for the Selection of LCs

January 1991 Workshop

Possible considerations in selection process:

1. City size
2. Geographical location
3. Lay leadership commitment
4. Planning process underway
5. Financial stability
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 after the initial period

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 fail: however we choose candidates, we must be convinced that between the community's resources and our own, success is likely.

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July 4, 1991

Draft 1

The Second Jerusalem Workshop of the CUE

Implementing the Recommendations of the Commission for Jewish Education in North America:

Documents for Discussion—Prepared by S. Fox and A. Hochstein

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Lead Communities

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1. What is a Lead Community?

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W&A
 education
 W&A
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b. Local Initiative: The initiative for establishing LCs will come from the local community. The plan must be locally developed and supported. The key stakeholders must be committed to the endeavor. A local planning mechanism (committee) will play the major role in generating ideas, designing programs and implementing them. With the help of the CUE, it will be possible for local and national forces to work together in designing and field-testing solutions to the problems of Jewish education.

c. The CUE's Role: Facilitating implementation and ensuring continental input. The CUE, through its staff and consultants will make a critical contribution to the development of Lead Communities. (See Item 2a below.)

d. Community and Personnel: Meaningful change requires that those elements most critical to improvement be addressed. The Commission has called these "the building blocks of Jewish education" or "enabling options." It decided that without community support for Jewish education and dealing with the shortage of qualified personnel, no systemic change is likely to occur. All LCs will therefore, deal with these elements. The bulk of the thinking, planning, and resources will go to addressing them.

Labels
for improvement
Heads
not out - to
improving
Jed in
N.A.
The Home
Issue
blue red
sets

Second
Separate
out
what
needs
to be
aged
to at
outset
J.
in
course
(Name =
in use)

a - g = TIB

FILE
in this
§ ? maybe
report
ESW
wavy.

e. Scope and Quality: In order for a LC's plan to be valid and effective, it must fulfill two conditions:

1. It must be of sufficient *scope* to have a significant impact on the overall educational picture in the community, *to be articulated*. *① the simplistic minimum threshold commitment every 2 resources*
2. It must ensure *high standards* of quality through the input of experts, through planning, and evaluation procedures. *depth*

*Comprehensive
Broad view
connections
sustainability
to funds*

f. Evaluation & Feedback-Loop: Through a process of data- collection, and analysis for the purposes of monitoring and evaluation the community at large will be able to study and know what programs or plans yield positive results. It will also permit the creation of a feedback-loop between planning and evaluation activities, and between central and local activities.

g. Environment: The LC should be characterized by an environment of innovation and experimentation. Programs should not be limited to existing ideas but rather creativity should 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 LC.

*balance
between
spirit of
innovation
experience
& wisdom*

2. Relationship Between the CIJE and Lead Communities

a. The CIJE will offer the following support to Lead Communities:

1. Professional guidance by its staff and consultants
2. Bridge to continental/central resources, such as the Institutions of Higher Jewish Learning, JESNA, the JCCA, CJF, the denominations, etc.
3. Facilitation of outside funding—in particular by Foundations
4. Assistance in recruitment of Leadership
5. Ongoing trouble-shooting (for matters of content and of process)
6. Monitoring, evaluation and feedback loop
7. Communication and networking

*Build on advantages
& success*

*- Qualitative & quantitative
Excellent
Flesh-out*

b. Lead Communities will commit themselves to the following elements:

1. To engage the majority of stakeholders, institutions and programs dealing with education in the planning process—across ideological and denominational points of view.
2. To recruit outstanding leadership that will obtain the necessary resources for the implementation of the plan.
3. To plan and implement a program that includes the enabling options and that is of a scope and standard of quality that will ensure reasonable chance for significant change to occur.

3. The Content:

The core of the development program undertaken by Lead Communities must include the "enabling options." These will be required element in each LC program. However, communities will choose the programmatic areas through which they wish to address these options.

Resources on table (must be)

*②
Flourish
Plan of
on board
will be
to leave
on LC
just wing*

a. Required elements:

1. Community Support

Every Lead Community will engage in a major effort at building community support for Jewish education. This will range from recruiting top leadership, to affecting the climate in the community as regards Jewish education. LCs will need to introduce programs that will make Jewish education a high communal priority. Some of these programs will include: new and additional approaches to local fund-raising; establishing a Jewish education "lobby," inter-communal networking, developing lay-professional dialogue, setting an agenda for change; public relations efforts.

2. Personnel Development:

The community must be willing to implement a plan for recruiting, training, and generally building the profession of Jewish education. The plan will affect all elements of Jewish education in the community: formal; informal; pre-service; in-service; teachers; principals; rabbis; vocational; a-vocational. It will include developing a feeder system for recruitment; using previously underutilized human resources. Salaries and benefits must be improved; new career paths developed, empowerment and networking of educators addressed. The CUE will recommend the elements of such a program and assist in the planning and implementation as requested.

b. Program areas

Enabling options are applied in programmatic areas. For example, when we train principals, it is for the purpose of bringing about improvement in schools. When supplementary school teachers participate in an in-service training program, the school should benefit. The link between "enabling" and programmatic options was made clear in the work of the Commission. It is therefore proposed that each lead community select, as arenas for the implementation of enabling options, those program areas most suited to local needs and conditions. These could include a variety of formal and informal settings, from day-schools, to summer camps, to adult education programs or Israel experience programs.

c. The Role of the CUE

The CUE will need to be prepared with suggestions as to how LC's should work in program areas. Therefore it will need to build a knowledge base from the very inception of its work. The CUE will provide LCs with information and guidance regarding "best practices" (see separate paper on "best practices"). For example, when a community chooses to undertake an in-service training program for its supplementary school or JCC staff, it will be offered several models of successful training programs. The community will be offered the rationale behind the success of those programs. They will then be able to either replicate, make use of, or develop their own programs, in accordance with the standards of quality set by those models.

What does a(n) LC cost - must be pinned down
Also cost to CUE (consultants etc...)

d. Outcomes

The Commission on Jewish Education in North America was brought into existence because of an expressed concern with "Meaningful Jewish Continuity." The pluralistic nature of the Commission, did not permit it to deal with the goals of Jewish education. However the question of desired outcomes is a major issue, one that has not been addressed and that may yield different answers for each ideological or denominational group in the community. The role of evaluation in the process of Lead Communities will require that the question of outcomes be addressed. Otherwise, evaluation may not yield desired results. How will this be handled? Should, for example, each group or institution deal with this individually? (e.g. ask each to state what is educationally of importance to them). Should it be a collective endeavor? The CUE may have to develop initial hypotheses about the desired outcomes, base its work on these and amend them as work progresses.

outcome monitoring
evaluation
etc...
Goodness that in
Special
Education
Indicators
integrity
in schools
DM

- proximate indicators - But don't ~~leave~~ get too bogged down on outcomes

4. Monitoring, Evaluation and Feedback-loop

The CUE will establish an evaluation project (unit). Its purpose will be three-fold:

1. to carry out *ongoing monitoring of progress* in Lead Communities, in order to assist community leaders, planners and educators in their daily work. A researcher will be commissioned and will spend much of his/her time locally, collecting and analyzing data and offering it to practitioners for their consideration. The purpose of this process is to improve and correct implementation in each LC and between them.
2. to *evaluate progress* in Lead Communities—assessing, as time goes on, the impact and effectiveness of each program, and its suitability for replication elsewhere. Evaluation will be conducted in a variety of methods. Data will be collected by the local researcher and also nationally if applicable. Analysis will be the responsibility of the head of the evaluation team with two purposes in mind: 1) To evaluate the effectiveness of individual programs and of the Lead Communities themselves as models for change, and, 2) To begin to create indicators and a data base that could serve as the basis for an ongoing assessment of the state of Jewish education in North America. This work will contribute to the publication of a periodic "state of Jewish education" report as suggested by the Commission.
3. *The feedback-loop*: findings of monitoring and evaluation activities will be continuously channelled to local and central planning activities in order to affect them and act as an ongoing corrective. In this manner there will be a rapid exchange of knowledge and mutual influence between practice and planning. Findings from the field will require ongoing adaptation of plans. These changed plans will in turn, affect implementation and so on.

5. Recruitment and Selection of Lead Communities

Several possible ways for the recruitment of LC's should be considered.

1. Communities, thought to be appropriate could be invited to apply, while a public call-for-proposal would also make it possible for any interested communities to become candidates.
2. Another method could be for the CUE to determine criteria for the selection of communities and encourage only those appearing most suitable to apply as candidates.

- multi stage - not R.F.P.
8-10 finalists
From that pool 3-5
Then send them (input LC's)

(13)

As part of the application process for participation, candidate communities will be invited to undertake an organizational process that would lead to:

- a. The recruitment of a strong community leader(s) to take charge of the process and to engage others to assist in the task.
 - b. Establishing a steering committee/commission to guide the process including most or all educational institutions in the community.
 - c. Conducting a self-study that will map the local state of Jewish education, identifying current needs and detailing resources.
 - d. Engaging a professional planning team for the process.
- When
Process

Some or all of these elements may already exist in several communities.

A side benefit from such a process would be community-wide publicity regarding the work of the CUE and the beginning of a response to the expectations that have been created.

Criteria for the selection of Lead communities were discussed at the January Workshop and at the March meeting of Senior Policy Advisors (Exhibit 3). They must now be refined and finalized.

Add Section (SW) Diffusion (ah)
= L.C. versus impact in big cities and other places
= Networking by area à la CUE - formally a

We hope that this document will help us in our discussions at the seminar. It is meant to be modified, corrected and changed. In addition we will need to consider some of the following issues:

1. How will the CUE gear itself up for work with the LC? In particular it will have to recruit staff to undertake the following:
 - a. Community relations and community development capability
 - b. Best Practices
 - c. Planning; research; monitoring, evaluation and feedback loop (a research unit?)
 - d. Overall strategies for development (e.g. plan for the training of educators; development of community support).
 - e. Development of financial resources—including work with foundations, federations and individuals.
2. How many Lead Communities can be launched simultaneously? This will require a careful consideration of resources needed and available.
3. What are the stages for establishing an LC, from selection, to planning, to undertaking first programs and activities.

July 1, 1991

CIJE TIME LINE -- APRIL 1991-JUNE 1992

Exhibit 1

1991 1992
4 5 6 7 8 9 10 11 12 1 2 3 9 10 4 15 6 12 1 2 3

1. Lead Communities

a. Articulate
strategy & plan

b. Simulate Lead
Community

c. Develop menu
of projects

e. Develop recruitment

e. ~~Process for LC~~
process for LC

1. Conditions for

1. participation

* 2. Recruitment Strategy

2. ~~Recruitment Strategy~~
(call for proposals?)

3. Invite candidates to

3. ~~full-day seminar~~
full-day seminar

(a) Plan seminar

(a) Plan seminar

(b) Send materials

(b) Send materials

4. Develop terms of

4. ~~agreement (CIJE-LC)~~
agreement (CIJE-LC)

f. Develop selection process

f. Develop selection process

g. Jerusalem Planning
Workshop (2)

h. Recruit "Fellows of
the CIJE"

i. Discuss strategy &
plan with Senior P.A.
& CIJE board

j. Staff for CIJE

1. Director

2. Planners

k. Recruit & Select LCs

l. Announce decision
Lead Communities



July 1, 1991

CIJE TIME LINE -- APRIL 1991-JUNE 1992

Exhibit 1

	1991												1992					
	4	5	6	7	8	9	10	11	12	1	2	2	3	4	5	5	6	6
m. Negotiate terms																		
n. Launch Lead Communities (set up local planning & implementation group)																		
o. Data collection, Evaluation & Feedback loop																		
1. Hire researchers (for LC; coordinators; Steering Committee; Researchers in LC)																		
2. Launch research																		
3. Diffuse findings																		
p. Best Practices																		
1. Hire consultant & launch																		
2. Diffuse findings																		
q. Communication programs																		
1. LC network &																		
2. Other communities																		
2. Community Support																		
a. Prepare Strategic Plan																		
b. The CIJE Board																		
1. Campers																		
2. Board meetings																		
3. Interim communications																		
c. Senior Policy Advisors																		
1. Meetings																		
2. Interim communications																		



July 11, 1991

CIJE TIME LINE -- APRIL 1991-JUNE 1992

Exhibit 1

1991 1992
4 5 6 7 8 9 10 11 12 1 2 2 3 4 5 5 6 6

d. The Community-at-Large

1. Develop communications program

e. Work with Foundations

1. Engage foundations
2. Joint planning of specific areas
(e.g., Israel Experience;
media; Early Childhood;
supplmentary schools;
research)

3. Develop a Research Capability

- a. Commission policy paper
- b. Engage Foundation for Implementation

4. Developing the Profession

a. Training

1. Prepare comprehensive plan
2. Work w/ MAP & training Institutions

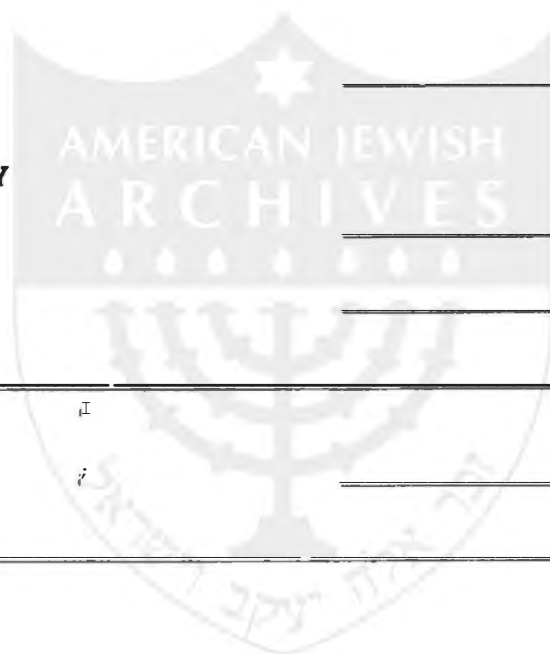
b. Ladder of Advancement

c. Terms of Employment

d. Etc.

5. Quality Control

- a. Develop method for CIJE



III: ESTABLISHING LEAD COMMUNITIES

Many of the activities described above for the building of a profession of Jewish educators and the development of community support will take place on a continental level. However, the plan also calls for intensified local efforts.

Local Laboratories for Jewish Education

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

These models, called "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.

Selection of Lead Communities

Fundamental to the success of the Lead Communities will be the commitment of the community and its key stakeholders to this endeavor. The community must be willing to set high educational standards, raise additional funding for education, involve all or most of its educational institutions in the program, and thereby become a model for the rest of the country. Because the initiative will come from the community itself, this will be a "bottom-up" rather than a "top-down" effort.

A number of cities have already expressed their interest, and these and other cities will be considered. The goal will be to choose those that provide the strongest prospects for success. An analysis will be made of the different communities that have offered to participate in the program, and criteria will be developed for the selection of the sites.

Once the Lead Communities are selected, a public announcement will be made so that the Jewish community as a whole will know the program is under way.

Getting Started

Lead Communities may initiate their programs by creating a local planning committee consisting of the leaders of the organized Jewish community, rabbis, educators, and lay leaders in all the organizations involved in Jewish education. They would prepare a report on the state of Jewish education in their community. Based on their findings, a plan of action would be developed that addresses the specific educational needs of the community, including recommendations for new programs.

An inventory of best educational practices in North America would be prepared as a guide to Lead Communities (and eventually made available to the Jewish community as a whole). Each local school, community center, summer camp, youth program, and Israel experience program in the Lead Communities would be encouraged to select elements from this inventory. After deciding which of the best practices they might adopt, the community would develop the appropriate training program so that these could be introduced into the relevant institutions. An important function of the local planning group would be to monitor and evaluate these innovations and to study their impact.

The Lead Communities will be a major testing ground for the new sources of personnel that will be developed. They will be a prime target for those participating in the Fellows program as well as the Jewish Education Corps. In fact, while other communities around the country will reap the benefits of these programs, the positive effects will be most apparent in the Lead Communities.

The injection of new personnel into a Lead Community will be made for several purposes: to introduce new programs; to offer new services, such as adult and family education; and to provide experts in areas such as the teaching of Hebrew, the Bible, and Jewish history.

Thus Lead Communities will serve as pilot programs for continental efforts in the areas of recruitment, the improvement of salaries and benefits, the development of ladders of advancement, and generally in the building of a profession.

Criteria for the Selection of Lead Communities

Senior Policy Advisors

What Criteria Should be Used in Selecting Lead Communities?

The following criteria will be considered in selecting lead communities:

- a. City size
- b. Geographic location
- c. Lay leadership commitment
- d. The existence of a planning process
- e. Financial stability
- f. Availability of academic resources
- g. Strength of existing institutions
- h. Presence of some strong professional leadership
- i. Willingness of community to take over process and carry it forward
- j. Replicability
- k. Commitment to coalition building (synergism)
- l. Commitment to innovation
- m. Commitment to a “seamless approach,” involving all ages, formal and informal education
- n. Commitment to the notion of *Clal Yisrael*—willingness to involve all segments of the community
- o. Agreement with the importance of creating fundamental reform, not just incremental change

Criteria for the Selection of LCs

January 1991 Workshop

Possible considerations in selection process:

1. City size
2. Geographical location
3. Lay leadership commitment
4. Planning process underway
5. Financial stability
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 after the initial period

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 fail: however we choose candidates, we must be convinced that between the community's resources and our own, success is likely.



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DRAFT FOR DISCUSSION: August 2, 1991

**TOWARDS THE IMPLEMENTATION OF THE RECOMMENDATIONS OF THE
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA:
THE COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

LEAD COMMUNITY PROJECT

The Lead Community: A Concept, A Process, A Place

An Overview and Basic Conceptions

A Lead Community is a concept, a process and a place - a community engaged in planning for a comprehensive, far-reaching and systematic improvement of Jewish education.

The CDE and the Lead Community

Several lead communities will be established and each will enter a partnership with the CDE committing itself to develop and implement a specific plan of programs and projects in the community.

Content

The community plan must include elements designed to address the "enabling options" - professional development programs for all educators, recruitment and involvement of key lay leadership and enhanced use of Kfarai experiences as an educational resource.

