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CIJE correspondence, meetings, and reports,
1992-1993.

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- **Abramson Bob**
- **Bacon Karen**
- **Benalal Shmuel**
- **Bieler Jack**
- **Blaustein Edith**
- **Cohen Jonathan**
- **Cohen Rachel**
- **Davidson Aryeh**
- **Deitcher Howey**
- **Elkin Joshua**
- **Etkess Emanuel**
- **Feinman Nemser Sharon**
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- **Hoffmann Alan**
- **Holtz Barry**

- **Kestenbaum Jonathan**
- **Kleinberg Rachel**
- **Mankowitz Zeev**
- **Mirvis Jonathan**
- **Nissan Mordechai**
- **Rosenstein Marc**
- **Shapiro David**

התאחדות המורים באמריקה

Educators Council of America

Affiliated with the Council of Orthodox Jewish Educators

Suite 419, 500 West 185th Street, New York, NY 10033

(212) 960-5265

FHCERS 1992-93 - 5753

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YCBISB

TO: ECA Members

FROM: Rabbi Marvin B. Pachino, Convention Chairman

RE: Convention XVI

You have probably heard by now that the ECA Convention this year will be held in conjunction with the Inaugural North American Orthodox Leadership Conference, Thanksgiving Weekend, November 25-28, 1993, at the Homowack Lodge.

We will have an opportunity at this conference to "showcase" ECA to an audience of 600 baalei batim and leaders of Orthodox organizations.

ECA speakers, panelists and workshop leaders make the case for the primacy of chinuch on the American scene while focusing, specifically, on the challenge we face in encouraging our students to live their lives in accordance with the value structure of the Halacha.

A large group of participating ECA mechanchim will underscore our feelings, and professionalism to the conference at large.

Please use the enclosed registration form to secure your place at this historic conference, and I urge you to do so as promptly as possible. I would also ask you to duplicate this note, and the registration form, for distribution to members of your staff and faculty, as well as other colleagues, who may not have received the direct mailing.

Best wishes for a successful school opening and Ketiva Vachatima Tova,

**EDUCATORS COUNCIL OF AMERICA
CONVENTION XVI—NOVEMBER 25-28, 1993
KISLEV 11-14 5754—PARSHAT VAYISHLACH**

NORTH AMERICAN ORTHODOX LEADERSHIP CONFERENCE

HOMOWACK LODGE, SPRING GLEN, NEW YORK 12483

**Registration
Form**

Please print all information and return to your organization:

Organization Registered With **Educators Council of America**

Name of delegate: _____

Name of Spouse: _____

Home Address: _____ City _____ State: _____ Zip: _____

Home Phone: () _____ Delegate's Bus. Phone () _____

Fax () _____

Name(s) and Age(s) of Children _____

Room Category: 161 choice 2 _____ and choice _____

Length of stay: (check one) Wednesday • Sunday VTI Friday • Sunday

Rate Schedule:	Rate	X # of persons	Rate= X # of persons
Adults H _____	\$ _____	_____	\$ _____
Child(ren) - Main Dining Room _____	\$ _____	_____	\$ _____
Child(ren) - Jr. Dining Room _____	\$ _____	_____	\$ _____
\$ 50 registration fee per family _____	\$ _____	_____	\$ _____
\$ 25 registration fee per single _____	\$ _____	_____	\$ _____
Total:			\$ _____

Please arrange a room share: check if yes _____ Special requests: _____

1. A \$100 deposit per person must accompany every reservation form.
2. Payments must be in U.S. currency drawn on a U.S. bank.
3. All checks payable to our organization.
4. Outstanding balance must be paid to our organization no later than November 10, 1993.
5. Deposits refunded if written cancellation is received by the lodge no later than November 10, 1993.

RATES (per person double occupancy rates)

	Classic	Elite II	Elite I	Imperial / Emerald	Regency / Paradise
Thurs (11/25) • Sun (11/28)	\$285	\$297	\$303	\$345	\$351
Wed (11/24) • Sun (11/28)	\$336	\$351	\$357	\$396	\$405

	Thurs - Sun (all categories)	Wed • Sun (all categories)
3rd or 4th adult or child in room eating in main dining room	\$199	\$249
3rd or 4th child (under 12 yrs.) in room eating in the Jr. dining room	\$ 79	\$ 79
Infants under 1 yr. without nursery care	\$ 57	\$ 57

Single occupancy additional 50%, if available. Gratuities not included in these rates.
Day camp facilities available for all children. Baby-sitting and child care arrangements made through lodge at nominal charge.
If room category is not available, reservations will be made at the nearest available rate. Reservations are not definite until confirmed by Homewack Lodge, North American Orthodox Leadership Conference and participating organizations act solely in the capacity of making reservations at the Homewack Lodge and as such are not responsible for any damage, loss, delay, injury, accident or any other charges made by the Homewack.

FOR ADDITIONAL INFORMATION: PLEASE CONTACT US or the North American Orthodox Leadership Conference Office, 333 7TH Avenue, New York, New York 10001 (212) 563-4000 ext. 149

We Look Forward to Your Participation.

- Abramson Bob
- Bacon Karen
- Benalal Shmuel
- Bieler Jack
- Blaustein Edith
- Cohen Jonathan
- Cohen Rachel
- Davidson Aiyeh
- Deitcher Howey
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- **Shapiro David**

SW activities for CUE

June 29th 1993

- 1) Preparation of weekly staff telecons (and steering committee telecons)
 - a) Agenda elaboration with VFL
 - b) Ongoing check up of israeli staff assignments list
- 2) Preparation of Alan Hoffmann towards assuming his new position
 - a) Oral reports and discussions
 - b) Presentation of related written material
- 3) Preparation of seminars
 - a) April simulation seminar in Jerusalem
 - b) CIJE / LC May seminar, Cleveland
 - c) Staff seminar August 1993, NY
 - d) Second CUE / LC seminar August 1993, Baltimore
- 4) Preparation of initial drafts for CIJE and MI board meetings
- 5) Ongoing work with Monitoring Evaluation and Feedback staff
 - a) In charge of answering faxes and calls from Adam Gamoran and Elen Goldring related to MEF matters
 - b) Organisation of meetings with Adam Gamoran (April 93) & Elen Goldring (December 92, June 93)
- 6) Ongoing work with CIJE education officer
 - a) Shulamith Elster
 - b) Preliminary work with Gail Dorph
- 7) Direct contacts with Lead Communities
 - a) Atlanta: Lauren Azoulay
 - b) Baltimore: Chaim Botwinick
 - c) Milwaukee: Ruth Cohen
- 8) Direct contacts with Training Institutions and denominations
 - a) Yeshiva University: R. Hiit and A. Schiff
 - b) JTS: Aryeh Davidson and Bob Abramson
 - c) HUC: Sara Lee
- 9) Danny Pekarsky, Steve Hoffman, Barry Holtz

Tel. 972-2-617 418; 618 728

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Facsimile Transmission

To: Ginny Levy Date: May 28th
 From: Shmuel Wyzgod No. Pages: 7
 Fax Number: _____

Dear Ginny.

Enclosed please find our suggestions for the
 1996-1997 report, and the draft for the Board (August)

Could you call me at 8⁰⁰ A.A. (your
 time) so that we can discuss

- a) The progress report
- b) The telecon. (A.A.H)
- c) Minutes of the seminar:
- d) Your written report to the Board for August.

My telephone # is: 011 972 12 0331874

Thank you. Shmuel.

survey ~~is~~ administered this spring ^{in Milwaukee} and next fall ^{in Atlanta}
and Baltimore[?]. The results, when analyzed, should provide us with extremely
useful information on which to base our work ~~on the Lead-Communities~~

plans for personnel training

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

Warmest personal regards.

MEMO TO: Seymour Fox

DATE: May 26, 1993

FROM: Ginny Levi *Ginny*

SUBJECT: Agenda for August 26 CIJE Board and Executive Committee Meetings

Following is a memo I propose to send to MIM, with your approval or corrections:

We have scheduled an Executive Committee meeting for the morning of Thursday, August 26 and a Board meeting for the afternoon. I have reserved rooms at NJAA/Federation with the thought that the Executive Committee meeting might go from 10 to 11:30 and the Board meeting from noon to 3:30 or 4:00, including lunch.

SF, HLZ and I met recently to discuss these meetings. We listed the following desired outcomes:

1. Provide the Board with a sense of the momentum of CIJE.
2. Demonstrate that the Communities are coming aboard.
3. Indicate that individual activities within the Lead Communities will have an impact well beyond the local communities.

Following are the items proposed for the Executive Committee:

- I. Update on ^{STJ} ~~performance~~ (SF - I added this in light of developments)
- II. Approval of fiscal 1993-94 budget.
- III. Discussion of CIJE as a fund raiser, not a funder, for the Lead Communities.
- IV. Development report by AJNN.

*What is the
the best update
in this report?*

We propose the following for the Board meeting:

- I. Progress Report *6-2*
- II. Centerpiece - Report on work in the Lead Communities (we suggest that Chuck Ratner present the report with careful preparation by CIJE staff.) Items to be covered would include:
 - A. The establishment of local coalitions
 - B. Educators' Survey ~ *Write & fill in the I.C. (1/6)*
 - C. Progress of local commissions

We may wish to invite one or all three of the Communities to respond to Chuck's report.

AEF

III. "Teaser" report on ~~Edutors~~ Survey

Esther Leah Ritz might introduce Adam Gaxoran to make the report on what has occurred to date and what is scheduled.

IV. Update on Best Practices and Pilot Projects

We might ask John Colman to introduce Barry Holtz, who would make the report.

V. Report on meeting of MLM with partners ((assuming this meeting has taken place by then))

VI. Development report on grants received and requests outstanding

We propose that a progress report be prepared for distribution in advance of the meeting to incorporate written reports by Adam and Ellen on Monitoring, Evaluation and Feedback, Barry on Best Practices and Pilot Projects, and Shulamith on the Lead Communities. (17)

~~XXXXXXXXXXXX~~

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M 2 ch

CIJE TASKS FOLLOWING MAY SEMINAR IN CLEVELAND.(2nd Draft)

May 17th 1993.

Suggested short term tasks.

1) Immediate communication with LC.

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

To be done by: SF - Milwaukee during visit on Friday May 21st.
TBD SW - Baltimore. ((Call Chaim Botwinick)
 -SW - Atlanta. ((Call Lauren Azoulay)

2) Lead Communities agenda in sync with CIJE objectives.

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

TBD by SW in consultation with BH,, DP ..

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

TBD by :: VFL

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

TBD by :: SW

5) Draft of 24 months action plan chart.

Particular attention to be given to some of the dates suggested in Cleveland ,, (e.g. Lay leaders and pros meeting in May and September ++November at GA, may be scheduled differently).. If necessary ,, get in touch with LC and CIJE american staff for readjustment..

TBD by SW ((with SF and AH))

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

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

Dates: Option 1: July 1993

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

Location: One of the LC.

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

Suggested agenda:

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

7) Local Coordinators of the Lead Communities project.

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

Baltimore.

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

Atlanta..

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

8) Reiteration and clarification of the two enabling options.

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

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

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

Objectives and means have to be set for each seminar.

TBD by SW

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

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

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

10) Cost related to ongoing seminars.

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

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

11) Denominations and Training Institutions..

Given the fact that at this stage of the project, the Training Institutions and the denominations ((TI) have not yet become active players in the LC project it is suggested to have a seminar for the TI,, to bring these important key players on board of the project..

Date: September 1993 ((or July 1993)

Location: Jerusalem ((or the US)

Desired outcomes::

- To bring the TI to be full partners in the LC project
- To help the TII address expected requests by the IJC re GoalGoals
- To help the TII address requests re Personnel issues (pre & im service training)..

Agenda::

- a) Report on the May Seminar: Partnership, Action Plan.
- b) The Goals Project:
 - 1) The Goals of each TI as stated in the curricula and other existing material..
 - 2) The Educated Jew project.. ((Presentation by Greenberg, & discussion with educators re translation)
- c) Personnel:
 - 1) Current situation re pre & im - service trainingg
 - 2) Challenges for short and middle range
 - 3) Training programs in Israel ((possible cooperation)

Support Projects..

The Goals Project..

a) Reiterate the nature of the Goals project..

Although the Goals project was the only content issue discussed during the May seminar,, the two axes of the Educated Jew project and the existing goals set in the curricula and mission statements of the national and local institutions , still have to be clarified.

It is suggested that the Goals project be on the agenda of the CIJE staff seminar,, and the seminar with the Training Institutions..

Educators survey..

a) Current situation in each L.C.

Milwaukee..

The data should be collected by the end of the school year. It will be sent to EG and after 2-3 months the statistical analysis will be sent to Milwaukee.. At this point Milwaukee will look at best possible ways to use the results. ((see Milwaukee)

TBD by SW in contact with Ruth Cohen and EG

Baltimore..

The survey is scheduled to take place in the beginning of September.. Various concerns have been raised during the Seminar as to the appropriateness of this date at the beginning of the school year ..

This matter has to be looked in,, and a final decision to be made in consultation between Baltimore ((Botwinick) and the CIJE ((EG)

TBD by SW in contact with C. Botwinick and EG

Atlanta..

The date of the survey has to be determined and preparations to start towards this date..

TBD by SW & EG

b) Costs:: The costs for this project have to be shared between the CIJE and the LC.. Each LC has to be notified about the approximate costs it will have to bear for this project..

TBD by SW and EG ((done for Milwaukee))

Best Practices..

a) Supplementary schools..

Be in touch with each LC to implement BP in local Supplementary Schools

b) Day Schools..

Continue consultations towards finalizing and publishing BP in Day Schools..

c) Next steps..

Plan next areas of research, publication and implementation..

TBD by BH

Pilot Projects::

Pilot projects have to be discussed with the three Lead Communities.. Once agreed upon by the CIJE and the local federations, means of implementation have to be planned..

TBD by BH

Monitoring Evaluation and Feedback..

a) Set guidelines for evaluation of the Communities available for the Lead Communities upon request..
((Will be helpful for the field researchers when requested to evaluate, and provide feedback on wide range of issues..))

TBD by AG and EG

Lead Communities

Milwaukee.

1) Request for \$ 30,000 ..

Approved by ((MLM))

2) Educators survey.

a) Cost..

Costs to be shared between Milwaukee and the CIJE ((expected cost for Milwaukee, +- \$ 8000 ((TBD by VFL))

b) Agenda..

Upon completion of the survey Milwaukee will send it to EG and will get back after 2-3 months the statistical analysis..

In turn it will be upon Milwaukee to see how to use these results in the best way possible..

c) Principals and administrators..

SE has agreed to work with Ruth Cohen on the survey for Principals and administrators and together will ensure that this survey takes place at once,, so that the data analysis will be comprehensive..

TBD by EG

3) Danny Pekarsky

Danny Pekarsky has agreed to be the consultant of the CIJE for Milwaukee.. He will be introduced as such to the Community on Friday May 21st .. During that meeting the participants ((SF,, DP,, and Milwaukee lay and pro leadership)) will discuss means and scope of DP involvement in Milwaukee..

4) Goals..

Milwaukee has repeatedly stated that it wanted to have clear goals for the entire Community.. They ((still ?)) feel that the CIJE/MI have THE ideal goals ready in some drawer.. This issue has to be discussed during May 21st..

5) Infusion of personnel..

It has been suggested to energize the local Jewish educational system through the recruitment of 2-3 educators and their training in Jerusalem..

Harriette Blumberg may be appointed at Milwaukee JCC..

Given the desired outcome to quickly and effectively energize the local community it seems appropriate to press upon the lay and pro leadership to try and recruit adequate educators for the training programs in Jerusalem..

TBD by SW in contact with Ruth Cohen and Alan Hoffman..

Atlanta..

1) David Blumenthal..

Get back to Dave Sarnat re David Blumenthal ((Emory University))

TBD by SF

2) Barry Holtz..

Barry will be the consultant for Atlanta re content..
Barry has to be introduced to the Community and set local action
plan for short ,, middle and long range..

TBD by SF

3) CJC in sync with CIJE objectives

As the CJC has started to be active,, it becomes important to ensure
that it members ((lay and pros) are cognizant of the CIJE
objectives ((systemic,, enabling,,) and are directing their efforts
in sync with these objectives..

TBD by SW with SF

4) Infusion of personnel..

Dave Sarnat was suggested to talk with Alan Hoffman re training of
personnel in Jerusalem.

TBD by SW and Alan Hoffman

4) Educators survey..

a) Data Collection:

- Agree on the final content of the survey.
- Agree upon date for administration of the survey.

b) Analysis:

- Once administered and having the statistical results ready ,,
consult how to use for improvement of local system.

c) Costs:

- Determine costs for Atlanta and get approval from local
Federation..

TBD by EG

5) Visit of Lauren Azoulay to Jerusalem.

On July 8th Lauren Azoulay will visit the Mandel Institute in
Jerusalem.

Plan the day and visit.

TBD by SW

6) Missions to Jerusalem.

Dave Sarnat mentioned the 3 missions from Atlanta who will be
visiting Israel during the next fall.

Plan a full day with the MI and Melton Center for them.

TBD by SW and Alan Hoffmann
SF to talk to Perlman

7) Israel experience.

Send to Sarnat material on Israel experience

TBD by SW

Baltimore:

1) Project Coordinator:

- The issue of who will coordinate the IC project in Baltimore has become delicate as Baltimore feel that Dr C. Botwinick is the most appropriate person for the job, whereas the CIJE is of the opinion that this responsibility cannot be another one on the shoulders of an individual ((qualified as he/she may be) .

TBD by SF

2) Launch of the IC project.

- As they plan the formal launch of this project, Baltimore have requested the participation of MLM..
If agreed by MLM, the date for the visit has to be finalized and agenda to be drafted.

TBD by SW with VFL and SF

3) Educators survey:

- Dates off administration have to be finalized.
- Costs for Baltimore to be submitted and agreed upon by Associated.

TBD by EG

4) Action Plan

- Local action plan has to be jointly discussed to ensure it is in sync with CIJE objectives.

Suggested Agenda for SF meeting with Training Institutions and Denominations (TI) . May 20th 1993.

- 1) Report about the May Seminar
 - Partnership
 - Action Plan

- 2) The ongoing seminar with the LC
 - Future participation off the TI

- 3) The Goals Project:
 - a) Expected requests from the LC to help them set goals, for institutions as well as community wide (Milwaukee)
 - b) The Educated Jew project
 - c) Coordinator for this project at YU, JTS, HUC

- 4) Personnel:
 - a)- Short term needs of each LC
 - Atlanta: Project coordinator & 1-2 educators
 - Baltimore: "
 - Milwaukee: 1-2 qualified educators
 - b)- Long term plans for recruitment, training and placement of qualified educators

- 5) MAF grants:
 - a)- No formal reports received in the last 6 months.
 - b)- Update on progress

Problem: R. Hirt likely to reiterate the fact that on the one hand the commitment required by MAF/ CIJE is a long term one, while on the other hand the MAF grant is only for 3 years.

Suggested agenda for SF visit in Milwaukee on Friday May 21st 1993..

- A) Formally introduce Danny Pekarsky
- 1) The commission on Jewish Education in North America..
 - 2) May Seminar:
 - Partnership
 - Joint action plan
 - 3) CIJE chain of command
 - 4) \$ 30.000 authorized by CIJE board..
 - 5) Educators survey..
 - Cost for Milwaukee ((\$ 8000)
 - Expected completion of data collection:: July 93
 - Expected statistical analysis completion:: Sept-Oct 93
 - Ideas for implementation:: To be suggested by Milwaukee
 - 6) Systemic change:
 - The concept
 - The role of enabling and programmatic options
 - Content,, scope & quality
 - 7) Personnel:
 - Short term needs
 - Israel training programs ((Jerusalem Fellows, Melton)
 - Recruitment of local educators for middle and long range programs..
 - 8) Community Mobilization:
 - Wall to wall coalition in Milwaukee ((comment re poor congregational representation,, and fragmentation)
 - Are scholars in the Community involved in the project..
 - 9) Local commission in sync with CIJE objectives..
 - 10) Best Practices:
 - Implementation in local Supplementary schools
 - Proposals for Pilot Projects ((with BH)
 - 11) Goals ::
 - The concept
 - The Educated Jew project
 - Milwaukee request for setting community wide goals
 - 12) Monitoring Evaluation and Feedback
 - The role of the Field researchers

CIJE / LEAD COMMUNITIES MAY CONSULTATION

AGENDA

Desired outcomes:

- To continue joint planning and intensify partnership.
- To foster and develop relationships within and across Lead Communities and with the CIJE
- To agree upon the role, content, and method of implementation of each element involved in the Lead Communities project.
- To develop an integrated joint action plan and calendar for each L.C. ("within") and for the three L.C. ("across") and the CIJE

D) Overview

Partnership and joint planning

Examples of issues to be covered:

- a) Issues related to launching a Lead Community.
- b) How to coordinate and integrate the Communities' agenda and the CIJE agenda.
- c) The relationship of the CIJE to funding and fundraising in L.C.
- d) Different visions of the project by the various partners.
- e) CIJE chain of command.
- f) Partnership issues, e.g.:
 - 1) Relationship within and across the L.C. and with the CIJE.
 - 2) The denominations, the L.C. and the CIJE.
 - 3) Relationship with major institutions, e.g. JESNA, JCCA, CJF

ih) Draft Action Plan .

A) The three Lead Communities together and the CIJE.

- Jointly draft a 8/24 month calendar action plan for the 3 Lead Communities and the CIJE.

Related reading material:

1) Commission on Jewish Education in North America: Background materials for the meeting of February 14th 1990: " Community Action Sites " pp 18-25

B) Elements:

1) Systemic change

a) The concept

b) The role of enabling & programmatic options.

c) Personnel:

- Educators' survey
- = Addressing the shortage of qualified personnel
- Strategies to recruit and train personnel (short & medium term)

d) Community mobilization:

- The concept
- Wall to wall coalition - lay leaders, rabbis, educators, professionals, & academics..
- = Building strategies for Community mobilization

2) Support projects

Comprehensive and planned approaches to content , scope & quality..

a) Best Practices:

- **Best Practices as an inventory of " success stories " in Jewish Education.**
- **Pre-conditions for replicating Best Practices**
- **Initial areas in which Best Practices will be developed.**
- **Best Practices in the Supplementary school : Initial findings and implementation.**
- **Pilot Projects and Best Practices**

b) Goals

- **The role of Goals for education**
- **Articulate goals for effective evaluation**
- **Participants in the deliberation on Goals**

c) Monitoring Evaluation and Feedback (MEF)

- **MEF as a tool to document the entire L.C. project and gauge its success.**
- **Developing the feedback loop**
- **The role of the Field Researchers**
- **Relationship of the Field Researchers to the Lead Communities**

Q) Individual Lead Communities and the CUE

- Each community's strategy and action plan

III) Synthesis:

II)A and II)C integrated into a joint action plan / calendar

IV) Open issues

Concluding discussion

**MAY CONSULTATION:
TIME ALLOCATION AND FACILITATORS.**

Tuesday May 12th 1993.

Sessions 1 & 2 (morning)

Overview

Partnership and joint planning:

Facilitators: Shulamith R.Elster, Marshal Levin & Henry L. Zucker.

Sessions 3 & 4 (afternoon)

Draft Action Plan:

A. The three Lead Communities together and the CIJE

Facilitator: Annette Hochstein.

B. Elements:

- 1) Systemic change
 - a) Personnel
 - b) Community Mobilization

Facilitator: Seymour Fox & Shmuel Wygoda

- 2) Support projects
 - a) Best Practices

Facilitator : Barry W.Holtz

b) Goals

Facilitator: Seymour Fox & Shmuel Wygoda

c) Monitoring Evaluation Monitoring Feedback

Facilitators: Adam Gamoran & Ellen Goldring

Session 5: Dinner

C) Individual Lead Communities and the CIJE

Wednesday May 13th 1993

Sessions 6 and 7 :

III. Synthesis:

II)A and II) C integrated into a joint action plan / calendar

Facilitators: Steve H. Hoffman & Marshal Levin

Session 8

Open issues : Concluding discussion

Facilitator : Shulamith R. Elster

FAX SENT
DATE: 4/5/93
Shmuel

Mandel Institute

מכון מנדל

(Cyffwrdd)

Tel. 972-2-617 418:618 728

Fax: 972-2-619 951

Facsimile Transmission

TO	Gimmy Levi	Date:	May 4, 1993
FROM	Shmuel Wygoda	No. Pages:	5
Fax Number:			

Dear Gimmy,

Attached please find a detailed agenda and desired outcomes for the May consultation.

Could you please see that SHH receives it today, and that all participants in tomorrow's telecon receive it prior to the call.

Best regards,

Shmuel



CIJE / LEAD COMMUNITIES MAY CONSULTATION

AGENDA

Desired outcomes:

- *To continue joint planning and intensify partnership.*
- *To foster and develop relationships within and across Lead Communities and with the CIJE*
- *To agree upon the role, content, and method of implementation of each element involved in the Lead Communities project.*
- *To develop an integrated, joint, action plan and calendar for each L.C. ("within") and for the three L.C. ("across") and the CIJE*

h Overview

Partnership and joint planning

- a) Issues related to launching a Lead Community.
- b) How to coordinate and integrate the Communities agenda and the CIJE agenda
- c) The relation of the CIJE to funding and fundraising in L.C.
- d) Different visions of the project by the various partners.
- e) CIJE chain of command.
- f) Partnership issues, e.g.:
 - 1) Relationship within and across the L.C. and with the CIJE.
 - 2) The denominations, the L.C. and the CIJE.
 - 3) Relationship with major institutions, e.g. JESNA, JCCA, CJE

II) Draft Action Plan .

A) The three Lead Communities together and the CIJE.

- Jointly draft a 24-month calendar / action plan for the 33 Lead Communities and the CIJE.