Programs

The communities should undertake programmatic initiatives most suited to meet local needs and resources and likely to have a major impact on the scope and quality of Jewish education in the community.

Monitoring, Evaluation, and Feed-back

Community plans and projects should be carefully monitored and evaluated and feedback provided on ongoing basis.

Appendix Recruitment and Selection of Lead Communities

Introduction

A Time to Act, reflects the North American Commission on Jewish Education's recommendation to establish local laboratories for Jewish education as a strategy for bringing about significant change and improvement.

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

These models, called "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.

(X Time to Act, p. 67)

Basic Conceptions

1. The process of change is gradual. A long term project is being undertaken by the CIJE. The Lead Community Project is a means of bringing about meaningful change in Jewish education in North America by addressing those elements thought to be most critical to improvement.
2. Without community support for Jewish education and an approach to deal with the shortage of qualified personnel no systemic change is likely. These are the "building blocks or enabling options" identified by the Commission.
3. The initiative for bringing about community change should come from the local community itself.
4. Each local community will be encouraged to strengthen existing programs and to develop innovative and experimental programs to expand thinking beyond existing ideas and approaches.
5. A local planning mechanism will be responsible for generating plans and ideas and designing programs that have the support of a coalition of the stakeholders--key institutions and individuals.
4. In order for a community plan for change to be valid and effective it should fulfill two conditions:
 - It must be comprehensive and of sufficient scope to have significant impact on the overall profile of Jewish education.
 - It must ensure high standards of quality. This can be accomplished with the assistance of experts in the field, careful and thorough planning, and appropriate evaluation procedures.
5. The CIJE will assist in designing and field-testing solutions to local problems through the professional and technical support of its staff and consultants and the assistance of the many resources of its co-sponsors--the Council of Jewish Federations (CJF), the Jewish Community Center Association (JCCA) and the Jewish Educational Services of North America (JESNA)--the national training institutions, the denominations and the local, regional, and national organizations.

The CLJE and the Lead Community

A coalition of the majority of the local educational institutions should be required to undertake a planning process and to make a commitment to recruit outstanding lay leadership so as to establish a supportive community climate to ensure the success of the plan.

Based on the specific needs of the community and the resources available for implementation each community should propose a specific program that it believes will make a significant impact on the scope and quality of Jewish education.

The CLJE should offer each lead community:

- professional guidance by staff and consultants
- on-going consultation on content and process issues
- liaison to continental and international resources
- facilitation of funding for special projects through the CLJE's relationship with foundations
- assistance in the recruitment of community leadership
- Best Practice Project
- Monitoring, Evaluation and Feed-back

Each community should make specific programmatic choices selected by mutual agreement from a menu prepared by the CLJE. The CLJE menu will include required and optional elements.

The required elements will include:

- o activities to "build the profession" including in-service education for all personnel
- o recruitment and involvement of outstanding lay leaders for "community support" of Jewish education
- o maximum use of Best Practices so as to strengthen existing programs
- o additional and enhanced Israel experience programs

Personnel Development:

Communities should develop and implement a plan for the recruitment and training of personnel and for activities to "build the profession". The plan should consider the community's varied settings for formal and informal Jewish education and plan for pre-service and in-service activities for teachers, principals, rabbis and all personnel working in the field, either as professionals or as avocational educators. It should include a plan to recruit and train previously under-utilized community human resources.

Specific examples of personnel development activities include the development of policies and programs to improve salaries and benefits, to develop new career paths and to empower educators by creating new roles for educators in decision-making in schools and in the community.

The CIOE will recommend elements of an effective personnel development program and assist communities in the planning and implementation stages.

Community Support:

Each lead community should launch a major effort at building community support. What is required is leadership at the congregational/school, agency board level and Federation level. This requirement includes the recruitment of top leadership for financial support for Jewish education so as to create a supportive community climate to influence funding decisions and provide effective leadership for lead community activities.

Some possible approaches to developing stronger leadership have been identified. They include:

- improving the status of leadership in Jewish education
- providing mentors for younger leadership from among the well-established and influential community leadership
- training of school and agency boards through a community based training program
- recruiting leadership from active adult learners
- community leadership development programs designed specifically for Jewish educational leadership

Among the specific activities that should be considered is the adoption of a formal agenda for COMMUNITY SUPPORT that includes:

- new financial commitments with specific appropriate approaches to local fund-raising
- establishment of a formal education "lobby"
- development of regional or inter-communal networks
- formalisation of lay-professional dialogues
- public relations efforts

Optional elements may include the enrichment and/or modification of existing programs and the development of innovative and experimental programs for a variety of settings.

The CIJE should formalize its relationship with each lead community specifying the programs/projects to be implemented - the goals, anticipated outcomes, and the additional human and financial resources that the community will make available. The agreement should likewise specify the support that can be expected from the CIJE.

The CIJE should provide each lead community with timely feedback through the study of programs and projects. At a later stage, the successful programs may be offered to additional communities for replication or modification in other settings. Others may be dropped altogether.

CONTENT

A wide variety of possible options reflecting the commitments, concerns and interests of the commissioners were considered - any one of which could have served as the basis for the Commission's agenda. It was recognized that the options could be usefully divided into two large categories: enabling options and programmatic options.

The Commission decided to focus its work initially on two enabling options as major approaches to change without which other programmatic options were unlikely to achieve their goals. The enabling options are to "build the profession" so as to deal with the shortage of qualified personnel and "the community - its leadership, structure and funding" so as to provide the support essential for community change. Each community will be required first to plan for the "enabling options", the required elements of the community plan.

The Commission identified programmatic areas for intervention as a means to improving existing programs, strengthening institutions and developing innovative and experimental projects. The programmatic areas include the target populations (early childhood through senior citizens), settings and frameworks (informal and formal - e.g., schools, centers and camps) and specific content and methods.

Each community should choose the programmatic areas through which they plan to address these options.

"Enabling options" should be reflected in the programmatic areas selected by the community, those most suited to local needs and conditions.

Two examples help clarify the critical relationship between "enabling options" and specific programs.

- Training programs for principals improve schools.
- Individual school benefits when supplementary school teachers participate in required in-service training programs.

"All the Local Communities begin to develop their plans of action the Best Practices inventory would offer a guide to successful programs/sites/curricula which could be adopted in the Local Communities." (The Best Practices Project by Dr. Barry W. Holm). Thus a community choosing to undertake a specific program/project will be offered models of successful programs/projects by the so as to incorporate experience in the field in planning and decision making. The community can then either replicate, modify or develop unique programs, keeping in mind the standards set by the

Research findings provided through the feedback loop(s) will be information available on a continuous basis for decision-making purposes. The feedback loop(s) provide for the rapid exchange of knowledge and the ability to use information in both planning and practice. It is anticipated that this approach will result in ongoing adjustments and adaptations of plans.

UPDATE: NEXT STEPS

During its initial months the CIJE has succeeded in establishing a organization and infrastructure that is now ready to launch work on the recommendations of the Commission. The Senior Policy Advisors and the Board of Directors of the CIJE have held their initial meetings and reviewed preliminary papers and conceptions. The Education Officer has begun work on a full-time basis and a search is underway for the Executive Director and Senior Planner.

Two deliberations were held at the Mandel Institute in Jerusalem - January and July 1991 - with CIJE staff, advisors and consultants. A working group of educators and planners has been formed to assist the CIJE in its work.

A first workplan for the CIJE and time line have been established that includes the following elements:

Establishing Lead Communities - as outlined in this paper

Undertaking a Best Practices Projects as outlined in the enclosed CIJE paper by Dr. Barry W. Holtz

A paper now being prepared towards the establishment of a research capability in North America

A project to building community support including the preparation of a strategic plan

Development of an approach to a Continental Strategy for Preparing Jewish Educators as outlined in the proposal from Dr. Jack Ukeles

Developing and launching a monitoring, evaluation and feedback program for the CIJE

Separate papers will be forthcoming on each of the above elements of the CIJE's program.

Acknowledgements:

Professor Seymour Fox and Annette Hochstein: implementing the Recommendations of the Commission for Jewish Education in North America: Documents for Discussion for the Second Jerusalem Workshop of the CIJE

Mark Gurvits and Dr. Jonathan Wexler: Enhancing Jewish Education Through Community Development

Dr. Barry W. Holtz: The Best Practices Project

Dr. Jonathan Wexler: The Lead Community - A Concept, A Process, a

AUG 2 '91 10:59:10 JEWISH COMMUNITY FED:

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Appendix: The Recruitment and Selection of Lead Communities

The following approach has been proposed for the recruitment and selection of lead communities through a two round screening process.

Application and Selection**Round One: Request for Proposals (RFP)**

Following a public announcement and communication to the local federation, which will include information about criteria and the selection process, communities will have six weeks to prepare a letter of intent which will be processed by CIJE staff, reviewed by Senior Policy Advisors and a committee of the Board of Directors.

Selection Criteria:

A. City Size: minimum population of 15,000 to maximum population of 250,000

B. Commitment

In the Letter of Intent the local federation will be asked to provide evidence of:

1. the community's capability of a joint effort by all elements of the community
- * 2. commitment to involve all stakeholders
3. an existing planning process
4. initiatives and progress in Jewish education in recent years ((5 years))
- * 5. a serious commitment of lay leadership
6. potential to recruit strong community leaders
7. potential for funding for lead community activities
- u8. 8. understanding of the importance of creating an environment conducive to innovation and experimentation
9. commitment to developing personnel.

* Letters of support should be included from a sampling of the stakeholders - educational and communal leaders.

Communities will be selected to participate in the second round

Following discussion and approval by the Senior Policy Advisors and the Board of Directors, the CIJE staff will begin the recruitment process as outlined above.

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Round Two: Formal Application

Communities selected for Round Two will be invited to send representatives to an informational seminar in preparation for Round Two and a more detailed application process that will include a site visit by CIJE staff upon receipt of the completed form.

Following screening by the CIJE staff, comments will be solicited from the Senior Policy Advisors and all applications, materials and comments will be reviewed by a committee of the Board of Directors and recommendations made for approval by the Board.

Timetable for Recruitment and Selection:

1. Requests for Proposals (RFP): early September 1991
2. Round One applications due: October 15, 1991
3. Decision by CIJE Board: mid November 1991
4. Seminar for Round Two Communities: early December 1991
5. Round Two applications due: late January 1992
6. Decision by CIJE Board: by March 1992

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MELTON RESEARCH CENTER for Jewish Education

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To: Ginny Lavi (for Mr. Mandel)

At FAX Number: 216-366-9967x6V-

From: Dr. BARRY HOLTZ

Date: August 1, 1991

Total pages including this one: 47

RE:

Paper on * Real Practices for Senior Policy
Advisers and the Board of C.I.J.E.

July 30, 1991

The Best Practices Project **Barry W. Holtz**

I. Introduction

In describing its "blueprint for the future," A Time to Act, the report of the Commission on Jewish Education in North America, called for the creation of "an inventory of best educational practices in North America" (p. 69). The primary purpose of this inventory would be to aid the future work of the Council, particularly as it helps to develop a group of model Lead Communities, "local laboratories for Jewish education." As the Lead Communities begin to devise their plans of action, the Best Practices inventory would offer a guide to successful programs/sites/curricula which could be adopted for use in particular Communities. The Best Practices inventory would become a data base of Jewish educational excellence to which the Council staff could refer as it worked with the various Lead Communities.

Thus the planners from a Lead Community could ask the Council "where in North America is the in-service education of teachers done well?" and the Council staff would be able to find such a program or school or site some place in the country through consulting the Best Practice inventory. It is likely that the inventory would not be a published document but a resource that the Council would keep or make available to particular interested parties.

What do we mean by "best practice"? The contemporary literature in general education points out that seeking perfection when we examine educational endeavors will offer us little assistance as we try to improve educational practice. In an enterprise as complex and multifaceted as education, these writers argue, we should be looking to discover "good" not ideal practice. As Joseph Reimer describes this in his paper for Commission, these are educational projects which have weaknesses and do not succeed in all their goals, but which have the strength to recognize the weaknesses and the will to keep working at getting better. "Good" educational practice, then, is what we seek to identify for Jewish education.

A project to create such an inventory begins with the assumption that we know how to locate such Best Practice. The "we" here is the network of people we know, trust or know about in the field of Jewish education around the country. I assume that we could generate a list of such people with not too much difficulty. Through using that network, as described below, we can begin to create the Best Practice inventory.

Theoretically, in having such an index the Council would be able to offer both encouragement and programmatic assistance to the particular Lead Community asking for

advice. The encouragement would come through the knowledge that good practice does exist out in the field in many aspects of Jewish education. By viewing the Best Practice of "X" in one location, the Lead Community could receive actual programmatic assistance by seeing a living example of the way that "X" might be implemented in its local setting.

I say "theoretically" in the paragraph above because we will have to carefully examine the way that the inventory of good educational practice can best be used in living educational situations. Certainly significant stumbling blocks will have to be overcome. In what way, for example, will viewing the Best Practice of "X" in Boston, Atlanta or Montreal offer confidence building and programmatic assistance to the person sitting in the Lead Community? Perhaps he or she will say: 'That may be fine for Boston or Atlanta or Montreal, but in our community we don't have 'A' and therefore can't do 'B'."

Knowing that a best practice exists in one place and even seeing that program in action does not guarantee that the Lead Communities will be able to succeed in implementing it in their localities, no matter how good their intentions. The issue of translation from the Best Practice site to the Lead Community site is one which will require considerable thought as this project develops. What makes one curriculum work in Denver or Cleveland is connected to a whole collection of factors that may not be in place when we try to introduce that curriculum in Atlanta or Minneapolis. Part of this project will involve figuring out the many different components of any successful practice.

As we seek to translate and implement the best practice into the Lead Communities, it will be important also to choose those practitioners who are able to communicate a deeper understanding of their own work and can assist the Lead Communities in adapting the Best Practices ideas into new settings.

The Best Practices initiative for Jewish education is a project with at least three interrelated dimensions. First, we will need to create a list of experts in various aspects of Jewish educational practice to whom the CUE could turn as it worked with Lead Communities. These are the consultants that could be brought into a Lead Community to offer guidance about specific new ideas and programs. For shorthand purposes we can call this "the Rolodex." The Rolodex also includes experts in general and Jewish education who could address questions of a broader or more theoretical sort for the benefit of the CUE staff and fellows- people who would not necessarily be brought into the Lead Community itself, but would help the CUE think about the work that it is doing in the communities.

The first phase of the Best Practices project- stocking the Rolodex- has already begun as the CUE staff has begun working. It will continue throughout the project as new people become known during the process.

Second, the project will have as its primary mission the use of Best Practices for assisting the Lead Communities. For shorthand purposes we can call this "the data base." This will be described in detail in the next section of this memo below. Third, the project has implications for a much larger ongoing research project. For shorthand purposes we can call this "the long-range plan." The long-range plan is a major study of Best Practices in Jewish education-- locating, studying and documenting in detail the best work, the "success stories," of contemporary Jewish education. (I say "contemporary" here, but a research project of this sort might well include a historical dimension too. What can we learn about the almost legendary supplementary school run by Shraga Arian in Albany in the 1960s should have important implications for educational practice today.) Such a project should probably be located in an academic setting outside the CLJE. We could imagine a Center for the Study of Excellence in Jewish Education established at a institution of higher learning with a strong interest in Jewish education, in a School of Education at a university or created as a "free-standing" research center. Obviously, this project intersects with the research plan that the CLJE is also developing.

"Best Practices for assisting the Lead Communities" and "the long-range plan" are not mutually exclusive. The latter flows from the former. As we begin to develop a data base for the Lead Communities, we will also begin to study Best Practices in detail. The difference between the two projects is that the Lead Communities will need immediate assistance. They cannot wait for before acting. But what we learn from the actual experience of the Lead Communities (such as through the assessment project which will be implemented for the Lead Communities) will then become part of the rich documentation central to the long-range plan.

II. Best Practice and the Lead Communities

Of course there is no such thing as "Best Practice" in the abstract, there is only Best Practice of "X" particularity: the (good enough) Hebrew School, JCC, curriculum for teaching Israel, etc. The first problem we have to face is defining the areas which the inventory would want to have as its particular categories. Thus we could cut into the problem in a number of different ways. We could, for example, look at some of the "sites" in which Jewish education takes place such as:

- Hebrew schools
- Day Schools
- Trips to Israel
- Early childhood programs
- JCCs
- Adult Education programs

Or we could look at some of the subject areas which are taught in such sights:

- Bible
- Hebrew
- Israel

Other modes are also possible. Hence the following question needs to be decided: What are the appropriate categories for the inventory?

We propose to choose the categories based on a combination of the following criteria:

- a) what we predict the Lead Communities will want and need, based on a survey of knowledgeable people (see step 1 below) and b) what we can get up and running quickly because we know the people and perhaps even some actual sites or programs already, or can get that information quickly.

III. Suggestions for a process

What has to be done to launch and implement the Best Practice project for Lead Communities? I would suggest the following steps:

1. Define the categories

To do this we should quickly poll a select number of advisers who have been involved in thinking about the work of the CIJE or the Commission to see what categories we can agree would be most useful for the Lead Communities.

Our main focus should be the Commission's "enabling option" of developing personnel for Jewish education ("building the profession"). (A second enabling option-- mobilizing community support for Jewish education-- will be dealt with as the Lead Communities are selected and as they develop. Although in principle the "Best Practices" approach might also apply in this area--e.g. we could try to indicate those places around the country in which community support has been successfully mobilized for Jewish education-- the Best Practices project will be limited to the enabling option of "building the profession." A different subgroup can be organized to investigate the Best Practices for community support option. The option of the Israel Experience, viewed as an enabling option, could also be studied by a different subgroup.)

The enabling option of "building the profession" comes to life only when we see it in relationship to the ongoing work of Jewish education in all its many aspects. A number of these dimensions of Jewish education were discussed during the meetings of the Commission and twenty-three such arenas for action were identified. These were called the "programmatic options" and the list included items such as early childhood education, the day school, family education, etc. Although the Commission decided to focus its work

on the enabling options (rather than any specific programmatic options) because of their broad applicability to all areas of Jewish education, it is appropriate for the Best Practices project to turn now to explore the specific programmatic options which can be of most benefit to the Lead Communities. Indeed, it is this list, coupled with the enabling option of building the profession, that can help us begin the process of deciding what specific areas of best practice we ought to analyze.

The method of work will be to use the enabling option of "building the profession" as a lens through each of the chosen programmatic options (from the original list of twenty-three) are viewed. Each chosen programmatic option would be viewed specifically in the light of best practice in building the profession within its domain. For example, what is the best practice of building the profession within the domain of the programmatic option called "adult education" or "early childhood education."

2. Commission a document (& "definitional guide") for each option.

The definitional guide is a document which is prepared for each category. Its purpose is to offer guidance as we seek to determine best (i.e. "good enough") practice within the category.

One advantage of focusing on the enabling option of personnel is that in the Commission report we already have a headstart in defining the how we should go about studying the programs we will examine. A Time To Act (pp. 55-63) analyzes "building the profession" in the light of six subcategories: 1) recruitment, 2) developing new sources of personnel, 3) training, 4) salaries and benefits, 5) career track development, 6) empowerment of educators.

These six subcategories can be the filter we use in looking at the programmatic options under consideration. Thus, if one chosen programmatic option is supplementary school education we could ask: where are the good programs for recruiting personnel to the supplementary school? who does a good job of developing new sources of personnel for the supplementary school? where is the training of personnel for the supplementary school done well? who has done an interesting job in improving salaries and benefits? Has any place implemented outstanding programs of career track development? Are there examples that can be found of the empowerment of educators? The same six points of building the profession can be applied to any of programmatic options.

The definitional guide will take these six subcategories and flesh them out and refine them as an aid which can be used by the "location finders" (see below) who will help us locate specific examples of current best practice in the field. The guide should also include a suggested list of "location finders" for each area. The CUE staff would react to these papers but we anticipate that this should be a fairly fast process.

3. Identify the location finders

Once we define a list of categories and definitional guides for each, we would then want to find a group of "location finders" who would recognize or know about "Best Practice." It may also require a meeting of people to brainstorm places, sites, people as well. There probably also should be a group of well-traveled Jewish educators who could suggest the "location finders" to the CIJE.

4. Get the lists

Once we have the "location finders" for each category and the definitional guides, we can then put together the suggested lists of best practice for each category. This could come via meetings (as mentioned above), through phone calls or simply through getting submissions of lists from the location finders for each category.

Yet another approach that also can be implemented is a "bottom up" attack on this issue. The CIJE can put out a call to the field for suggestions of best practice to be included in the inventory. One model we ought to investigate is the National Diffusion Network, an organization in general education which seeks to disseminate examples of best practice around the country through this bottom up approach. We would need to explore how the Network deals with questions of quality control to see if it is applicable to our needs.

5. Evaluate the choices

Once we receive the proposed lists in each category, we are going to need to implement some independent evaluation of the candidates for inclusion. As stated above quality control is an important element of the Best Practices project. It will be important, therefore, to have outside experts at our service who could go out into the field to look at those sites that have been proposed as examples of Best Practices. Before we can pass on these exemplars for use by the Lead Communities, we must be able to stand by what we call "best."

6. Write up the reasons

Here this project begins to overlap with other research concerns mentioned in the report of the Commission. The evaluation that has begun in the step above now must move on to another stage. We have to go beyond mere lists for the inventory so that we can try to determine what it is that defines the "goodness" of the good that has been identified. Otherwise the general applicability of the inventory will never be realized. We will certainly get some of this from the location finders. They will need to tell us the reasons for their choices. The outside evaluators will also need to write up the projects that they visit. In this way we can begin to develop a rich source of information about the success stories of Jewish education and how they might (or might not) be translated into other situations.

7. Translate to Action for the particular Lead Communities

What in each Best Practice case can be translated to the Lead Community and what cannot? This is a complicated question and requires the job described in #6 above, at least for those cases in which the Lead Community is planning to implement action.

It then requires a careful monitoring of what is going on when the attempt to translate particular Best Practices actually is launched. This monitoring is the intersection of the Best Practices project with the research and assessment that will be conducted in each Lead Community. How the two matters are divided-- Best Practices Research and Lead Communities Assessment-- is a matter that needs further clarification as the work proceeds.

But another issue that forms the background to all of this work is an important additional research project that probably should be undertaken by the Best Practices project (in consultation with the researchers working on the Lead Communities). That is an investigation of the current knowledge and state of the art opinion from general education on the question of implementing change and innovation into settings. A second and related issue is the question of research on implementing change into sites which are larger than school settings since this seems to be applicable to the ambitious goals of the Lead Communities project.

IV. Timetable

What of these seven steps can and should be done when? Probably the best way to attack this problem is through successive "iterations," beginning with a first cut at finding examples of best practice through using the network of Jewish educators whom we know, then putting out a call for submissions to the inventory, and getting preliminary reports from the "location finders." A second stage would evaluate these first choices and begin the writing up of reasons that can lead to action in the Lead Communities. During the process we would, no doubt, receive other suggestions for inclusion on the list and the final inventory of Best Practices would get more and more refined as the exploration continued. On successive investigations we can refine the information, gather new examples of practice and send out researchers to evaluate the correctness of the choices. The important point is that the Best Practices project can be launched without waiting for closure on all the issues. Thus we will be able to offer advice and guidance to the Lead Communities in a shorter amount of time.

V. Lead Communities: Beyond Best Practices

In the view of A Time to Act the "Lead Communities would be encouraged to select elements from the inventory" (p. 69) of Best Practices as they developed their educational plan. It is with this goal in mind, that we wish to initiate the Best Practices project. But it is important to add a caveat as well; Innovation in Jewish education cannot be limited only to implementing those programs that currently work into a new setting called the Lead Community. If Jewish education is to grow it must also be free to imagine new possibilities, to reconceptualize as well as to replicate. One practical approach to this matter would be an investigation of innovative ideas that have been written about, but have never been tried out in Jewish education. A search of literature for such ideas should also be undertaken either under the rubric of the Best Practices Project or through any research project put into operation by the CJE.

"Best Practices" should be only one dimension of Lead Communities. The crisis in Jewish education calls for new thinking: Bold, creative, even daring "new practices" must also play a role in our thinking as the Lead Communities search for ways to affect Jewish continuity through Jewish education. Under the banner of the Best Practices Project we should create the Department of Innovative Thinking for Jewish education. This would be the arena in which new ideas or adaptations of ideas from other contexts could be formulated and eventually funded for Jewish education. This could be done through conferences, commissioned think pieces or through the investigation mentioned above of ideas that have written about, but never tried out. The Best Practices project gives us a chance, in other words, to dream about possibilities as yet untried and to test out these dreams in the living laboratories established by the Lead Communities.

D R A F F T
[7-31-91]

PROPOSAL: A
CONTINENTAL STRATEGY FOR PREPARING
JEWISH EDUCATORS

Submitted to:
The Council for Initiatives in Jewish Education

Ukeles Associates Inc.
Suite 505
611 Broadway
New York, N.Y. 10012

212 260-8758

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TO: H. W.

TO: S. I. 16. 2. 2000

PURPOSE

The purpose of this project is to assist the Council on Initiatives In Jewish Education (CUIE) in its efforts to expand and improve the education, development and training of current and future Jewish educators in continental North America.

Specifically, the project has three objectives:

- To assess currently available resources and needs for pre-service and in-service training or professional development in the field of Jewish education;
- To develop a five to ten year strategic plan to expand and improve training for Jewish education in North America. This plan will incorporate an overall view of the future training system; priorities for the use of resources; and recommendations for policy directions and programs to be promoted by CUIE; and
- To develop a three year implementation plan specifying organizational, staffing and financial resources required to carry out recommendations in a timetable.

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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 5,000 full-time positions for Jewish educators and another 20,000 to 30,000 part-time positions. At the same time, all training programs for Jewish education (outside of the Charedi 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 Judaism, proficiency in Hebrew, mastery of theory and practice of education. It is estimated that today ^{fewer} less than half the educators in the field possess these qualifications.

The Commission on Jewish Education in North America in its report, A Time To Act, cogently describes the "crisis" in Jewish education and identifies the interrelated problems that must be addressed:

- sporadic participation
- deficiencies in content
- inadequate community support
- underdeveloped profession
- unreliable data

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Of all of these problems, addressing issues related to the profession of Jewish education is key. Accordingly, personnel in Jewish education is one of the major areas of concern for CIJE. This includes a focus on recruitment, career development (salary and status enhancement), creation of new types of jobs as well as the preparation of educators. While recognizing the inter-relationship of these different dimensions of personnel and building a profession, this proposal focuses on one dimension -- the education, development and training of educators.

OVERVIEW OF THE APPROACH

Jewish education in North America is increasingly being seen as a life-time experience; encompassing Yaldenu day care and ElderHostel. It includes intensive 3 year post-graduate degree programs and a lunch-and-learn experience in a downtown law firm in a major city. It takes place in schools, but also in a variety of non-school settings -- the home, summer camp, Jewish Community Center, college Hillel Center.

In such a complex enterprise, the programs, resources and needs with respect to the preparation of Jewish educators are diverse, diffuse, and decentralized. In the absence of a deep well of resources, an approved set of professional standards, and an acknowledged course or method for training of Jewish educators, a patchwork of solutions ~~has arisen~~ ^{has arisen}. These surely run the gamut in quality, creativity and relevance for other settings. They nonetheless complicate the task at hand.

Those who have studied to become professional educators might hold an advanced degree in Jewish education from a national institution (e.g. Jewish Theological Seminary); have a degree from a regional or local College under Jewish auspice (e.g. Spertus College); a degree from a secular University (e.g. Stanford University) or a certificate from a charedi Teachers seminary (e.g. Beis Yuakov). The training possibilities for people involved in informal Jewish education are even more wide-ranging.

This proposal will consider the need for, and training of, educators at all levels (from graduate professors to early childhood teachers); in a variety of settings (formal, informal and mixed); and for different types of positions (e.g. teachers, principals, specialty area experts).

Working with the Field: In order to cope with the complexity of this field it will be necessary to work closely with existing institutions, without necessarily being unduly limited by what has gone before.

Specifically, each of the institutions of higher education (IHE's) with Jewish education programs will be asked (both by survey instruments and field visits) for information on their program resources, plans, aspirations, assessment of needs, and recommendations for national level action. This will serve several purposes. First, it obtains the benefit of some of the best

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thinking about preparation and training in Jewish education from practitioners who are close to the field, knowledgeable about best program practices, details and constraints; second, it provides data essential for a typology of current resources; and third, it is an important source for innovative ideas.

Project Committee: A committee will be formed to guide the work of this study. To be comprised of distinguished professional and lay leaders in Jewish education, the Project Committee will review progress at major stages of the work plan (see below). In addition, committee members by virtue of their stature and positions are likely to play significant roles in promoting recommendations and supporting implementation.

WORK PLAN

1.0 ORIENTATION

The project begins with review of project purposes, methods, and work plan with the Board of Policy Advisors, staff of, and consultants to CJE; defining working assumptions and priorities; establishing and meeting with the Project Committee; and reviewing background materials.

2.0 RECONNAISSANCE

An interview schedule will be prepared, including a comprehensive list of topics on preparation and training of Jewish educators, to obtain key informant -- lay leaders, professionals, subject area experts -- views about strengths, weaknesses, priority needs, opportunities, issues and important choices facing the training of Jewish educators.

Key informants will be selected to ensure a cross-section of all sectors of interest and involvement in Jewish education (e.g., professional and lay groups, geographic areas, formal and informal, etc.). Interviews will be conducted and responses compiled.

The results of the reconnaissance will be used to help focus the work in the remainder of the project. The suggestions for improving the preparation of Jewish educators will be reviewed from the point of view of probable benefit and probable feasibility or risk. This preliminary assessment will be used to assess which areas of the preparation of Jewish educators should receive intense analytic effort and which ones less.

The most promising avenues -- high potential benefit and relatively high probable feasibility -- will get the most attention in later phases of work.

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3.0 RESOURCES AND NEEDS ANALYSIS

Based on the reconnaissance, an assessment of in-service and pre-service training needs and resources in both formal and informal settings of Jewish educators will be carried out.

Given the weakness in existing information, it will be very difficult to develop reliable quantitative estimates of existing needs (e.g. lacking reliable data on teacher turnover and the creation of new positions, it is difficult to estimate the number of annual teacher openings, let alone to project forward into the future). It should be possible to get approximate numbers and qualitative information utilizing existing information and the judgment of experienced observers.

On the resource side, some data * e.g. estimates of the number of people receiving degrees in Jewish education from institutions of higher learning * will be relatively easy to assemble. It will be much more difficult to get useful information on the numbers receiving various levels and types of in-service training; the training resources being utilized to produce educators for informal Jewish education, or to get estimates of the numbers coming out of a variety of non-degree programs in the charedi community.

The information about needs and resources will be put together to generate estimates of program gaps -- both qualitative and quantitative -- for different types of positions, settings and parts of the country.

4.0 STRATEGIC ISSUES

In charting future directions there are a number of important policy choices: i.e., strategic issues. These will emerge from the key informant interviews and the analysis of resources and needs.

Issues will be classified into:

- Fundamental Issues -- i.e. choices relating to the vision of a national approach to education, development and training of Jewish educators, and the desirable size and structure of the training "system" given current and emerging needs in the field. Examples of such issues include: Should we be thinking of one integrated training system or several? a competitive model or cooperative one? What should be the relationship between training for the formal and informal sectors? What should be the role of different types of institutions in relation to

*See 3A below for an alternate, more systematic and elaborate, approach to the effort to estimate needs and service gaps.

different types of needs? Should institutions be encouraged to specialize? Which elements of the continental training system should be local, which regional, and which national?

- Policy and Program Issues -- i.e. choices relating to specific policies and programs. Some of these choices relate to existing programs (e.g., what are the best policies and program choices available to insure high-quality in-service training for teachers or policies or programs for creating or locating skilled and knowledgeable trainers of educators. Others relate to the creation of new programs (e.g. programs to upgrade the skills of undergraduates teaching in supplementary school on a temporary basis).
- Resource and organization issues -- i.e. choices relating to the internal capacity of present institutions or possible new ones to carry out policies and programs. (e.g. the financial resources, organizational structure, possible coordinative and integrative mechanisms).

5.0 BASIC POLICY STATEMENT

A draft of the Basic Policy Statement will be developed by the UAI team working with the Project Committee of CIJE. It will represent the resolution of fundamental strategic issues and frame a broad response to the Needs Assessment. The Statement should describe in broad terms a model of the future training system. It should define the roles of various types of institutions both existing and new. It should project an overall approach to upgrading the quality of Jewish educators in the future.

6.0 PRELIMINARY RECOMMENDATIONS

In this phase the Basic Policy Statement will be developed into preliminary recommended policies and programs. The probable effectiveness and feasibility of each proposal will be assessed. The entire package would be reviewed from the perspective of completeness and internal consistency.

The recommendations may include the allocation of scarce resources among competing priorities (e.g., intra-regional priorities) and suggested criteria for deciding what kinds of programs to fund under what circumstances.

7.0 FINAL REPORT

The Final Report will include a summary of the needs, basic policy statement and recommended policies and programs for the next decade.

8.0 IMPLEMENTATION PLAN

A detailed implementation plan will be developed for CIJE that specifies the specific Actions that CIJE could undertake to carry out the Plan. Major tasks, persons or organization responsible for carrying out tasks, annual costs, and time frames will be specified. By this point in the process, a number of other key players in this arena will have become committed to the Plan. Thus, it may be appropriate and necessary to develop a series of sketch implementation plans, each targeted to a different stakeholder in training Jewish educators. The process of developing the implementation plan(s) itself provides a useful opportunity for developing partnerships among key stakeholders (e.g., consortia of institutions). The implementation plan becomes the framework for assigning accountability and for getting work done.

3.0A. RESOURCES AND NEEDS ANALYSIS²

Based on the reconnaissance, an assessment of in-service and pre-service training needs and resources in both formal and informal settings of Jewish educators will be carried out.

Given the weakness in existing information, it is only possible to get reliable quantitative estimates of needs and resources with a significant investment of effort in the collection and analysis of new survey information.

In this approach, this project would begin the development of a to-be-periodically updated database on training in Jewish education, including information and projections about numbers of institutions providing training, staffing, enrollments, expenditures, etc. The baseline data will illuminate currently available resources, and permit measurable assessments of progress in future years.

Another database would include information on positions by school type and location (including full-time and part-time status, salary levels, requirements, etc), openings, turnover, incumbents (including their qualifications and training experience, years of service).

Such an effort will yield estimates of the demands for educators (at different levels, and with different kinds of knowledge and expertise); estimates of the qualified Jewish educators now being produced by higher education institutions in North America and Israel; and comparing the two to identify gaps. A variety of sub-markets will be identified by geography (regions of the country), level of education (pre-school, elementary, secondary, post-secondary), educational role (e.g. professors, teachers, senior educators, guidance counselors), knowledge and skill areas of expertise. In addition to estimating the size of each submarket, we will examine related needs, such as job definitions and hierarchies, and salary structures.

While such an approach is time-consuming and expensive, sooner or later it should be done.

²This work step represents an alternate, more systematic and elaborate, approach to the effort to estimate needs and service gaps discussed above under 3.0.

MEMORANDUM

To: Shulamith Elster
From: Jack Ulfberg *Jack Ulfberg*
Date: August 2, 1991
Subject: Staffing, Timing and Cost for Continental Study of the Preparation of Educators

Consistent with our earlier conversation, I did not include the staffing, timing or cost component of our proposal pending the outcome of the discussion with the Policy Advisors. Since the meeting with the Policy Advisors may affect the scope of work, that could translate into a budget or timing impact.

However, it might be useful in the interim for you to have some sense of our initial thinking on the scale of the effort.

1. Staffing. I will take overall responsibility for the project. Specifically, I will be involved in conceptualization, key interviews, presentations and meetings. Jim Meier who has a Master's degree in Planning and a doctorate in Education from Teacher's College will be the Project Manager, responsible for the day-to-day operations and much of the analytic work. Jim was the key player on the team that did the Yeshiva University Strategic Plan for Jewish Education. We will assign an Associate to work on data collection and data analysis. In addition, we will recruit an Educational Consultant who has had hands-on experience in the education of Jewish educators.