B) Elements:

1) Systemic change

a) The concept

b) The role of enabling & programmatic options.

c) Personnel:

- Educators survey
- Addressing the shortage of qualified personnel
- = Strategies to recruit and train personnel (short & medium term)

d) Community mobilization:

- = The concept
- = Wall to wall coalition - lay leaders, rabbis, educators, professionals, & academics..
- = Building strategies for Community mobilization

2) Support projects

Comprehensive and planned approaches to content , scope & quality.

a) Best Practices:

- Best Practices as an inventory off " success stories " in Jewish Education.
- Pre-conditions for replicating Best Practices
- Initial areas in which Best Practices will be developed.
- Best Practices in the Supplementary school : Initial findings and implementation.
- Pilot Projects and Best Practices

b) Goals

- = The role of Goals for education
- = Articulate goals for effective evaluation
- = Participants in the deliberation on Goals

c) Monitoring Evaluation and Feedback (MEF)

- MEF as a tool to document the entire L.C. project and gauge its success.
- Developing the feedback loop
- The role of the Field Researchers
- = Relationship of the Field Researchers to the Lead Communities

C) Individual Lead Communities and the CIJE

- = Each community's strategy and action plan

III) Synthesis:

II)A and II)C integrated into a joint action plan / calendar

IV) Open issues :

Concluding discussion

Starts

CIJE / LEAD COMMUNITIES MAY CONSULTATION

AGENDA

Draft: April, important R Qc: ...

I) Overview

Partnership and joint planning

Desired outcome: To continue joint planning and intensify partnership.

Detailed agenda:

- a) Problem of launching a Lead Community.
- b) How to coordinate and integrate the Communities agenda and the CIJE agenda.
- c) The relation of the CIJE to funding and fundraising in L.C.
- d) Different visions of the project by the various partners.
- e) CIJE chain of command.
- f) Partnership:
 - Lay - Pro relationship
 - Each denomination

1) Within

- Each actors' group
- Each community
- Major institutions (Federation vs XXX)

2) Across

II) Draft Action Plan .

A) The three Lead Communities together and the CIJE.

Desired outcome: To develop the Lead Communities project across all three Lead Communities.

Detailed agenda:

a) Identify the key issues common to the three Lead Communities and the CIJE. "

b) Draft a 18 month calendar plan for the 3 Lead Communities and the CIJE.

B) Elements:

Desired outcomes : To agree upon the role , content , and method of implementation of each element involved in the Lead Communities project.

Detailed agenda:

Systemic change

1-
Introduction) The difference between enabling & programmatic options.

a) The shortage of personnel:

- Training plan

- Strategies to recruit and train personnel for short and long range.

b) Community mobilization:

- The concept

- Wall to wall coalition = lay leaders, rabbis, educators & professionals

2) Support projects

Introduction: Comprehensive and planned approach to : content, scope & quality.

a) Best Practices:

- Best Practices as an inventory of " success stories " in Jewish Education.
- ~~The~~ need to define features which generate good practices.
- The attempt to determine pre- conditions for the replicability (translation) these features.
- Initial areas in which Best Practices will be developed.
- Best Practices in the Supplementary school : Initial findings and implementation.
- Pilot Projects as part of the Best Practices

b) Goals

- The importance of Goals (see General education)
- The need to articulate goals for effective evaluation
- The discussion on goals as a means for aspiration to excellence
- The role of the denominations in the discussion on goals
- The Educated Jew project

c) Monitoring Evaluation and Feedback

- > MEF as a tool to document the entire L.C. project and gauge its success.
- The two aspects of MEF:
 - 1) The process of change
 - 2) The outcomes of change
- The role of the Field Researchers

C) Individual Lead Communities and the CIJE

Desired outcomes : To strengthen the relationship between each L.C. and the CIJE.

III) Synthesis:

II)A and II)C integrated into a joint action plan / calendar

Desired outcome: To develop an integrated and joint action plan and calendar for each L.C and for the three L.C. and the CIJE

TBD

IV) Local Lead Communities issues : Open discussion

16.18

CIJE / LEAD COMMUNITIES MAY CONSULTATION

AGENDA

I) Overview

Partnership and joint planning

Desired outcome: To continue joint planning and intensify partnership.

Detailed agenda:

- a) Problem of launching a Lead Community.
- b) How to coordinate and integrate the Communities agenda and the CIJE agenda.
- c) The relation of the CIJE to funding and fundraising in L.C.
- d) Different visions of the project by the various partners.
- e) CIJE chain of command.
- f) Partnership:
 - Lay - Pro relationship
 - Each denomination
 - 1) Within
 - Each actors' group
 - Each community
 - Major institutions (Federation vs XXX)

2) Across

II) Draft Action Plan .

A) The three Lead Communities together and the CIJE.

Desired outcome: To develop the Lead Communities project across all three Lead Communities.

Detailed agenda:

a) Identify the key issues common to the three Lead Communities and the CIJE.

b) Draft a 18 months calendar / action plan for the 3 Lead Communities and the CIJE.

B) Elements:

Desired outcomes : To agree upon the role , content , and method of implementation of each element involved in the Lead Communities project.

Detailed agenda:

I) Systemic change

Introduction: The difference between enabling & programmatic options.

a) The shortage of personnel:

- Training plan
- Strategies to recruit and train personnel for short and long-range.

b) Community mobilization:

- The concept
- Wall to wall coalition = lay leaders, rabbis, educators & professionals.

2) Support projects

Introduction: Comprehensive and planned approach to : content, scope & quality.

a) Best Practices:

- Best Practices as an inventory of " success stories " in Jewish Education.
- ~~The need~~ to define features which generate good practices.
- The attempt to determine pre- conditions for the replicability (translation) these features.
- Initial areas in which Best Practices will be developed.
- Best Practices in the Supplementary school : Initial findings and implementation.
- Pilot Projects as part of the Best Practices

b) Goals

- The importance of Goals (see General education)
- The need to articulate goals for effective evaluation
- ~~The discussion~~ on goals as a means for aspiration to excellence
- The role of the denominations in the discussion on goals
- The Educated Jew project

c) Monitoring Evaluation and Feedback

- MEF as a tool to document the entire L.C. project and gauge its success.
- ~~The two aspects of MEF:~~
 - 1) The process of change
 - 2) The Outcomes of change
- The role of the Field Researchers

C) Individual Lead Communities and the CJE

Desired outcomes : To strengthen the relationship between each L.C. and the CJE.

III) Synthesis:

II)A and II)C integrated into a joint action plan / calendar

Desired outcome: To develop an integrated and joint action plan and calendar for each L.C and for the three L.C. and the CIJE

TBD

IV) Local Lead Communities issues : Open discussion

COMMUNITIES

1. **False starts**
2. **CUE chain of command**
 - **Who is in charge?**
 - **What/Who is the CUE?**
3. **Community agenda**
 Versus
CIJE agenda Not always in sync
4. **Role of field-researchers**
 - a) **Feedback loop**
 - b) **Who are they serving**
 - c) **When will they do what**
 - d) **Lack of involvement w//CUE and w//community**
5. **Funding role of CUE unclear**
Funding
 Versus
Fundraising
6. **Different visions by different actors**

7. Need to define "elements" "terms" "concepts" and discuss w//communities

a) Systemic change

b) Partnership

Lay —Pro relationship

Professional Credibility

Each denomination

Within Each actors' group

Each community

Major institutions (Federations versus XXX

Across

c) Who is the client? Each community or all 3 together?

d) Who is "we" in the community?

e) CUE —lack of understanding of CUE

f) Joint planning process

g) Scope + who decides (community//federation)

h) Professional credibility

8. Calendar of events + lead time

• 2 year

• as matter of respect

9. Team building & trust building

CUE

- 1. False starts**
- 2. Limited presentation of idea**
 - **Pros—limited**
 - **Lay group—no**
 - **Rabbis —no**
 - **Educators—limited**
- 3. Educators' Survey**
Why yes?
- 4. No mapping of communities**
 - **Problems**
 - **Opportunities**
 - **Lay people?**
- 5. Denominations are left out**
- 6. Selection**
- 7. Scope**
- 8. Content**
- 9. Quality**
- 10.CUE Professional credibility**
- 11.Full-time LC director**

MAY MEETING

Iteration 1

Desired Outcomes

- Begin shared vision for LC**
- Trust/relationship building**
- Some concrete steps**
 - Actions (e.g., Calendar)**
 - Decisions**
- Solidify relationship CUE—Local federation**

PROFESSIONAL

**CUE (Jerusalem,
Cleveland, Consultants
[Field Researchers])**

Federation Senior Staff

- 1. Exec. Dir**
- 2. Planning Dir**
- 3. LC Planners**

Federation Staff

- 1. Campaign**
- 2. Legacy**
- 3. Endowment**

Senior Educators

Rabbis

All Other Educators

**Staff of Fed.-Funded
Education Agencies
(BJE, JCC)**

**Denominations —
Movements**

**Informal Jewish Ed.
Organizations**

- Hadassah**
- ZOA**

Foundations

Universities

LAY

CJJE

FEDERATION

EDUCATION AGENCIES

**CONGREGATIONS/SYNAGOGUES
(DENOMINATIONS)**

ALL SCHOOLS

**INFORMAL JEWISH EDUCATION
ORGANIZATIONS**

FOUNDATIONS

UNIVERSITIES

LAY BOARD



CHAIRMAN

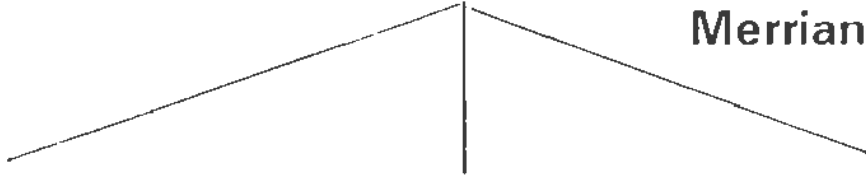


EXECUTIVE



COMMITTEE

CRB
Hirschhorn
Merrians



**1. Lead
Communities**

**Chuck
Ratner**

**2. Best
Practices**

**John
Coleman**

3. Monitoring

E.L. Ritz

PROF

Acting Director [Temporary]



**G. Levi
Administration**

Education Staff
AH
(SF)
(SW)
Etc.
S. Relsten
B. Holtz
A. Gamoran—Golding

WITHIN

ACROSS

Local

Lead Communities

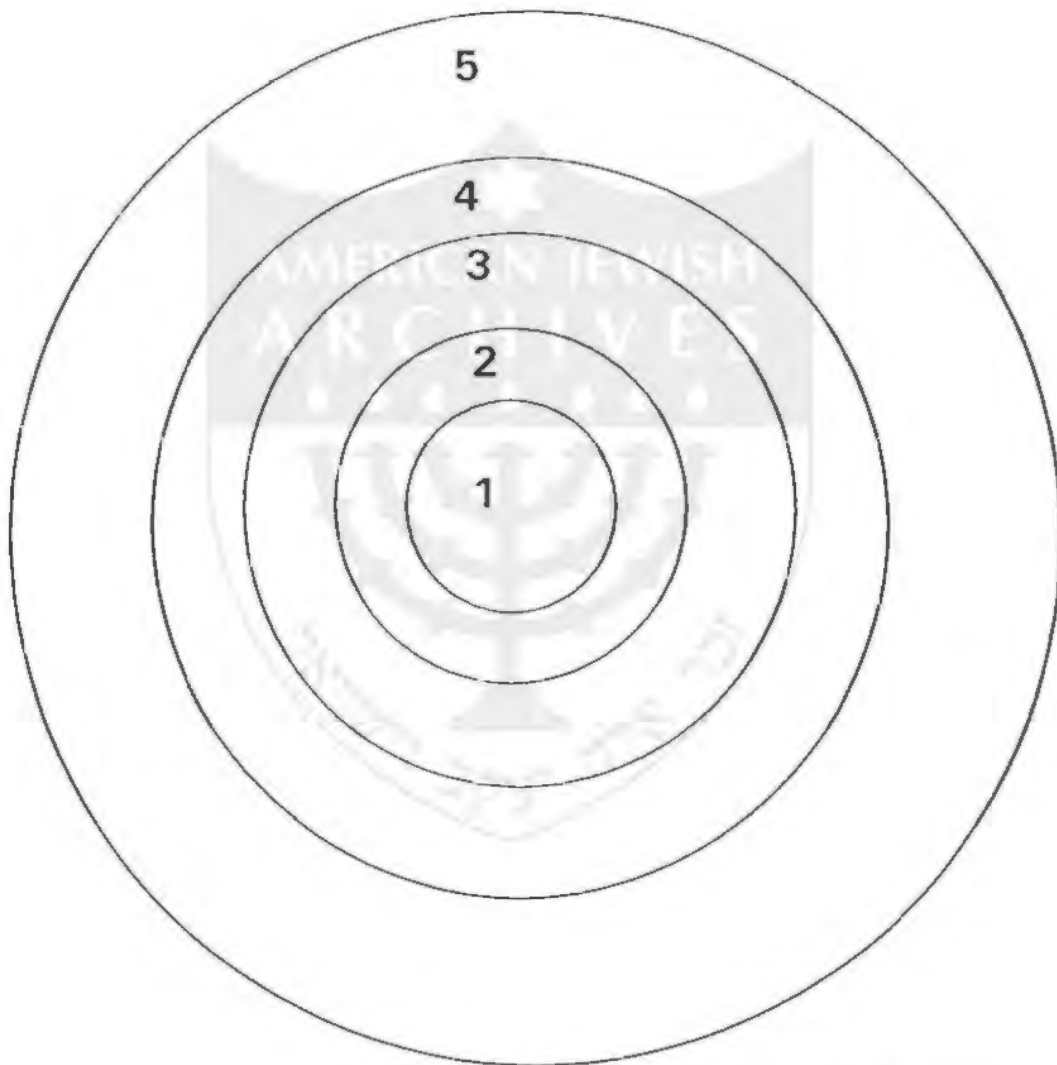
Continental

International

Within:

Qije **Professional**
CIJE **Lay**

**COMMUNICATIONS & POLICY MODEL
WITHIN LOCAL LC
PRO**



1. CJJE

2. Federation Senior Staff

3. Senior Educators—Rabbis

4. Fed. Staff—Other Eds—Fed.-Funded Agency Staff

**5. Informal Jewish Ed. Orgs. —Foundations
—Universities**

III) Process.

1) Ongoing seminar.

In order to enable all participants to have the closest understanding of the various facets of the project , a ongoing seminar may be a key component of the project , thus ensuring a similar language used by all,, and avoiding future misunderstandings and frustrations..

Such a seminar may have simultaneous areas of relationships:

- a) Interdenominational
- b) Denominations and Lead Communities..
- c) Denominations and CIJE..
- d) Lead Communities and CIJE..

2) Denominational involvement..

From CIJE active presence in all aspects of the project,, towards denominational increasing involvement in appropriate areas such as Pre- Service and In- Service training,, Goals,, etc,, with CIJE coordinating..

3) Communications.

Establish communications links that will ensure that frustrations doesn't build up,, and constructive work is done on time..

- a) CIJE to Lead Communities. (SW)
- b) CIJE to Denominations..

4) Lay involvement.

CIJE board member appointed to be " liaison lay person " with each Lead Community..

IV) Special problems.

1) Role of the CIJE ::

- a) With good exec.
- b) Without good exec.

2) Denominations / Lead Communities..

- a) Baltimore :: Haredi Community and Y.U..
- b) Denominations ability to " deliver " on issues such as goals, and pre- service training..

3) CIJE / Lead Communities..

- a) Field researchers' role..
- b) Local commissions getting " tired " ((that is,, looking at the entire project as another "Messianic program " which comes to heal the uncurable wounds of the world)..

Notes for meeting with SF and AH upon their return from England.

April 19th 1993.

1) SE fax re Atlanta.

From the fax the CIJE staff will visit to " launch " the L.C. program in Atlanta . The fax provides with schedule of the visit but does not provide with our request , which was , what will the talk piece with each of the mentioned constituencies be.

2) Baltimore Teachers Specialist Program. =

SH ^ 2 JM't/

We ought to respond to this proposal as we agreed upon during the last CIJE staff telecon.

The main questions are :

What do we think of this proposal?

Does the CIJE have to be involved in this project. (During the last telecon Barry reminded all participants that during our last visit in Baltimore the project was presented and the local pros were (rightfully or not) under the impression that they would get help and advice from the CIJE for this project.

Hence the sooner we will decide how to react to it , the better.

3) Educators survey.

Subsequent to your message on Monday morning to Suzanna I have tried to reach Mike Inbar to discuss the draft of the Educators survey.

I was able to reach Mike only on Monday afternoon. By that time a fax from Ellen Goldring came re the need to get a urgent response because of the school year ending early in Milwaukee , and Ruth Cohen setting up a special meeting with the local educators. I called Ellen and we decided she would get back to me on Tuesday evening 10.30 p.m. Israel time , and hopefully by then I will have had the final comments of Mike .

She is as well concerned about AG fax re Roberta Goodman in Milwaukee. She wanted also to know if SF called Jim Coleman re the Educators survey.

AH 1 pte with AG

4) Marshall Levin. [^] *63 t'''>\$*
AA rufire 017)

W 17 w* t f' />). 1, 1/2/11 - 2/1/12 - 1*

I have called him to let him know the details of the simulation. Everything seems to be OK thus far.

5) Ukeles. *: 63 ^ 1/1)*

Did somebody respond to his last letter with the request of \$ 22000?

6) Howey Deitcher:

- a) Should the Melton center request money for the Senior Educators from the L.C. as they were told that this would be a gift to the Communities.?
- b) Is it a good idea to plan our visits to the LC together?

7) SW visit plan to the US.

- a) Lead Communities
- b) Training Institutions

Dates , content,

8) May Seminar;

- a) Structure of the meetings: L.C. together with T.I., separate, or variations? *1/2/11*
- b) Who should invite Steve Hoffman? *Done by Jff - c/f et **
- c) Forms sent by VFL . Are we to sent these back or is it FYI *De.*
- d) EG, AG participation on May 11-12th. VFL faxes from 4- 15 and 4-20th. *TBD*
- e) Art Rotman: Who does he send???

9) Simulation.

- a) Format of the simulation. - Call her (Berkman. FMBMANI.
- b) Gap between various participants. (j.Lid- M fy xl balk xj.H ffe/yLj).
- c) Arrangements. Dates, meals, snacks, material, (Carolines memo).
- i) k-cl(y0Jxl Natid

10) WHL renewed request re EG participation in CUE staff telecons. Who has to fill her in with the decision.

A* informed h (6!J w-

11) CREB.

MAIN ELEMENTS

- A) *THE LEAD COMMUNITIES PROJECT AS A SYSTEMIC APPROACH TO CHANGE***
- B) *THE GOALS PROJECT***
- C) *THE ROLE OF THE DENOMINATIONS & THE TRAINING INSTITUTIONS IN THE LEAD COMMUNITIES PROJECT***
- D) *IMMEDIATE RECRUITMENT AND TRAINING OF PERSONNEL FOR THE LEAD COMMUNITIES***
- E) *BEST PRACTICES***
- F) *PILOT PROJECTS***
- G) *MONITORING, EVALUATION & FEEDBACK***

FN) THE LEAD COMMUNITIES PROJECT AS A SYSTEMIC APPROACH TO CHANGE

TOPICS & ISSUES

- 1) The difference between enabling & programmatic options**
- 2) Community mobilization:**
 - a) The concept
 - b) Wall-to-wall coalition—lay leaders, rabbis, educators & professionals
- 3) The shortage of personnel:**
 - a) Training plan
 - b) Strategies
- 4) Dealing with goals at the level of the entire community**
- 5) Relationship between formal & informal education**
- 6) Comprehensive & planned approach to:**
 - Content
 - Scope
 - Quality

RELATED READING MATERIAL

- Marshall Smith & Jennifer O'Day: "Systemic School Reform," pp. 233-267
- *A Time to Act*
- Lead Communities program guidelines
- Annette Hochstein: "Lead Communities at Work"
- CIJE Planning Guide
- Adam Gamoran: "The Challenge of Systemic Reform: Lessons From the New Futures Initiatives for the CIJE"
- Commission on Jewish Education in North America: Background materials to meetings 3, 4, 5

OPERATIONAL IMPLICATIONS, E.G.:

- Launch through meeting between CIJE board member & local lay "champion"
- Presentation & discussion of the idea with various constituencies: rabbis, educators, lay leaders, community professionals
- Creation & operation of local commissions (wall-to-wall)
- Appointed project director
- Planning process including research & planning (e.g., Educators' Survey)

B)

THE GOALS PROJECT

TOPICS & ISSUES

- 1) The importance of goals (see also general education)**
- 2) The need to articulate goals for effective evaluation**
- 3) The discussion of goals (at the local & institutional level) as a means for aspiration to excellence.**
- 4) The role of the denominations in the discussion on goals**
- 5) The educational role of the training institutions in the discussion on goals**
- 6) The "Educational Audit" of the community & its educational settings**
- 7) The Educated Jew Project**
- 8) Relationship between goals & accountability**

RELATED READING MATERIAL

- Sara Lightfoot: *The Good High-School* (last chapter on goodness in high schools), pp. 316-323
- David Cohen: *The Shopping Mall High-School*, pp. 304-309
- Marshall Smith & Jennifer O'Day: "Systemic School Reform," pp. 233-267
- Seymour Fox & Daniel Marom: "Goals for Jewish Education in Lead Communities"

OPERATIONAL IMPLICATIONS. E.G.:

- Generate discussions on goals at the local institutional & community level
- Gather & sort material on goals produced by local institutions & communities
- Establish links between local institutions & denominations/training institutions to address the issue of goals
- Develop modes of accountability that will address the suggested goals
- Introduce the Educated Jew Project

**C) THE ROLE OF THE DENOMINATIONS &
THE TRAINING INSTITUTIONS IN THE
LEAD COMMUNITIES PROJECT**

TOPICS & ISSUES

- 1) Most of the Jewish educational system in North America related "de facto" to the denominations**
- 2) Educational "pre-service" and "in-service" training in North America by and large denominations (— "' »)**
- 3) What are the main institutions which are perceived as primary educational resources by the local communities & institutions (personnel, curriculum, etc.)**
- 4) The role of the denominations & training institutions with regards to the "Goals Project"**
- 5) The issue of goals for communal organizations & community organizations (not related to religious denominations, e.g., JCCs)**
- 6) MAF grants to the training institutions**

RELATED READING MATERIAL

- *A Time to Act*

OPERATIONAL IMPLICATIONS, E.G.:

- Forge workable links between lead communities & training institutions & religious denominations to define appropriate roles
- CJJE work with training institutions & religious denominations

**D) IMMEDIATE RECRUITMENT & TRAINING
OF PERSONNEL FOR THE LEAD
COMMUNITIES**

TOPICS & ISSUES

- 1) Immediate infusion of additional talent to the communities**
- 2) Immediate response to shortage of personnel**
- 3) Systematic upgrading of the Jewish educational system**
- 4) Introduction of systemic ongoing in-service training**

RELATED READING MATERIAL

- **Aryeh Davidson: "The Preparation of Jewish Educators in North America: A Status Report"**
(A report submitted to the Commission on Jewish Education in North America)
- *A Time to Act*

OPERATIONAL IMPLICATIONS, E.G.:

- **Identify potential quality personnel in each lead community and set up immediate training program for each**
- **Immediate recruitment of personnel from existing training programs for senior personnel in Jewish education, e.g., Jerusalem Fellows, Melton Senior Educators Program, etc.**
- **Set-up of recruitment programs designed to serve the lead community for middle- and long-range**

TOPICS & ISSUES

- 1) Best Practices as an inventory of "success stories" in Jewish education**
- 2) The distinction between "good" and "ideal" practices in education**
- 3) The need to define features which generate good practices**
- 4) The attempt to determine pre-conditions for the replicability (translation) of these features**
- 5) Initial areas in which Best Practices will be developed:**
 - Supplementary schools
 - Day schools
 - Early childhood programs
 - Israel experience
 - JCCs
 - College campus programming
 - Camping/youth programs
 - Adult education
- 6) Best Practices in the supplementary school: Initial findings & implementation**

RELATED READING MATERIAL

- **Barry W. Holtz: "The Best Practices Project"**
- **Barry W. Holtz: "Best Practices Project: The Supplementary School," CJIE**

OPERATIONAL IMPLICATIONS, E.G.:

- **Presenting the findings of the supplementary school to the various institutions & educators in the lead communities**
- **Training seminars for various constituencies (lay leaders, educators, rabbis)**
- **Initial project: Best practices in supplementary schools—training educators for specific applications**

F)

PILOT PROJECTS

TOPICS & ISSUES

- 1) Jump-start the process & show progress**
- 2) Respond to immediate needs in the communities**
- 3) Initial try-out of some of the ideas**
- 4) Establish networking amongst the three lead communities**
- 5) Examples of pilot projects:**
 - a) In-service training for principals, JCC execs, teachers (formal & informal)**
 - b) Israel summer seminar**

RELATED READING MATERIAL

- **Barry W. Holtz: "Pilot Projects," Working Paper from February 22, 1993**



G)

MONITORING, EVALUATION & FEEDBACK

TOPICS & ISSUES

- 1) MEF as the tool to document the entire lead communities project & gauge its success**
- 2) MEF as basis for broadening the lead communities project & diffusing some of its programs**
- 3) The two main aspects of the MEF project:
 - a) What is the process of change in the lead communities (qualitative & quantitative data, monitoring & evaluation)**
 - b) What are the outcomes of change in the lead communities (relation to Goals Project)****
- 4) The role of the field researchers:**
- 5) Building the feedback loop**

RELATED READING MATERIAL

- **Adam Gamoran: "Monitoring, Evaluation & Feedback in Lead Communities—Tenative Plan of Work for 1992-93 (August 1992)**
- **Adam Gamoran: Update from January 1993**

BY FAX:

TO: GINNY LEVI

FROM: SHMUEL WYGODA

RE: DRAFT FOR MAY SEMINAR

DATE: APRIL 21st 1993

Dear Ginny,

Attached is a first draft of the agenda for the May seminar in Cleveland.

As you know we will have next week in Jerusalem a simulation in preparation for that seminar. We expect to learn a lot during that simulation, and it is quite likely that the final agenda will be affected by what we will learn during the simulation.

In the meantime we here think it is a good idea to show the attached agenda to the CIJE staff for comments.

With regards to the material to be distributed for the May seminar, a first package will reach you by May 1st and the remaining will be sent to you right after the simulation.