2. Timetable. Typically a project of this type can be done in 10 months if we work hard at it. One of the reasons it cannot be done more quickly is that is a multi-institution, multi-community project, with a continental scope. We envision about two months to get the project underway (Orientation & Reconnaissance); about three months to do the needs assessment; another two months on strategic issues and developing the basic policy statement and three months on specific recommendations, drafting the final report and building agreement among key players.

3. Budget. If the report is going to be meaningful, it needs to be not only "top-down" but also "bottoms-up." This means interviews, data assembly and site visits covering a large number of the constituent elements of the multiple arenas for educating Jewish educators. This requirement significantly drives up the cost of a quality product. In my early conversations with you, I indicated that our experience with the Yeshiva University project led me to believe that this project could not be done well for under \$100,000. Our first pass at a cost estimate comes in at \$118,000 - with \$21,000 in travel and other direct costs and the remainder in personnel time.

TO: FAX NO. (611) 972-6895

Name ANNETTE HOCHSTEIN

Company SEYMOUR FOX

Street Address

City State Zip Country

FROM: FAX NO. (214) 361-9962

Name GINNY LEVI

Company

Tele. No. () Ext.

City State Zip Country

Seymour/Annette -

Here is a summary of the U.S.
participants in the seminar.

Steve asked me to let you know
that he walked Brorfman's office, but
both ERB and his secretary are away
and the person STAS spoke with couldn't
schedule appointments. The dates you're
interested in appear good, but nothing
more can be done until after July 15.

Let me know if there's anything further
to be done on that.

Ginny

TO: Annette Hochstein FROM: Virginia F. Levi DATE: 7/5/91
 NAME NAME
 DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION
 REPLYING TO
 YOUR MEMO OF:

SUBJECT:

Following is a brief description of each of the participants in the Jerusalem Seminar who are coming from the States;

1. Isa Aron - on was faculty, ex. ed. Hebrew School of Education, Hebrew Union College, Los Angeles. Her academic interests and expertise are in the area of research in Jewish education. She wrote a paper for the Commission on Jewish Education in North America entitled "Towards the Professionalization of Jewish Teaching."
2. Shulamith Elster - chief education officer of the Council for Initiatives in Jewish Education. She has spent the past 33 years as a teacher, counselor, and school administrator in public, independent, and college settings. Most recently, she served as headmaster of the Charles E. Smith Jewish Day School in Rockville, Maryland.
3. Adam Gamoran - director of the Center for Research on Effective Schools at the University of Wisconsin, Madison. His work in the area of the sociology of education has been published in education journals.
4. Mark Gurwits - director of social planning and research at the Jewish Community Federation of Cleveland. He is professional director of Cleveland's Commission on Jewish Continuity.
5. Stephen Hoffman - executive vice president of the Jewish Community Federation of Cleveland and acting director of the Council for Initiatives in Jewish Education.
6. Barry Holtz - co-director of the Melton Research Center for Jewish Education at the Jewish Theological Seminary. The Center has been instrumental in the development of curriculum and materials for a variety of Jewish educational settings.
7. Jonathan Wodner - executive vice president of the Jewish Education Service of North America (JESNA). He formerly served as associate professor in the Benjamin S. Hornstein Program in Jewish Communal Service and director of continuing education for Jewish leadership at Brandeis University.

100-2-121 14-22 PREPARED COPY. AININ.

FAX TRANSMITTAL		DATE 7/5/91	TIME
PLEASE RUSH TO	NAME Daniel Laufer	COMPANY Mandel Institute	FAX NO. 011-972-2-619-951
	FROM	NAME Mark Gurwis	JEWISH COMMUNITY FEDERATION 1750 Euclid Avenue Cleveland, Ohio 44115 Phone: 216-566-9200 Fax #: 216-861-1230
PLEASE CALL IF YOU DO NOT RECEIVE ALL PAGES OR IF TRANSMISSION IS NOT READABLE.			TOTAL PAGES SENT (Including this page) 1
MESSAGE			

Dear Daniel,

Thank you for your help with arrangements for my trip next week. I will be glad to join Alan for Shabbat dinner. Please also ask him if he and I will be able to meet sometime during the week to continue our discussions from a few weeks ago. At this point you will know better than me what free time is available.

Also, can you help me with some travel information. I will need to visit Kibbutz Ma'ale HaChamisha, most likely on Saturday. Can you please check on what my options are for getting out there and getting back during the day?

Thank you,



**Minutes of GJE Steering Committee Teleconference
June 19, 1991**

Participants: Jerusalem - Annette Hochstein and Seymour Fox
Cleveland - Steve Hoffman and Henry Zucker
Washington - Shulamith Elster

1. Jewish Agency/Education Authority

SHH was to meet Irwin Field and Avraham Infeld in Cleveland at the JESNA Conference. Field did not come and SHH was not able to meet with Avraham Infeld. SHH did meet with Alan Hoffman. He will get Woocher's perspective and ask him to introduce him to David Harman. SF noted that the new authority does not have the attention of Diaspora leadership.

2. Lead Communities

SF and AH reported that Jerusalem Fellows have been working on papers to be ready in advance of the July Jerusalem meetings. These papers are more than half finished as of this date. SHH asked AH to prepare a timetable and cost estimates.

3. July in Jerusalem:

The working group from the United States will include Mark Gurwits, Barry Holts, Sam Aron, Adam Gattasari, Jonathan Woocher, Jack Wkeles, SHH and SE. Joining them in Jerusalem will be SF, AH, Alan Hoffman, Zev Mankowitz, Dan Maron and Daniel Laufer. Michael Inbar will consult on methodological issues. Barry Chazan will be asked to represent the JCCA. ((See #12 for agenda))

4. Research

SF and AH have had discussions with Isa Aron re: her proposal. Initial issues appear to be resolved. SF and AH will finalize plans with Isa in July in Jerusalem.

5. Proposals

JCCA: Grant is pending site visit. This may take place the week of August 18th before the MAF trustees meeting.

RRC: Richard Joel was consulted and is not in favor of the RRC proposal. RRC has been asked to present alternative proposals.

6. Calendar

AH and SF to arrive in the United States the week of August 11th.

Sunday, August 18th: senior Policy Advisors at Hofatra.

SF questioned location. Plans are for the meeting to have a format similar to the initial meeting with small groups working on issues.

- 2 -

Important that papers be distributed in advance of the meeting. Proposed that Senior Policy Advisors have information about the work in Jerusalem and then ask them to review and make recommendations in preparation for Board meeting.

Friday, August 23th: MAF Trustees in Cleveland.

Wednesday, August 28th: Steering Committee ((1-5 p.m.)) prior to Board Meeting.

Thursday, August 29th: CIJE Board ((10 a.m. * 3:30 p.m.)) followed by debriefing ((4-5:30 p.m.)).

Notice of Board meeting is to go out on Monday, June 24th.

7. Seymour Martin Lipset ETC.

ASSIGN. SHH noted a memo from Ginny regarding a conversation with Lipset. AH and SF will call Ukeles to find out what is happening with the data in general and they will also call Lipset for a status report. It was also suggested that a lobby for the work of the CIJE might emerge from the most recent CJF data. Ukeles will be attending the Wilstein Conference prior to joining the planning group in Jerusalem.

8. Foundations

CRB Foundation: Jon Woocher attended the CRB Foundation meetings. AH will be at August meetings. HLE stressed the importance of partnerships and the possible advantage of a joint announcement by MLM, CRB and Crown.

Cummings is interested in proposals regarding supplementary schools.

Henry Koschitsky has provided considerable funding for the York University Program.

9. Personnel

Gerry Weiser to meet with AH in Jerusalem. Position description for the Chief Executive Officer has been developed. SHH and HLE had productive meeting in Cleveland with Philip Bernstein. He was given the names of people who have been suggested and will consult with the CIJE Search Committee.

10. Review of Assignments

ELSTER

SE to work with Holtz on preliminary paper prior to Jerusalem

ASSIGN. SE to contact Ukeles on training. SHH suggested that this assignment be shared with someone from one of the training

- 3 -

institutions. This possibility will be discussed with Ukelles.
SE campers have not yet been contacted.

LEVI
List completed.

ZUCKER
List completed.

MANDEL
List needs new dates.

11. CIJE Board of Directors

SF: Very important that Hirschhorn attend Board meeting in August.
SF arranged for Twersky and Mandel to meet together recently in Jerusalem. Twersky suggested that it is important that CIJE begin to initiate programs.

12: Jerusalem Meetings

AH described the anticipated outcomes of the meetings. In brief they are:

- a. ~~Deal Communities: clarification of concepts~~ A detailed first paper is being prepared and additional papers will come later.
- b. ~~Implementation strategies~~: What has to be done and how to do it?
- c. ~~Evaluation~~: clarification of monitoring, evaluation and feed-back loop following preliminary meetings with Adam Gamoran and SE prior to larger group sessions.
- d. ~~Training~~: Further elaboration and clarification of master plan for training
- e. ~~Research~~: Isa's proposal and plan.
- f. ~~Timelines~~ and work plan for the CIJE
- g. ~~Lay Leadership~~: Suggest that Mark Gurvis assist SRH in the development of a master plan for lay leadership.

For all of the above: ideas and materials to be presented to Senior Policy Advisors and Board members in August.

AH and SE will discuss agenda further on Tuesday, June 25th.

13. Board of Directors

Maurice Gerson has agreed to be on the Board. HLZ spoke with Avi Chai and they may come on the Board. SF reported that Florence Melton will join the Board and that he will try to obtain funding prior to the Board meeting.

14. Next telecon scheduled for Wednesday, July 3rd, 9 A.M. Cleveland time.

Shulamith Reich Elster
June 24, 1991



PREMIER INDUSTRIAL CORPORATION

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

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FUNCTION COUNCIL STEERING COMMITTEE

SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

ORIGINATOR VFL DATE 6/27/91

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Consider sending someone to represent CIJE at Wilstein Institute conference evaluating the CJF data.		SE	6/11/91	7/10/91	
2.	Draft paper on goals and objectives with respect to best practice and on Barry Holtz's role in accomplishing them.		SE	5/16/91	7/10/91	
3.	Draft a paper on goals and objectives for research.		SE	5/16/91	7/10/91	
4.	Work with Barry Holtz on developing a best practices panel.		SE	1/23/91	7/10/91	
5.	Develop master plan for training in consultation with Ukeles and others..		SE	6/19/91	7/15/91	
6.	With SHH, identify other candidates from whom to seek strategic plan proposals..		SE	4/26/91	7/15/91	
7.	With SHH, meet with D. Syme.		SE	4/11/91	7/15/91	
8.	Contact the following board members as follow up to April 9 meeting and send brief report to VFL: a. Gerald Cohen b. Alfred Gottschalk c. S. Martin Lipset d. Melvin Merians e. Arthur Green		SE	4/11/91	7/15/91	
9.	Develop outline for how to proceed with educational component of lead communities.		SE	4/11/91	7/15/91	
10.	Work with SF and AH to develop concrete means of establishing lead communities.		SE	4/11/91	ongoing	
11.	Develop and maintain list of experts on which CIJE can draw.		SE	4/11/91	ongoing	



Premier Industrial Connection

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

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

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FUNCTION	COUNCIL STEERING COMMITTEE
SUBJECT/OBJECTIVE	FOX ASSIGNMENTS
ORIGINATOR	VFL
DATE	6/27/91

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact Florence Melton regarding foundation support for CIJE.		SF	2/11/91	7/1/91	
2.	Send SHH a list of suggested members of a training oversight committee.		SF	3/20/91	7/15/91	
3.	Contact the following board members as follow up to April 9 meeting and send brief report to VFL: a. Charles Bronfman - with SHH b. David Hirschhorn c. Isadore Twersky		SF	4/11/91	8/29/91	
4.	Invite Rabbi Twersky to prepare an op ed piece.		SF	10/30/90	TBD	



PREMIER INDUSTRIAL CORPORATION

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

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FUNCTION COUNCIL STEERING COMMITTEE

SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENTS

ORIGINATOR VFL

DATE 6/27/91

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR RENEWED DATE
1.	Talk with Jon Woocher about next steps for the establishment of a data bank and to update him on research plans..		AH	4/11/91	6/30/91	
2.	Try to see planner candidate Geraldine Weiser in Jerusalem.		AH	6/4/91	6/30/91	
3.	Send preliminary papers for July meetings to SE and SHH.		AH	6/4/91	7/8/91	
4.	Call Ukeles about CFJ data in general and Lipset for a status report.		AH	6/19/91	7/15/91	
5.	Contact the following board members as follow up to April 9 meeting and send brief report to VFL: a. Matthew Maryles b. Ludwig Jesselson c. Norman Lamm d. Esther Leah Ritz e. Ismar Schorsch		AH	4/11/91	8/29/91	



PREMIER INDUSTRIAL CORPORATION

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☒ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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 FOR SYNOPSIS OF THE COMPLETION
 OF THE FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION COUNCIL STEERING COMMITTEE

SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS

ORIGINATOR VFL

DATE 6/27/91

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
	<u>IMMEDIATE ACTION</u>					
1.	Distribute to Steering Committee,, set of questions SE and SHH have developed to help focus discussion on lead communities.		SHH	5/16/91	6/30/91	
2.	Contact Henry Koschitsky regarding foundation support and/or board membership..		SHH	1/23/91	6/30/91	
3.	With SE, meet with D. Syme..		SHH	4/11/91	6/30/91	
4.	Talk to Jon Woocher about consultants to work on benefits package..		SHH	3/20/91	7/15/91	
5.	Follow up with Sid Clearfield regarding advisor from organization of national youth directors.		SHH	2/11/91	7/15/91	
6.	Arrange to meet with SF and Charles Bronfman in late August.		SHH	6/4/91	7/15/91	
7.	Work with Rabbi Fishman on focusing the Torah Umesorah proposal.		SHH	5/16/91	7/15/91	
8.	Contact the following board members as follow up to April 9 meeting and send brief report to VFL: a. Charles Bronfman - with SF b. Irwin Field c. Max Fisher d. Norman Lipoff e. Mark Lainer f. Bennett Yanowitz		SHH	4/11/91	7/15/91	
9.	Invite Rachel Cowan and Eli Evans to serve on the CIJE board.		SHH	6/6/91	7/15/91	
10.	With SE, invite Richard Scheuer to serve on the CIJE board.		SHH	6/6/91	7/15/91	
11.	Talk with Eli Evans about CIJE funding.		SHH	6/6/91	7/15/91	

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

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FUNCTION COUNCIL STEERING COMMITTEE

SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS

ORIGINATOR VFL DATE 6/27/91

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
12.	Arrange to place on the GA agenda a meeting of communities involved in CJF Jewish Continuity Commission, conducted by CIJE.		SHH	6/6/91	7/15/91	
13.	Talk with new Koret Foundation director about CIJE funding.		SHH	6/6/91	7/31/91	
14.	Recruit a chief professional officer.		SHH	8/7/90	9/1/91	
	<u>AS TIME PERMITS</u>					
15.	Consider the possibility of engaging David Edell to assist in the CIJE-CEO search process.		SHH	5/8/91	TBD	
16.	Meet with Abramson, Gurvis, Rotman, Shrage, Syme and Woocher to determine how to proceed on community organization side of lead communities.		SHH	4/11/91	TBD	
17.	Follow up with Cummings Foundation.		SHH	8/7/90	TBD	
18.	Consider Heinz Eppler for possible involvement on CIJE or MIG board.		SHH	1/23/91	TBD	
19.	Consider inviting Bud Goldman to serve on the CIJE Board.		SHH	3/8/91	TBD	
20.	Explore informally with Jerry Strober the possibility of paying him a modest stipend for his work for the CIJE.		SHH	12/14/90	TBD	
21.	Consider scheduling a series of meetings with the local leadership of 15-20 cities over a period of 6-9 months to present and discuss the final report.		SHH	8/22/90	TBD	
22.	Work with staff at CJF to set up an office.		SHH	11/28/90	TBD	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL VOLUME NO. 13
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☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

FUNCTION COUNCIL STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR VFL

DATE 6/27/91

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR RENEWED DATE
1.	Work with SHH on logistics for a CJF-CIJE meeting at the CA.		VFL	6/6/91	10/31/91	



AMERICAN INDUSTRIAL CORPORATION

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED
DATE 10/14/94 BY 60322 JAL/STW

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- ☐ FUNCTIONAL SCHEDULE

7/20/90 (REV. 10/86) PHOENIX, AZ, U.S.A.

FUNCTION COUNCIL STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

ORIGINATOR VFL

DATE 6/27/91

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Invite Bill Berman to serve on the CIJE board.		MLM	6/6/91	7/15/91	
2.	Talk with Mark Lainer about support for CIJE from his family.		MLM	2/27/91	7/15/91	
3.	Talk with Max Fisher about increasing his commitment of support for CIJE.		MLM	5/8/91	7/15/91	
4.	Talk with Bill Berman about his participation in funding for CIJE.		MLM	5/8/91	7/17/91	
5.	Call Lester Crown to request support for the CIJE.		MLM	1/23/91	TBD	
6.	Consider means of upgrading financial capability of foundation staff.		MLM	1/23/91	TBD	



WISCONSIN DEPARTMENT OF TRANSPORTATION

SAC MANAGEMENT MANUAL POLICY NO. 4.1
FOR SUBORDINATES ON THE COMMISSION
OF WISCONSIN TO A REGIONAL SCHOOL

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

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FUNCTION COUNCIL STEERING COMMITTEE

SUBJECT/OBJECTIVE ROTMAN ASSIGNMENTS

ORIGINATOR VFL

DATE 6/27/91

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR RENEWED DATE
11.	Contact the following board members as follow up to April 9 meeting and send brief report to VFL: a. Charles Goodman b. Lester Pollack		AR	4/11/91	7/15/91	



PREMIER INDUSTRIAL CORPORATION

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FOR GUIDELINES ON THE COMPLETION
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- ☐ ASSIGNMENTS
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7/20/90 (REV. 10/90) PREPARED BY: JLS

FUNCTION COUNCIL STEERING COMMITTEE

SUBJECT/OBJECTIVE WOOCHEE ASSIGNMENTS

ORIGINATOR VFL

DATE 6/27/91

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact the following board member as follow up to April 9 meeting and send brief report to VFL:</p> <p>a. Neil Greenbaum</p>		JW	6/17/91	7/15/91	



SEE MANAGEMENT MANUAL POLICY NO. 2-3
FOR GUIDELINES ON THE COMPLETION
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- ☐ ASSIGNMENTS
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FUNCTION COUNCIL STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR VFL

DATE 6/27/91

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members as follow up to April 9 meeting and send brief report to VFL: a. John Colman - done b.. Thomas Hausdorff		HLZ	4/11/91	6/30/91	
2.	Follow up on a proposal for funding from Arnow/Weiler family.		HLZ	4/26/91	7/15/91	
3.	Invite Robert Arnow to serve on the CIJE board.		HLZ	6/6/91	7/15/91	
4.	With MLM, invite Heinz Eppler to serve on the CIJE board.		HLZ	6/6/91	8/15/91	

FAX TRANSMISSION

"IN OTHER WORDS"

Moshav Shorashim

D.N. Migav 80164

Fax 04-902416

Number of pages including this one: 4

Date: 20/6/91

From: Marc Rosenstein

To: Dan Laufer 02-619951

Comment: Here it is.

Lead Communities Discussion -- Jerusalem Fellows; page 4

Discussion of Lead Communities Issues

Jerusalem Fellows, June 17-18, 1991

Summary of presentations by Prof. Fox, and Mrs. Hochstein:

There has been a change in the concept of the "Lead Community." The original idea of creating "prototype" communities, which would demonstrate how good Jewish education could be if massive resources and state-of-the-art research and practice were invested, has given way to a more modest, decentralized approach. A community selected for the program will be presented with a menu of projects for the improvement of Jewish education, and will negotiate a memorandum of understanding with the CIJE which will specify a package of projects to be carried out by the community with support from the CIJE. A key element of the concept is the centrality of ongoing formative evaluation of each project, so that the process is one of "natural experimentation." In order for a package of projects to be acceptable, it must fulfill three conditions:

1. It must be of sufficient scope to have a reasonable chance of having significant impact on the overall educational picture in the community.
2. Planning and evaluation procedures must be specified in order to assure the high quality of the projects.
3. The core of the package must include the "enabling options:"
 - a. ~~Lay leadership development:~~ the community must be prepared to introduce programs to make Jewish education a high communal priority (recruiting and training lay leadership, public relations effort, new approaches to local fundraising, establishing a Jewish education "lobby," intercommunal networking, lay-professional dialog, setting an agenda for change...).
 - b. ~~Personnel development:~~ the community must be willing to implement a plan for recruiting and training educational personnel and for building the profession of Jewish education in the community (feeder system, using previously underutilized human resources, serious inservice program, preservice training, improved salaries and benefits, new career paths, empowerment, networking...).

Another key component of the lead community agreement will be the provision by the CIJE of information and guidance with respect to "best practices," so that wherever possible, lead communities will include the replication of documented "best practices" in their agendas.

The CIJE will make available to the lead communities an extensive "menu" of program options (including "best practices") which it is prepared to support, including programs both in the "enabling option" core and in various other areas.

Having agreed, as a community, on a plan of action which fulfills the above conditions, and having clarified the obligation of the community to find and exploit local resources of expertise and funding, a lead community will receive services from the CIJE, to be specified in the memorandum of understanding, in the following categories:

1. Professional assistance
2. Facilitation of outside funding
3. Facilitation of inside new funding
4. Emergency professional assistance
5. Access to resources of central institutions (JTS, YU, HUC, JESNA, JCCA, etc.)
6. Setup and supervision of feedback loop.

Concerns raised in discussion:

1. Defining Success

Since the cornerstone of the the entire concept is an intensive and extensive process of formative evaluation, establishing criteria for evaluation is an important step. However, this is an extremely difficult task, requiring much careful thought before the lead community process can begin. Do we focus on long-term, large-scale goals such as reducing intermarriage and increasing commitment, or rather on more measurable outcomes such as improving teacher -- and student -- retention? Is success only measured in terms of student attitudes and achievements, or can it be seen in improvements in institutional quality without reference to student behaviors and beliefs? Must we develop absolute criteria, or is it sufficient to measure change relative to a baseline? Should the CIJE establish a universal set of criteria for success, or should each community -- or even each constituency within a community -- have its own standard?

2. Communal politics

The CIJE will obviously work through the local Federation. It will thus be necessary for the Federation to be accepted as the central authority in Jewish education, representing a broad coalition of agencies. In some communities, there are long-standing attitudes and relationships which militate against the establishment of such a structure. The lay and professional leadership of educational institutions may resist relinquishing sovereignty to a centralized authority, especially when exerted by a body which many of them perceive, for historical reasons, as indifferent, or even hostile to their interests. Moreover, the tensions between "denominational" groups may also be obstacles. In general, the process of coalition-building may be difficult in some communities, requiring time, sensitivity, and care. A coalition which is held together only by the promise of funding may be too riddled with reservations and suspicions to allow the community to function effectively.

The CIJE will need to be sensitive to the danger that projects agreed to by communal leadership may be perceived by local agency leaders as "imposed from above."

3. Inside vs. outside evaluation

What should be the relationship of the evaluation professional to the leadership structure of the local community and to the CIJE? How will local agencies and their leadership respond to an "outside evaluator?" Will their responses be influenced by ego needs and vested interests? Should the evaluator(s) be employees of the local community? How do we insure impartiality and avoid conflicts of interest?

4. Clarification of benefits to community

It will be necessary to make clear to communal leadership that what the CIJE has to offer is qualitatively different from what existing central agencies can supply. If the emphasis is on consultative services, on "advice," there is the danger that the community will not be impressed. It may be that specific funding commitments will need to be included in the memorandum of understanding between the CIJE and the community, in order for the community to be motivated to take on obligations for change and for the allocation of its own resources (e.g., requiring a community to raise teacher salaries as a condition for receiving consultative services -- when the community has been suffering from frustration at its inability to fund the increased teacher salaries it believes necessary -- may not be an attractive bargain).

5. Failures

In the natural sciences, experiments sometimes have "negative results," disproving the hypothesis being tested and thus adding to the overall bank of knowledge. Will it be possible for the "natural experiments" of the lead community to have "negative results?" Does ongoing formative evaluation prevent this possibility, by continuously modifying the experimental program in order to achieve success? How will we relate to and publish information about programs which "fail" beyond repair and must be terminated?

6. Replicability

Assuming that part of the purpose of lead community experimentation is to test and perfect programs which may then be introduced into other communities, the problem of replicability must be addressed. Means of evaluation and documentation must be developed which separate out the effects of generic and specific characteristics of communities, and which can identify, in communities wishing to implement a tested program, those factors which might support -- or sabotage -- the implementation.

THE FUTURE OF THE COMMISSION/CIJE

**Basic questions raised in the Mandel Institute staff meeting
on January 15, 1991**

1) WHAT IT WOULD TAKE TO SUCCEED AND WHAT IS PRESENTLY AVAILABLE: How much time,, funding,, manpower,, research background,, educational expertise,, consultative support,, and vision will be necessary for the recommendations of the Commission to be successfully implemented? How do the answers to this question compare with the present resources of the American Jewish community in general and the CIJE in particular? What can be done to bridge the gap between the necessary components for successful implementation of the Commission's recommendations and the current conditions in the field?

2) WHAT IF THE CIJE IS NOT CAPABLE OF FULFILLING ITS TASK: If the CIJE is incapable of implementing the recommendations of the Commission,, does this mean that they cannot be implemented at all? Are there a number of stages which must be passed before the CIJE can properly begin its work ((e.g. locating and/or training people to take leadership roles in the implementation mechanism or setting the stage for change by engaging the community in a discussion on the Philosophy of American Jewish education?)) Is there any other implementation mechanism which could take on the responsibility for seeing the recommendations through?

3) THE ROLE OF ISRAEL: What should the role of the Jewish educational community of Israel and the Mandel Institute be in the implementation of the recommendations of the Commission? If either or both must take on a central role in order to successfully implement the recommendations of the Commission,, how does this redefine the task of Jewish education in America and the mission of the CIJE?

4) CONSEQUENCES OF FAILURE AND/OR CHANGE IN APPROACH: How would the momentum and promise of the Commission be affected if:

a) the CIJE failed in its task of implementing the recommendations of the Commission?

b) the CIJE only partially succeeded in implementing the recommendations of the Commission

c) the CIJE developed a workplan the first ten years of which would be devoted to developing the critical mass of senior personnel necessary for the implementation of the recommendations of the Commission?

d) the CIJE was replaced by an Israeli-based implementation mechanism?

DATE: 6/6

TIME: _____

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Street Address _____

City _____ State _____ Zip _____ Country _____

FROM: FAX NO. 415 341-9962

Name CONRAD LEVI

Company _____

Tele. No. () _____ Ext. _____

Dear Seymour + Annette -

I thought you'd be interested in
the attached.

Mf's C&K
Jimmy

What may be sacrificed to some extent is the emphasis on creating dramatic, radical, and all-encompassing change. However, my reading of the developing literature on "restructuring" in general education -- the "hot topic"

2

in current educational reform and the closest analogue to what we are aiming at -- leads me to believe that even major restructuring is achieved over a period of time through a number of smaller-scale changes, provided that these are guided by and integrated into a larger strategic framework. Thus, I think it is possible for CIFE to promote a vision of a dramatically altered educational system, but to highlight equally the concrete, manageable steps by which such change is likely to take place given the realities and limitations of our current system. It appears to me that this is what Annette has in mind, and I would support this.

I would also suggest that the following elements be further developed in the new network:

- 1) The concept of networking among the various communities and institutions engaged in projects under the Lead Communities rubric. The relations should not only be to the center (i.e., CIFE), but among the participants. This is a feature generally lacking in current new initiatives in Jewish education, although some progress is being made.
- 2) The idea of trying to seed multiple projects in specific areas, i.e., encouraging several communities/institutions to try similar or different approaches to achieving the same goals. This will be useful both for learning what works better and for assisting in dissemination (what factors may affect the success of similar programs in different settings).
- 3) The role that movement-sponsored projects might now have alongside locally based efforts. Here is where a project involving a number of Schechter schools, or Reform supplementary schools, or JCC summer camps might fit into the overall development plan.
- 4) The relationship between the CIFE-developed project list, and ideas for projects generated by the communities and institutions themselves. I would like to see a more "naturalistic" evolution of specific projects out of the planning process, with active guidance and suggestions coming from CIFE, but not a "Chinese menu" of projects that would simply involve choosing one from A and one from B. This part of Annette's proposal is not clear to me.
- 5) The role of the national agencies, particularly JESNA, the JCC Association, and CJF. I don't see any mention of this in Annette's proposal, and, as you might expect, I'd like to see this thought through and clarified as we develop the plan, and not as an afterthought.

I hope these comments are helpful. To reiterate: I prefer the

3

new formulation to the old, and would be happy to be part of the discussion aimed at fleshing it out.

I look forward to seeing you in a few weeks.

DK

#1
NEWMAIL

17-MAY-1991 18:24:56.03

From: HULTICC::BITNET%<GAMORAN@WISCONSSE>"
To: ANET@HUJIVMS <=> GAMORAN@WISCONSSE (M GAMORAN.MAIL
EBCDIC)
CC:
Subj: RE: mail

Received: by HUJIVMS via NJE (HJMail-V6a); Fri, 17 May 91
18:24:55 +0300
Date: Fri, 17 May 91 10:23 CDT
From: <GAMORAN@WISCONSSE>
Subject: RE: mail
To: ANET@HUJIVMS
Original_To: Jnet%"ANET@HUJIVMS"

I would be happy to continue our conversation in a conference
call.
However, I'm not available June 2 or 4. (Ironically, I'll be
in Cleveland
for the Jewish education research network conference!) How
about later
that week: June 5, 6, or 7? Or, we could "converse" via e-
mail..

MAIL>

SUMMARY OF INTERVIEW WITH HUGH CLINE, DIRECTOR OF RESEARCH
AT E.T.S. IN PRINCETON and with
EZRA SULEIMAN, I.B.M. PROFESSOR OF INTERNATIONAL RELATIONS &
DIRECTOR OF THE COUNCIL ON REGIONAL STUDIES
AT PRINCETON UNIVERSITY, PRINCETON NEW JERSEY

April 15., 1991

The interviews were individual ones with SF and AH.

The most important thing that I think we learned out of these interviews is that we have to get our group that's going to undertake the thinking and deliberation about this going right away. I see what could have happened if we already had had an encounter between Suleiman and Mike Inbar today, as to what we would have gotten from that. And the serial interviews and the meetings that we're having with Ami and Zeev are of the greatest importance; this can simply enrich them. And we have to begin to get a group of people. This fits into the kind of questions I was asking Cline at E.T.S. about who he would bring together. So who are the people? They probably are some of the people that Ami and Zeev have interviewed successfully to this date. And it may be that this is the time already to bring in the Eisenstadts and others into the conversation.

What did we find out in these two interviews today? First of all, we found that nobody is doing nothing - that except for what's going on in France and Cline said something about Scandinavia -- I'm not sure it's worth looking into -- but Thorsen Husein, whom I know in Stockholm, is probably worth at least corresponding with. We had heard from Mike already about the Italian attempt. Today we heard from Suleiman that it failed. After we read Suleiman's book, we may find about some other examples. I was reminded today about England by Suleiman and I think we should look into what took place there because certainly an "old boys network" has been established there.

Now going back to my memory of the conversation with Cline, which will be probably supplemented by our notes, Cline reminded us of the army. And I think we have to look into the army both in our country and in this country, and talked to us about the different kinds of command colleges. He also told us that he would let us know -- and I think we will have to write to him about that even now -- about somebody on the E.T.S. staff who had worked in one of the command colleges. They seem to be successful places for developing the leadership of the armed forces. It is probably true in Israel as well.

Then he was not able to find any other places that were particularly useful,, except the short-term programs that were used in industry. I don't think that Cline's answer was complete enough about the corporate world. And I think we should look into what's going on in the Ph.D. and M.A. programs of the corporate world to see whether there is anything there of significance. It's certainly worth a conversation with Rand and he gave us the names of people at Rand that could be helpful.

As to the curriculum, both Suleiman and Cline saw the strengths of the Ecole Normale approach and the more practical Harvard Business School case study approach, and added to here since mid-career with mentorships that we would use. From Cline we learned that there is little research, and he claims little theoretical literature. Suleiman on the other hand claimed that the theoretical literature was ample, but had stopped at a certain point. And I think when we write to Suleiman we should ask him for what that literature is on elites in relationship to intervention and training for them.

Cline argued strongly for developing a research program from the very beginning mainly leading to horizontal research, long-term research. His suggestion for a portfolio for the interview really is not much far advanced than what we have been doing for the Jerusalem Fellows,, but I think we ought to reconsider that. And certainly the notion of developing a team of people that would look into, would both develop what goes in the portfolio and would evaluate that portfolio more systematically.

I don't think there's anything else that Cline had to offer to us. Suleiman, besides us discovering that he wrote the book in English on elites called Elites in French Society, which we now have a copy of,, warned us about the trade-offs in undertaking this program (although he made it very clear that he was supportive of the idea, particularly in a centralized society).. Among the dangers that he mentioned was the question of the old boys network becoming a source of conservatism and a vested interest unto itself.

Both of these people we should remain in touch with. I think they are certainly both interested in any kind of ongoing relationship that we might suggest if we wanted it, and I think we should continue the conversation with them.

None of them had too much to say about curriculum.

Fellows Simulation

Monday, June 17
Tuesday, June 18

8:30-2:30
12:00-1:30

Backup Materials ((Caroline))

1. Pads & pencils
2. Background papers of Commission on lead communities
3. Time to Act
4. Inventory
5. LC paper (AH)
6. AH — additional paper
7. Simulation paper — AH

Program (8:30-10:30 — 2 hours)

1. Intro
2. Discussion on contract
3. Write outline of contract
4. Discuss process

((10:30-12:30))

5. Contract — Presentation of current concept
6. Introduce brainstorming
7. Brainstorming session on mandatory programs and optional
8. Lotus — Estelle
9. Lunch — 12:00-12:30

((12:30-2:30))

10. Ranking principles
11. Ranking exercise
12. Tabulate results
13. Open discussion on principles

Day 2: 12:00-1:30

1. Results to be discussed
2. New ranking?



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Name Annette Hochstein

Company _____

Street Address _____

City

State

Zip

Country

FROM: FAX NO. () _____

Name Ginny Lay

Company _____

Tele. No. () _____ Ext. _____

Annette =

Steve will not have his list of issues ready to fax in advance off the telecon. He suggests that you have copies of your April 30 memo to SF on lead communities in front of you. We will review it and Steve will raise the issues, as appropriate.

Talk to you T. Jones

Ginny

April 30,, 1991

To: S.F.

From: A.H.

Re: Lead Communities

We are now looking at modified strategies for the Lead Communities,, as well as for the monitoring,, evaluation and feedback loop. It is these modifications that I will attempt to describe..

1. Strategy for the Implementation of Lead Communities

Description: A Lead Community will be a site that will undertake the implementation of a major development and improvement program of its Jewish education.. The program -- developed with the assistance of the CIJE,, will involve a package of products in the areas of lay and professional leadership,, of educational personnel development and of Israel experience.. It will be carefully monitored and evaluated,, and feedback will be provided on an ongoing basis.. Several Lead Communities will be established.. Among this list there will be required elements (e.g. Universal in-service education; recruiting and involving top lay-leadership; maximum use of best practices; etc..) Each Community will also choose from a list of programs that will be considered optional but important.. Each will select a package of projects most suited to meet its needs and resources,, and likely to have a major impact on the extent and quality of Jewish education provided. The CIJE will make a master list of projects available and will determine the conditions for participation as a Lead Community.. This will ensure that each Lead Community undertakes a program of a scope and quality likely to bring about major improvement..