Best regards,



c.c. SF, AH.

SEMINAR FOR THE LEAD COMMUNITIES AND THE DENOMINATIONAL TRAINING INSTITUTIONS.

Draft for an agenda.

The following are some suggestions for the agenda of the May seminar with the Lead Communities and the Training Institutions :

I) Community updates:

- a) Overview local commissions and program report.
- b) Launch, and presentation to the Community.
- c) Educators survey
- d) Pilot Projects
- e) Best Practices.

II) Problems, topics and issues:

- a) Systemic approach to change.
- b) Addressing Personnel shortage.
- c) Lay leadership involvement.
- d) Developing the feedback loop.

III) Resources:

A) Projects:

- The Goals project.
- Best Practices.
- Pilot Projects.
- Monitoring Evaluation Feedback.
- Educators survey.

B) Institutional Resources.

C) Denominational Resources.

IV) Next Steps:

- a) Ongoing meetings and seminar.
- b) Targets.
- c) Communications.
- d) Time line.

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Ginny Levy Date: May 3, 1993

From: Shmuel Wyaoda No. Pages: 4


Fax Number: _____

Dear Ginny,

Please find attached to this letter the suggested agenda for the May consultation as well as the suggested letter of invitation to be sent to the participants.

I look forward to seeing you next week in Cleveland.

Best regards

Shmuel 

MAY SEMINAR

SUGGESTED AGENDA: TOWARDS A JOINT ACTION PLAN

I. Overview

W. 10.1 x y
Partnership and joint planning

II. Draft Action Plan

O. a. I
A. The three Lead Communities together and the CUE

B. Elements

1. Systemic change

a. Personnel

b. Community mobilization

2. Support projects

a. Best practices

b. Goals

c. MEF

C. Individual Lead Communities and the CUE

III. Synthesis:

To make a calendar
II)A and II)C integrated into a joint action plan/calendar

IV. Local Lead Communities issues: Open discussion

April 3, 1993

Dear XXX,

We look forward to your participation in the CIJE Lead Communities consultation in Cleveland at the ((name & address of meeting place)) on Tuesday May 11th and Wednesday May 12th. It is planned that we will begin at XXX ((time)) on Tuesday and meet through ((time)) XXX and then again on Wednesday at ((time)) XXX until ((time)) XXX.

In preparation for the consultation in Cleveland, the staff of the CIJE met in Jerusalem with the participation of Mr. Marshall Levin from Baltimore to prepare an agenda which we suggest will concentrate on building a joint action plan. Marshall will be discussing this suggestion with you. Because we hope that these meetings will be devoted to joint deliberation and planning, we are not enclosing any reading materials. The enclosed list of materials will serve as background materials for our meetings in Cleveland and I, of course, will be happy to mail them to you before the meetings if they are not readily available to you.

Please do not hesitate to be in touch with me if you need any additional information or assistance.

Looking forward to your participation in Cleveland.

Sincerely,

Ginny Levi

BACKGROUND MATERIAL

- A) A Time to Act**
- B) Lead Communities Program Guidelines**
- C) Annette Hochstein : " Lead Communities at Work "**
- D) CIJE Planning Guide**
- E) Adam Gamoran : " The Challenge of Systemic Reform : Lessons From the New Futures Initiatives for the CIJE "**
- F) Commission on Jewish Education in North America : Background materials**
- G) Aryeh Davidson : " The Preparation of Jewish Educators in North America : A Status report "**
(A report submitted to the Commission on Jewish Education in North America)
- H) Barry W. Holtz : " The Best Practices Project "**
- I) Barry W. Holtz : " Best Practices Project ; The Supplementary School . CIJE-February 1993**
- J) Barry W. Holtz : " Pilot Projects " . Working paper from February 22nd 1993**
- K) Adam Gamoran: " Monitoring Evaluation & Feedback in Lead Communities-Tentative Plan of Work for 1992-93 (August 1992)**

Additional Publications

- 1) Marshall Smith & Jennifer O'Day: "Systemic School Reform" pp 233-267**
- 2) Sara Lightfoot: " The Good High School " pp 316-323**
- 3) David Cohen: " The Shopping Mall High-School " pp 304-309**

.CIJE / LEAD COMMUNITIES / TRAINING INSTITUTIONS MAY SEMINAR.

ELEMENTS FOR THE APRIL SIMULATION.

I) Scope of the project.

II) The Lead Communities project as a *systemic change* of the Jewish Educational environment versus a compendium of sub-projects of which some may be initiated by the Communities and other by the CIJE...

Lead Communities:

Past:

- Figured implicitly in A Time to Act.
(Who in each L.C. read ATime to Act?) .
- Figured in the program guidelines.
(Who read this document , and who in each L.C. was involved in applying to become a L.C.)

Future.

- Will be a key issue at the May seminar .

(What else does it take to make this point clear)

Training Institutions.

Past:

- Figured implicitly in A Time to Act.
- Little involvement in the L.C. project so far.

Future:

- = Will be brought on board during May seminar.

2) Implications of the difference between Enabling options versus Programmatic options.

Lead Communities.

Past:

- Figured in every document they received.
(*Who read the document?*
Some communities came with their own agenda, and hence did not "hear" what they heard and read.)

Future:

- Will be reiterated during May seminar.
(*How can we overcome the "local agenda syndrome"*)

Training institutions.

Past:

- Figured clearly in A Time to Act and other documents they received.

Additional " stumbling blocks " on the way of the Lead Communities project.

1) Gap between local planners and federations pros (few individuals) who have been involved in the application process and the rest of the players who will have to play a role in the unfolding of the entire process.

Local Rabbis and Educators were brought in late in the process, or not at all.

(How do we bring them on board as happy and active campers..)

2) Baltimore:

This community seems to be interested primarily in its own agenda (which in some case isn't fully coherent with the one of the CIJE) , and may see the CIJE as the funder (or at least as the facilitator for funding) of its own projects.

3) Atlanta:

Gap and " poor communication " between local planners / federation pros and local lay leaders.

4) Monitoring Evaluation and Feedback.

There seems to still be some confusion as to the precise role and purpose of the field researchers.

5) Initial Lauching.

Whereas the initial plan suggested a visit by a CUE board member (MLM, C.Rattner) to ensure the entire project would take off with all parts beeing in sync , such meeting somehow never took place.

Furthermore, local Commissions have been created, yet the degree of their representativity is yet unclear.

6) Goals Project:

See DM, and SW forthcoming document.

7) Denominations.

Their role in the Lead Communities project is somewhat unclear to them.

8) Funding:

Pettyness over issues which shouldn't be issues. (\$ 40000)

9) Staffing of key positions.

Executive director, educational officer, planner.

Ideas for discussion during the seminar.

1) Ongoing Seminar.

How can we ensure that at all times all participants have the same understanding of the nature of the project, and use a similar language thus avoiding misunderstandings and frustrations.

**2) CIJE active presence in all aspects of the project, vs denominational increasing involvement in appropriate areas with CIJE coordinating.
(Difference between key and secondary issues.)**

3) Communication.

Once the Denominations are in, how can we do the best we can, with best communications and nobody offended.

Material for the Seminar.

- 1) A Time to Act.
- 2) Program Guidelines.
- 3) Lead Communities at Work
- 4) The CIJE Preliminary Workplan
- 5) Lead Communities : A Partial Scenario (overhead slides)
- 6) Planning Guide
- 7) Best Practices Project: The Supplementary School

13/9/93 7 p' 7

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SIMULATION FOR THE MAY SEMINAR FOR THE LEAD COMMUNITIES, AND TRAINING INSTITUTIONS.

Background:

The Lead Communities project has entered its active phase. The three Lead Communities have started each at its own pace to get started in terms of creating a community wall to wall commission , engaging in a short and long term planning process , securing funding, looking for possible pilot projects, having a first educators survey, learning about best practices , and in general involving the community at large in a global effort to foster Jewish education and to put it on top of the communal agenda.

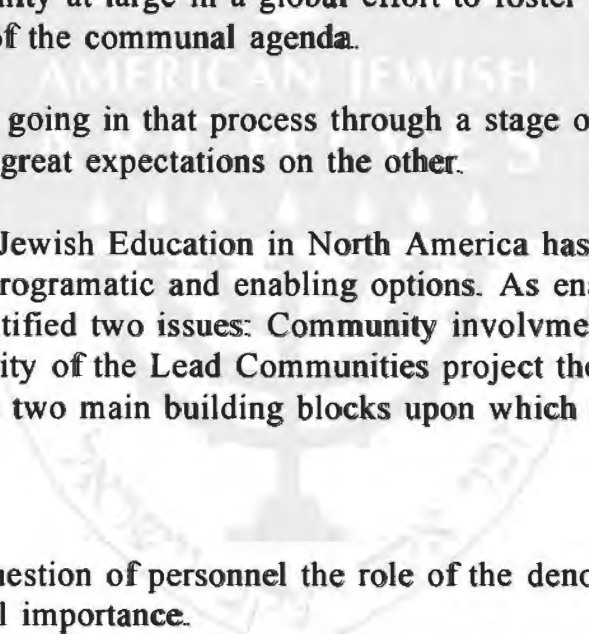
The communities are going in that process through a stage of great enthusiasm on the one hand and great expectations on the other.

The Commission on Jewish Education in North America has made the important distinction between programatic and enabling options. As enabling options the Commission has identified two issues: Community involvment and personnel. Translated to the reality of the Lead Communities project these two enabling options are hence the two main building blocks upon which the entire project will rest.

With regard to the question of personnel the role of the denominational training institutions is of focal importance.

Jewish education in North America is by and large connected to the denominations. Furthermore the denominational training institutions are in charge of almost all the pre-service and in-service training. Thus their role in the Lead Communities project is central.

Simula 2



The seminar and pre- seminar.

In order to measure up successfully with the great challenges of the Lead Communities project , the various elements of the project ought to be jointly discussed and elaborated by all the stakeholders, that is , the communities professional , rabbinical and educational leadership, the CIJE and the denominational training institutions.

In the course of the recent weeks the CIJE has been in contact with the Lead Communities as well as with the denominational training institutions in order to find a mutually convenient date for a joint seminar that will address the various aspects of the project and will give an opportunity to all stakeholders to become more familiar with the various aspects of the project.

In order to adequately prepare for the seminar it is suggested to have a simulation of the seminar at the Mandel Institute during the 27th and 28th of April 1993. The following is a draft of the components of that simulation.

Desired outcomes.

The main purpose of the seminar is to clarify the various components of the Lead Communities project to all parties involved.

In order to plan the simulation most effectively an attempt will be made hereinafter to assess where some of the parties involved are at the present time, how to define success of the seminar for each and what will it take to achieve this success.

The methodological approach will be to focus on the various components of the seminar, that is of the project.

Participants:

SF, AH, DM, SW, Allan Hoffman, Henrietta Blomberg, Mark Rosenstein(?)

The Goals Project.

Current situation;

The Lead Communities.

In the past the discussion on goals of Jewish education did not take place. Educators were either reluctant to engage in such a discussion, or too busy in "doing" that is address the most urgent needs of the Jewish community, by creating day schools, supplementary schools and running them on a day to day basis.

Recently however that situation has somewhat changed . Voices coming from the Academia (Smith, Cohen, Lightfoot and others) have stressed the importance of articulating a clear vision on goals in general education. These voices have rapidly permeated to the Jewish community .

Furthermore , prominent lay leaders have in turn argued to the professionals and educators about the importance of setting a clear vision of goals, based on their experiences in the world of business, thus making impossible for educators to further avoid the issue.

Hence, the educational leadership will have to deal with the question of goals, yet the question of how to approach the issue remains often vague at best. Given the structure of Jewish education in North America it is likely to assume that the local institutions will seek advice and guidance on this important issue at their denominational training institutions.

The denominational training institutions.

Many among the denominational training institutions have produced over the years curricula and other educational material.

In that material they have defined goals which are in fact curricular objectives. All this material ought as we enter this phase to be collected by the training institutions in order to offer it to the Lead Communities.

Parralelly to this process the training institutions have to be asked what they

have to offer to the Lead Communities in terms of a vision on goals for the various schools and educational institutions.

Desired outcomes.

CIJE:

- Create a link between the Lead Communities, the Training Institutions, and the lay leadership with regards to the issue of goals in Jewish Education.

- Identify one individual in each Lead Community who will take upon him/herself to be the liaison person with the Training Institutions on the issue of Goals.

- Trigger at the seminar a serious discussion on goals, that is , on the difference between vision and goals, on the relationship between goals and methods , goals and educational price paid that has to be paid in order to attain these goals, and most importantly on the accountability that has to come with the articulation of goals.

-

Summary of the telecon between SW and Ruth Cohen from Milwaukee,
Thursday April 1st 1993.

1) Organisational chart.

Ruth wanted to know who are the people in charge.

She was under the impression that the people in the US (SE, BH,etc) can't take any decision without having it approved by Jerusalem.

SW told her that given the scope and importance of this project , all sides are consulting with the others in order to ensure the best and most effective decision taking process.

2) Feelings in the Community .

RC indicated that many people in the Community were under the impression that the decision makers (whoever they were, hinted towards Jerusalem) did not pay much attention to the voices coming from the Lead Communities themselves. At the same time she mentioned that lately there seems to be a move in the right direction.

SW indicated that the purpose of such telecons was precisely to have an ongoing direct contact .

3) Goals.

RC requested , " practical , methodical, real help " with regards to the development of goals for Jewish education in Milwaukee.

They would like to gather their commission in June and to prepare towards that date a basis to develop a visioning process.

They are contemplating having a retreat on that issue and they expect tangible help from the CIJE on that matter.

Alternatively they would like to know who - if not us- could provide them with that help?

SW answered that this will be a major issue during the May seminar, and that this is the reason the denominational training institutions have been invited to attend this seminar.

4) Update on current situation in Milwaukee.

To date they have :

- Launched the local commission.
- Started the steering committee.
- Organised task forces on :
 - Personnel issues.(will meet after Pessah to deal with the educators survey , and is scheduled to function all the 3 years of the project.)
 - Best Practices.(no date for 1st meeting yet, will try to meet by June all synagogues to identify needs and problems)
 - Planning guide for the Community, that is have a plan for the first year, and a plan for the 5 years.
- Established think tanks, the goal being to have a think tank in each Synagogue to discuss various issues such as , family education (to be attended by key people, e.g JCC president, rabbis, BJE people etc, and best practices (to be attended by rabbis, lay leaders chosen by the rabbis, and 1-2 others)).

BY FAX:

**To : Dr Ruth Cohen
Milwaukee Jewish Federation
Fax # : 001 414 271-7081**

**From: Shmuel Wygoda
Mandel Institute, Jerusalem
Fax # : 011 972 2 619-951**

Dear Ruth,

Following our telecon from last week, I wish to inform you that I will call you on Thursday April 1st at around 10pm Jerusalem time , i.e. 2pm Milwaukee time.

I look forward receiving your agenda for that telecon .

Best regards,

כל טוב

שמואל



What do we want to happen in the coming next six months.

a) Personnel.

- New hires and placement of Senior Personnel.
- Help recruit outstanding personnel.
- Help them identify young qualified people and train them (Jerusalem Fellows, Senior Educators).

b) Educators Survey.

- How many people work in the field?
- How were they trained for the positions they assume?
- How many hours are they working?
- What is their knowledge base?

c) Pilot Projects.

- In each L.C. one or more Pilot Projects to be launched.
- The importance of PP to be clarified to the Community:
 - = The fact that by doing we are more likely to learn .
 - = The fact that by doing we are more likely to jump start the entire project.
- Types of possible Pilot Projects:
 - Upgrading Israel Experience.
 - Upgrading of a Day School (entirely or in area e.g. teaching of Hebrew)
 - = Early childhood.
 - Seminar for Principals of Day Schools or Supplementary Schools.

d) Community Mobilization.

- Active participation of all constituents: Lay, Educators, Rabbis, Pros.
- Active task forces set and start working on various issues.

e) Monitoring Evaluation and Feedback.

- Help communities clarify where problems lie.
- Help community leaders prioritise investment of human and financial resources.
- Reports on the quality of the aforementioned.

What we are offering to the Lead Communities.

As our active relationship with the Communities enter its active phase, what we are offering to them has to be clearly defined:

- 1) Global reform is more effective than punctual improvements.
- 2) There are success stories in Jewish Education which - if carefully handled- can be transferred and can bring substantive improvements in other Communities.
- 3) A vision of Jewish Education has to be seen as a combination of scholarship and translation into practice.
- 4) The institution of accountability and evaluation.

SEMINAR ON THE ROLE OF THE TRAINING INSTITUTIONS IN THE LEAD COMMUNITIES.

FIRST DRAFT PROPOSAL.

As the Lead Communities project has entered its operational phase , numerous organisational and educational challenges lay ahead.

To successfully meet these challenges, the main Jewish Educational Training Institutions i.e. the Jewish Community Center Association , Hebrew Union College , the Jewish Theological Seminary , (including the denominational organisations in charge of educational services , such as United Synagogue Education Department) , and Yeshiva University , are being engaged to play a key role in the educational landscape of the Lead Communities.

The Training Institutions are involved in the Lead Communities in a variety of contacts and activities on an ongoing basis. Their knowledge and expertise of the local scenes are therefore critically important for the succes of this project. Moreover, they have denominational resources available that could significantly advance work in the Lead Communities.

In order to jointly discuss and prepare the contribution of the denominational Training Institutions in the Lead Community process, the proposal is made to have a seminar during which the various aspects of the project will be discussed, views concerning work with the Lead Communities will be shared and plans will be developed, thus creating a team endeavour for the benefit of the entire project.

The second purpose of the Seminar will be to discuss the grants given by the Mandel Associated Foundations to the four Training Institutions..

During the Seminar the Training Institutions will have an opportunity to share the progresses they have made in terms of the enhancement of Jewish Education in each institution , with the help of the MAF grants, as well as present their plans for the completion of the three years of the grants.

Desired outcomes:

The main purpose of this seminar is to bring the Training Institutions on board for an active and direct role with the three Lead Communities .

It is anticipated that the seminar will help further galvanise the Lead Communities project , through common discussions between the CUE and the Training Institutions on the nature of this project , its scope and details , and the pivotal role of all parties involved in its implementation.

Dates and location.

It is suggested that the seminar take place in Cleveland , during the 16, 17, 18, of May 1993. Both the time and location of the seminar have to be discussed with the Training Institutions before being finalized.

The contribution of the Training Institutions to the Lead Communities.

I) Ongoing services to the communities:

a) ~~Pre-Service~~ training:

- * Recruitment procedures currently in place.
- * Description of existing training programs for teachers (early childhood, grade school, and high school).
- * Description of programs for the training of Senior Educators e.g, lead teachers, principals, curriculum developers.
- * Programs for the training of assistant teachers; part time teachers .

b) In-Service training.

- * Description of the services currently in place.
- * Services to teachers (at all aforementioned levels) , principals.
- * Curriculum development.(general ; for individual schools/programs)

c) ~~Other~~ services.

- * Extra-curricular services, e.g. shabbatonim, seminars, etc.
- * Israel Experience.

II) **New services emerging from the Lead Communities Project.**

a) Personnel:

- * Recruitment of quality personnel from each Lead Community..
- * Update of pre-service and in-service training.
- * Help the L.C. recruit outside quality personnel (trained by T.I.)

b) Goals Project:

- * Development of the project at the denominational level.
- * Engaging in a serious discussion on goals with the various constituencies in the Lead Communities, e.g. Rabbis, educators, lay leaders.

c) Best Practices.

- * Development by the Training Institutions of the findings of the best practices project.
- * Translation and implementation of best practices to the need of particular institutions in each Lead Community.(together with Dr Barry Holtz).

d) Pilot Projects.

- * Help Lead Communities (along with CIJE) suggest appropriate Pilot Projects.
- * Help local institutions successfully implement selected Pilot Projects.

Suggested components for the Seminar.

- 1) **The three Lead Communities: Achievements and challenges.**
- 2) **Personnel.**
 - a) **Recruitment.**
 - b) **Pre Service training.**
 - c) **In Service training.**
- 3) **Goals Project.**
 - a) **The Educated Jew project.**
 - b) **The Goals Project at the denominational level.**
 - c) **The role of the Training Institutions in the implementation of the project.**
- 4) **Best Practices.**
 - a) **The various areas of the project.**
 - b) **Best Practices in Supplementary Schools.**
- 5) **Pilot Projects.**
 - a) **Type of adequate projects.**
 - b) **The role of the T.I. in implementing the Pilot Projects.**

SEMINAR FOR THE TRAINING INSTITUTIONS ON THE LEAD COMMUNITIES.

A PROPOSAL. ((Fourth draft February 17th 1993).

To: Pr S. Fox and A. Hochstein

From: Shmuel Wygoda.

As the Lead Communities project has entered its operational phase,, numerous organisational and educational challenges lay ahead..

To succesfully meet these challenges,, the main Jewish Educational Training Institutions i.e. J.C.C.A.,, H.U.C. , J.T.S..f and Y.U. are beeing engaged to play a key role in the educational landscape of these communities..

It is assumed that the Training Institutions are involved in the Lead Communities in a variety of contacts and activities on an ongoing basis.. Their knowledge of the local scenes is therefore critically important for the succes of this project.. Moreover,, they have central denominational resources available that could significantly advance work in the Lead Communities..

In order to jointly discuss and prepare the contribution of the training institutions in the Lead Community process,, the proposal is made to have a seminar during which the various aspects of the project will be discussed,, views concerning work with the Lead Communities will be shared and plans will be developed,, thus creating a team endeavour for the benefit of the entire project..

The second purpose of the seminar is to discuss the grants given by the Mandel Associated Foundations to the four Training Institutions .

During the seminar the Training Institutions will have an opportunity to share the progresses they have made with the help of the MAF grants ,as well as present their plans for the completion of the three years of the grants..

Desired outcomes:

The main purpose of this seminar is to bring the Training Institutions on board for an active and direct role with the three Lead Communities.

It is anticipated that the seminar will help further galvanize the Lead Communities project, through common discussions between the CIJE and the Training Institutions on the nature of this project, its scope and details and the pivotal role of all parties involved in its implementation.

Dates and location .

It is suggested that the seminar take place in Jerusalem from Monday April 22nd to Thursday April 25th 1993. Both time and location need to be discussed with the Training Institutions before being finalized.

Seminar components.

The seminar would entail the following components:

1) The contribution of the Training Institutions to the L.C.

I) Ongoing services to the communities, e.g.

a) In-Service training:

- *Type of service currently provided.
- *Services to teachers, principals, boards.
- *Curriculum development.
- *Educational material. (Pedagogical resource center)

b) Pre-Service training:

- *Existing programs for teachers, early childhood.
- *Current situation re Principals training.
- *Programs for part time teachers. (second career)

c) Personnel recruitment for vacant and new positions.

- *Current situation.
- *Plans for short, middle and long term.

II) New work emerging from the Lead Communities project..

- a) Personnel:
 - *Innovative in service programs.
 - *Pre service new programs.
 - *Recruitment of quality personnel for Lead Communities
- b) Goals Project:
 - *Development of the project at the denominational level
 - *Engaging the discussion on goals amongst various constituencies in Lead Communities, (Rabbis, individual institutions.
- c) Implementation of Projects (Pilot projects)
 - *See paragraph on Pilot Projects..
- d) Helping mobilization of denominational constituency..
 - *At Lead Communities level
 - *At National level..

III) The three Lead Communities: Atlanta, Baltimore and Milwaukee..

- a) Presentation by Training Institutions :
 - *General presentations..
 - *State of community mobilization..
 - *Educational achievements..
 - *Major key positions..
 - *Important stakeholders..
 - *Current needs in Jewish education..
 - *Local financial resources..
- b) Developments in each of the three Lead Communities since August 1992..

2) The Lead Communities project. Update

- a) Best Practices

I) The concept of Best Practices as " good " vs " ideal " examples in today's North American Jewish Education.

II) Possible developments by the Training Institutions of the findings of the Best Practices project.

III) From identification to translation to implementation of Best Practices in the Lead Communities: Problems and Challenges..

IV) The nine main areas of the Best Practices project: Current state of affairs:

- Best Practices in Supplementary schools.
- Best Practices in Early childhood programs..
- Best Practices in the J.C.C."s..
- Best Practices in Day Schools..
- Best Practices in the Israel Experience..
- Best Practices in College campus programming..
- Best Practices in Camping and Youth programs..
- Best Practices in Adult Education..
- Best Practices in Community wide initiatives..

- b) Pilot Projects

I) Pilot Project as a tool to galvanize the local community..

II) Short term Pilot Projects and long term Pilot Projects..

III) The Training Institutions as catalysts for the transition from Best Practices to Pilot Projects..

IV) A discussion on possible ideas for Pilot Projects e.g.::

- Principals Seminar in Israel..
- Seminar for Lay leaders..
- Community Seminar on Formal/Informal Jewish education: similarities and differences..
- The Israel experience..
- Conference on Early Childhood in Jewish Education..
- Conference on Curriculum in Jewish Studies..(Syllabus)..

- c) The goals project (see paragraph on the educated Jew),

I) The three main reasons for the centrality of articulating educational goals :

- The difficulty to introduce change without defining what it is that one wants to change..

-The recognition by important scholars in the field of general education that impact in Education is dependent on a clear vision of goals.
-No successful evaluation can be undertaken without a clear articulation of goals..

II) A discussion may follow on the role of the Training Institutions in stimulating the discussion at the various levels of Jewish education about the need and the importance of articulating the goals of each educational setting.

III) Update on the Educated Jew project..

A discussion of the papers of Professors Twersky,, Greenberg, and Brinker..

The translation of the aforementioned papers to Jewish Education : Problems and Challenges..

The goals project for the three Lead Communities as case study for the Training Institutions .

- d) Monitoring Evaluation and Feedback

I) The need to develop a research capability that will provide the knowledge necessary to inform decisions and guide developments in the three Lead Communities..

II) The possibility for the Training Institutions to obtain through Monitoring Evaluation and Feedback project an important data base that could be used in additional communities

III) Presentation and discussion of the three main areas of research for the initial stage of the project::

-What are the visions for change in Jewish Education held by members of the Community? How do the visions vary across different individuals or segments of the Community? How vague or specific are these visions?