The CIJE's inventory of ideas and projects may also be offered to several additional communities for the implementation of limited programs of improvement.. The CIJE will determine the conditions for participation in this "second tier" program..

The goal of the above strategy is to bring about a large number of experiments in diverse communities who will be offered significant choice,, while they are being carefully guided. These experiments will be accompanied by an extensive data collection and analysis effort aimed at determining which programs and combination of projects are most successful and which ought to be changed. The more successful ones will then be offered for replication in additional communities..

This strategy differs in several ways from the original conception of Lead Communities (which was never fully articulated -- see background papers to the February 14, 1990 meeting of the Commission on Jewish Education, p.18-24)::

1. The original conception entailed comprehensive development, with massive investment of human and financial resources, in one to three communities. The present strategy involves more communities in large scale development -- however not necessarily as comprehensive as previously considered.

2. The original conception was more centralized, with the concept of Lead Community developed by CIJE staff and consultants. Lead Communities would then plan the implementation in accordance with local needs. The present strategy leaves a much larger margin of choice to local communities. They will decide which projects to select from a master list for implementation. Moreover, communities not defined as Lead Communities may decide to implement experimentally a small number of the above projects.

3. In the original conception Lead Communities were viewed as "labs" where solutions to problems would be developed under nearly-optimal conditions. Currently we are suggesting a less directed approach, where alternative conceptions will be tried in a process of "natural experiments".

4. In the original conception, evaluation -- playing its conventional role -- would assess implementation and its impact, and successful programs would be subsequently offered to the community-at-large for replication. The current conception places data-collection on implementation at the heart of the endeavor. Its role is to identify -- as early as possible -- but also for the longer term, those programs and mixes of projects that appear to be most promising, and to recommend policies for their diffusion and replication as early as possible. Research -- the ongoing monitoring and evaluation of the many projects underway, has as one of its goals the rapid identification of the more successful programs. The others may be dropped.

2. Implementing the Strategy

Implementation of the proposed strategy involves several steps prior to the selection of Lead Communities, as well as changes in the selection and implementation process:

1. The strategy will be articulated (in writing) and circulated for comments.

2. It will be discussed with MLM, with staff, and subsequently with the Senior Policy Advisors and with the Board of the CIJE.

3. The roster of potential resources for the content work with communities must be developed and people must be recruited. This

requires a definition of the tasks involved and,, designing an induction and on-going work program.

4. The Best Practices process should be initiated as soon as possible.

5. An inventory of elements to be included ((the comprehensive list) must be established.

6. The conditions for participation in the project must be carefully determined and spelled out.

7. A strategy for the recruitment of Lead Communities must be determined. It would appear that the current approach lends itself easier to a broad "call for proposals."

8. The entire process requires a careful simulation. Staff will play out this strategy in particular as regards the implications for funding and for personnel. ((Is this a feasible strategy, for what scope?))..

9. The research program must be established: A director recruited; a steering committee established. It is important that the researchers be involved in setting the terms for the project, since these terms will impact significantly on research.

10. The respective roles of CIJE staff and of Mandel Institute consultants needs to be re-defined.

3. Suggested Schedule

1. Planning: May-July 1991

2. Board and Senior Policy advisors: August 1991 1991

3. Publication of the plan, call for proposals, initiation of the candidacy/selection process: September 1991

4. Planning the communities

5. Announcements

MEETING -- MLM-SF-AM, NEW YORK, APRIL 7, 1991

RE: CIJE

1. The HUC proposal will be approved.
2. We discussed the role of JBU as possible "cop" for training endeavors..
3. A masterplan will be prepared on training (possibly JBU?)..
4. The statement will be made forcefully that quality control is the role of SF/AM.
5. The JESNA database proposal was discussed and the issue of the difference between a database -- essentially a repository of information and a easy retrieval and access system -- was discussed versus the notion of building a research capability for North America, which is certainly not what we had in mind for this proposal.
6. The CIJE:
 - a. The 3 alternatives were presented by SF. The clear choice is the second alternative. The implication is that we have to look for a good leader instead of a "great man.." Searching for the good leader is now a key task of ours..
7. REVIEW OF MY MARCH 1991 REPORT

Discussion of the last paragraph re: the management of the Institute

A candid conversation.. Distinction between TEACH and TRAIN versus DIRECT AND CONTROL. See notes about who to relate to, in what mode and when.
8. We discussed the budgets..
9. We discussed the presentation on Wednesday morning at MAF. SF will give a historical overview of how we got to where we are, whereas I will present the projects.

10/3/91

VARIOUS CONCEPTIONS OF THE CIJE

During the past weeks a review was undertaken of the CIJE, its work, the role of the Mandel Institute in this work, prospects for the future, anticipated outcomes.

Discussions involved several issues:

* What would it take to implement the recommendations of the Commission and bring about the transformation hoped for by the Commission? What level of professional leadership, vision, drive, expertise are required? What resources, what power and what communal support will make good of expectations?

* Does the CIJE - as currently conceived, have the resources (human and financial) to meet this challenge. Can the transformation of the Commission's vision into actual programs be carried out within the framework of the mechanism now in motion? If yes what will it take to get actual work started? If not, what alternatives are available? Should the targets be changed? Should a different level of resources be made available?

* What should be the role of the Mandel Institute in the work of the CIJE. Advisor, at about half the intensity of the work for the Commission? The source of all written materials? The source of initiative? The locus of expertise? The place where decisions are taken? Should it rather have a more remote and re-active role: respond to the work of the CIJE, give advice and guidance, ensure monitoring and evaluation? What proportion of the Institute's - and that of its key staff - should be directly allocated to the CIJE and what proportion indirectly (most Institute projects are of direct importance to the work of the CIJE, but at a higher level of conceptualization and generalization (e.g. the education of educators))

* What is the place of Lead Communities under various scenarios? The Lead Community should be considered both within the context of the need of lab for the Mandel Institute, and the optimal setting for the implementation of the Commission's recommendations. It is NOT discussed here -- will be in the next version.

Several alternative responses are being developed for consideration. The following is a brief overview.

ii. Implementing the full plan -- with a view of bringing about systemic change.

a. It is now apparent that implementing the Commission's plan - and thus affecting the quality of education and the direction of the trendlines -- will take a gigantic effort.. The personal leadership, vision and drive of a professional head seem to be a pre-requisite. What would it take to find and recruit such a person in North America? A paper will be prepared to outline what is involved in implementing the plan,, however it is already clear that this great effort will require appropriate staff and appropriate resources,, beyond what was initially planned.

b. This "full implementation" alternative would probably involve a collaborative relationship between the CIJE and the Mandell Institute,, with the Institute helping to launch the work,, providing expertise when turned to and taking responsibility for the monitoring and evaluation function.

2. Implementing several pieces -- after an assessment of what can be accomplished

a. Rather than undertake the whole plan, a hard look should be taken at what can be accomplished under the current terms. Elements of the original plan should be selected for implementation (e.g. selected personnel training;; recruitment;; selected actions for affecting the climate;; targeting new leadership and recruiting them).. New targets should be defined and assessed -- understanding that the scope of the impact will be different from that envisioned,, but also that the more limited plan will only be undertaken if likely to bring about agreed upon results. An analysis will be undertaken of what can be done and of what this will require.

b. This "limited implementation" alternative will require that the Mandel Institute work closely with the CIJE staff at defining and launching the work. Expertise and guidance will be provided on an ongoing basis,, some CIJE staff training may take place in Jerusalem,, setting up a monitoring and evaluation process will be the responsibility of the Institute.. This alternative may require substantial involvement until the CIJE is fully at work.

3. Focus on facilitation and coordination of the work by others, on a limited version of the recommendation on personnel and on a 'educational indicators' project

a. The "facilitation and communications" alternative takes a minimalist view of implementation. The CIJE will become a facilitator and a source of communications on Jewish education. A project will be developed to devise indicators for the field of Jewish education. This project, based perhaps at the University of Chicago,, will monitor changes occurring in the field of Jewish education (e.g.increased foundation moneys for educational programs, rise in enrollment in training programs, improved profile

of teachers,, decline of supplementary schools,, rise in participation in Israel programs,, declining intermarriage figures...)) and will disseminate its findings. In addition the CIJE will focus on a limited personnel training project.

b. In this scenario the Mandel Institute will have a very limited involvement,, giving guidance to the "indicators" project, and the personnel project only. The issue of Lead Communities would arise,, but within a different context..

OCTOBER 4, 1988

48

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..

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
Board of Trustees
Expected Attendance
April 9, 1991

Charles Bronfman		Esther Leah Ritz
Gerald Cohen		Arthur Rotman
John Colman		Isadore Twersky
Shulamith Elster		Jonathan Woocher
Max Fisher	7	Bennett Yanowitz
Seymour Fox		Henry Zucker
Charles Goodman	??	
Alfred Gottschalk		
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Thomas Hausdorff		
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Stephen Hoffman		
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Name ANNETTE HOCHSTEIN	Name GERVAINY LENDI
Company _____	Company _____
Street Address _____	Tele. No. () _____ Ext. _____
City _____ State _____ Zip _____ Country _____	

Annette -

Here, for Gervain + SF, are a memo that we sent to CIFE board members today (minus enclosures); a current list of board members, and the agenda for our Wed. telecon.

Talk to you then.

Henry

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

1150 Euclid Avenue
Cleveland, Ohio 44115
216/366-9700 Fax 216/861-1730
(Temporary Address)

~~Interim Chair~~
~~Morton L. Mandel~~

~~Chair~~
~~Morton L. Mandel~~

~~Acting Director~~
~~Stephen H. Hoffman~~

~~Confidential Officer~~
~~Dr. Shulamith Elster~~

TO: CIFE Board Members
FROM: Morton L. Mandel
DATE: April 1, 1991

Preparations for our first meeting of the board of the new Council for Initiatives in Jewish Education are moving ahead. Our gathering is planned for:

TUESDAY, APRIL 9, 1991
12 NOON ■ LUNCHEON

COUNCIL OF JEWISH FEDERATIONS OFFICES
730 Broadway
New York City

Our Acting Director, Steve Hoffman, has been working with a number of consultants and education professionals. They have given some initial thought to how we might proceed in implementing the major recommendations of the Commission's report, A Time to Act.

Enclosed are a draft mission statement and the minutes of two advisory group meetings. The first meeting was held in Jerusalem with a few of our consultants in early January. The second was held recently in New York, by our newly formed professional advisory group. I am enclosing a list of our professional advisors. Many of the names will be familiar to you, but I think you'll be pleased to find some new ones joining in our work.

Our staffing effort continues. As previously announced, Dr. Shulamith Elster, Headmaster of the Charles Smith School in Washington, D.C., will be coming aboard as our chief education officer on July 1. We are continuing to search for a planning director. Also, at our board meeting we'll discuss a search process for a full-time director.

Here's the preliminary agenda for our meeting:

I. CJJE OPERATIONS

- A. Structure
- B. Finance and administrative issues
- C. staffing

II. ACTION PLAN FOR NEAR TERM

- A. Lead communities
- B. Pre-professional and in-service training
- C. Research capability
- D. Best practices

III. FOUNDATION COMMUNITY CONTACTS AND ISSUES

- A. Initial bridging efforts
- B. Current Foundation initiatives

We've made good use of the time since the Commission ended in November. And, we have done so with a part-time staff, and generous assistance from our partners at CJF, JESNA, and the JCC Association. The enclosed materials frame a number of questions as to how we should proceed with lead communities, developing a research capability, and the like. We plan to have a number of proposals for action to put before you on the 9th. We should have a full and fruitful discussion.

Warmest regards,

Enclosures

Council for Initiatives in Jewish Education
Board Members
As of 3/28/91
(In Formation)

Name	Name
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Mr. John Colman 4 Briar Lane Glencoe, IL 60022 ph: 708-835-1209 fax: 708-835-4994	Mr. Thomas Hausdorff The Jim Joseph Foundation 494 Salem Street Paramus, NJ 07652 ph: 201-599-0674 fax:
Mr. Irwin Field Liberty Vegetable Oil Company P.O. Box 4236 Cerritos, CA 90703 ph: 213-921-3567 fax: 213-802-3476	Mr. David Hirschhorn The Blaustein Building P.O. Box 238 Baltimore, MD 21203 ph: 301-347-7200 fax: 301-659-0552
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**PLANNING GRANT PROPOSAL
for
NORTH AMERICAN JEWISH EDUCATION DATABASE**

Background

In recent years the organized Jewish community in North America has come to see Jewish education as the key to Jewish continuity and survival and a primary guarantor of the quality of Jewish life. Consequently, providing effective Jewish education for all segments of the population has attained a high priority on the communal agenda. Jewish education is no longer viewed as a "private enterprise" (of concern only to parents, children and Jewish educators) and as an ideological or school-based responsibility, but rather as a communal focal point.

Decision making about Jewish education is widespread and decentralized. Many decisions are being made and many people and bodies are making those decisions. <Examples>

It is self-evident that decision-making can only be most effective when informed by ... <Examples of kind of info needed upon which to base decisions>

<General areas of Jewish educational decision-making, and data that is needed.>

<What is the most effective and efficient way for the Jewish community to collect and disseminate the kind of timely, sufficient data needed for decision making?>

In order to make informed decision re: best ways to provide such timely, comprehensive and accurate data we need information re:

- information needs of potential decision-makers and their advisors
- models for collecting data and information (centralized vs. sub-contractors)
- models for organizing analyzing data and information (other databases and clearinghouses)
- models for providing access to and disseminating data and information

Proposal

We are applying for a grant to support a planning process to determine how to develop the most effective and efficient data resource on Jewish educational matters for the North American Jewish community.

Areas of inquiry:

- identification of potential users
- inventory of potential user's data and information needs and desires
- collection and review of existing models for collecting data and information
- collection and review of existing models for organizing and analyzing data and information

- ♦ collection and review of existing models for providing access to and disseminating data and information

Based on analyses of results of inquiry, will proposed model for North American Jewish Education Database

Timetable

Envision six month process.

Month 1-2	Identification of potential users and inventory of their data and information needs and desires
Month 3-4	Collection and review of existing comparable databases and clearinghouses
Month 5-6	Development of proposed model for North American Jewish Education Database

Staff

Director of Research, JESNA
 Director of Research, JCC Association
 Research Intern

PARTIAL LISTING OF TOPICAL AREAS AND PROJECTS FOR NORTH AMERICAN JEWISH EDUCATION DATABASE

Educational Institutions and Settings

1. Systematic, coordinated method for updating enumeration and listings of formal Jewish education providers, including information on ideological sponsorship, age/grade levels served, contact hours/days per week
 - a. Early Childhood
 - b. Daycare
 - c. Supplementary Pre-Bar/Bat Mitzvah
 - d. Supplementary Post-Bar/Bat Mitzvah
 - e. Day Elementary
 - f. Day Secondary
 - g. Special Education
 - h. (Family Education)
 - i. Institutions of Jewish Higher Learning (including programs for training Jewish educators)
 - j. Adult Continuing Education
 - k. College and University Jewish Studies Programs

2. Systematic, coordinated method for updating enumeration and listings of informal Jewish education providers, including information on ideological sponsorship, age/grade levels served.
 - a. Camps
 - b. Israel Experience Programs
 - c. (Family Education)
 - d. ???

3. Organizational structure

Students

1. Systematic, coordinated method for conducting enrollment census for formal Jewish education including:
 - a. Overall enrollment figures
 - b. Enrollment by educational setting
 - c. Breakdowns for at-risk subpopulations (e.g., children of divorce, children of intermarriage, new Americans)
 - d. Capability to break down figures according to a variety of variables (grade levels, setting, ideology, comparisons between specific communities, etc.)

2. Systematic, coordinated method for conducting enrollment census for informal Jewish education including:
 - a. Overall enrollment figures
 - b. Enrollment by educational setting
 - c. Breakdowns for at-risk subpopulations (e.g., children of divorce, children of intermarriage, new Americans)

3. **Analysis of enrollment trends (including longitudinal patterns, relationships to general demographic trends, etc.)**
4. **Student recruitment**
5. **Student retention (especially post Bar/Bat Mitzvah, tracking from one type of educational setting to another)**

Educators

1. **Senior educators (Central Agencies for Jewish Education)**

- a. **Census**
- b. **Educational Background and Qualifications**
- c. **Job Descriptions**
- d. **Salaries and Benefits**
- e. **Personnel Register**
- f. **Career tracking**
- g. **Staff development**
- h. **Job satisfaction**

2. **Senior educators (Schools)**

- a. **Census**
- b. **Educational Background and Qualifications**
- c. **Job Descriptions**
- d. **Salaries and Benefits**
- e. **Personnel Register**
- f. **Career tracking**
- g. **Staff development**
- h. **Job satisfaction**
- i. **Supervisory practices**

3. **Teachers**

- a. **Census**
- b. **Educational background and qualifications**
- c. **Job descriptions**
- d. **Salaries and benefits**
- e. **Personnel register**
- f. **Career tracking**
- g. **Staff development**
- h. **Recruitment**
- i. **Pre-service training**
- j. **Retention**
- k. **Job satisfaction**
- l. **Turn-over rates**

Finances

1. **Budget analyses for various settings and institutions**

2. Tuition and fees
3. Federation allocations to Jewish education (amounts and policies)
4. New sources for funding Jewish education
5. Financial aid and scholarships in Jewish educational settings
 - a. Policies and practices
 - b. Clearinghouse of available sources for financial aid and scholarships (particularly for higher education)
6. Per pupil costs in various settings

Governance

1. By-laws and mission statements
2. Board make-up
3. Roles and responsibilities of each of the stakeholder groups (self-perceptions as well as perceptions of other groups)
4. Relationships (school/central agency/federation/denominational organization)
5. Experiences in community-wide planning for Jewish education
6. Experiences in school-based planning for Jewish education

Learning Programs and Curricula

For each type of institution or program:

1. Educational goals and objectives
2. Structural and content analyses of school programs and curricula
3. Clearinghouse of written curricula in various areas (e.g., Hebrew, Bible, Customs and Ceremonies, Theology, Jewish History, Israel, Jewish Civics, Arts and Culture, etc.) etc.)
4. Program effectiveness (see evaluation)
5. Clearinghouse of descriptions of exemplary programs on class-, school-, and community-wide basis

Materials and Resources

1. Clearinghouse of Jewish educational materials and resources throughout the full range of media available
2. Clearinghouse (and archives) of Jewish educational research (similar to ERIC)

Evaluation and Assessment

1. Clearinghouse of evaluation and assessment instruments and methods
2. Student achievement and/or other appropriate outcomes for each type of educational program (long-term effects and short-term outcomes)
3. Student attitudes (including motivations for enrolling, expectations, satisfaction)
4. Parental attitudes (including motivations for enrolling students, expectations, satisfaction)
5. Educator attitudes (including perceptions of student and parental motivation, expectations, satisfaction with student performance)
6. Curriculum evaluation
7. Program evaluation
8. Relationship between Jewish education and aspects of Jewish identity

Other

1. Central Agencies for Jewish Education (structures, functions and services, governance, staff, budget, effectiveness, etc.)