-What is the extent of community mobilization for Jewish Education? Who is involved and who is not? How broad is the coalition supporting the efforts of the CIJE? How deep is the participation in the various agencies?

-What is the nature of the professionals life in the Community? Under what conditions do teachers and principals work?

Preparation:

We suggest that following initial discussions a consultation with all participants take place, an agenda be prepared and the following material be distributed:

- *Lead Communities at work.
- *Planning guide.
- *Best Practices in Supplementary schools.
- *Goals Project.

*Educated Jew material,, ((papers of Prs Brinker,, Greenberg and Twersky)).

Participants:

Each Training Institution will be represented by one or two individuals who are in charge of the coordination with MAF, as well as the CIJE and MAF staffs. The following constitute a first list of potential participants:

Training institutions:

H.U.C.

Sara Lee
???

J.C.C.

Art Rotman
???

J.T.S.

Dr Bob Abramson
Dr Aryeh Davidson

Y.U.

Dr Robert Hirt
Dr Alvin Schiff

CIJE Staff.

Dr Shulamith Elster
Dr Adam Gamoran
Dr Barry Holtz
Virginia Levy

Lead Communities..

Marshal Levin..

Educated Jew Project's scholars..

Pr Menachem Brinker
Pr Moshe Greenberg

Mandel Institute staff..

Pr Seymour Fox
Annette Hochstein
Danny Marom
Shmuel Wygoda

Cost:

The issue of the cost of the seminar ought to be discussed as soon as possible , in order to proceed to the practical steps of the preparation for the seminar.

In terms of airfare for participants from abroad , it is suggested that participants institutions cover airfare, while the Mandel Institute will cover accomodations and other local expenses..

Proposed Budget .

1) Airfare:

* 2 N-Y TLV N-Y at \$1115	=	\$ 2230
* 1 LON TLV LON at \$550	=	\$ 550
Total	=	\$ 2780

2) Accomodations:

*13 Single rooms at \$125 for 5 nights = \$ 8148
(King Solomon Hotel)

3) Meals::		
*4 Lunches for 199 participants at \$ 132=	\$	528
*4 Supper for 13 participants at \$ 25=	\$	1300
*1 Supper	=	\$ 400
*Coffee , snacks & fruits	=	\$ 200
Total =	\$	2428
4) Transportation:		
*13X2 Ben Gurion - Jerusalem	\$	270
6) Miscellaneous:	\$	1360
TOTAL:	\$	14986

For the Advanced Study and Development of Jewish Education

Board of Directors
(in formation)

Memorandum:

Morton L. Mandel
Chairman

To: Steve Hoffman
Executive Vice President
Jewish Community Federation of Cleveland

Marc Besen
Australia

From: Shmuel Wygoda
Mandel Institute, Jerusalem.

Jaime Constantiner
Mexico

Date: February 10th 1993

Isaac Joffe
South Africa

RE: Attached material,

Felix Posen
U.K.

Esther Leah Ritz
U.S.A.

Dear Steve,

Garry Stock
Australia

I hope this letter finds you and yours in good spirit and health.

Upon returning from her recent short trip to the U.S. Annette has asked me to send you some material that might be of interest to you and could be helpful for the discussions you will have at the end of the month during her next visit .

Seymour Fox
President

I am forwarding you hereby the following:

Annette Hochstein
Director

- a) Pr Moshe Greenberg's paper written for the Educated Jew project.
- b) Danny Marom's reaction to the aforementioned paper.
- c) The paper written by Seymour and Danny on the goals project for the three Lead Communities.

I trust you will find this material stimulating, and that it will indeed be helpful for your forthcoming meetings.

Should you need any clarification or additional material, please feel free to let me know.

Best regards

/LJ

DRAFT

ELEMENTS FOR SIMULATION A FOR A.H.. MEETINGS IN THE THREE L.C.

BACKGROUND:

1) Reported feelings of unhappiness, and increasing sense of lack of credibility towards CIJE in the communities for the following reasons:

a) Material "expected and not delivered":

- Planning Guidelines..
- Vision statements??
- Best Practices..
- Pilot Projects..
- Instrument for educators survey..

b) Expected help in the creation of local commissions, which did not materialise thus far.

c) Expected flexibility with regards to spending of funds for planning, vs what is perceived as unclear stiffness coming from Jerusalem..

SET OF FACTS.

1) At no time during the November planners meetings were there any commitments made as to clear deadlines for the submission of material:

- Not on the transparencies used by GHAD during presentations..
- Not in any of the written fashion.
- Not in the Planners meeting minutes.

All the planners received the minutes of the November meeting yet no one objected orally or in writing to the "omission" of such an important item ..

2) The deadlines to which the CIJE indeed committed itself, i.e. end of January / beginning of February 1993 for the Best Practices on Supplementary Schools, the Planning Guide and an initial paper on the Goals Project will be respected as these documents are currently under final reviews..

3) In order for these documents to be effective , a most important element in the entire frame of work is the establishment of Local Commissions. For these commissions - also called Local CIJE's - to be effective insofar as they will reflect a real wall to wall coalition for the advancement of Jewish Education on the Local scene , it was suggested at the Planners meeting in New York that they be called by a Local champion. Furthermore, a first meeting between a CIJE board member and this local champion was strongly recommended in order to ensure the best start of to the Local Commission,, in the spirit of the recommendations of the Commission for Jewish Education in North America.

Simulation A.

The L.C.

It's been close to 6 months since we have been selected as Lead Community and there is amongst many here an increasing feeling of " nothing serious happening ".

Several key figures in the communal and educational world in our community fail to see what is the whole point of being a Lead Community,, and we who are in touch with New-York have more and more difficulty to tell them that the salvation is " about to come ".

We expected material , we have almost nothing to offer thus far, and whatever happened since August is the result of ongoing local efforts but not of " massive infusion of the best available " as we were told and expected.

Furthermore, (the only area where the CIJE is visible is the area of Monitoring Evaluation and Feedback where your field researchers have started to interview randomly all many kind of people in our community,, and I would say that the main result of their involvement has been at best harmless and at times even counterproductive.

option 1: MUR

In order for the Lead Community project to meet its goals, several steps had to be taken.

- The creation of wall to wall coalition , that would include the top lay, professional, rabbinical and educational leadership, in the form of a local commission.
- The translation of the conclusions of the Commission on Jewish Education in North America to the Lead Community idiosyncratic reality. (The importance of this step ought to

be explained: The Commission on Jewish Education was unique insofar it was the first time that lay people , professionals and educators from all denominations sat together for a long time and analysed what could and should be done if Jewish Education was to be given a serious chance to improve. The main conclusions of this Commission have hence to be translated to the needs of the local community instead of reinventing the wheel and possibly reaching conclusions that would negate those conclusions agreed upon by the Commission)..

PAPER STOPPED HERE .. ANNETTE FELT IT IS NOT NECESSARY TO PROCEED. MAY CONTINUE SOME TIME IN THE FUTURE..

-

Option 2: הכל בסדר

26.1.93

5777 מכתב

Mandel Institute

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: <u>SHULAMITH BLISSTE@</u>	Date: <u>26-1-93</u>
From: <u>SHMUEL WAKIVFODGA</u>	No. Pages: <u>4</u>
Fax Number: <u>011-212-213-1107%</u>	

Dear Shulamith, ~~FAV~~

As promised, you will find enclosed the letter sent to Sara Lee, including the list of papers which were enclosed in this letter.

I trust you have all these papers in your office.

Best regards

Shmuel

These documents on the Educated Jew Project represent the background thinking that might inform approaches to the goals project. The documents on Lead Communities illustrate the overall thinking within which the development of visions,, goals,, mission statements for specific institutions,, movements or for the overall community would be inserted.

As you well know,, it is our belief that an ongoing interest -- increasingly profound and informed -- in the goals of Jewish education by educational,, rabbinic and lay leadership will be one of the important means and assets for ensuring the quality of Jewish education in the community..

* * *

You may want to consider and discuss several possible roles for your Movement in the lead communities.. These range from taking leadership in the above-mentioned subject of goals to taking leadership in providing additional outstanding personnel for the Reform Movement's schools and programs in the lead community to engaging your educational,, rabbinic and lay leadership in thinking and planning about all of these,, to developing systematic in-service training for the rabbinic and educational personnel in the community's Reform schools..

The following are some further elaborations on these points:

1. Setting educational goals:: What role would you want to take as regards helping or leading local institutions and your own constituencies in defining their vision and goals for Jewish education? There are many possible ways to go about this effort. One possibility is to identify a qualified individual who would be charged with coordinating this effort in the lead communities (his or her function might be limited to one project or be an overall coordinator for all your efforts in one or all lead communities).. You may find a conversation with Aryeh Davidson useful -- the Conservative Movement has begun to work on this complex and you may find it useful to hear how they are going about it.

2. Personnel in lead communities:: The question of the educational and rabbinic leadership,, their mobilization,, their training,, the staffing of programs,, the possible in-service educational efforts that may need to be developed -- all of these related to the central resources of the Movement and to your own definition of the role you want to have in the lead communities.

3. As you know,, the Best Practices Project is gearing up for early work in the communities.. Its first effort has been in the area of supplementary education. The issue of how the Movement might want to use,, adapt,, adopt,, translate,, implement the findings of the Best Practices Project -- particularly in the

areas of personnel and program -- to the Reform Movement's supplementary or day schools in the lead communities should be addressed. You may want to discuss this with Barry Holtz.

We have not related here to the overall role that Reform rabbis and educators might want to play in the governance of the lead communities project -- commissions are being formed, taskforces and subcommittee will probably be formed in the coming year. In all of those you may want to look into what would be an appropriate and effective role for the Movement to take.

We hope that this is useful or helpful and are certainly available for any further clarification or documentation that you may require.

Warm regards,

Annette Hochstein & Shmuel Wygoda

January 19, 1993

Ms. Sara Lee
 Director, The Rhea Hirsch School of Education
 Hebrew Union College
 3077 University Ave.
 Los Angeles, CA 90007-3796
 U.S.A.

Dear Sara,

Following your conversations with Seymour, we are pleased to forward to you a package of materials that may be useful towards your forthcoming early February meetings.

All the documents are internal, non-published documents of the Mandel Institute -- we are sending them for your use only in the hope that you will find them interesting and of help. We have included the following:

A. The Educated Jew Project

1. "The Educated Jew" -- 1991 Executive Summary for our board members.
2. Draft paper by Prof. Isidore Twersky.
3. Draft paper by Prof. Moshe Greenberg.
4. Draft paper by Prof. Menachem Brinker.
5. & 6. Papers by Prof. Israel Scheffler.
7. Paper by Prof. Michael Rosenak.

B. The Lead Communities -- General

1. Lead Communities at Work (very internal working paper).
2. Monitoring, Evaluation & Feedback in Lead Communities: Workplan for 1992/1993.
3. Latest memorandum from Barry Holtz, on the Best Practices Project.

Memorandum:

To: Annette

From: Shmuel

Date: January 21st 1993

Re: Package to Hank Zuker.

Dear Annette,

- 1) I hope your day in Tel-Aviv was good and successfulll.
- 2) I prepared the package for Hank Zuker including a draft of a cover letter that should go with this package.

I tried to select material which seemed relevant,, and that would give him a good idea of both what happened so far and were we are at right now.

Please feel free to take down whatever doesn't seem to you appropriate,, and to suggest other material more fitting the purpose..

We can discuss that as soon as you want..

Best regards

Shmuel

NOTA BENE: I VERY MUCH WOULD LIKE TO TALK TO YOU ABOUT SOME VERY IMPORTANT PERSONNAL MATTER.. SINCE I DONIT KNOW YOUR FRIDAY SCHEDULE COULD YOU LET ME KNOW WHEN IS A GOOD TIME TO CALL YOU. I THANK YOU IN ADVANCE.

Dear Hank,

Following the first package of background material we sent you on January 15th ,, you will find enclosed a second package which we prepared for the same purpose,, that is,, to provide you with the essential written material that was written over the last period with regards to the CIJE,, and Lead Communities...

The enclosed material includes the following::

a) CIJE/Lead Communities general material::

- 1) Lead Communities at Work..
- 2) The CIJE —Preliminary Workplan 1992/1993
- 3) The set of transparencies used by AH for the presentation during the November planners workshop..
- 4) The minutes of the Lead Communities Planning Workshop.. November 1992 New-York..
- 5) A memo by SE on a ten point agenda for work in the Lead Communities..

b) Monitoring Evaluation Feedback Project..

- 1) Monitoring,, Evaluation,, and Feedback in Lead Communities.. Tentative Plan of Work for 1992-93..
- 2) Monitoring,,Evaluation and Feedback in Lead Communities:: A three year outline..
- 3) The Challenge of Systemic Reform:: Lessons from the New Futures Initiatives for the CIJE..
- 4) Guidelines and Questionnaire sent by the Project director Pr Adam Gamoran to the three field researchers..
- 5) Adams Gamoran last bitnet correspondance regarding his hesitations with respect to the first reports produced by the three field researchers..

e) Best Practices Project:

- 1) Barry Holtz last updated report.

d) Planning:

- 1) First draft of the Letter of Understanding .
- 2) Memo by AH to AR re Letter of Understanding..
- 3) Second version of the Letter of Understanding..
- 4) Preliminary outline of content for the Lead Communities Planning Guide..

d) Material on the Communities:

- 1) Memo by SE to AR re Baltimore
- 2) Minutes of the Milwaukee Steering Committee on Jewish Education..

Needless to state that if you should you need further clarification on one of these documents ,we will try and provide it to you as soon as possible..

Best regards

Memorandum::

To: Annette.

From: Shmuel

Date: 01/19/1993

Re: List of individuals to be informed re new CIJE situation.

- 1) Shulamith Elster
- 2) Barry Holtz
- 3) Jack Ukeless/Jim Meir
- 4) Jonatan Woocher
- 5) Adam Gamoran
- 6) Elen Goldring
- 7) Julie Tamivaraa
- 8) Roberta Goodman
- 9) Claire Rottenberg
- 10) Howard Neistein
- 11) Marshal Levin
- 12) Chaim Botwinick
- 13) Nancy Kutler
- 14) Steve Gelfand
- 15) Lauren Azoulay
- 16) Art Naparstek
- 17) Aryeh Davidson
- 18) Alvin Schiff
- 19) Sara Lee
- 20) Marty Kraar
- 21) Members of the CIJE board.

January 19, 1993

Ms. Sara Lee
 Director, The Rhea Hirsch School of Education
 Hebrew Union College
 3077 University Ave.
 Los Angeles, CA 90007-3796
 U.S.A.

Dear Sara,

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All the documents are internal, non-published documents of the Mandel Institute -- we are sending them for your use only in the hope that you will find them interesting and of help. We have included the following:

A. The Educated Jew Project

1. "The Educated Jew" -- 1991 Executive Summary for our board members..
2. Draft paper by Prof. Isaac Herzberg.
3. Draft paper by Prof. Moshe Greenberg.
4. Draft paper by Prof. Menachem Brinker.
5. & 6. Papers by Prof. Israel Scheffler.
7. Paper by Prof. Michael Rosenak.

B. The Lead Communities -- General

1. Lead Communities at Work (very internal working paper).
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These documents on the Educated Jew Project represent the background thinking that might inform approaches to the goals project. The documents on Lead Communities illustrate the overall thinking within which the development of visions, goals, mission statements for specific institutions, movements or for the overall community would be inserted.

As you well know,, it is our belief that an ongoing interest -- increasingly profound and informed -- in the goals of Jewish education by educational,, rabbinic and lay leadership will be one of the important means and assets for ensuring the quality of Jewish education in the community.

* * *

You may want to consider and discuss several possible roles for your Movement in the lead communities. These range from taking leadership in the above-mentioned subject of goals to taking leadership in providing additional outstanding personnel for the Reform Movement's schools and programs in the lead community to engaging your educational,, rabbinic and lay leadership in thinking and planning about all of these,, to developing systematic in-service training for the rabbinic and educational personnel in the community's Reform schools.

The following are some further elaborations on these points:

1. Setting educational goals: What role would you want to take as regards helping or leading local institutions and your own constituencies in defining their vision and goals for Jewish education? There are many possible ways to go about this effort. One possibility is to identify a qualified individual who would be charged with coordinating this effort in the lead communities (his or her function might be limited to one project or be an overall coordinator for all your efforts in one or all lead communities). You may find a conversation with Aryeh Davidson useful -- the Conservative Movement has begun to work on this complex and you may find it useful to hear how they are going about it.

2. Personnel in lead communities: The question of the educational and rabbinic leadership, their mobilization, their training, the staffing of programs, the possible in-service educational efforts that may need to be developed -- all of these related to the central resources of the Movement and to your own definition of the role you want to have in the lead communities.

3. As you know, the Best Practices Project is gearing up for early work in the communities. Its first effort has been in the area of supplementary education. The issue of how the Movement might want to use, adapt, adopt, translate, implement the findings of the Best Practices Project -- particularly in the

areas of personnel and program -- to the Reform Movement's supplementary or day schools in the lead communities should be addressed. You may want to discuss this with Barry Holtz.

We have not related here to the overall role that Reform rabbis and educators might want to play in the governance of the lead communities project -- commissions are being formed, taskforces and subcommittee will probably be formed in the coming year. In all of these you may want to look into what would be an appropriate and effective role for the Movement to take.

We hope that this is useful or helpful and are certainly available for any further clarification or documentation that you may require.

Warm regards,,

Annette Hochstein & Shmuel Wygoda

Tel. 972-2-617 418:618 728

Fax: 972-2-619 951

1/12/98
Shmuel

Facsimile Transmission

To: SHULAMITH GLESTER Date: 01/12/03

From: SHMUEL WYGOBA No. Pages: 1

Fax Number: 0301 ~ 212-2134228

Dear Shulamith,

1) Telecon:

I am pleased to let you know that we will be able to have our telecon as scheduled tomorrow at 8:30 a.m. (your time).

2) Milwaukee.

After discussing the matter we feel that since we will have the material sent to the communities pretty soon, (beginning of February) ,, your visit to Milwaukee next week is a good idea.

3) Sara Lee.

Since Seymour has spoken with her and told her that we will send her some material soon, she is at this point expecting this material, and we here are working hard on trying to get it to her as soon as possible. As I mentioned to you yesterday we will send you a copy of this material as soon as we send it to her.

Best regards

Shmuel

21h - 5321961

The real history of the project

Telecon S.W. with S.E. on Monday January 11th 1993

שלום עליכם, עליכם השלום, לחיים ולשלום.

Milwaukee.

I heard from Annette that the people in Milwaukee have voiced some concerns with respect to the CIJE timetable. More particularly they feel they were promised the following:

- a) Best Practices
- b) Planning Guidelines
- c) Questionnaire for Educators

What exactly is the story?

Having your finger on the pulse of the communities what is your sense of the exact feeling each of them have at this point.

If indeed there are some tensions for example in Milwaukee, is it a good idea for you to go there on the 19th of January.

If there are no special tensions, it may be a great idea for you to be there on the 19th and thus to best prepare Barry's and Art's visit scheduled for February 16th.

If you could try to get a clear picture in terms of where the 3 communities are right now, it would be great as we want to plan our next steps.

What? 2-3 weeks. Besides other meeting.

Good feeling in CIJE... credibility...
 CIJE... credibility...
 and by leaders...
 S.E. for...
 Good work...
 Good effort...
 2) Next telecon.

Our scheduled Telecon on Wednesday 8:30 a.m. (eastern time).

At the present time it looks as if this telecon may have to be rescheduled as we have a important meeting that might take place at the very same time that we cannot reschedule. In any case I will let you know as soon as we know for sure if yes or no.

ckv. 4 1/4
 11/27/93
 circulation to LIC
 after story as a way

CIJE...
 1 who is it...
 1/11/93

= the USJ...
 = 67, W. I...
 - Don't think shall be disrupted

3) Ruth Cohen / Milwaukee.

Do you know her personally?

From the CV you sent us it looks as though she does have an Israeli background although her involvement with what I would call Jewish Education is not quite clear.

Is she indeed going to be our next contact person in Milwaukee?

J CC J, (1, 1) 3 No diff f W- 3/4, L'h had was J = 1/2 1 L II
Excluded by B hf.

4) Sara Lee.

As you know SF, AH, met with Sara Lee during their last visit to the US in November.

The discussions with her go on a periodical basis .

Seymour spoke with her with respect to the Lead Communities.

She told Seymour that at this point their denomination are having some internal discussions as to their role in the L.C. project.

Fox told her he agrees they need to have some time for internal deliberations just as the Conservatives have had a need for such internal deliberations.

We here agree that it the best way to go if we want them to have a serious contribution to make to the project.

She asked to get some material and we will soon start preparing it in order to send it to her a.s.a.p.

We will send you a copy of the material we'll send to her.

*Send SF a copy of the material prepared
and when it is ready to send it.*

JCR-

Faxed Memorandum:

To: Shulamith Elster

From: Samuel Wygoda

Date: January 7th 1993

As promised here is our second fax , with more answers and some additional issues.

1) Lead Communities at Work:

This document was good for August 1992.. Since then however many things happened in the CIJE and in the Lead Communities , so that the entire document would have at this point to be revamped in order to adequately present today's issues.. Hence we don't suggest you use this document to give out to the Senior Advisors..

2) JESNA

Thank you for the copy of the memo you sent to Jonathan Woocher..

In that respect we are not clear as to the content of the initiatives mentioned in that memo.. Are they local organisational efforts or programatic efforts..

In any case should you want to prepare such a list,, we suggest the following sequence :

- a) An internal list for CIJE staff and consultants only..
- b) The setting of clear criteria for selection of the most appropriate initiatives..

3) Meetings..

Could you kindly fax us the list of CIJE related meetings you will be having,, so that we can usefully input..

Best regards to Barry. I hope today's meeting will be most productive..

@170 M30

Samuel

Faxed Memorandum:

To: Shulamith Elster

From: Shmuel Wygoda

CC: Annette Hochstein

Date: January 6th 1993

Number of Pages: 6

It was good talking to you on the phone " you sounded great . I definitely miss a small break at this time in the year.

Thanks for sending me the faxes,, I will try to respond to the various points you raised..

1) Claire in Atlanta.

She informed Steve correctly.. Data collection for the planning process is not part of her assignment.. Hopefully in the reports there will be usefull data for the communities.. We will raise this issue again with Adam and Ellen,, but in the meanwhile Claire's answer stands..

2) Materials for the Senior Advisors Meeting..

a) Planners Workshop..

Page 1: Fine

Page 2: Fine

Page 3: ~~B6: Draft a five year plan.. (Delete the rest of the sentence)~~

Page 4: Fine

Page 5: ~~On the sentence at the top, add in parenthesis:~~

" refer to Gamoran's paper " . "

Page 5: V(a)— Delete the details to numbers 1-5; just leave the name of the area : 1) The Supplementary School,,

2) Early Childhood Jewish Education.

Page 6: ~~Delete the first sentence. Start at "It is anticipated"~~

Page 7: Delete the entire page..

Page 8: Delete from the fourth paragraph (" to help the communities ") ..

Page 9: Conclusion.. O.K.

b) Regarding the Monitoring Evaluation and Feedback project " the best paper you could give them is Adam Gamoran's paper : " Monitoring Evaluation and Feedback in Lead Communities: Tentative Plan of Work for 1992-93" . I'm attaching it in case you don't have it.

c) Regarding : " Lead Communities at Work "

With respect to the document " Lead Communities at work " I'll send you another fax a.s.a.p.

3) Next telecon.

The agenda you proposed is good.

a) Next steps in the communities.

b) Pilot Projects

In terms of participants. Barry Holtz is a good idea. With respect to Seymour and Art it may not be necessary at this time.

This is our first installement of responses. There will be a second part a.s.a.p.

Best regards

Memorandum;

To: Annette

From: Shmuel

Re: Telecon with Shulamith Elster today..

(After 66 tele @ NJ)

Date: January 5th 1993

Following are the main points of the telecon after you left to teach the students of the SEL.

1) Local Commissions.

Shulamith wanted to know our reaction to the long memo she sent us on December 22nd re the local commissions.

I told her that at this point in time we would like to have some basic and important information, that is who are the current key players in terms of Educators, Rabbis, Professionals, and Lay Leaders. I also told her we would like to know whether they are the top people in their communities, and if not who are the top people.

She promised to try and get that information a.s.a.p.

2) Community Visits.

Here as well she wanted to get some information with respect to her memo to us from December 22nd.

She told me that so far she has not been authorized to schedule any visit in the 3 L.C. On the other hand she feels that those communities are working, and things are scheduled for the next 2-3 months. As we can't obviously schedule important meetings at the last minute, she feels it is highly important to get on the calendar NOW, and she would like to have the green light to schedule such meetings.

In the same vein, she reminded me that during the November meetings she asked whether we shall do something around the CJF Quarterly which is scheduled to take place in Washington on April 25-27th 1993. She feels it is an important Community event that we should not miss.

I told her I will try to get back to her on that issue by the end of this week.

3) Sara Lee.

In the memo she faxed us yesterday, she has a paragraph on Sara Lee. ((I enclose a xerox of that memo for your convenience.) She would like to have our reaction to this paragraph as soon as possible.

4) Atlanta..

In that same Memo there is a paragraph re Atlanta. She mentioned that Steve Gelfand told her that once we turned down the request of the communities for funding , and were told that they have to come up with the funding on their own, they now feel that here is an opportunity for CIJE to provide the Community with information which is important to them without additional costs ((since Elaine is there anyhow). In terms of the type of information they want she told me it is basic data such as numbers of students in schools, classes, programs and so forth.

She stressed how much she would like to be able to respond to Steve as soon as possible so that the CIJE credibility isn't further affected..

I told her I would discuss this matter with you and try to get back to her as soon as possible ..

5) Senior Policy Advisors Material..

Although you discussed that with her in the first part of the telecon,, she came back to it and told me that as stated in her memo she would like to have the material ready for Friday . She will fax us the material she thinks of today ((her time) and would like an answer by tomorrow ((her time) .. I told her that you will be out of the office tomorrow but she insisted I do my best to try and discuss it with you somehow..

Is there any way to try and help her in that respect..

Annette,

I will be home later tonight and if you want to call please do.

I think we have to make sure we don't get in the same situation of lack of readiness for a telecon ..

Shmuel

Memo::

To: Annette

From: Shmuel

Date: Jan 5th 1993

Re: Today's telecon with Shulamith..

(Refer to file CP)

Agenda..

1) Lead Communities::

From Shulamith's last memos ((which arrived during the Board meeting,)) it seems that she met the following groups in the three lead communities::

**Milwaukee: Principal Concil ((Shulamith)
Staff ((small group)) ((Roberta Goodman)
Lay Leadership ((small group)) ((Roberta))**

Baltimore: Board of Directors of the BJE ((Shulamith))

Atlanta: -

Shulamith wants to know who are to be the next on the meeting list? We have to tell her if and who to meet and with whom, ((Barry)).

2) Local Commissions.

She sent us a long memo on December 22nd . I prepared an answer which eventually was not sent. At this point in time we have to ask Shulamith to try and provide us with a maping as accurate as possible in terms of:

- a) Who are the key people in the three L.C. (Educators, Rabbis, Professionals, Lay leaders, currently involved in Jewish Education.
- b) Who are the top figures in the same categories in the three communities.

3) Visits:

Based on the CIJE staff calendar she faxed us on Dec 22nd,, the following visits are scheduled to take place in the next 10 days..

Shulamith ; January 6th Milwaukee
Jack Ukeless: January 12th Baltimore

Could we know what is the agenda of these visits,, with whom are they going to meet,, etc?

As far as we know Jack Ukeless's visit to Baltimore is not related to his work with CIJE.. Will he nonetheless have meetings in that respect? With whom and on what??

4) Pilot Projects:

Following my memo to you from December 27th,, we would like to know from her the following::

a) Who attended the meeting on December 22nd besides her and Barry?

b) Who makes sure that the concept of the Pilot Project is clearly and similarly understood by all stakeholders thus avoiding very unpleasant misunderstandings in the implementatin stage..

That means :

- Who are the people in charge in the three L.C.? (as per our memo re the Local Commissions)

- Who in the CIJE is in charge to meet with them in order to make sure that everybody is indeed on the same wavelength?

5) Senior Advisors Committee.

Shulamith wants to have by the end of this week material for that meeting ,particularly an update on the Best Practices and on the MEF projects..

We have to tell her today what to include and what not to include in these handouts she is preparing..

6) Jim Meir's draft.

We have to let her know that the last draft we got from Jim Meir is not acceptable as is (and will have to be further worked on. (For information only) .

December 31st 1992.

Summary for 1992. Preliminary thoughts for 1993.

INTERNAL DRAFT . FOR S.W., A.H., S.F. ONLY.

Background.

Since the publication of " A Time To Act " in November 1990 many in the North American Jewish Community have held their breath in anticipation for a major breakthrough in Jewish Education.

The original idea was that as the Commission for Jewish Education in North America would have completed its task, that is submitted its recommendation, a new body would take over in order to implement those recommendations.

The reality however proved to be more complex. The staffing of the newly established CIJE illustrated how much one of the main recommendations of the Commission was on target, namely the question of Personnel in Jewish Education. Eventually the senior staff of the CIJE had to be taken out of other important agencies of Jewish Education. Art Rotman from the JCC Association. Shulamit Elster from the Smith School in Washington. Barry Holtz from the Jewish Theological Seminary.

As the CIJE began to get organised , and time was going by , the need to demonstrate concrete action became increasingly important. During 1992 the primary focus of the CIJE was on the selection of 3 Lead Communities. After a long and laborious process 3 communities were chosen to be L.C. Atlanta, Baltimore and Milwaukee.

Parallel to the selection process, other components of the project were launched:

- The Best Practices project under the leadership of Dr Barry Holtz is an attempt to identify the best which exists in the various facets of Jewish Education: Supplementary schools, Early childhood programs, Day Schools, Israel experience, Adult Education , Camps , etc, and to make it accessible to the educational reality of each L.C.

- The Monitoring Evaluation and Feedback project , under the leadership of Pr Adam Gamoran, is an attempt to provide the entire project with the most accurate data for its own purposes as well as for its potential replication in additional communities throughout North America. In the context of this project three Field researchers physically moved to the three L.C. and started at an early stage to collect some data.

From the initial reports of the Field researchers it became rapidly clear that important key players in the communities were not fully attuned with the project , its goals , scope, and potential.

On the other hand two communities started a process on their own through the establishment of local commissions for Jewish Education.

Thus the entire project seems to be at the present time at a crossroads. On the one hand great initiatives have been started, on the other basic data is still missing, without which the successful completion of the project could be seriously jeopardized.

THE IMMEDIATE TASK AHEAD; A DIAGNOSIS OF THE 3 LEAD COMMUNITIES.

In order to proceed systematically with the project , a comprehensive diagnosis of the three L.C. is urgently needed.

Such a diagnosis should entail four components:

- a) Who are the key players in each L.C. in terms of:
 - Lay leaders
 - Educators
 - Rabbis
 - Professionals
- b) What are their stands , interests, stakes, and relationships to Jewish Education in general and the Lead Communities project in particular?
- c) What would it take to get these key players " on board " (i.e. what are the difficulties and stumbling blocks)?
- d) What are the chances of each Lead Community to improve substantially its Jewish Educational system?

A similar diagnosis will be needed with respect to Institutions and Organisations.

- a) What is the denominational structure of all the various institutions in the city. e.g. are the orthodox rabbis meeting with the conservative on any regular basis?

b) What are the existing institutions, programs and foundations related to Jewish Education in each Lead Community?

c) What are the institutional interests, stakes, conflicts, and relationships in the L.C.?

d) What strategies could be developed to bring these institutions, programs and foundations on board thus causing collaboration, action, involvement and funding.

Methodological questions.

a) How are we going to get the requested reliable information?

b) Once that information is available, how are we to use it best in terms of ::

- Programming
- Implementing ..

Proposal.

As a starting point towards the achievement of the above mentioned goals, initial contacts should be established either on a personal basis, or through the intermediary of key people in the various denominations or in the federation world. (e.g. A. Schiff, A. Davidson, S. Lee , A. Rotman)

The goal in each institution is to meet and interview the top players .. The purpose of these interviews will be to have a first X Ray picture on the basis of which further steps will be taken.

FAX SEW-

DATE: 29.12.92.

Mandel Institute

מכון מנדל

Tel. 972-2-617 418;618 728

Fax: 972-2-619 951

Facsimile Transmission

To: ANO CA Hi 7 (1) QC S 7(z)	Date: EKK Hg k 15 52
From: DUTIEL 01663 Oyd	No. Pages: 1
Fax Number: 80 (2/2 213 413 711	

Dear Shulamith,

I hope this fax finds you in good spirit and health, after a great ((and well deserved) vacation.

The purpose of this short memo is to respond to your fax from December 3rd re Eisenstat's speech at the G.A.

I think it would be a great idea to have this text published under the " imprimatur " of CIJE .

Once you finalize your decision I would appreciate if you could let me know if and how this nice article will be published.

Thanks,

Leif

Summary of all the faxes which came during the days of the Mandel Institute, December 1992 Board Meeting.

January 27th 1992.

**1) Shulamith Elster: Re Best Practices
Pilot Projects
Senior Advisors Meeting / January 93**

Dated: December 21st 1992

- a) Best Practices: Seems under control.
Who is Richard Joel?
I think the new proposal of Barry re a category to be called " Community-wide initiatives " should be discussed, with respect to both content and timing!!
- b) Pilot Project:
N)) Who attended the 12/22 meeting on the Pilot Projects?
1)) As the issue of the Local Commissions requires some further clarification, it is important that the Pilot Project are clearly understood by the three L.C. in order to avoid future misunderstandings and frustration..
- c) Senior Advisor Meeting:
As soon as Shulamith returns from her vacation we have to get the scheduled agenda of this meeting,, in order to make sure that " il n'y aura pas trop de pieds dans les plats "!!!
- d) Re the Appendix concerning Bernie Reisman:
Could you bring me up to date re this matter???

**2) Shulamith memo Re Lead Communities:
Dated : December 21st 1992..**

a) Re Atlanta:
I don't quite understand the suggestion of Steve Gelfand not to have a meeting of Atlanta top lay leadership with MLM. as such a meeting was precisely meant to create the desired momentum they want.
Secondly this meeting could not take place anyways before March 26th.

I don't suggest that we " leave " a Lead Community as unstructured as Atlanta seems to be at this time!!
Maybe somebody (MLM, AH, SF) could call Gerald Cohen to see what is the story they have to tell , and to try and get them a little more excited and willing to get involved .

b) Re Baltimore and Milwaukee..

I think that -as you told me last week- the challenge here is to make sure that they don't start the process on different grounds than the ones of the Commission. This will require very close monitoring on our side,, and may include getting minutes of their local commissions, (having some personal contacts in both places who are active in the commissions ,, or even a visit of you there..

c) Re the Bader Foundation..

Are we interested in asking the following question:
Is there any way to get this big foundation to fund the entire MEF project ,, in the THREE LC??

3) Shulamith Elster: Re CIJE Staff Calendar..
Dated: December 22nd 1992

Implication for MI:

- a) In all likelihood Art Rotman won't be able to attend the scheduled January seminar
- b) With respect to Shulamith and Barry,, Thursday January 21st seems problematic as they have their Senior Advisor meeting.. Maybe we could start on Sunday or Monday,, January 25 or 26..

4) Shulamit Elster: Re Community Visits for Discussion..
Dated: December 22nd 1992

Re:Background;

From what I gathered through various discussions both here and in the U.S. I have some doubts as to the extent to which the " Community leadership has been apprised through announcements and communications at meetings etc..."

Re:Next Steps;

On the list suggested in that memo ,, the Local Commission seems to be one group amongst many which ought to be briefed on the CIJE work.

It would seem to me that the methodology should be first to establish a strong and very representative Local Commission, and then through that Commission to channel the information to all other constituencies.

In the cases of Milwaukee and Baltimore ,, where such a Local Commission already exists,, we have to get from SE the details

we asked her about these Commissions in your faxe from Thursday December 25th, and then decide on that basis how to ensure that we achieve the above mentioned goals. (See 2b)

Re: Timetable.

In general the suggested timetable seems to be quite "relaxed". I would suggest that we may not have all that time if indeed we want to make a proper headstart. Maybe we should discuss it a.s.a.p.

**5) Shulamith Elster: Re The Local Commissions.
Dated December 22nd 1992.**

We adressed this fax through your answer from Thursday Decem 25th. I don't expect an answer before January 5th.

We should discuss the details of Shulamith's fax a.s.a.p. In that Memo, re the Paragraph on The Cleveland Experience..

- a) Is this paragraph supposed to provide its readers with a good example of what could a local commission come up with, or is there any further objective to be attained through circulating this document.
- b) To whom exactly were the Materials on Cleveland air-mailed.

**6) Shulamit Elster: Re Milwaukee
Dated: December 23rd 1992**

a) Request from CIJE for \$ 25000 to ~~co~~ ~~es~~ ~~pon~~ ~~se~~ ~~r~~ ~~a~~ ~~M~~ ~~C~~ ~~D~~ ~~S~~ teachers retreat in Israel.

Implication for MI:

a) Do we want to be involved in the way CIJE chooses to sponsor the three LC and their institutions?

CIJE JANUARY 1993 SEMINAR.
A PROPOSAL.

Background.

As the Lead Communities Project is about to enter its implementation stage, it is important to ensure that all the stakeholders in this complex project are attuned to the very details of this project, and ready to make their most effective contribution to its success.

Given that these stakeholders are disseminated world wide - New-York,, Jerusalem,, Edinburgh,, Atlanta,, Baltimore,, Milwaukeef etc - the need for periodic meetings including all the parties involved has been raised on several occasions, and given important priority.

Proposal.

It is presently proposed to hold a seminar in the course of January 1993 during which several aspects of the work of the CIJE related to the Lead Communities will be presented, discussed,, and jointly prepared for implementation .

Desired outcomes of the seminar.

Discussions with various individuals involved in the project indicate that there may be at times different issues related to the development of the Project which lack clarity,, or which may be understood differently by different people. Hence, a first desired outcome of the proposed seminar is to increase better understanding by all parties involved.

Moreover, at this point in the entire project, it is important to ensure a joint design by all stakeholders: CIJE staff and representatives of the Lead Communities. The importance of such a joint design could not be overemphasised as it brings together all the necessary aspects of the knowledge required for the success of the project. It is, as well likely to believe that better understanding and the joint design of the program, will result in greater consensus from all parts involved,, and thus to greater effectiveness from all.

Participants.

In order to best achieve the goals mentioned above,, the following lists of participants are suggested.

Note:: List A is the list of core participants,, i.e. key staff and consultants .

With respect to List B two options are presented :
B1 includes all L.C. planners who have been involved in the development of the program so far. They each may or may not continue to play a key role as the project enters its implementation phase.

B2 includes only one planner Mr Marshal Levin from Baltimore, who would represent all three L.C..

List A

- Shulamit Elster
- Seymour Fox
- Adam Gamoran
- Annette Hochstein
- Barry Holtz
- Danny Marom
- Art Rotman
- Jack Ukeless
- Shmuel Wygoda

List B1.

- Lauren Azoulay (Atlanta)
- Chaim Botwinick (Baltimore)
- Steven Gelfand (Atlanta)
- Nancy Kutler (Baltimore)
- Marshal Levin (Baltimore)
- Jim Meier (UAI)
- Howard Neistein (Milwaukee)

List B2.

- Marshal Levin (L.C. planners)

Tentative dates and location .

It is proposed to hold the seminar in the offices of the Mandel Institute in Jerusalem, between Thursday January 21st 1993, and Tuesday January 26th 1993.

Agenda.

- ~~How to introduce the concept of Lead Communities in the three L.C.~~

- Local commissions

- a) Representatives
- b) Staff
- c) Taskforces
- d) Products

- Pilot Projects and Action Plan.

- a) Desired outcomes
- b) Personnel/In service
- c) Community mobilization
- c) Timetable
- e) Development process

- Five year plan and self assessment

- Resources.

- a) Human
- b) Financial
- c) Programatic

- Best Practices

- a) Rationale
- b) Supplementary schools
- c) Early childhood programs
- d) Additional areas of research
- e) Implementation process

- Monitoring, Evaluation, Feedback.

- a) Rationale
- b) Field researchers work
- c) Feedback loop
- e) Timetable

- Goals project

- a) Rationale
- b) The Educated Jew
- c) Development process

Cost.

The proposed cost for the entire seminar is \$
devided as follows:

- Airfare ((includes Lists AA and BB2))--	-\$ 6500
- Accomodations:	- \$ 3816
- Transportation:	- \$ 350
- Office services/staff:	- \$ 500
- Meals:	- \$ 1000
- Miscelaneous:	- \$ 560
- Total:	- \$ 12733

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Garry Stock
Australia

Seymour Fox
President

Annette Hochstein
Director

כ"ג כסלו תשנ"ב
December 18th 1992

Professor Aryeh Davidson
The Jewish Theological Seminary
3080 Broadway
New York, N Y 10027
U.S.A.

Dear Aryeh,

Back at our offices in Jerusalem, we would like to express our warmest thanks to you for the kind מ'תנן אורחך you extended to us during our recent visit at J.T.S.

The meeting we had was interesting and stimulating. We were pleased to learn that the project which was initiated is showing already some nice results.

In the weeks to come we are planning to review all the material regarding our recent visits in the U.S. and we shall try to keep in contact with you on a regular basis.

In the meantime, may we thank you again and wish you and yours a hearty חג אידים שמח .

Sincerely,

Annette Hochstein

Shmuel Wygoda

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President

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כ"ג כסלו תשנ"ג
December 18th 1992

Rabbi Robert S. Hirt
Vice President
Rabbi Isaac Elchanan Theological Seminary
500 West 185th Street
New York, N Y 10033
U.S.A.

Dear Rabbi Hirt,

Back at our offices in Jerusalem, we would like to express our warmest thanks to you for the kind מיוחדת תודה you extended to us during our recent visit at Yeshiva University.

The meeting we had was interesting and stimulating. We were pleased to learn about the growing status of Jewish Education at Y.U.

In the weeks to come we are planning to review all the material regarding our recent visits in the U.S. and we shall try to keep in contact with you on a regular basis.

In the meantime, may we thank you again and wish you and yours a hearty ברכות טובות.

Sincerely,

Annette Hochstein

Shmuel Wygoda

CIJE. LEAD COMMUNITIES PROJECT.

1) Local commissions

Purpose and goals.

The role of the local commissions is to be a catalyst of the highest status to the work of the entire Lead Community.. The main purpose of the local commission is the creation of a wall to wall coalition of Educators,, Lay leaders,, Rabbis,, and professionals who will work together for the advancement of Jewish Education in their community.

In order for this coalition to be successful , all its members have to understand both the entire process and the give and take it means for them and their institutions.. They will in turn convey the most accurate message to their constituencies about the Lead Communities project,, thus achieving a first and critical step in the process : A common language between all stakeholders with respect to Jewish Education in the community..

The local commission will have both long term objectives and short term objectives..

Short term objectives.

The development of at least one PILOT PROJECT per community.. The purpose of such a pilot project is to ensure that the community as a whole understands what the L.C. project is about,, and gets ready to become involved in its future steps.. Hence it is critically important for the local commission to come up as quickly as possible at the beginning of the first planning year with at least one pilot project.. Such a project is likely to demonstrate to the community the uniqueness of the L.C.project , its scope and mainly its potential for the entire community..(See Chapter on Pilot Project).

Long term objectives: The five years plan.

Parrallel to the development of an initial pilot project, the local commission will quickly gear up for the development of a five years plan for their Lead Community..

Such a plan will include the following elements:

a) The establishment of a comprehensive inventory of the existing Jewish educational system in the city{ e.g. day schools,, supplementary schools,, JCC's,, and additional informal settings,, etc.

b) The evaluation of the strenghts and weaknesses of the educational system in the community . Such an evaluation might include statistical data such as numbers of students/

members in each setting, as well as clients survey regarding their satisfaction with services provided and so forth. Such an evaluation ought to include as well, a thorough analysis of the personnel involved in the local Jewish educational system; their training and qualifications, their experience, their self perception as Jewish educators as well as the perception of them by both their supervisors and clientele, (strengths and weaknesses)..

d) The identification of the areas which will be targeted for improvement, the rationale for the choice of these areas, and the prioritisation of these areas..

e) The development of appropriate programs which will address the identified areas of need, as well as new initiatives geared to the same objective. For this objective to be achieved as quickly and effectively as possible, the Best Practices project will seek to provide adequate adaptations of such programs in existence in other parts of the continent, as well as avenues to adapt these programs to the unique situation of the given L.C. (See chapter on Best Practices..)

f) Finally, the local commission will have to facilitate the entire process through the recruitment of local human and financial resources.

Launching process.

In order to ensure the highest status for the local commission in the community, it has been decided that a CIJE board member would meet with a prominent local lay leader, who is most suited to lead the entire process for the community. This step is most important for the establishment of the wall to wall coalition of all the stakeholders involved.

In order for the local commission to function as effectively as possible, the representatives of the various stakeholders should be chosen on the basis of their status amongst the group they represent. At the same time these representatives cannot and should not be expected to do the entire job on their own. Hence a formula should be developed in each L.C. through which the permanent representatives will appoint colleagues of theirs, to the various sub-committees that will deal with the different aspects of the local commission. This way is likely to enable the best possible mobilization of the entire community in growing circles.

The role of local planners.

The local planners have been involved in the entire process from its early stage. As the local commission will get started their role might increasingly become one of professionals in charge of planning of the process. At the same time there will be a need for a liaison person between the local commission, and the CIJE. Such a role could be fulfilled either by the local planner or by a new person. In any event such a role seems to be crucial as otherwise there is a danger that the local commissions might deviate from the guidelines set by the Commission on Jewish Education in North America, and its priorities.

It should be noted that the CIJE on its side will ensure an ongoing relationship with the local lead communities and their commissions through various channels.

Educators:

1)

PRINCIPAL

Day school, Director of Judaic Studies,, Branch
Principal, Supplementary school, Camp director,, JCC programer

2) Profile: Day school principals.

N) What is likely to activate them?

- a) The perspective of an improved educational enterprise through:
 - b) Outside top expertise.
 - c) Create a new Lay leadership that will look at educators with respect and work cooperatively with them.
 - d) Better understanding by the lay leadership of the scope of the problems the school grapples with.
 - e) Opportunity to improve integration between Jewish and Secular studies.
 - f) Address special educational needs ((giftedness / learning difficulties)) in the context of Jewish studies.
 - g) Enthuse the local Teachers Union to think education and not only teachers rights.

J) What is likely to arouse their opposition?

- a) Fear of evaluation and intervention.
- b) Denominational narrow mindedness.
- c) Time constraints.
- d) Lack of energy,, ((burn out)).
- e) Feeling of de ja vu.

3)

N) What do I give ,, what do I get?

GIVE

GET

- Time ((++))
- Vision ((++))
- Openess to planning & evaluation ((+))
- Openess to true deliberation ((+))

- Free in service training
- Best practices
- Objective evaluation
- Free consultation
- Israel experience by C.R.B.
- Input by T.I. and other top level purveyors.
- Cooperation with other L.C. educational agencies.
- Improved integration between Jewish and Secular studies.

- Educational focus by the teachers union.

- 1) What do I do? ((Tasks)
- 2) How do I do it ((Problems)
- T) Proposed solutions.

I)

1)- Allocate time for serious internal deliberations ((staff, lay leadership, students,) on Vision before , and evaluation during and after the implementation of the L.C. project.

2)-I don't have time as it is to do half of all I have to do.
-Such deliberations will take time and the Union is likely to oppose it as some of the proposed ideas go beyond the Collective Agreement.

T)-A possible solution to the serious question of time could possibly be that for the next couple months, the school will reorganise itself administratively, so that several functions of the Principal will be taken over by other administrators. If such a solution could be considered, it is likely to believe that after the initial take off of the L.C. project, the time constraints on the Principal are not expected to take large amounts of time. In any event the problem will be revised periodically.

With respect to the Union, could the following solution be considered: Talks would start soon between the National and local CIJE leadership and the local union. Such talks would likely yield a greater/full cooperation on the side of the Union as they would be done at the national level , and would be free of the regular tensions existing between employer and employees during negotiations on working conditions and salaries. Thus the Union leaders would see their benefit in the whole project much clearer.

II)

1) Open some of the school's best practises ((curricula, teachers, events(e.g. חג'ול) to other institutions in the city and to other L.C.

2) Parents might resent the idea of sending teachers to other schools arguing that: Finally we've got a decent teacher so they send him/her out, instead of asking him/her to increase his/her workload in our school and thus to be able to fire X whose contribution is really nul.

T) Would a meeting with the entire parent body taking place at the outset of the L.C. project be a possible solution to

the problem of parental opposition. During such a meeting parents would be presented with the overall educational benefits that are expected to stem from the project for the school and hence for their children. Such a meeting is expected to increase parents understanding of the project, its costs and benefits, thus getting greater cooperation from them.

III)

1) Collaborative work with other principals .

א) Fear of denominational boundaries that might become unclear

ב) As the L.C. project is a project involving all aspects of the community life related to Jewish Education the local Rabbinic leadership will have a prominent role to play. Could we therefore consider obtaining the support and ^{תמיכה} of the local and national rabbinical leadership of the school's denomination. In the case that would not be possible, an alternative solution to the denominational problem would have to be discussed at the local / national level.

4) Who do I do it with?

- My staff & lay leadership.
- Local CIJE people.
- Consultants.
- Evaluators.
- Best practice experts.
- CIJE "brokers"
- T.I. in service trainers.

RABBIS

1) Who are they?

- with great spiritual authority and little likelihood to cooperate in the L.C. project.
- Pulpit Rabbis so far interested only to a small extent in education, and more involved in pastoral work.
- Educational Rabbis, involved in formal, informal and adult education in and out their congregation.

2) Profile: Educational Rabbis

N) What is likely to activate them?

- a) A "once in a lifetime" opportunity to make a substantial difference in the Community in terms of Jewish Education, in other words a unique chance להנדיף תורה
- b) Greater contribution to the Congregation educational programs.
- c) Greater positive influence on the community's overall Jewish educational endeavours.

1) What is likely to arouse their opposition?

- a) Lack of support of the spiritual leadership they refer to when confronted with major Halachik / ideological issues.
- b) Fear of interdenominational content endeavours.
- c) Concern about personal status in the Community.

3) What we give, what we get?

GIVE

- Time
- Vision
- Openness to planning, deliberation, evaluation.

GET

- Improved adult & family education programs.
- Greater interest in educational programs by congregation.
- Best practice.
- Israel experience by CRB
- Top level expertise on adult and family education.

- 1) What do I do? ((Tasks)
- 1) How do I do it? ((Problems)
- 7) Proposed solutions.

I))
2) Allocate personal time for community planning and deliberations on L.C. project.

Initiate a series of discussions with the congregation's Adult education committee.

1) These meetings will be planned in part by the local Federation,, and the others by the congregation itself.
No outstanding problems are expected.

II))
1) Attend community wide preparatory and evaluation meetings before during and after the launching of the L.C. project.

1) Problems may arise if Halachik or denominational leadership will oppose the project on ideological grounds.

7) It is quite possible that there will always be some religious leaders that will oppose any type of community endeavours,, be as important as they may. On the other hand is it conceivable that even some of these leaders if approached at the right time by the right people could give a tacite agreement to their disciples to go ahead and take a more active role in such a project.

III))
1) Initiate adult and family educational programs in my own Congregation..

1) Several such attempts have been made since I started leading this Congregation,, yet the number of people who attended this programs was always very limited .. Furthermore it was almost always the same people who would come,, and these were the ones who needed it the least ,,insofar as they were the most committed congregants..

T) The basic assumption of the Lead Community project suggests that if the entire Community gets involved in a global attempt to improve and develop Jewish Education at all levels. In order to achieve this goal all the local and national resources are participating TOGETHER in this major

effort. Hence it is conceivable that unlike in previous local / sporadic experiences,, we have now the opportunity to reach the entire community,, even its less committed members..