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Seymour + Annette =

MRL W would like a PAX-CIDE symposium
on Wed., April 8, at 11:30 am in NNC (exact
location to be determined). Can you make it?

Thanks,

Annette



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S + A -

The attached letter, or variations for those who needed background papers & for those who didn't attend the meeting, have been sent out.

I'd like to add one more engagement to your schedule in Cleveland, if you're available - dinner with the Levin family. Hope you can make it on 4/10!

Gunny

COMMITTEE FOR INTERCOMMUNITARIAN
JEWISH EDUCATION

11750 Lattin Avenue
Cleveland, Ohio 44115
216/566 9200 Fax 216/861 1200

11750 Lattin Avenue
Max M. Lerner

11750 Lattin Avenue
Vinton L. Mink

11750 Lattin Avenue
Stephen H. Hoffman

11750 Lattin Avenue
Stephen H. Hoffman

March 26, 1991

Rabbi Jack Bieler
Hebrew Academy of Greater Washington
2010 Linden Lane
Silver Spring, MD 20910

Dear Jack:

I believe that the first meeting of CIJE senior policy advisors on March 12 went well and want you to know how much I appreciate your participation. I found the discussions constructive and the outcomes useful and look forward to working with you as we begin to implement the recommendations made at the meeting.

Enclosed are the minutes of our meeting. I will be in touch with you about next steps and a future meeting date following the April meeting of the CIJE board.

Best wishes for a happy Passover.

Sincerely,



Stephen H. Hoffman

Enclosure

MINUTES
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
SENIOR POLICY ADVISORS
MARCH 12, 1991
10 A.M. - 4 P.M.
COUNCIL OF JEWISH FEDERATIONS
NEW YORK CITY

Attendance

Jack Bieler, David Dubin, Shulamith Elster, Sylvia Ettenberg, Joshua Fishman, Seymour Fox, Irving Greenberg, Stephen Hoffman, Richard Joell, Martin Kraar, Sara Lee, Virginia Levi, Daniel Pekarsky, Bernard Reisman, Arthur Rotman, Alvin Schiff, Barry Shrage, Stephen Solender, Eliot Spack, Jonathan Woocher

Copy to

Robert Abramson, Josh Elkin, Robert Hirt, Morton L. Mandell, Henry L. Zucker

.....

I. Introductory Remarks

The chair noted that the senior policy advisors of the Council for Initiatives in Jewish Education (CIJE) is a group in formation. We anticipate additions to this group from the Reform movement, the Orthodox movement, and the Association of National Youth Group Directors. This group will work with the board and staff of the CIJE, contributing individual and collective expertise to the CIJE effort.

It was noted that the Commission on Jewish Education in North America chose to focus on the areas of personnel and community in an effort to enhance Jewish education for Jewish continuity. Throughout its deliberations, the Commission noted a lack of adequate data and the importance of establishing a more far reaching research component for the field of Jewish education. The role of CIJE is to take the ideas of the Commission and make them concrete through demonstration and implementation activities.

Since the final Commission meeting in November 1990, Dr. Shulamith Elster has been designated chief education officer, effective July 1, 1991, and a search is under way for a planning officer to bring expertise in community organization and social planning. Negotiations are under way for space at CJF and funds are being raised to cover the core budget of CIJE for a period of three years.

A preliminary planning meeting took place in Jerusalem in January. The minutes of that meeting were distributed to senior policy advisors and served as a basis for discussion throughout the day.

The purpose of this meeting was to determine how to move ahead with the establishment of lead communities, with efforts to build the profession, and with the building of a research capability. It was anticipated that the day would result in proposals to the CIJE board of a game plan which CIJE staff and identified experts could proceed to execute.

In the discussion that followed, it was agreed that the three directions to be discussed are interconnected and that one role of the senior policy advisors and staff is to maintain the linkages among them. Another role will be to bring the expertise of regional and national organizations to work with lead communities in accomplishing their goals.

Several advisors raised questions about the role of the CIJE in funding its initiatives. It was noted that lead communities will be expected to support a local planning effort with local funds and that the CIJE's role would be to provide expertise and to help identify funders to assist with specific implementation action. The concept of the lead community itself should energize a community and its personnel to take action for Jewish education. Advisors noted that some pool of funds available to the CIJE for implementation of lead community efforts could be important and should be suggested to the board.

II. Review of Working Papers

Senior policy advisors spent most of the day in working groups, each reviewing preliminary papers on one topic, and concluding with the following recommendations.

A. Lead Communities

1. How will Lead Communities be Identified?

Two possible approaches will be recommended to the board. The first, described as the buckshot approach, would invite any community in North America to apply to be a lead community. The second approach is to ask senior policy advisors to identify 10-12 communities with the potential to succeed, and to invite them to apply. From the applicants, 3-5 communities would be selected.

2. What Criteria should be used in Selecting Lead Communities?

The following criteria will be considered in selecting lead communities.

- a: City size
- b: Geographic location
- c: Lay leadership commitment

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- d. The existence of a planning process
- e. Financial stability
- f. Availability of academic resources
- g. Strength of existing institutions
- h. Presence of some strong professional leadership
- i. Willingness of a community to take over the process and carry it forward
- j. Replicability
- k. Commitment to coalition building (synergism)
- l. Commitment to innovation
- m. Commitment to a "seamless approach," involving all ages, formal and informal education
- n. Commitment to the notion of *Cial Yisrael* - willingness to involve all segments of the community
- o. Agreement with the importance of creating fundamental reform, not just incremental change

3. What will CIJE bring to Lead Communities?

- a. Expertise of CIJE staff and planning teams
- b. Help with the cost of outside experts
- c. The ability to link projects with potential funders

4. Required Program Areas to be Addressed by a Lead Community

- a. Programs to train personnel
 - b. Lay leadership development
 - c. Israel program development
- There was discussion about the value of pointing to a single program area. It was suggested that not all lead communities need focus on a single program area. This is to be discussed further.
- d. An ongoing focus on goals and philosophy
- Advisors felt that this area should be a focus of planning teams, but might not be a necessary precondition for every lead community.

5. Best Practices

It was agreed that work should begin now to identify an array of successful approaches for possible implementation by lead communities. Each "best practice" would be accompanied by the names of one or more experts to be consulted.

It was suggested that the CIJE periodically convene representatives of the lead communities for workshops on how best to treat a program area such as early childhood, family education, media and technology, etc.

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It was suggested that each community be assigned an "account executive" and a team of experts to work with it. It was further agreed that the senior policy advisors would maintain close contact with this team and with the lead communities to provide quality control.

B. Training

The working group on training identified the following concerns for further consideration:

1. Recruitment

What type of recruitment activities should be undertaken? How can these reflect the variety of needs within the field? How many students can current programs accommodate? What efforts can be undertaken to enhance the profiles of the training institutions?

2. Definitions of "professional"

How should "professional" be defined? What are the elements of a working definition: full-time vs. part-time, professional training programs, certification, appropriate compensation?

What is the role of the professional school in the building of the profession? What role can professional organizations play? How can this definition reflect the "stratification" of the field and differentiated staffing within institutions?

3. Training objectives

What is the mission of current programs? How is this mission articulated? What is their "vision" of the profession? What should be the objectives of training programs? Should programs train for current needs and current delivery systems? Should institutions be working to design programs to prepare personnel to meet future needs?

4. Training

The training of professionals for Jewish education should be thought of as a continuum: pre-service/professional training--in-service/ continuing education.

What alternatives exist to degree granting programs? What training needs can be met through continuing education units? How can these programs be implemented--local sites, CAJE?

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5. Standards for training and for the profession

How can standards of "excellence" be implemented? " 'Good enough' is not acceptable."

6. Selected research issues

Identification of the qualities,, or character traits,, of highly regarded educators to serve as models of professionalism.

Identification of inhibiting and enhancing factors that contribute to participation in in-service and continuing education programs..

The impact of participation in continuing education activities and in-service programs.,

Building the Profession should include a thorough examination of all of the above..

7. Next steps

- a. The important first step is the mapping of the field--including a full description of training opportunities and identification of the needs of those currently working in the field..

A study should be made of available and unfilled positions in the field and projections made as to needs five and ten years out..

- b. Recruitment strategies should be developed to meet these needs and programs developed at the training institutions to meet the training needs of the recruits..

- c. The research agenda should include issues related to the building of the profession..

In the discussion that followed, it was suggested that it will be difficult for communities to provide professional training to part-time educators in the same way that full-time educators are prepared. Each lead community might look at particular ways of training and upgrading part-timers..

It was suggested that one goal of the effort to build the profession might be to create careers within the synagogue setting. There should be room for one to two full-time people in most synagogues to focus on classroom education, family education, etc. These positions would require a special kind of training.

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In this same context, it was noted that we anticipate the lead community concept identifying new kinds of personnel, which will require new training systems.. We need to think creatively..

C.. Research and Development of a Data Base

It was suggested that priorities for research include the following:

1. Development of an Agenda

A researcher working with staff and an editorial board should map out what is currently available, creating a blueprint or framework for further study..

- a. A research agenda should be defined in reference to the CKJE's other agendas..
- b. Any mapping or planning process should involve those currently working in the field.
- c. This study should be done in the context of various definitions of research, e.g. experimental research anticipated in the framework of lead communities should be included.
- d. This should show how research can lead to better practice and professionalism. The challenge is to effect change,

2. There is a need to develop a data base as quickly as possible. This can be accomplished by bringing together a group of experts (JESNA and JCCA have people available) for brainstorming, consultation, and preparation of a paper. They should identify the audience--the key decisionmakers--and determine what they need to know. They should indicate what this data bank will do for Jewish education.

During the consultation phase the team should talk with the experts involved in data gathering, talk to people in the field to be sure that the data is needed, and be honest about what is available and what is not. It will be important to clarify such terms as formal and informal education so that everyone is talking about the same issues.

3. Research should play a central role in the work of the CIJE. The CIJE should serve as a model, showing that good education planning flows from a strong research program. It was suggested that one member of the CIJE staff serve as coordinator of the research effort.

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4. Next Steps

Based on the foregoing report it was suggested that a researcher be identified now to prepare a map of the field and that a group of JESNA and JCCA staff be asked to move ahead quickly to prepare a paper on the data base for possible presentation at the April 9 CIJE board meeting.

III. General Discussion

In the short time that remained at the conclusion of the reports, general comments were invited.

It was suggested that an issue to consider in the future is the need to create a market. This encompasses the issue of how to attract to Jewish education those people not at all involved with the current system. In this context, it was suggested that each lead community be encouraged to include a marketing component in its efforts.

The CIJE staff will now move ahead to implement some of the specific steps recommended at this meeting. This will be done in consultation with senior policy advisors.

Future meetings of the senior policy advisors will be scheduled for early summer and early fall.

**PRELIMINARY WORKING PAPERS FOR DISCUSSION BY CIJE
SENIOR POLICY ADVISORS: NOT FOR DISTRIBUTION**

**STRATEGIC PLAN FOR THE DEVELOPMENT
OF LEAD COMMUNITIES**

SOME ISSUES TO BE CONSIDERED

I. BACKGROUND

The Commission on Jewish Education in North America has recommended the establishment of three to five lead communities..

A. Lead communities will be model communities.. In the lead communities,, the CIJE hopes to demonstrate what can happen when:

- o a community has outstanding personnel
- o Jewish education is recognized as important
by the community and its leadership
- o necessary funds are available

These communities will serve a "leadership function" for other North American communities.. As laboratories for educational practices and policies, they will function as test sites for "best practices" -- exemplary and excellent programs in all fields..

Each lead community will be required to undertake a process to redesign and improve a wide array of intensive educational programs..

Through feedback, evaluation and close monitoring, the innovations developed in the communities will be diffused throughout the continent..

II. THE CIJE ASSIGNMENT

A planning process will systematically develop the concept of "Lead Communities".. A CIJE sub-committee staffed by educators and planners will guide the process..

The plan should include:

1. A description of alternative conceptions of a lead community.. Two models are discussed in Appendix A.
2. A re-examination and amplification of the assumptions upon which the concept is based.
3. Recommendations to guide the work with lead communities ((Appendix B)).

4. Criteria for the selection of lead communities.
5. A method for the selection of lead communities.
6. Suggestions for an appropriate local mechanism for work with CIJE to establish the lead community and to coordinate on-going activities.
7. An assessment and diagnostic tools to assist communities in self-study and the preparation of a local educational profile.
8. A program for the development of best practices.
9. The rosters of experts for work with the communities in each programmatic area (e.g., supplementary school, day school, etc.).
10. For training and consultation purposes: A design for the relationship between lead communities and continental and regional institutions, the denominations and their training institutions.
11. Recommendations for the development of community leadership to guide and support the lead community.
12. A process for building contacts with foundations interested in supporting specific categories of innovative programs.
13. A mechanism to maintain- in partnership with CIJE - a feedback-loop to monitor and guarantee ongoing program evaluation.
14. Recommendations for diffusion of the findings on the impact of programs in the communities. This should include recommendations on the ideal relationship and method of communication between lead communities and other interested communities, and between institutions and organizations during the period when ideas and programs are being developed.
15. Alternative scenarios of how a lead community might work (Appendix C).

APPENDIX A

LEAD COMMUNITIES: TWO POSSIBLE MODELS

- A. A lead community could be all of the Jewish educational institutions of an individual community. One to three such sites could be established. Each would require the participation of minimum number of institutions OR a substantial number of the educational institutions in the community (e.g., early childhood programs, supplementary schools, day schools, JCCs, Jewish studies programs of local colleges and universities, adult education programs).
- B. Several lead communities could be established each of which could have a different focus within Jewish education by ages (e.g., elementary school age), by institutions (e.g., day schools), or some combination.

For example, three lead communities could decide to focus on early childhood, supplementary and day schools. Three others would focus on the high school and college-age programs, and three additional on JCCs, summer camps and Israel Experiences. Thus, a significant portion of the map would be covered by this approach.

- 4 -

tested, they will be carefully monitored and subject to critical analysis. Openness and creativity, monitoring and accountability are not easily accomplished, but are vital to the concept.

6. EVALUATION

Work will be monitored and evaluated to discover what can be achieved with a massive systematic investment of thought, energy, and funding. The results will serve as the basis for diffusion and dissemination.

7. DISSEMINATION

The results of work and lessons learned will be diffused throughout the North American Jewish community and to other interested communities through the world. This can be accomplished only with documentation of all aspects of the work.

APPENDIX B

WORKING ASSUMPTIONS

The Lead Community concept is based on several assumptions.

1. LOCAL INITIATIVES

The initiative must come from the local community and the key participants must be fully committed to the endeavor. The community must set for itself the highest possible standards and guarantee necessary funding. The community selected will have to develop a local mechanism to be responsible for the initiation of ideas, the design of programs and program implementation.

2. LEARNING BY DOING

The notion of a lead community assumes that it is possible to demonstrate effective approaches to specific community problems and that these can then be replicated elsewhere. Significant questions concerning innovation and implementation can only be resolved in real settings and by careful consideration of the many processes involved.

3. BEST PRACTICE

An inventory of "best practice" will be an important resource. Examples suggested by the denominational bodies, their training institutions, educational organizations, JCOA, JESNA, CJF, and other groups, together with their staffs will be brought to the site, integrated and funded.

4. CONTENT

The educational program will be guided by a carefully articulated philosophy developed by reflective deliberations on educational goals and implementation strategies. Local institutions working with the national organizations and CIFE co-sponsors and others will be invited to participate and will produce background papers on the philosophy to guide the effort. These papers will address: the problem of translating philosophy into curriculum, the texts to be studied and the teaching methods to be used. They will also be used to guide the evaluation of the program.

5. ENVIRONMENT

The community will be characterized by innovation and experimentation. Creativity will be encouraged. Programs will not be limited to existing ideas. As ideas are

APPENDIX G

AN EXAMPLE OF A LOCAL COMMUNITY AT WORK

After establishing selection criteria, the Board will consider several possible communities and choose from among them. Each community selected will create a structure to work in partnership with the CIJE. If a local commission already exists, it could serve that function.

A study of the community must be undertaken to learn about the community - the market for Jewish education, the commitment of lay leadership, and the current level of funding.

A preliminary plan would then be developed. Some of its elements must include:

1. PERSONNEL

A personnel study will show the number of filled positions full-time and part-time in all areas of formal and informal Jewish education in the community.

The study will also identify the gaps - positions that need to be created and ultimately filled. The denominations, 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 on recruitment in the Commission report and the results of a future national recruitment study will be reviewed and the community required to act on those recommendations.

Some examples:

- o Recruit appropriate local college students and contract with them for several years of work in the supplementary schools, day schools and JCCs
- o Recruit people interested in career changes.
- o Encourage general educators to train for positions in Jewish education.
- o Recruit outstanding educators (e.g., Jerusalem Fellows, Senior Educators) from outside the community to assume key positions.
- o Recruit personnel from national organizations and build a program to prepare them for positions.

for positions.

b. TRAINING

New people will be prepared for the field.

Everyone currently in the field will be involved in in-service training and professional development activities.