1. LAY LEADERS: leaders and members of boards of federations, synagogues, JCCs, Hillel houses and schools; philanthropists; rising stars; etc.

priority: top leadership

PROFILE:

concern is for Jewish continuity in general; mostly businesspeople and professionals; time and energy according to the above.

factors in the LC concept which might activate them: contributing to Jewish life and continuity; continental mandate; collaboration with outstanding leaders and pros for the good of all; focus on bettering the education given in their institutions through through planning, monitoring and evaluation; expertise input into their enterprises; grants for special projects (eg. Israel experience); etc.

factors in the LC concept which could arouse their opposition: demand on faith, time and energy; what to do with budget difficulties; what will the pros say (eg. teachers union); sharing internal problems openly with others; ideological differences with leaders of other denominations; etc.

EMPHASES FOR UNDERSTANDING

A. WHAT WE GIVE

- MONETARY AND PROFESSIONAL COMMITMENT TO BETTERING THE OUTPUT OF OUR INSTITUTION

- PLANNING AND EVALUATION

- NETWORKING AND COOPERATION WITH LEADERS AND EDUCATORS ON CONTINENTAL, LEAD COMMUNITY AND LOCAL LEVEL ON MATTERS OF JEWISH EDUCATION/CONTIN-
UITY;

WHAT WE GET

- BEST PRACTICES, IN - SERVICE TRAINING, CIJE BOKERAGE TO PRIVATE FOUNDATIONS, CONSULTA-
TION AND COLLABORATION WITH EXPERTS

A SYSTEMATIC METHOD FOR IMPROVEMENT AND CHANGE; COMMUNITY WIDE PLANNING AND EVALUATION; CIJE PLANNING AND EVALUATION ASSISTANCE; INPUT OF TRAINING INSTITUTIONS INTO GOALS FORMULATION PROCESS FOR THEIR CON-
STITUENTS IN LEAD COM-
MUNITIES;

- BROADER IMPACT ON COM-
MUNITY; POSSIBLE EXPAN-
SION OF CLIENTELE; MUT-
UAL EXCHANGE OF IDEAS,
EXPERTISE AND CONCERNS;
PARTNERSHIPS IN JOINT
VENTURES; COMMUNITY
INTERVENTION IN SOLU-
TION TO COMMON PROBLEMS
(EG. NEGOTIATIONS WITH
TEACHERS UNIONS, ETC.)

B. WHAT WE DO:

FUNDING - INCREASE LOCAL AND OUTSIDE FUNDING FOR RESPECTIVE INSTITUTIONS AND FOR LEAD COMMUNITY EFFORT AT LARGE;;

PERSONNEL - RECRUIT OUTSTANDING EDUCATORS;;

- CREATE BETTER WORKING CONDITIONS ((TERMS & BENEFITS)) FOR JEWISH EDUCATORS;;

- CREATE PROFESSIONAL FREEDOM AND INDEPENDENCE AND TO DESIRE UNDERTAKE IN-SERVICE TRAINING AND TO CONSULT WITH DENOMINATIONAL AND OTHER EXPERTS,, M.E.F. UNIT,, BEST PRACTICES GROUP,, ETC.;

- RECRUIT NEW JEWISH EDUCATORS FROM WITHIN RESPECTIVE INSTITUTIONS;;

PLANNING - PARTICIPATE WITH PROS,, EDUCATORS & OTHERS IN PROCESS OF FORMULATING GOALS FOR LEAD COMMUNITY AND IN JOINT EFFORTS AT SOLVING COMMON PROBLEMS;;

- DEVELOP SELF-STUDY/NEEDS ASSESSMENT,, GOALS,, AND PLAN FOR EFFECTIVENESS;; WORK WITH CIJE PLANNERS,, EVALUATORS AND EXPERTS TO SEE THEM THROUGH;;

- LEARN AND CONSIDER IMPLEMENTATION OF BEST PRACTICES,, DENOMINATIONAL GOALS,, ETC.. WITHIN RESPECTIVE INSTITUTIONS;;

- LEARN MORE ABOUT THE FIELD OF JEWISH EDUCATION ((FROM PERSPECTIVE OF LAY LEADERSHIP));;

REPRESENTATION & ADVOCACY - REPRESENT RESPECTIVE INSTITUTIONS IN WALL TO WALL COALITION;;

- COMMIT RESPECTIVE BOARDS AND OFFICERS ((CLIENTS, PARENTS, GROUPS)) OF RESPECTIVE INSTITUTIONS TO UNDERTAKE PROCESS OF IMPROVING EDUCATIONAL EFFECTIVENESS;;

- ADVOCATE JEWISH EDUCATION AND EXPLAIN THE IMPORTANCE OF LEAD COMMUNITY TO THE COMMUNITY-AT-LARGE;;

PARENT

C. WHO DO WE DO IT WITH:

- CIJE STAFF ((INCLUDING BEST PRACTICES PEOPLE, M.E.F. UNIT, BROKERS)) AND LAY LEADERSHIP;;
- LOCAL FEDERATION STAFF AND PLANNERS;;
- STAFF AND LAY LEADERSHIP OF TRAINING INSTITUTIONS;
- OUTSIDE CONSULTANTS AND EXPERTS;;
- BOARD AND STAFF REPS OF OTHER INSTITUTIONS;
- CONTINENTAL LAY LEADERSHIP ((INCLUDING FAMILY FOUNDATIONS));
- PURVEYORS (EG. JESNA, JCCA, TRAINING INSTITUTIONS);;

D. HOW DO WE DO IT - POINTS FOR CONSIDERATION:

FUNDING - WAYS OF INCREASING LOCAL AND OUTSIDE FUNDING FOR COMMUNITY AND RESPECTIVE INSTITUTIONS;

PERSONNEL - METHOD OF RECRUITING OUTSTANDING JEWISH EDUCATORS FOR COMMUNITY;

- METHOD OF RECRUITING NEW JEWISH EDUCATORS FROM WITHIN THE COMMUNITY (eg. offering Jewish studies students at local university part time work in a number of institutions);

- METHOD OF IMPROVING WORKING CONDITIONS FOR JEWISH EDUCATORS (eg. pension plan)

- INCENTIVES AND REWARDS FOR PERSONNEL DEVELOPMENT AND PARTICIPATION IN LEAD COMMUNITY DELIBERATIONS AND INITIATIVES;

PLANNING AND EVALUATION - NATURE OF SELF-STUDY/NEEDS ASSESSMENT;

- WHAT SHOULD BE THE GOALS/VISION FOR JEWISH EDUCATION IN THE COMMUNITY AND WITHIN RESPECTIVE INSTITUTIONS;

- METHOD OF INTRODUCING PLANNING AND EVALUATION INTO RESPECTIVE INSTITUTIONS;

- METHOD OF LEARNING MORE ABOUT THE FIELD OF JEWISH EDUCATION;

REPRESENTATION & ADVOCACY - REPRESENTATION (LAY AND PRO) OF RESPECTIVE INSTITUTIONS TO CIJE, LOCAL FEDERATION AND TO DENOMINATIONS;

- METHOD OF EXPLANATION OF LEAD COMMUNITY TO STAFF, BOARD (AND PARENTS)/CLIENTS);

- METHOD OF ADVOCATING JEWISH EDUCATION AND EXPLAINING IMPORTANCE OF LEAD COMMUNITY PROCESS TO THE COMMUNITY AT LARGE;

E. WHEN DO WE DO IT:

- IMMEDIATELY:: FIRST MEETINGS,, DELIBERATIONS,, EXPLANATIONS;;
- AS THEY GO ON: ISSUES SUCH AS REPRESENTATION,, FUNDING,, INCENTIVES & REWARDS,, LAUNCH OF SELF-STUDY;;
- WITHIN A FEW MONTHS IN-SERVICE TRAINING,, PLANNING,, ETC..

2. FEDERATION PROS (may be useful addition in case of top lay leadership in federation as well):

PROFILE:

range: mostly trained social workers, planners; some have specific Jewish training, others just strong Jewish concern; will vary in relative personal and professional commitment to Jewish education; some familiarity with lead community process is likely;

priority: directors and planners..

elements in LC concept that might get them activated:
emphasis on the community as an agent of bettering Jewish life and contributing to continuity; national mandate; emphasis on planning & evaluation; opportunity to get extra ideas, expertise funding from outside; work with cross the board coalitions; possibility of serving as an example to other communities;

elements in LC concept that could arouse their opposition:
workload; demands on time, energy and faith relative to other federation activities; emphasis on content; justifying the change in priorities to the community at large; appropriate work method with CIJE..

EMPHASES FOR UNDERSTANDING

A. WHAT WE GIVE

- HIGH FEDERATION PRIORITY TO JEWISH EDUCATION (eg. in ocation of funds, recruitment efforts)

- COMMUNITY WIDE PLANNING AND EVALUATION

- DEVELOPMENT OF LEAD COMMUNITY DELIBERATIONS NEGOTIATIONS AND INITIATIVES

WHAT WE GET

- COMMISSION/CIJE BACKING WITH FEDERATION AND COMMUNITY LAY LEADERSHIP;; CIJE BROKERAGE TO PRIVATE FOUNDATIONS;; CIJE PROFESSIONAL SUPPORT;; INPUT OF NATIONAL DE - NOMINATIONS, PURVEYORS, ETC.;

- M.E.F. SUPPORT AND GENERAL ACTIVITY IN THIS AREA IN ALL INSTITUTIONS;;

- PARTICIPATION OF CONSTITUTENTS IN FORMULATION AND IMPLEMENTATION OF COMMUNITY WIDE GOALS;; INPUT OF NATIONAL EXPERTS AND SERVICES ((BEST PRACTICES, DENOMINATIONAL VISIONS AND IN-SERVICE TRAINING, PURVEYORS, ETC.))

B. WHAT WE DO:

- TAKE THE ROLE OF LIASON BETWEEN CIJE AND THE COMMUNITY ((eg. between best practices group and day school principals));
- INCREASE LOCAL AND OUTSIDE FUNDING FOR THE LC PROCESS;;
- UNDERTAKE COMMUNITY WIDE SELF STUDY AND DATABASE ON JEWISH EDUCATION;;
- HIRE AND RECRUIT 2 - 3 OUTSTANDING JEWISH EDUCATORS FOR THE COMMUNITY;;
- CREATE NEW POSITIONS FOR JEWISH EDUCATORS WITHIN THE COMMUNITY;;
- CONSIDER WAYS OF BETTERING TERMS AND BENEFITS OF JEWISH EDUCATORS;;
- FACILITATE FORMULATION OF COMMUNITY WIDE GOALS AND DEVELOPMENT OF PLAN FOR THEIR ATTAINMENT;;
- OVERSEE AND EVALUATE LEVEL OF IMPLEMENTATION IN EACH SPECIFIC INSTITUTION;;
- FACILITATE CREATION OF FORUMS AND PARTNERSHIPS WITH VARIOUS AGENTS OF JEWISH EDUCATION IN COMMUNITY IN ORDER TO CONSIDER AND SOLVE COMMON ISSUES ((BEGINNING WITH WALL TO WALL COALITION OF LAY LEADERS));
- FACILITATE CREATION OF PUBLIC DISCUSSION ON JEWISH EDUCATION IN COMMUNITY-AT-LARGE;;
- ADVOCATE JEWISH EDUCATION AND LEAD COMMUNITY PROCESS TO COMMUNITY-AT-LARGE;;
- PROVIDE A HOME FOR INTERDENOMINATIONAL DELIBERATIONS AND ACTIVITIES;;
- REPRESENT FEDERATION PERSPECTIVE IN THE ABOVE FORUMS AND PARTNERSHIP;;
- LEARN MORE ABOUT THE FIELD OF JEWISH EDUCATION ((FROM PERSPECTIVE OF FEDERATION));

C. WHO DO WE DO IT WITH:

- CIJE STAFF ((INCLUDING BEST PRACTICES PEOPLE,, M.E.F. UNIT,, BROKERS));

- WALL TO WALL COALITION OF COMMUNAL LAY LEADERS ((OR INDIVIDUALLY));

- LOCAL AND OUTSIDE FAMILY FOUNDATIONS;;

- OUTSIDE CONSULTANTS AND EXPERTS;;

- STAFF REPRESENTATIVES AND PROGRAMMERS OF INSTITUTIONS IN THE COMMUNITY;;

- DENOMINATIONAL TRAINING INSTITUTIONS STAFF REPRESENTATIVES AND PLANNERS;;

- PURVEYORS ((EG. JESNA,, CLAL,, ETC.));

- LOCAL UNIVERSITY?

D. HOW DO WE DO IT - ISSUES:

- DEVELOPMENT OF LOCAL FEDERATION GROUP WITH PROFESSIONAL HEAD TO WORK REGULARLY AND CLOSELY WITH CIJE;
- BREAKDOWN OF ASSIGNMENTS AND RESPONSIBILITIES WITH CIJE;
- INCREASING LOCAL AND OUTSIDE FUNDING WITH FACILITATION OF CIJE;
- RECRUITMENT OF EXTRA PLANNERS/EDUCATORS AND CREATION OF SPECIAL JOBS FOR THIS INITIATIVE;
- METHOD OF COMMUNAL WIDE SELF STUDY;
- METHOD FOR DEVELOPMENT OF WALL TO WALL COALITION OF LAY LEADERS AND SYSTEM OF REGULAR REPORT AND APPROVAL WITH THIS GROUP;
- METHOD OF DEVELOPMENT OF COMMUNITY WIDE GOALS AND PLANS FOR IMPLEMENTATION;
- METHOD OF OVERSEEING IMPLEMENTATION OF GOALS IN EACH INSTITUTION;
- METHOD FOR ADVOCATING JEWISH EDUCATION AND EXPLANATION OF LEAD COMMUNITY TO COMMUNITY AT LARGE;
- QUESTION OF COMMUNAL INCENTIVES AND REWARDS FOR ACHIEVEMENT IN LEAD COMMUNITY PROJECTS;
- METHOD OF FACILITATING EFFECTIVE COLLABORATIVE DELIBERATIONS;
- FORMULATION OF FEDERATION OPINION ON GOALS/VISION FOR JEWISH EDUCATION IN THE COMMUNITY
- METHOD OF LEARNING MORE ABOUT THE FIELD OF JEWISH EDUCATION;

E. WHEN DO WE DO IT:

IMMEDIATELY: FIRST MEETINGS,, DELIBERATIONS,, EXPLANATIONS WITH CIJE;

AS THEY GO ON: CONSIDERATION OF ISSUES SUCH AS REPRESENTATION,, FUNDING,, INCENTIVES & REWARDS,, SELF-STUDY;;

WITHIN A FEW MONTHS 1-YEAR PLAN COULD BE DEVELOPED,, IMPLEMENTATION COULD BEGIN,, AND SELF-STUDY AND WORK ON 5-YEAR PLAN WELL UNDERWAY..

3. OUTSTANDING PERSONALITIES: Jews in the public eye,, Jewish scholars, well known artists or authors,, professors with high status at university,, journalists,, even Jews on local professional sports team,, etc.

PROFILE:

RANGE: from those whose involvement and whose voice in the community is substantial to those who are on the periphery (some could be interested in being involved but have not been recruited); time and energy may be more limited but contribution to items with content may possibly be greater in specific areas..

PRIORITY: those whose authority and commitment are clear;;

FACTORS IN LC CONCEPT WHICH MIGHT GET THEM ACTIVATED: national mandate; stress on community wide initiative; stress on continuity through enhancement of quality of Jewish life; method of operation which resembles what they consider to be highly professional ((unique for general education as well)); possible personal contribution in areas of content..

FACTORS IN LC CONCEPT WHICH COULD AROUSE THEIR OPPOSITION: overemphasis on process; cynicism about what can be achieved; distorted image of LC as ghettoism; demand on faith and energy.

EMPHASES FOR UNDERSTANDING

A. WHAT WE GIVE

PARTICIPATION IN LEAD
COMMUNITY DELIBERATIONS
AND INITIATIVES

COLLABORATIVE WORK WITH
LAY LEADERS,, PROS,, EDUCATORS,,
ETC..

SERVICE/CONSULTATION IN
SPECIFIC AREAS OF EXPERTISE..

WHAT WE GET

WORK WITH NATIONAL EX-
PERTS OF CIJE, TRAINING
INSTITUTIONS,, PURVEY-,,
ORS,, ETC..

FORUMS TO EXPRESS
IDEAS AND MAKE A
CONTRIBUTION
REVERSE

CHANCE TO FEED PERSON-
AL EXPERTISE INTO EX-
CITING JEWISH COMMUNAL
UNDERTAKING;; POSSIBLE
EXPANSION OF CLIENTELE
FOR CONSULTATION..

B. WHAT WE DO:

- ADDRESS ISSUES AT PUBLIC FORUMS IN LEAD COMMUNITIES;;
- PARTICIPATE IN LC DELIBERATIONS ON POLICY,, GOALS/VISION, ETC.
- PROVIDE SERVICE AND CONSULTATION IN AREAS OF PERSONAL EXPERTISE;;
- ADVOCATE JEWISH EDUCATION AND LC PROCESS IN COMMUNITY AT LARGE;;
- HELP RECRUIT OTHERS INTO THE EFFORT;;
- LEARN MORE ABOUT JEWISH EDUCATION;;

C. WHO WE DO IT WITH:

- CIJE (BEST PRACTICES GROUPS,, M.E.F. UNIT,, PLANNERS,,
OUTSIDE EXPERTS,, ETC.);'

- LAY LEADERS,, FEDERATION PROS,, AND EDUCATORS IN THE
COMMUNITY;

- OTHERS OF THE SAME GROUP ((eg. on panel discussions or
group consultations));

- WHEN APPROPRIATE: WITH DENOMINATIONAL TRAINING
INSTITUTIONS;

D. HOW WE DO IT - ISSUES:

- ESTABLISHMENT COMMUNICATION WITH LIASON AT LOCAL CIJE
(FOR APPOINTMENTS AND REPORT);

- CONSIDERATION OF AREAS OF LC WORK IN WHICH PERSONAL
EXPERTISE MAY BE USEFUL AND METHODS/FORMOS FOR GETTING IT
ACROSS;

- METHOD OF ADVOCATION JEWISH EDUCATION AND LC PROCESS
TO COMMUNITY-AT-LARGE;;

- FORMULATION OF PERSONAL OPINION ON GOALS/VISION FOR
JEWISH EDUCATION IN THE COMMUNITY;;

- METHOD FOR LEARNING MORE ABOUT THE FIELD OF JEWISH
EDUCATION;;

E. WHEN WE DO IT:

**IMMEDIATELY: ESTABLISH COMMUNICATION WITH LIASON AT LOCAL
CLUB; CONSIDERATION OF AREAS FOR PARTICIPATION; LEARN MORE
ABOUT JEWISH EDUCATION;**

WITHIN MONTHS: PARTICIPATE IN FORUMS,, CONSULTATIONS ETC.

4. COMMUNITY AS A WHOLE: minimally = forums at which more than one constituency or group within the community is present (eg. principals of schools from all the denominations; coalition of lay leaders with educators from various institutions within the community;; federation planners and outstanding personalities in community) etc..

profile:

A general comment: cooperative and collaborative work, whether across ideological or professional lines, has been documented in general education as being very difficult to implement successfully ((this has been demonstrated even amongst educators with the same teaching subjects)..

range: though there will be exceptions, the majority of these groups will mostlikely not have had too much experience in this area. Some groups will find it harder to work with others because of ideological or professional boundaries. This is likely to be more problematic as content becomes central..

priority: forums in which diversity of representation is as broad as possible (without losing the capacity for focus)

factors in the LC concept which might activate them:
leadership and involvement in an initiative of national (and even international) significance; national mandate; the impact of the sum which is greater than the parts; raising the priority of Jewish education in the community; atmosphere of professionalism and expertise; working together to solve common problems; amassing more funds and recruiting more personnel for Jewish education; open and honest public discourse on Jewish education;

factors in the LC concept which could arouse their opposition: the added effort of having to work together; threat of intervention of outsiders; demand on faith and energy;

EMPHASES FOR UNDERSTANDING

A. WHAT WE GIVE

PLACE JEWISH EDUCATION
HIGH ON COMMUNITY'S LIST
OF PRIORITIES

PARTICIPATION IN LEAD
COMMUNITY DELIBERATIONS
AND INITIATIVES

COLLABORATIVE WORK
(by institution and
by group)

REPRESENTATION IN WALL TO
WALL COALITION OF LAY LEADERS

WHAT WE GET

BACKING OF COMMISSION
MEMBERS AND BOARD

NATIONAL INPUT: CIJE,
EXPERTS, TRAINING IN-
STITUTIONS, PURVEYORS,
ETC..

SYSTEMATIC PLANNING
OF LEAD COMMUNITY,
M.E.F. UNIT; COOPERAA-
TION IN FINDING
SOLUTIONS TO MUTUAL
PROBLEMS; OPPORTUNI-
TIES FOR EXPANDED
MARKET AND JOINT
UNDERTAKINGS;

PLAN BASED ON COMMUNI-
TY WIDE GOALS

B. WHAT WE DO:

- PROVIDE A COMMUNITY WIDE MANDATE FOR LEAD COMMUNITY PROCESS ((LEADING TO A CHANGE IN COMMUNITY'S PRIORITIES - eg. budget,, recruitment of personnel))

- ESTABLISH AND MAINTAIN REGULAR COMMUNICATION AND EXCHANGE OF IDEAS AND CONCERNS WITH CIJE AND WITH EACH OTHER;;

- CONSIDER COMMUNITY WIDE GOALS FOR JEWISH EDUCATION AND WHAT EACH GROUP CAN CONTRIBUTE TO ACHIEVE THEM;;

- DECIDE ON PROGRAMMATIC OPTION BEYOND THE FIVE BASIC OPTIONS;;

- CREATE MANDATE FOR HIRING OUTSTANDING JEWISH EDUCATORS FOR COMMUNITY AS WELL AS FOR NEW POSITIONS/JOB DESCRIPTIONS;;

- SHARE EXPERTISE WITH EACH OTHER IN COMMON FIELDS OF ACTIVITY AND INTEREST ((I.E. DIRECTOR OF JEWISH HISTORY STUDIES PARTICIPATES IN COMMUNITY WIDE SEMINAR ON THE TEACHING OF JEWISH HISTORY))

- COORDINATE ACTIVITIES WITH EACH OTHER INSTITUTIONS IN ORDER TO SHARE AND BROADEN EACH OTHER'S CONSTITUENCIES;;

- PROVIDE HOMES FOR VARIOUS COLLABORATIVE DELIBERATIONS

- ENCOURAGE YOUR CLIENTS TO PARTICIPATE IN THE LEAD COMMUNITY PROCESS:: IN PUBLIC FORUMS ON JEWISH EDUCATION;; BY PARTICIPATING IN PROGRAMS AND RECRUITING NEW PEOPLE AS WELL;;

- PUBLICIZE AND ADVOCATE THE LEAD COMMUNITY INITIATIVE TO THE COMMUNITY AT LARGE..

C.. WHO WE DO IT WITH:

- EACH OTHER
- LOCAL FEDERATION
- CIJE - M.E.F. UNIT
- TRAINING INSTITUTIONS
- OUTSIDE EXPERTS
- LOCAL UNIVERSITY?

D. HOW DO WE DO IT: ISSUES

- HOW TO DECIDE ON PROGRAMMATIC OPTIONS?
- COMMUNITY WIDE CONCERNS,, GOALS;;
- MEANS OF COMMUNICATION WITH OTHER AGENTS OF JEWISH EDUCATION;
- CREATION OF INCENTIVES FOR PARTICIPATION IN LEAD COMMUNITY DELIBERATIONS AND INITIATIVES;;
- METHODS OF RECRUITMENT OF OUTSTANDING PERSONNEL;;
- NEW POSITIONS - JOB DESCRIPTION?
- METHOD OF PUBLICIZING AND ADVOCATING LEAD COMMUNITY PROJECT TO VARIOUS CONSTITUENCIES AND TO THE COMMUNITY AT LARGE;;
- METHOD OF FACILITATING PUBLIC DISCUSSION OF JEWISH EDUCATION AND ADVOCATING JEWISH EDUCATION TO COMMUNITY-AT-LARGE;;

E. WHEN DO WE DO IT?

IMMEDIATELY: CONSIDER COMMUNITY WIDE GOALS, MEANS OF COMMUNICATION, CREATION OF INCENTIVES FOR PARTICIPATION IN LEAD COMMUNITY DELIBERATIONS AND INITIATIVE; COMMUNICATE AND EXCHANGE IDEAS/CONCERNS WITH OTHER AGENTS OF JEWISH EDUCATION IN THE COMMUNITY; PUBLICIZE LEAD COMMUNITY PROCESS; DEVELOP SETTINGS AND FORMS OF COMMUNITY WIDE DEBATE ON JEWISH EDUCATION;

OVER THE NEXT FEW MONTHS: DEVELOPMENT OF GROUP FORUMS, WALL-TO-WALL COALITION, ETC.; PROCESS OF DEVELOPING COMMUNITY WIDE GOALS; PUBLIC DISCUSSION OF JEWISH EDUCATION;

STANDARDIZED TESTS IN HEBREW AND JEWISH STUDIES.

ELEMENTARY SCHOOLS.

1) The Melton Center Test in Hebrew .

The Melton Center Test in Hebrew is prepared by Ilana Shohami and is considered by many as the best of its kind. The test is geared for students who are finishing 6th grade and are about entering Junior High-School.

The test is made of two different parts::

- a) One is based on the particular's school curriculum, and number of hours that Hebrew is taught.
- b) A proficiency set of questions which are based on material that all children should know at the end of Sixth grade.

The Shohami test does not test the individual student , but rather the class and the school and hence the teachers.

This test has been adopted by some 11 day-schools,, but given the large labour costs involved in this test and the recent increase of its price,, only 3 schools are taking the full test at the moment.

The Melton center is looking for a grant to subsidise the test ,,and thus make it available to many more schools in North America.

2) The New-York B.J.E. Exam.

The most comprehensive of all existing Standardized tests. Is given at the end of the 8th grade.

Unlike all other standardized tests , this test checks not only Hebrew language but also Jewish Studies:

תורה

נביא

הלכה

עצרת

תולדות for boys.