For example:

- o All non-professional teachers will be individually assessed (current knowledge, individual potential) and a program designed to meet their needs.
- o All professional teachers, principals, and informal educators will be involved in continuing education planned jointly by the national and local mechanisms.
- o Special fast-track programs will be developed for retraining general educators or career-changers.
- o A consortium of training institutions each with a specific assignment - could adopt the community. The training institutions, the local universities, institutions in Israel, and other appropriate groups could be invited to participate.
- o Lay leadership training programs will be established.
- o As a result of the community study, a new map of the educational needs in the community will be developed.

This map will include positions for special education; for experts in early childhood education; for teacher-trainers; for equalizing Israeli experience programs; consultants on Jewish programming for JCCs; adult and family educators.

It may be determined that there is a need for an increase in the number of positions in the community. This could include more full-time positions. This could be the beginning of a new conception of the profession!

Accompanying this should be a description of the training, salary, benefits and status appropriate

to each position. Thus,, a Bible expert may earn the same salary and be granted the same status as a principal. This would expand the possibilities of advancement beyond the conventional linear pattern of teacher, assistant principal,, principal..

d. RETENTION

The study may point to the need for improving the relationship between lay boards and educators;; the need for better compensation,, sabbaticals,, trips to Israel as well as on-the-job training.. The local mechanism will determine the conditions that are necessary to retain outstanding people in the field..

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

Appropriate community leadership will have to be involved from the onset. These leaders will develop the community plans for oversight. The community will create its own evaluation program or accept a national program so that success can be measured and appropriate decisions made..

Only with well-informed and totally committed leadership will necessary funding and overall support be obtained for the work. A partnership between the lay leadership, educators,, and educational institutions must be created.

3. AN EXAMPLE OF AN INSTITUTION - THE SUPPLEMENTARY SCHOOL

The supplementary schools in a specific community are offered below as one example of how the CIJE and local group could work to implement appropriate recommendations..

A community taskforce composed of the acknowledged leaders of various movements is created to help the local group examine the schools. They bring examples of "best practice" and invite their developers and thinkers in the area to join in deliberations on the supplementary school. Together, they plan an approach to improving the supplementary school..

The following might be included::

- o elaboration of education philosophies.
- o school's relationship to synagogue, informal education, summer camping, trips to Israel, family and adult education.

- o definition of legitimate and anticipated educational outcomes.
- o Scope and Sequence of curriculum and its content
- o available methods and materials to be introduced.
- o problematic areas for which materials must be developed

Each denomination is given the opportunity and appropriate support to develop a plan based on one of the elements listed above.

The local group and the CIJE reviews, modifies, and adopts the plan. Funding and criteria for evaluation are agreed upon. The appropriate institutions are asked to undertake responsibility for training the personnel and accompany the experiment as a whole. For example, for the Conservative schools, the Jewish Theological Seminary and its Melton Research Center works with the staff helping them to develop on materials and to develop a training program for its teaching. They would be involved with the local schools on a regular basis to monitor progress and to consult.

Although denominations work individually with their schools, there are areas where all work together. On many issues--such as integration of formal and informal education and the use of the Israel Experience and family education, and, possibly even in certain content areas, such as the teaching of Hebrew, combined effort yield significant results.

Within a few years, we learn what can be achieved with an investment of proper thinking and training. We also see how informal education, the Israel Experience, family education and other elements combine to increase the impact of the supplementary school.

CIJE, in addition to its role in planning, evaluating and overseeing the entire project, would, as quickly as possible, extrapolates principles from the experience. The public debate lead to the development of policies on important issues (such as salaries, benefits, professional status, sabbatics, etc.) Specific lessons learned and steps accomplished are disseminated to other communities.

PRELIMINARY WORKING PAPER FOR DISCUSSION BY
CIJE SENIOR POLICY ADVISORS
NOT FOR DISTRIBUTION

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 - with the exception of the Haredi sector-graduate together approximately 100 people per year -- a figure woefully inadequate to meet the needs of the field.

An improvement in this situation is contingent upon a significant increase in the number of well-trained educators. This includes training for competence in Judaica, Hebrew language proficiency and mastery of theory and practice.

It is estimated that today less than one-half the educators in the field have these qualifications.

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

II. THE ASSIGNMENT

A planning process must be undertaken for 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 and their policy implications and plans for implementation.

Recommendations might include:

- o strategies for the expansion of existing training programs
- o links with existing educator training programs at general universities
- o use of Israel as a resource for training existing programs and new programs

- o recommendations for the creation of new and innovative programs, any combination of the above and more.

The program will also include recommendations for the:

- o recruitment of candidates for training
- o strategies for dealing with the current shortage of faculty of training programs
- o improvement of the curriculum of these programs
- o financial aspects of the entire endeavor -- e.g., above costs 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? for national organizations? training institutions?

What is the most appropriate role for Israeli institutions ?
What kind of partnership should or could be built?
What incentives should be made available to encourage participation?

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 both Jewish and general institutions in North America and in Israel.

Parts of this map are already available, in particular in the area of pre-service training. Mapping current in-service training programs is a more complicated assignment because of the variety, geographic distribution and local nature of much of the training. Relevant organizations- such as JESNA for education in formal settings, 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 provide a picture of the current resource and will identify challenges and opportunities. Key issues facing the training of educators will be identified and analyzed.

How will faculty for training programs be recruited and trained?

What specialized programs must be developed?

Where should these be developed ?

A detailed needs assessment will be prepared. This is a complicated as very little exists in most areas, and a great deal is required for all.

How much pre-service training is required? (e.g., the field presently needs "X" early childhood teachers and will need "X" 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 required for informal educators who are now faced with the need to intensify the role of the JCC as a Jewish educational institution.

The need for faculty training will have to be addressed for the different assignments. Faculty for in-service education is likely to be more readily available than faculty for pre-service education.

Alternative strategies will be designed. In order to inform the staff's analysis, key individuals (lay leaders, heads of training programs, experts in the fields of Jewish and general education, members of the CIJE board) will be interviewed. The interviews will identify the problems, ideas and visions that should inform decisions and lead to preferred policies and directions for development.

The setting of priorities will be particularly important:

- o With what segment of the field should we begin?
- o With teachers of Hebrew or teachers of history?
- o Should we concentrate on didactic skills or on the commitment of teachers to Jewish values?
- o What will be the respective scope of efforts in the area of pre-service and in-service training?

Recommended policies need to be spelled out and must include 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 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.

**PRELIMINARY WORKING PAPER: FOR DISCUSSION PURPOSES BY CIJE
SENIOR POLICY ADVISORS: NOT FOR DISTRIBUTION**

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.

"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 to develop a research capability:

"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 as a first step a distinguished/outstanding researcher be asked to map and assess the existing research capability (people, institutions, forums, resources) and to recommend approaches to the development of an agenda. The researcher would work with an active steering or editorial committee. The work would be brought to the Senior Policy Advisers and to the Board of CIJE for approval.

1. There is a small but growing number of

people actively, involved in research on Jewish education in North America..

2. There is a group of academics in general education who are Jewish and have expressed great interest in Jewish education ((e.g., Gammoran and Pekarsky at the University of Wisconsin; Fieman 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 at Stanford University)).
4. There are subject matter experts - primarily professors of Judaica who could be invited to contribute their expertise ((e.g., Prof. I. Twersky at Harvard University)).

What can should be done to expand the pool of individuals who devote themselves to research..

b. The Research Agenda:

1. There is a need to map existing research and to address its validity.. In the continuum from basic to policy research there are enormous gaps in knowledge - far beyond what that in general education or in other areas. ((See Appendix A - from the Background Papers to the Fifth Commission meeting)). These gaps should be defined and documented.
2. Some early attempts have been made to define the agenda. These often consist of extensive lists of possible research topics.. There is a need for a reasoned agenda. Researchers and others should think through the needs and prioritizing them.
 - o What is already available?
 - o What will make a difference?
 - o What is most urgent?
3. The researcher will need to consider the situation from several perspectives. From statistical data ((profile of the teaching force)) to the question of indicators.
 - o How are we improving knowledge and skills this year?
 - o What is the true relationship of tuition to day-school enrollment?
 - o How much does it cost to run an educational institutions?
 - o What are alternative modes of financing?
 - o How effective has this innovative - or ongoing program been?

4. In the area of curriculum there are examples of attempts to prepare subject matter for curriculum. In general, the curriculum for formal and informal settings is underdeveloped and - except for the Haredim - lacks a contemporary historical and philosophic foundation. In most settings work is done without an overall syllabus or set curricula. Programs often depend on the ingenuity of the individual educator.
5. Needs, desires, expectations - the market - have not been addressed.
 - o What do parents want for themselves? for their children?
 - o What do students want?
 - o What do rabbis and lay people want?
 - o What is the fit between what exists what is wanted?
 - o Do the North American Jews have the education they want?
6. What are the policy implications of the above? Additional questions?

c. The Assignment:

1. The researcher should work together with a steering or editorial committee and undertake an assessment of the state of research in Jewish education. The product should consist of a paper that offers an overview and assessment of the current state of research, guidelines for an agenda, and suggestions on the development of existing and new settings for research. This should take about 6 months to complete.
2. The paper will be presented to the Senior Policy Advisors and to the CIJE Board for discussion and recommendations.
3. The CIJE will involve the appropriate foundations in this process with a view to securing funding for the development of research opportunities. It will decide if the research endeavor will be the domain of one foundation or whether several foundations will be approached for specific grants consistent with each foundation's interests.

Added here is Appendix/Research

2/8/91

Prospective CIJE Board Members

Name	Assignment	Description	Due Date	Outcome
Bennett Aaron (or Miriam Schnierow)	VFL	MLM letter of invitation.	NOT D	
Mona Ackerman	SF	Follow up on foundation support & board membership	2/11/91	
Robert Arnow	Open	Hold until funding is requested		
Bill Berman	MLM	Call after Fisher support is confirmed.	2/11/91	
Charles Bronfman	VFL	MLM letter of confirmation.	done	YES
Gerard 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	NO Fdm. Support
Lester Crown	MLM	Call re foundation support	2/11/91	
Elis Evans	SHH	Contact re foundation support and board membership.	2/11/91	
Irwin Field	MLM	Call re board membership.	2/11/91	
Max Fisher	MLM	Call re funding commitment.	done	YES
Charles Goodman	MLM	Invite 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 Greenbaum	MLM	Invite to be board vice chair.	2/11/91	YES
Thomas Hausdorff	VFL	MLM letter of invitation.	2/11/91	
David Hirschhorn	SHH	Call to follow up on invitation.	2/11/91	YES
Ludwig Jesselson	VFL	MLM letter of invitation.	2/11/91	
Julia Koschitzky	SHH	Call re board membership.	2/11/91	
Mark Lainer	VFL	MLM letter of confirmation.	done	YES

S. Martin Lipset	VFL	Follow up to invitation.	done	YES
Norton Mandel		DONE		YES
Matthew Marylas	MLM	Invite to be board vice chair.	2/11/91	YES
Florence Melton	SF	Contact re foundation support and board membership.	2/11/91	
Lester Pollack	MLM	Invite to be board vice chair.	2/11/91	YES
Esther Leah Ritz	VFL	Follow up to invitation.	2/11/91	YES
Ismar Schorsch	VFL	MLM letter of invitation.	done	YES
Daniel Shapiro	VFL	Follow up to invitation.	2/11/91	
Isadore Torsky	SW	Call re board membership.	2/11/91	YES
Bennett Yanowitz	VFL	MLM letter of invitation.	done	YES

Planning Workshop with the Council for Initiatives in Jewish Education

January 7-10, 1991

Held at the Mandel Institute, Jerusalem

Participants:

Ami Bouganim, Shulamith Elster, Seymour Fox, Annette Hochstein, Steve Hoffman,
Alan Hoffmann, Danny Marom, Marc Rosenstein, Arthur Rotman

Introduction

S. Hoffman reviewed his paper on the mission, method of operation, and structure of the CIE (Exhibit 1).

There was a discussion of relative priorities of the recommendations of the Commission in order to determine where to begin: lead communities, building the profession, research, and building community support.

There was 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 entirely subsume all other areas—and that we therefore must move on the other fronts too.

Lead Communities

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

- a. We cannot ignore other efforts underway and focus only on lead communities; there may be other community and foundation projects deserving of our interest and support.
- b. 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 not significantly replicable)?

- c. 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.
- d. Possible considerations in selection process:
 - 1. city size
 - 2. geographical location
 - 3. lay leadership commitment
 - 4. planning process underway
 - 5. financial stability
 - 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 after the initial period.

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 fail: 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 effort. However, there was no closure on content. Two aspects were considered:

- a. The lead community is characterized by a certain type of planning approach, involving comprehensive, systematic planning; a national perspective and involvement (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 in-service 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 full support of top local lay leadership as a *sine qua non*.
- c. The overall goal of creating fundamental reform, not just incremental change; of creating new approaches, not just extinguishing fires.

- d. The importance of an approach based upon research, analysis and national decision-making.
- e. Lead communities serve as laboratories, but not as the only laboratories: we might be supporting experiments elsewhere for eventual application in a lead community.
- f. 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. A model which served as a basis for discussion was that of an account manager: 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 CIJE would serve a facilitating, matchmaking, guiding, managing role. 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. Providing up-to-date information on developments in general and Jewish education relevant to the communities' planning process.
- d. Finding and "certifying" best practices is a valuable service which the CIJE needs to provide to assist lead communities. This turns out to be not as simple as first appears. The CIJE 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.
- e. Serving as a broker between lead communities and foundations, for providing funding and for particular programs relevant to the communities' needs.
- f. Guiding the local planning and research process, providing assistance as needed, quality control, monitoring and feedback.

There ensued a discussion of the essential "building blocks" which would have to be part of a lead community's plan of action. At this stage of our work, the following were suggested:

- a. Programs to train personnel.
- b. Lay leadership development.
- c. Israel program development.
- d. A framework or frameworks for deliberation on educational philosophy and goals.

It was agreed that the “tone” set by the CIJE is important: we need to embody and stand for excellence, continuously to hold before the communities a model of thoughtful, serious planning, research, and implementation.

The consensus was that the CUE has a responsibility to set the very highest standards possible, demanding tough quality control, never “settling” for compromises on work quality.

ACTION AGENDA FOR IMPLEMENTING LEAD COMMUNITIES

- 1. Recruit planning team (in-house and/or 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 practice.”**
- 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 help find funding for lead communities’ innovations.**
- 10. Develop key elements of contract defining relationship between lead communities and CUE; what are the specific requirements of the lead community and of the CUE?**
- 11. Create framework for discussions with and among continental agencies (e.g., IESNA, JCCA, denominational education bodies, etc.) 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.**

Building the Profession

All participants contributed to a list of components of the process of building the profession of Jewish education:

- recruitment
- pre-service training
- in-service training
- senior personnel development
- retention
- image and recognition
- certification
- compensation
- professional organizations and networking
- career development
- supervision and evaluation
- research
- the contribution of general education
- empowerment
- paraprofessionals and volunteers.

Of these, five received highest priority ranking by the group:

1. Pre-service training
2. In-service training
3. Recruitment
4. Compensation
5. Networking

In discussion of how to attack this list, the issue arose of the tension between the CIJE's inclination to do its own process leading to a master plan for, say, pre-service training, and the need to involve other "players" in the planning (e.g., Y.U., J.T.S., H.U.C., J.C.C.A., federation planners, etc.). What will happen if there are conflicts between CIJE's standards, methods and directions and the possibly less exacting approaches of existing institutions? The Mandel Associated Foundations, the Wexner Foundation and others must also be integrated into the picture since they have decided to invest in pre-service education. It was agreed that this is a difficult issue, requiring sensitive and creative thought.

Moving to pre-service training, several suggestions were made:

1. We should see what we can learn from work being done in general education, and possibly use scholars and institutions from that world in our planning.
2. We should talk to all the current "players" to get a picture of the state of the art.
3. We could involve other foundations (Bronfman Foundation to fund Israel Experience components of teacher- training, Wexner Foundation for the training of elites, etc.).
4. The Mandel Institute in Jerusalem may be running a world-wide planning seminar in the spring, of which we could take advantage.
5. We must keep all options open and under careful scrutiny and look at all possible options including those in general education.

A. Hochstein accepted the assignment to produce a paper defining the questions and issues which must be addressed in developing a master plan for pre-service training, to guide the CIJE in beginning the process. A. Hoffmann accepted a similar assignment for in-service education.

With respect to compensation, discussion was brief; no closure was reached on a plan of action, or even whether the CIJE should remain in a study/advocacy role or actually become involved, for example through encouraging the setting up of a national pension plan.

Networking was also discussed briefly; while there was consensus that networks must be studied and supported, no specific suggestions were made.

ACTION AGENDA FOR BUILDING THE PROFESSION

1. A. Hochstein's paper to guide development of a master plan in pre-service training.
2. A. Hoffmann's paper to guide development of a master plan in in-service training.
3. Coordinate efforts with MAF in developing plans with existing pre-service training institutions.
4. Establishing contact with interested foundations to become involved in parts of the program.
5. Set up a planning team to map out efforts and assign roles in pursuing the five top priorities (and others).

Research Agenda

Two aspects of educational research which are necessary were presented:

- Policy research, including monitoring, evaluation and program design.
- Pure research including the education of educators, the philosophy of education, etc.

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
- data about 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 stimulating.
- 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. Work to create new centers of research and train/recruit new researchers.

Three concrete results:

- a. The CIJE will commission a preliminary paper, preferably by Israel Scheffler, on the state of Jewish educational research. This will serve as the basis of the work of a high level task force which will recommend a course of action in order to establish a research capability.
- b. J. Woocher will prepare a thought paper on the issue of maintaining a data base of Jewish educational research.
- c. There is a need to pay special attention to current good research while the longer term approach is being developed.

ACTION AGENDA FOR RESEARCH

1. Commission a preliminary paper, preferably by Israel Scheffler, on 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 establish 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-drive 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.
- b. A constant 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 (e.g., CLAL, JESNA, JCCA).
- h. We need to cultivate the heads of the three religious movements.

No specific plan of action was agreed upon, though there was consensus that we need to develop one. Meanwhile, S. Hoffman undertook personally to work to involve several key 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 CIJE.
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, etc.).
5. Establish systematic ongoing public-relations program.

Putting It All Together

The final session was devoted to considering some of the elements of 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.