This test is prepared for the B.J.E. by a committee of High Schools Principals in the NY area.

Given the large numbers of students (some 2000) who yearly end the 8th grade in the NY area, and who wish to get into the 5 existing High-Schools, this test has become a important objective tool used by these 5 High Schools to screen all the applicants.

Hence, the B.J.E. test is taken extremely seriously by schools terminating at 8th grade. (There are today review books to prepare students for this exam!)
However, schools which have both an elementary and high school tend to neglect the importance of this test.

As there are only Orthodox day school (except for one recent attempt) in the New-York area, the B.J.E. exam is geared only for an Orthodox day-school curriculum.

HIGH SCHOOL'S TESTS

1) The Jerusalem Exam: מ'פ'ת ירושלים

מ'פ'ת ירושלים is a standardized test given at the end of elementary school,, to test knowledge of Hebrew.

This test is given by the WZO Education Department,, מ'פ'ת ירושלים, and officially the Melton Center (although the Melton Center has pulled out of this Exam) . Today the exam is written and graded by one single teacher.

Very few schools are taking this exam,, and it lost over the years the popularity it had several years ago.

2) Achievement tests in Hebrew language and literature.

This test is basically the same that exists in almost every subject matter for students who are about graduating from High School and who wish to enter into college.

This Achievement test is written by the Education Testing Services at Princeton University.. (The same which administers the S.A.T.'s).

The test is written by a committee whose members are to remain nameless.

3) New York Regions Test.

This test in Hebrew language is given by the New York State Education Department (Albany) .

The trend in most states has been the Regions tests, hence such a test does not exist in most other States.

Mr X.Y.
President.
Federation of AA

Dear X,

Let me first start this letter by congratulating you and all the Federation's executive, for your diligent efforts which have led to the selection of our community as one of the three "lead communities" in North America. I trust this selection reflects both the achievements of the past as well as the potential for the future.

Following our last couple meetings and discussions, I would like hereby to formally reiterate what I told you during these meetings, i.e. that my most sincere hope is that our selection as a "lead community" will bring with it the possibility for us to substantially improve the quality of Jewish Education in AA.

In my position of Principal of the largest Jewish Day School in the city, I deem it necessary to submit to you hereby a first list of projects we at the xxxxxx school, see as most important for the improvement of the quality of Jewish Education we are providing.

May I stress that this list has been agreed upon by our educational staff during a special meeting we held two weeks ago, and was further ratified by the School's board of directors during yesterday night's meeting.

Early childhood.

Background.

We are seeking to develop a program that will integrate the curriculum in General studies along with the Jewish content and values. At the present time, the two curricula are separated and taught by two different teachers. Such a split taking place in such an early age group creates a whole range of problems that we hope to solve with this new curriculum. May I add that we did an extensive research across the country and the lack of such a program seems to be a nation wide problem. Hence, the development of such a curriculum here would be able to be shared later on with other schools across the continent, which seems to fall in the general framework of the "lead communities".

Proposal.

In order to overcome some of the problems created by the split mentioned above, we would like to create a program of studies aimed initially for our kindergarden students, that

would integrate in one combined curriculum the central themes of the general curriculum and of the Jewish curriculum. It is our belief that basic topics in language arts as well as in the sciences can easily be combined with issues related to the Jewish calendar and other basic traditional themes.. Needless to stress that such a combination ought to be done in the most professional way so that children who will study this program will be at the same level as their peers attending the best non Jewish day-schools , and at the same time will not be pressured with a too demanding curriculum, at such an early age.

I trust that such a project may well be led by our early childhood staff, along with experts in the fields of Jewish studies , early childhood and curriculum .

2) Retention of weaker students.

Background.

In a school like ours, which is offering a demanding dual curriculum in General and in Jewish studies , one of the most acute problems we are facing on a regular basis, is the retention of those among our students who are experiencing substantial learning difficulties.. On the one hand , we ought to maintain a high academic level in order to ensure the competitiveness of our students as they apply for entries in the best colleges; yet on the other hand being the only Jewish day school in town means that the academically weaker students who can't keep their heads above the water in our school, have virtually no alternatives for getting any kind of Jewish education ..

Needless to say how dramatic this situation can be at times, when a family committed to Jewish education finds itself with no alternatives within the Jewish educational system.

Proposal::

In order to respond positively to this difficult community challenge, we would like to develop one or several strategies that would enable us to keep these students in the system throughout elementary and high school, without affecting the quality of education we provide to our student body at large.

Such a strategie would obviously entail a General studies as well as a Jewish studies component.

At the present time not having the resources needed to do even a basic preliminary study of similar programs that exist in other Jewish and general educational systems, we can only say that the general trend in current education as reflected in educational magazines and journals - seems to be more and more towards the full integration of students with learning

difficulties in the regular classroom. To what extent this approach could be developed in a school like ours with all its uniqueness is precisely what we hope to accomplish in the next future. The second part of this project would entail the actual creation of such a program tailor made for our school.

Here again the development of this program would be done with the help of experts (special education , jewish studies and members of our staff) in order to ensure the most effective way to implement such a program.

B))Teaching of Talmud.

Background.

A major component in our curriculum is the study of Talmud. On the one hand we are facing increasing pressures from our parent body to start the study of Guemara as early as possible, (grade 5) .. On the other hand this study being requiring quite a acquaintance with a sophisticated mode of thinking, the study of Talmud is often perceived by students as too demanding,, and too difficult.. Furthermore given that Talmud is taught for two periods daily , it often becomes a burden on the students who in turn start to disturb the class thus adding another difficulty to their peers and to the teacher.

This problem is not idiosyncratic to our school,, and Jewish educators around the world have been grappling with this question for quite some time.. Indeed,, several innovative programs have been developed mainly in Israel..

Proposal::

We would like to ask our Talmud department head to devote half of his time during the next academic year,, to investigate which among the programs developed in Israel,, are transferable to the needs of a american school like ours , and to actually do this translation job. At the outset, we think that one year should suffice for the completion of this project. However,, we will have to reassess the time frame as the projects unfolds.

Needless to stress that the project as mentioned above needs further development. The purpose of this paper is only to give you and the Federation board members an idea of what are the issues we at xxx school see as most important to deal with at this exciting time of our community being selected as a lead community. We will be very interested to further discuss these issues with the Federation as well as with members of the C.I.J.E.

Looking forward to a fruitful cooperation for the betterment of Jewish Education in our city, I thank you in advance and remains "

Yours sincerely,

xxxxxxx
Principal.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128
Phone: (212) 532-1961

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

MEMORANDUM

TO: S. Elster *
S. Fox *
E. Goldring
S. Greenfield
A. Hochstein *
B. Holtz
D. Marom
J. Meier
A. Naparstek
J. Ukeles *
J. Woocher
S. Wygoda
Henry Zucker

DATE: November 12, 1992

FROM: Jo Ann Schaffer

SUBJECT: November 19/20

This is to confirm a meeting on November 19 from 12:30-6:30 p.m. to take place at 115 East 26th Street, 11th floor (NY County Medical Society's Conference Room, Suite 1101). A dairy lunch is planned.

The meeting will continue the following day and will be held in the JCC Association's Conference Room on the 14th floor, 8:30 a.m.-12:00 p.m. A light breakfast will be available at the start of the meeting.

* This group will meet with Art Rotman from 11:00 a.m.-12:30 p.m. in the JCC Association's Mazer Study.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing Address: 1163 Third Avenue #128
Phone: (212) 532-1961

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

*Very
1. Quantities
JAAAAV d30
IG a []
Thank!
A*

TELEFAX

TO: Annette Hochstein **DATE:** November 12, 1989

FROM: Art Rotman **FAX#:** 619 4522

Number of pages (including this sheet) 1

MESSAGE:

As you requested, Shmuel Wygoda will be included in the Staff Meetings on November 19/20. However regarding the Planners Meeting on the 23/24, I am really anxious to reduce the number at the table, so for the moment let's say Shmuel will be an observer. We can talk about this again later.

It looks like our next staff meeting will probably be on Tuesday, December 1, from 9:00-11:00 a.m.

You can call me on November 17. I will be free from 10:00 a.m. to 12:30 p.m. and from 2:30 p.m. on.

I will be out of the office Thursday and Friday attending the CA. The agenda has not been finalized but you will receive it as quickly as possible.

Warm regards,

Art

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128
Phone: (212) 532-1961

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

FINE

MEMORANDUM

DATE: November 12, 1992

TO:	Lauren Azoulai Chaim Botwinick Shulamith Elster Seymour Fox Steve Gelfand Roberta Goodman Annette Hochstein Barry Holtz Nancy Kutler	Marshal Levin Daniel Marom Jim Meier Howard Neistein Claire Rottenberg Julie Tammivaara Jack Ukeles Jon Woocher Shmuel Wygoda
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FROM: Jo Ann Schaffer **SUBJECT:** November 23rd/24th

This is to confirm a dinner meeting on Monday, November 23, from 6:00-9:00 p.m. to take place at UJA/Federation, 150 East 59th Street, the Carl Leff Room on the Second Floor.

The meeting will continue the following day in the JCC Association's Conference Room on the 14th floor from 8:30 a.m.-4:00 p.m. A light breakfast will be available at the start of the meeting and we will also provide a dairy lunch.



TO: FAX NO. (811) 872-2 - 610051	FROM: FAX NO. (216) 361-6962 361"
Name Seymour Fox	Name Morton L. Mandel
Company Mandel Institute	Company Mandel Associated Foundations
Street Address _____	Tele. No. (216) 391-8300 Ext. 2320
_____ City State Zip Country	

Dear Seymour:

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

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

Warmest regards.

Mort

A CONTINENTAL COMMISSION ON JEWISH IDENTITY AND CONTINUITY: FRAMING STRATEGIES

Draft: 7/1/83

The Task

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

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

All Jewish institutions have a stake and many have important direct and indirect roles to play in fulfilling this task. For some — our congregations and their associated religious and educational institutions being the most notable examples — promoting vigorous, committed Jewish living has long constituted the very core of their institutional mission, meaning and purpose. They embody the traditional foundations of Jewish life — *Torah, avodah, and gemilut hasedim*. It goes without saying that these institutions are central, in their role and expertise, to any effort to strengthen Jewish identity.

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

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

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

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

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

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

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

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

The Challenge

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

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

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

There will be other challenges:

- 1) To balance the pressures for short-term accomplishment with recognition of the need for a long-term, comprehensive approach.
- 2) To put forward a manageable agenda, without becoming superficial.
- 3) To make the best use of existing expertise, while allowing room for new knowledge and new paradigms for action to emerge.

Conceptual/Strategic Principles

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

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

- 3) The Commission's work will incorporate several different tasks and processes. These will require coordination, but also sufficient space and integrity to accomplish what we need from each. For example, gathering and disseminating expertise is quite different from seeking to facilitate organizational change. The Commission will need to approach these two tasks with awareness of this difference.
- 4) The Commission will need to hear from and involve a wide range of constituencies and interests, including individuals from outside the organizational networks represented on it. It will need to ensure that all relevant information and expertise -- including that possessed by professionals in the "trenches" of this effort -- are available to it.

The Work of the Commission

To accomplish its mission, the Commission will:

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

SUMMARY

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

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reality.*

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

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

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

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~~RAVONIAE ELSA TOW 26 1993~~

COMMISSION OF JEWISH IDENTITY AND CONTINUITY

Meeting: Tuesday, August 3, 1993

<u>Name</u>	<u>Attendance</u>
Marvin Lender	Yes
Shoshena S. Cardin	Yes
Alan Ades	
Stephen Bayme	
Helene Berger	
Aaron Brotman	Yes
Andrea Dubroff	Yes
Arnold Eisen	Yes
Tom Freudenheim	Yes
Sidney Goldstein	
Rabbi Moehe Gorelik	No
Charles H. Goodman	Yes
Neil Greenbaum	Yes
Arnold Greenberg	Yes
Richard Joel	Yes
Martin Kraar	Yes
Lynn Korde Kroll	
Rabbi Norman Lamm	
Deborah Lipstadt	
Rabbi Brian Lurie	Yes
Melvin Merlans	
Robert Mirisch	No
Lester Pollack	Yes
Joseph Riemer	
Sheldon Rudoff	
Michael Rukin	Yes
John Ruckey	Yes
David Sacks	
Rabbi Alex Schindler	
Rabbi Ismar Schorsch	
Daniel S. Shapiro	Yes
Rabbi Allan Silverstein	
Barry Shrage	Yes
Rabbi David Teutsch	
Richard L. Wexler	
Rabbi Sheldon Zimmerman	

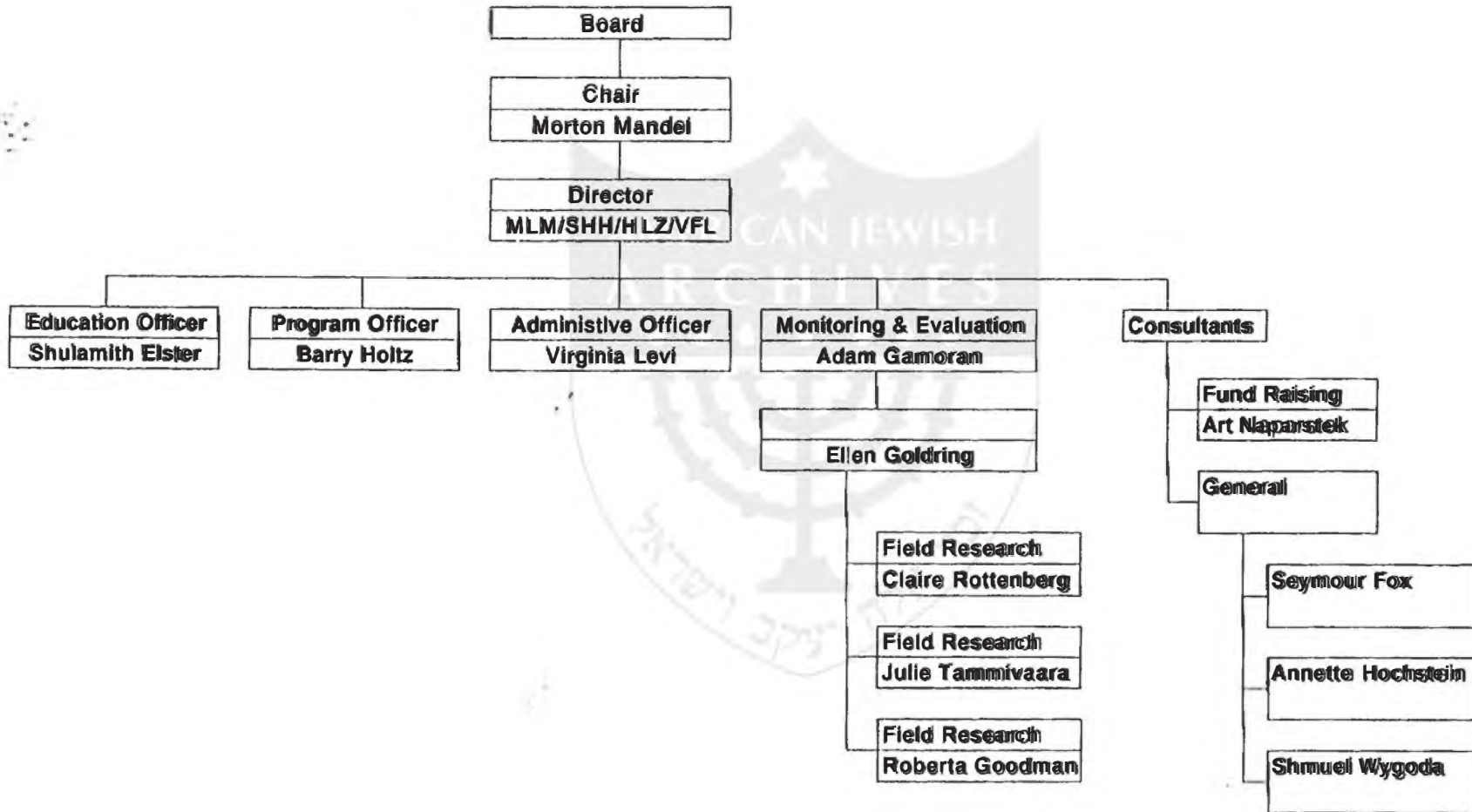
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CJJE ORGANIZATION PLANNING

CURRENT ACTUAL

at 4/15/93



COUNCIL FOR INITIATIVES
IN JEWISH EDUCATION

Mailing Address:

163 Third Avenue #128, New York, NY 10003
Phone: (212) 532-1961 • Fax: (212) 213-4078

Office of the Chair
Morton L. Mandel

December 21, 1992

Dear CJE Board Member:

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

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

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

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

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

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

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

- John Colman (Chicago) -- the Best Practices Project Committee
- Chuck Ratner (Cleveland) -- the Lead Communities Project Committee
- Esther Leah Rite (Milwaukee) -- the Monitoring, Evaluation, and Feedback Project Committee

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

Bill Berman	Mark Laineer
Charles Bronfman	Matthew Maryless
John Colman	Merwin Merians
Charles Goodman	Lester Pollock
Neil Greenbaum	Chuck Ratner
David Hirschhorn	Esther Leah Ritz

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

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

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



Morton L. Mandel

Enclosure

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing Address:
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Chair
Morton L. Mandel

Vice Chairs
Charles H. Goodman
Noel Griconbaum
Mortimer J. Morley
Peter Ronack

Executive Director
Elizabeth Kolman

Chief Education Officer
Dr. Shulamit R. Fisher

January 5, 1993

Ms. Joyce Culley
University Press of America
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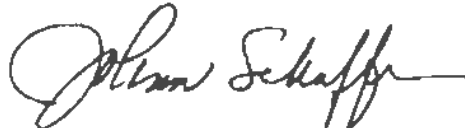
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Council for Initiatives in Jewish Education
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Jo Ann Schaffer

cc: Annette Hochstein

Meeting of the Board

December 22-24, 1992

22A Hatzfirah Street, Jerusalem, Israel

Agenda

Tuesday, December 22, 1992

1. Introduction and Welcome
2. Chairman's Report
3. The Institute's Current Agenda and Mission

Wednesday, December 23, 1992

4. The School for Educational Leadership
 - a. Overview and Next Steps
 - b. Meeting with Founding Partners and Faculty Members
 - c. Luncheon Meeting with Dr. Shimshon Shoshani, incoming Director-General of the Ministry of Education
5. The Educated Jew Project
From Theory to Implementation

Thursday, December 24, 1992

6. The Council for Initiatives in Jewish Education
 - a. Lead Communities—Next Steps
 - b. Mandel Institute Role
7. The Institute's Knowledge Base
8. The Institute's Agenda and Mission Revisited
9. Concluding Session

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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MEMORANDUM

TO: CIJE Board of Directors **DATE:** December 7, 1992
FROM: Morton L. Mandel **SUBJECT:** February Board Meeting

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

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

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

Marty Kraar
Ginny Levi
Art Naparstek
Lenny Rubin
Jack Ukeles
Jon Woocher
Hank Zucker

MINUTES

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
BOARD OF DIRECTORS MEETING

August 25, 1992

10:00 A.M. 3:30 P.M.

UJA-Federation of Jewish Philanthropies
New York, NYAttendance:

Board Members: David Arrow, Mandell Berman, Charles Bronfman, Gerald Cohen, John Colman, Alfred Gottschalk, Neil Greenbaum, Thomas Hausdorff, David Hirschhorn, Mark Lainer, Norman Lamm, Morton Mandel, Melvin Merians, Charles Ratner, Esther Leah Ritz, Richard Scheuer, Isadore Twersky, Bennett Yanowitz

**Policy Advisors
Consultants,
and Staff:** Shulamith Eister, Seymour Fox, Ellen Goldring, Annette Hochstein, Stephen Hoffman, Barry Holtz, Stanley Horowitz, Martin Kraar, Virginia Lewi, Arthur Naparszek, Arthur Rotman, Jo Ann Schaffer, Jacob Ukeles, Jonathan Wochter, Henry Zucker

.....

I. Welcome and Introductory Remarks

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

III. Introduction of CIJE Executive Director

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

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

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

III. Population Study and Implications

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

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

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

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

IV. Lead Communities at Work

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

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

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

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

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

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

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

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

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

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

B. Best Practices Project

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

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

There are currently four areas being examined:

- Work in the area of supplementary schools, where the majority of children in North America get their Jewish education, is nearing completion. This area is perceived as a particularly weak component of Jewish education.
- An examination of early childhood Jewish education will begin in September. Successful programs will be those that result in a high proportion of children that go on to other forms of Jewish education.
- The third area is the Israel experience. The work of the CREB Foundation in this area will serve as the basis for recommendations.
- The fourth area of study will be the JCCC world. The JCCC Association will help to identify outstanding Jewish educational programming in the Jewish Community Center world.

For 1992-93 four new areas will be studied: the day school, the college campus, summer camps, and adult Jewish education.

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

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

C. Monitoring, Evaluation and Feedback Project

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

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

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

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

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

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

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

V. Lead Communities Selection

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In the discussion that followed, it was suggested that the Board consider at some future date the growing suburbanization or small town movement within the Jewish community. There are increasing numbers of communities too small to maintain a rabbi and a congregation. The JCC Association's lay leadership model for military communities might be used for such a purpose.

VI. Concluding Comments

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

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

January 28, 1993

GOALS FOR JEWISH EDUCATION IN LEAD COMMUNITIES

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

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

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

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

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

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

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

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

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

January 28,, 1993

GOALS FOR JEWISH EDUCATION IN LEAD COMMUNITIES

FOR
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USE ONLY

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

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

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

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

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

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

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

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

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

Dear Shulamit:

The following is a summary of our thoughts on the goals project in lead communities:

1. The Commission on Jewish Education in North America had to avoid working on goals for Jewish education in order to achieve consensus. Now that work in lead communities is beginning, working on goals can no longer be delayed. This is evident for a number of reasons. First, it is difficult to introduce change without knowing what it is that one wants to achieve. Second, as scholars of general education such as Marshall Smith, Sara Lightfoot, and David Cohen, have claimed, effective schooling happens in places where a clear vision of goals is shared by the professionals. Finally, as Adam Gamoran has argued, educational programs can be evaluated in terms of the goals which are set out for them.

2. In lead communities, the issue of goals is directly pertinent to the work of local schools, institutions of informal education and the community-at-large.

Regarding the educational institutions, the first question is whether they do indeed have a conception of their goals. Educational institutions often think that their mission statements provide a sufficient statement of their goals. In some cases, one can indeed see a reflection of the mission statements in the institution's educational work. In others, however, these mission statements are somewhat divorced from institutional realities.

As we have indicated, sometimes local schools and institutions of informal education have a clear vision of their goals and sometimes they do not. In institutions in which there is a lack of clarity on goals, the question would be whether or not educators and lay leaders feel the need for clear goals and if they see themselves as being capable of developing and working with them.

Those working in denominational institutions (orthodox, conservative, reform, etc.) may feel the need to consult with or receive guidance from the central agencies of their movements. Others - for example, community high schools - may discover that they want to carry out this task on their own.

Once formulated, however, the actual work of getting staffs and educators to devote their everyday work to the implementation of goals involves a great investment of time and money. This would require much planning, in-service training, and evaluation in each institution.

In institutions which do have clear goals, the challenge is how to enhance effectiveness through the application of these goals in practice.

3. The Mandel Institute undertook a project to articulate alternative conceptions of the "educated Jew." In essence, the purpose of this project is to develop alternative conceptions of goals for Jewish education. The conceptions were formulated by Professor Isadore Twersky - whom we believe presents a position of orthodoxy, Professor Moshe Greenberg - whom we believe presents a position which approximates that of classical conservative Judaism, and Professor Menachem Brinker - whom we believe presents a position reflecting (non-affiliated) liberal secularist Zionism.

These conceptions were then translated into educational practice by a group of educators under the guidance of Professor Fox. The participants in this group included the above scholars, the Institute's staff, Professor Israel Scheffler (director of Harvard's Philosophy of Education Research Center), Professor Michael Rosenak, various graduates of the Jerusalem Fellows, and a group of Jewish educators who have had extensive practical experience in Jewish education in the diaspora.

4. It was assumed that if local denominational institutions find that they need to develop and work with a clear conception of their goals, they would indeed turn to their central denominational agencies for help. Their request could be for guidance both in the setting of goals and in the in-service training of staff and educators in the implementation of these goals.

These challenges were brought to the attention of the leadership of the North American denominational groups (Yeshiva University, Jewish Theological Seminary, Hebrew Union College). In the context of the discussions it became apparent that these central agencies wanted to be able to provide assistance to lead communities.

Each agency has begun to focus on the question of how it can use its resources (scholarship, expertise on education, experience at working with its own constituents, etc.) in order to be work with lead communities in this area.

5. The goals project would involve bringing the local institutions in lead communities, the Mandel Institute, and the central denominational institutions to work jointly in an attempt to meet this challenge.

There are several ways that these groups could work together. Here are some examples:

- When an institution has effectively formulated its educational goals: Such examples should be studied and the processes by which these institutions have formulated their goals would be shared with other institutions in lead communities.

- When an institution has developed a partial conception of and mode of working with its goals, and it would want to continue working in this area: This would create the basis for evaluation/consultation and could be undertaken independently or in cooperation with the central denominational institutions.

- When an institution has done little work in the area of goals and would want to undertake such work: This would create the basis for an undertaking in the formulation of goals and the development and implementation of an appropriate workplan for their attainment. This could be undertaken independently or in cooperation with the central denominational institutions.

In the latter two scenarios, the CIJE's would serve as a conduit between lead communities of the central denominational institutions and the Mandel Institute.

As this work is undertaken, additional energy would be generated in the lead communities. Educators and lay leaders would be involved in efforts to attain their goals in their respective institutions. An exchange of ideas and practices in working with goals would take place between those working in and with lead communities. Local institutions would collaborate with others who are working on aspects of goals development and implementation, whether it be the central denominational institutions, the Mandel Institute, or outside consultants, evaluators, etc.

Ideally, the outcome of this project would be for all educating institutions in lead communities to be involved in an ongoing process of developing & implementing their goals as part of their search for an effective and powerful Jewish education. This process would be driven by an ongoing evaluation of practice in light of explicit goals, as well as by a constant reformulation of goals in the light of the experience of practice.

6. One other area in which goals affect lead communities is on the level of the community-at-large. A major question to be addressed is the extent to which a wall-to-wall coalition of communal and educational leaders could agree upon goals. To be sure, it is worth the effort. The community-at-large may be able to agree only upon general goals such as "to increase the enrollment of post bar/bat-mitzvah age children in programs of Jewish education," "to develop programs which integrate formal and informal education," "to facilitate trips to Israel for every teenager in the community."

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DM

Mandel Institute Projects —1991

10. The Educated Jew

Project Leader: Seymour Fox

Project Description and Purpose:

The purpose of this project is to infuse the field of Jewish education, both formal and informal, with compelling and operative statements of educational goals. If the project is successful, one outcome will be the publication of an anthology of alternative conceptions of a successful Jewish education for contemporary Jews. Another outcome will be to engage deliverers of Jewish education (the denominations, training institutions, and the Ministry of Education in Israel) in a process of formulating their goals and translating them into everyday practice. A clarification of the outcomes of Jewish education should play a major role in the work of the CJE with lead communities, in programs that are being developed by training institutions, and in the planning process for the Academy for Educational Leadership. At a later stage it is hoped that this project will contribute to the work of policymakers and to the evaluation of Jewish education.

The project will involve:

- * Consultation with appropriate scholars (in Judaica, the humanities, social sciences and education) and practicing educators;
- * convening a seminar where alternative conceptions of a successful Jewish education will be presented and discussed;
- * serving as a catalyst to help the deliverers of Jewish education (denominations, training institutions, Ministry of Education) consider their educational work in terms of outcomes and philosophy of Jewish education;
- * fieldwork in which findings of the Seminar will be used in consultation projects with the CJE, institutions of higher Jewish learning, the Academy for Educational Leadership and others;
- * publishing the findings of the research, the seminar, and the fieldwork.

Timetable:

February 1991-December 1991: Consult with experts, prepare the necessary bibliography and choose seminar participants.

December 1991-March 1992: Launch the Seminar.

Staff: Seymour Fox, Daniel Marom, researcher, secretarial and administrative help.

Wednesday, May 22, 1991

The Educated Jew (Project #6)

Prof. Fox reviewed the background paper on this project, which arose out of the realization that while virtually all of our other projects depend on the assumption that we have a clear understanding of the goals we are attempting to achieve in Jewish education, in fact no such understanding exists. And indeed, the very process of thinking about the definition of success in Jewish education has been largely neglected.

The plan for the project includes both research and development phases: After an initial literature search and planning process, a seminar will be convened to bring together major thinkers and scholars, to formulate and analyze alternative conceptions of the educated Jew. The formulations emerging from this seminar will be brought into the "field" for application and testing, through the Institute's consultations with the CJE, training institutions, etc. In response to questions, Prof. Fox indicated that the project will certainly involve scholars from fields other than education. Also, he made it clear that this endeavor is in no way limited to the goals of schooling only, but rather seeks to define the "educated Jew" as the "product" of the entire network of educating institutions, formal and informal, explicit and implicit.

There was enthusiastic consensus among the discussants that this project is exciting and important, the "cornerstone" of all of our other efforts. At the same time, three interrelated concerns were raised by several participants:

- Setting goals in a pluralistic community is a sensitive matter. We must be careful to avoid attempts at enforced unity on the one hand and a shallow "lowest common denominator" approach on the other.
- We must grapple with the issue of elitism: to what extent is our "educated Jew" to represent the goals of an elite, and to what extent are goals appropriate for "the masses?"
- We must also address the question of education vs. commitment: to what extent will our definition of an "educated Jew" include affective components, as opposed to purely cognitive knowledge?

Mr. Hoffmann pointed out that this effort will not only have a major impact on our work in Jewish education in the Diaspora, but it will also be of great importance in Israeli education (e.g., in our work with the Academy for Educational Leadership).

The board agreed unanimously to instruct the staff to proceed with this project.

2. Progress to date:

a. The scholars' seminar has been established; its members are:

- Menaechem Brinker (Hebrew University), professor of literature and philosophy, with a special interest in secular Zionism;
- Seymour Fox (Hebrew University), professor of Education; president of the Mandel Institute;
- Moshe Greenberg (Hebrew University), professor of Bible, with a history of deep involvement in educational projects;
- Daniel Marom (Mandel Institute), seminar facilitator; Jerusalem Fellow with a special interest in Jewish history;
- Michael Rosenak (Hebrew University), Mandel Professor of Jewish education, a specialist in the philosophy of Jewish education, with extensive experience in practical educational work;
- Israel Scheffler (Harvard University), professor of philosophy, expert on the philosophy of science and on the philosophy of education, with a history of ongoing involvement in Jewish education;
- Isadore Twersky (Harvard University), professor of history and expert on medieval Jewish thought and Maimonides, with a history of involvement in educational endeavors.

The members of the seminar have begun working on the preparation of papers articulating their conceptions of The Educated Jew, for presentation to their colleagues. The group will meet at Harvard University, January 19-23, 1992, at which time the first set of papers will be discussed and analyzed. A second session is tentatively planned for spring, 1992.

b. A second seminar has also been convened, consisting of educators who combine extensive field experience with an interest in and knowledge of educational philosophy. The purpose of this group, which has already met twice (October 7 and December 2, 1992), is to assist the scholars in formulating conceptions of the educated Jew which can be applied to education in formal and informal settings. The members of this seminar are:

- Ami Bouganim, a member of the Mandel Institute staff; a Jerusalem Fellow and an expert in informal education;
- Jonathan Cohen, a Jerusalem Fellow, researcher and teacher at the Melton Centre of the Hebrew University, with a special interest in Jewish educational philosophy;

- Howard Dietcher, a Jerusalem Fellow and former principal of Ephrata School in Jerusalem; director of the Senior Educators Program at the Melton Centre of the Hebrew University;
 - Seymour Fox, professor of Jewish Education at the Hebrew University and president of the Mandel Institute;
 - Beverly Gribetz, formerly director of Jewish studies at Ramaz High School in New York; currently a tutor in the Senior Educators' Program at the Melton Centre of the Hebrew University;
 - Annette Hochstein, director of the Mandel Institute, an expert in the field of policy planning, with experience in research and planning in Jewish education;
 - Daniel Marom, a member of the Mandel Institute staff; a Jerusalem Fellow with a special interest in Jewish history;
 - Marc Rosenstein, a Jerusalem Fellow and former principal of Akiba Hebrew Academy in Philadelphia; currently working with Project Oren, the Mandel Institute, and the Melton Centre;
 - Debbie Weisman, a doctoral candidate in Jewish history at the Hebrew University; a teacher in the School for Overseas Students and a researcher and teacher at the Melton Centre.
- c. As part of the "Harvard University-Mandel Institute Program of Scholarly Collaboration" in leadership training and education, Professor Scheffler will prepare a research essay on "The Educated Person," to serve as a background paper and basis for comparison for all who are working to formulate conceptions of "The Educated Jew." This essay is expected to be completed by June, 1992, with an interim progress report to be communicated to the scholars' seminar in January.

B. The Education of Educators

1. Our discussion in May dwelt on the complexity of the task of profession-building in Jewish education; personnel training is only one of the factors which must be addressed. Nevertheless, there was a clear consensus that a serious research and planning effort in the area of personnel training is a *sine qua non* for progress. It was agreed that the Institute staff should move ahead with a program of research on the state of the art in the education of educators in general, and on the particular challenges facing Jewish education in this area.
2. Progress to date
 - a. A literature search has been conducted, as well as extensive consultations with

Progress Report: Dec. 1991 - May 1992

Leadership in those positions where they are most likely to bring about improvement in the educational system.

B. The Educated Jew

The role of the Mandel Institute in dealing with the ideas that are basic to significant change in Jewish education is perhaps best seen in the seminar on the Educated Jew. The Institute has entered, with this project, an area recognized by Jewish and general educators alike as both difficult and crucial, and there is a clear sense by all participants that the work of the seminar could well have a far-reaching impact on Jewish education, both within and beyond the other projects of the Institute.

The scholars' seminar met in January at Harvard; Mr. Felix Posen and Mrs. Annette Hochstein attended some of the sessions. Profs. Menachem Brinker, Moshe Greenberg, Michael Rosenak, and Israel Scheffler presented papers for discussion (following weeks of long-distance discussion by means of written responses, facilitated by Mr. Daniel Marom). The participants were enthusiastic about the seminar and felt that the deliberation was open and fruitful, helping them clarify and refine their formulations by testing their ideas in the context of educational planning.

In March, the group reconvened in Jerusalem, meeting together with the educators' seminar for the first time. Prof. Charles Liebman of Bar Ilan University, a sociologist who has studied North American Jewish communities as well as Israeli society, and Prof. Mordecai Nisan of the Hebrew University, a psychologist specializing in issues of identity, joined the deliberations. Prior to the plenary sessions of the combined group, two days of small group discussions were held, in which each of the scholars met with several educators, to explore some of the practical educational implications of his paper. The plenary sessions were devoted to a first presentation and discussion of Prof. Twersky's paper, "What a Jew Must Study—and Why," "second rounds" of the discussions on the other papers, and a presentation by Prof. Scheffler on the concept of the "Educated Person" in current general educational philosophy. This paper was based on research Prof. Scheffler is conducting at Harvard for the Mandel Institute.

Certain key issues have emerged, which transcend all of the papers, issues that must be addressed regardless of the ideological or religious nature of the educational system in question:

- Must one be an educated Jew in order to be a good Jew?
- How dependent is the system on the existence of a community; how does it deal with "outsiders" who do not have an a priori commitment?

- Which comes first, emotional commitment or rational understanding?
- How do we determine the principles of selection for choosing which texts are to be studied (on the assumption that it is unrealistic to state that all texts should be studied)?
- What is the significance and the role of those disciplines, e.g. history and modern literature, which do not deal primarily with “classical” texts?

Some of these issues were seen as requiring research, to provide a basis for further discussion. The staff is currently at work on planning the next phase of the project. The educators’ seminar will continue to meet at regular intervals to consider how the scholars’ work can best be directed toward implementation. The next meeting of the scholars’ seminar will take place in the winter of 1993.

C. *Consultation to the Council for Initiatives in Jewish Education*

The CIE has taken very important steps in the past six months. Its professional head, Shulamith Elster, has shown remarkable energy and communicative skills, bringing the message of the Council’s work to educational and communal leadership throughout North America. The Lead Communities project was formally launched in January; the response exceeded our most optimistic expectations, with 23 communities having completed the application process.

Each of the professional consultants engaged directly by the CIJE has made substantial progress in his/her particular assignment:

- Dr. Jacob Ukeles and his team were responsible for the successful Lead Communities recruitment effort, and we expect them to continue to guide the selection and implementation-planning process.
- Dr. Barry Holtz has been moving forward in the Best Practices project, tackling first the supplementary school. By the time the first set of Lead Communities are in place, he expects to have several additional areas ready for them (out of a target list of supplementary schools, day schools, JCCs, early childhood programs, and summer camps).
- Prof. Adam Gamoran has been working on developing a fully detailed program for monitoring, feedback, and evaluation, also expected to be ready in time for the launching of the first Lead Communities.

be done in the context of the negotiation of a letter of understanding between each community and the CIJE, setting forth the obligations and expectations of both parties.

As the leaders of the three communities are being mobilized for the Lead Communities process, the CIJE is continuing with the preparation of its own operational involvement, in the following areas:

- a) Best practices—directed by Dr. Barry Holtz: preparation of materials to enable community professionals to examine and evaluate the applicability of existing model programs.
- b) Developing pilot projects to quickly launch implementation in the areas of personnel and community.
- c) Funding facilitation: establishing and cultivating contacts with—and developing proposals for—foundations that are potential sponsors of various aspects of Lead Community work.
- d) Monitoring, evaluation and feedback—directed by Prof. Adam Gamoran: as indicated above—the CIJE has already provided and placed trained field researchers in each community.
- e) Planning assistance: development of planning guides and other materials to help community professionals analyze needs and set strategies and priorities.
- f) Working with providers of educational services: first priority—development of partnerships between Lead Communities and training institutions (HUC, JES, YU, JESNA, JCCA) to train new professional personnel.

IV. The Educated Jew

The Educated Jew project is currently moving from theory to the first phases of practical application. Professors Moshe Greenberg, Menachem Brinker, Isadore Twersky, and Michael Rosenak have now revised and extended their original papers in the light of several rounds of discussion and criticism. At the same time, Prof. Israel Scheffler has produced a second paper on the “Educated Person.” The staff of the project is now in the process of developing accompanying chapters for each of the four conceptions of the Educated Jew, setting forth the educational implications of each scholar’s view. After further consultation with the scholars and an additional set of revisions based on this practical educational response, a publication will be prepared, making the results of the deliberations available to the larger Jewish educational community.

The conceptions of the Educated Jew emerging from this project will play an important role in the consulting work of the Mandel Institute:

- a) As part of the systematic planning – and evaluation effort—in the **Lead Communities**, the CIJE intends to involve each community in a discussion and analysis of educational goals. The **Educated Jew** documents will provide part of the basis for this discussion.
- b) In monitoring the implementation of the **M.A.F. planning grants** to the training institutions, relevant and clear conceptions of educational goals are necessary. Thus, this project provides important support for the monitoring process, as well as assistance to the various institutions in guiding their internal deliberations and in planning programs congruent with their philosophical assumptions. The staff of the **Educated Jew** project has been involved in planning an interface between the training institutions and the **Lead Communities**, based on the emerging conceptions of the **Educated Jew**.
- c) The **School for Educational Leadership** is another “consumer” of the products of the **Educated Jew** project. The struggle among various conceptions of the goals of education in Israel is an important aspect of Israeli culture. The students of the **School of Educational Leadership** must understand this struggle on a sophisticated level and have the intellectual tools to rise above it, creating a new educational vision that can foster unity within diversity. Clearly, the documents of the **Educated Jew** project will serve as basic texts for the students of the **School of Educational Leadership**, for study and deliberation.

V. Other Projects

a) Consultations

The Mandel Institute was approached for assistance by several institutions within the Jewish community of the U.K. Since the Institute’s policy for undertaking consultative projects will be discussed at the upcoming board meetings, the Institute staff can only provide a one-day consultation with representatives of that community at this time.

b) Networking

The next **Jerusalem Fellows** colloquium is currently in the planning stage; it will take place in the second half of 1993.

c) Knowledge base

Two projects have been commissioned recently within the context of the knowledge base function of the Institute:

- 1) Dr. Marc Silverman is carrying out a study of pre-service training programs for Jewish educators throughout the world. The purpose of this project is not merely to assemble a complete inventory of programs, but to generate a full picture of the

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Memo

January 5, 1993

To: CIJE Senior Advisers

From: Barry W. Holtz

Re: Update - The Best Practices Project

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 is to help the CIJE in its work with the three Lead Communities (Atlanta, Baltimore, Milwaukee) which were selected last summer. As the Lead Communities devise their educational plans and put these plans into action, the Best Practices inventory will offer a guide to Jewish educational success that can be adapted for use in particular Lead Communities.

In addition, the Best Practices Project hopes to make an important contribution to the knowledge base about North American Jewish education by documenting outstanding educational work that is currently taking place.

The Best Practices Project as of today

This past year has been spent in designing a methodology for conducting a project that has never really been done in Jewish education before in such a wide-scale fashion. How do we locate examples of best practice in Jewish education? As the year has proceeded both an approach to the work and a set of issues to explore has evolved. We began by identifying the specific programmatic "areas" in Jewish education on which to focus. These were primarily the venues in which Jewish education is conducted such as supplementary schools, JCCs, day schools etc. A best practices team is being developed for each of these areas. These teams are supervised by Dr. Shulamith Elster and me.

We have come to refer to each of the different areas as a "division," in the business sense of the word. (Thus the Best Practices Project has a supplementary school division, an early childhood division, etc.) Each division's work has two phases. Phase 1 is a meeting of experts to talk about best practice in the area and to help develop the criteria for assessing "success"; Phase 2 is the site visit and report writing done by members of the team.

Last year four different divisions were launched. We began with the supplementary school primarily because we knew that a) there was a general feeling in the community, particularly in the lay community, that the supplementary school had not succeeded; b) because the majority of Jewish children get their education in the supplementary school and because of that perception of failure, the Lead Communities would certainly want to address the "problem" of the supplementary school; c) as the director of the project, it was the area in which I had the most experience and best sense of whom I could turn to for assistance and counsel.

A group of experts was gathered together to discuss the issue of best practice in the supplementary school. Based on that meeting I then wrote a Best Practices in the Supplementary School guide. A team of report writers was assembled and assignments were given to the team to locate both good schools and good elements or programs within schools (such as parent education programs).

We now have reports on ten schools as written up by the group members. The first results indicate that, indeed, there are successful supplementary schools and we are finding

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

In May Dr. Elster and I launched our second division, early childhood Jewish education. We met with a group of experts (see Appendix) in this field and following up that meeting I wrote a Guide to Best Practice in Jewish Early Childhood Education. Many of the members of the group have already agreed to join our team of report writers. We now have the first drafts of reports on ten programs and sites.

A third division, education in the JCC world, is in the early stages of development. Dr. Elster and I met with a team of staff people at the JCCA. Mr. Lenny Rubin of the JCCA is putting together a group of JCCA staff and in-the-field practitioners to develop the Phase 1 "guidelines" for this area. We will work with them in writing up the document. After this is completed a team of report writers (from that group and others) will be assembled to do the actual write-ups.

Finally, a fourth area--best practices in the Israel Experience--has been launched thanks to the work of the CRB Foundation. The Foundation has funded a report on success in Israel Experience programming which was written by Dr. Steven M. Cohen and Ms. Susam Wall. The CJE Best Practices Project will be able to use this excellent report as the basis of further explorations in this area, as needed by the Lead Communities.

The 1992-1993 Year

Next Steps

We are now beginning to put together a Preliminary Guide to Best Practice for each of the "areas" of Jewish education. These Guides will serve the three Lead Communities in their planning process by offering examples of success and suggestions for specific improvements that could be implemented. The first Guide will be devoted to the Supplementary School area. This Guide will contain: an introduction to the concept of Best Practice, an overview of the specific area of the Supplementary School--what characterizes a successful Supplementary School with suggestions for practical applications, the full reports (using pseudonyms) of the report writers, executive summaries of each of the full reports, and an appendix listing the researchers who have been involved in the project. Of course such a Guide will continue to grow and deepen as the research effort into Best Practice continues and subsequent "editions" of the Guides in each of the areas will expand the knowledge base for action. We hope to have the first edition of the Supplementary School area done by the beginning of February.

Following upon that publication we hope to create a second Guide in the area of Early Childhood programs which will appear about two months after the Supplementary School Guide.

During the 1992-3 year we are also launching the following areas: day schools, adult education, camping and the college campus. Each presents its own interesting challenges. Of these we have already begun to plan in a preliminary way for the day schools division. The current plan is to have each school that is written up be analyzed for one particular area of excellence and not for its over all "goodness." Thus we would have X school written up for its ability to teach modern Hebrew speaking; another for its text teaching; another for its parent education programs; another for its in-service education, etc.

Lead Communities: Implementation-- and How to do it

Aside from launching the other divisions mentioned above the other main initiative of the Best Practices Project for the coming year will be thinking through the issue of best practices and Lead Communities. Professor Seymour Fox has often spoken about the Best Practices Project as creating the "curriculum" for change in the Lead Communities. The challenge this year is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities including: site visits by Lead Community planners to observe best practices in action; visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with other members of the CUE staff.

From Best Practice to New Practice

On other occasions we have spoken about the need to go beyond best practices in order to develop new ideas in Jewish education. At times we have referred to this as the "department of dreams." We believe that two different but related matters are involved here: first, all the new ideas in Jewish education that the energy of the CUE and the Lead Community Project might be able to generate and second, the interesting ideas in Jewish education that people have talked about, perhaps even written about, but never have had the chance to try out. It is likely that developing these new ideas will come under the rubric of the Best Practices Project and it is our belief that the excitement inherent in the Lead Community Project will give us the opportunity to move forward with imagining innovative new plans and projects for Jewish educational change.

APPENDIX

Team Members: Best Practice in the Supplementary School

Report Writers:

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

Additional Consultants:

Dr. Isa Aron (HUC-Los Angeles)
Ms. Gail Dorph (University Of Judaism, Los Angeles)
Dr. Samuel Heilman (Queens College, NY)

Team Members: Early Childhood Jewish Education

Report Writers

Dr. Miriam Feinberg (Washington, DC);
Dr. Ruth Pinkenson Feldman (Philadelphia);
Ms. Jane Perman (JCC Association);
Ms. Esther Friedman (Houston);
Ms. Esther Eifenbaum (Los Angeles);
Ms. Ina Regosin (Milwaukee);
Ms. Charlotte Muchnick (Haverford, PA);
Ms. Rena Rotenberg (Baltimore);
Ms. Shulamit Gittelsohn (North Miami Beach);
Ms. Lucy Cohen (Montreal);
Ms. Roanna Shorofsky (New York);
Ms. Marvell Ginsburg (Chicago).



TO: FAX NO. () <u>619 - 951</u> Name <u>Seymour Fox & Annette Hochstein</u> Company _____ Street Address _____ <hr/> City State Zip Country	FROM: FAX NO. (216) <u>361 - 9962</u> Name <u>Henry L. Zucker</u> Company _____ Tele. No. () _____ Ext. _____
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Attached are two reports:

1. The agenda of my January 12 meeting with MLM.
2. My January 13 memo to MLM covering agreements he and I reached on January 12. Please note especially how we propose to handle the announcement of the change in professional leadership of the CIJE.

I'd be glad for your reactions by fax or telephone.

Also attached is a memo from Steve Hoffman covering his talks with the execs in Atlanta, Baltimore and Milwaukee.

Please keep its content in the strictest confidence.

Best regards,

Hank

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My view is that it should be possible to maintain an independent CIJE, concentrating during the next year on the Lead Communities project and ultimately taking on the full mission of the CIJE. The arrangement for HLZ and VFL to take on the executive leadership role should be looked on as a very short-term solution. What is needed is a full-time director. HLZ's time availability, complicated by his Florida plans, makes it extremely difficult if not impossible to do an adequate job, even with the almost full-time services of VFL. Two suggestions merit consideration. First, the possibility of convincing Woocher to take on the executive job on a 6-12 month leave of absence basis while we are looking for a full-time director. Secondly, asking SHH to serve as our chief liaison with our Lead Community organizations and coordinating ^{staff} ~~principals~~ ^{dealing} ~~in connection~~ with Atlanta, Baltimore, and Milwaukee.

HLZ's current Florida schedule is January 29--April 24. HLZ will attend the February 24-25 meetings in New York for two or three days, the March 23rd Philanthropic Full Day in Cleveland for four or five days, and the April 14-15 Philanthropic Full Day for perhaps three days. HLZ will miss the February 9th and March 1st meetings in Cleveland. HLZ will be able to operate from Florida through the Secretarial Services, telephone, and fax.

A first step is for MLM to discuss with AR the termination of the JCCA arrangement on the basis ^{of an agreed party line} ~~that this~~ is too heavy a load for the JCCA to carry at the same time that the same staff have responsibility for the ^{COGS} ~~COGS~~. This is the interpretation which should then be given by us to all the parties

1/13

Work this out with A.R. after MLM sees him

involved. Who should be informed? When? By whom? How should we explain the change in executive leadership and in the termination of the arrangement with the JCCA?

Next steps after termination of the JCCA arrangement are these:

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off
mtg

1. A meeting of CIJE staff-^{and} AH, SF, SE, VFL, HLZ ~~and~~ SHH--to establish the plan for coordination of our activities with Jerusalem in dealing with the communities, and also establishing next steps. This meeting would be by telecon if necessary.

plans

2. The staff meeting would be followed within a few days by a meeting with community executives and planners to interpret the Lead Communities plan and to prepare for local community developments.. This could be done on a community-by-community basis or in a joint meeting. Should we invite Steve Hoffman to visit the communities in company with AH to work out our relationships with each community? ~~Invite Steve Hoffman to visit the communities in company with AH to work out our relationships with each community?~~

~~invite the Executive Director, Steve Hoffman, to visit the communities in company with AH and probably VFL and HLZ.~~

Include S.E. in community visits
= Yes

3. A third meeting would be held by MLM with the chairmen and executives of JESNA, JCCA and CJF. Art Rotman would arrange this meeting as previously planned. Who will prepare the agenda? Who will conduct the meeting? What should be said by MLM in opening the meeting?

Z. to
come
this
meeting

*2/4 or 2/5
MLM will
check AR
re date

HLZ taking over on an interim basis.

- 4. A fourth meeting would be held with the CIJE Executive Committee and leading funders to cover the same agenda as the meeting with the agencies and to discuss prospects for funding and casting the CIJE in the role of a cooperative community project.

2/24 - 2/25
v f v y



How to go about seeking a ^{fit} executive

CONFIDENTIAL

cc: Seymour Fox
Annette Hochstein

TO: Morton L. Mandel
NAME
DEPARTMENT/LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/LOCATION

DATE: 1/13/93

REPLYING TO
YOUR MEMO OF: _____

HLZ

SUBJECT:

We agreed to the following at our meeting on January 12 (see attached meeting agenda):

1. We will maintain an independent CIJE concentrating during the next year on the Lead Communities project and ultimately taking on the full mission of the CIJE.
2. A first step is for you to discuss with AR on January 13 the termination of the JCCA arrangement and his reinstatement as a CIJE consultant. You and he will decide how to explain this change to our constituency. AR and you or I will decide who is to be informed, when, how and by whom. You will ask AR to call me on January 18 to discuss the transition of executive responsibility.

You will ask AR to set up with Marty Kraar a meeting with the chairmen and executives of JESNA, JCCA and CJF, probably on February 4 or February 5 in New York City. You will conduct this meeting. AR and I will prepare the agenda. We will suggest bullet points for your statement in opening the meeting.

3. You and I will prepare a meeting off the CIJE Executive Committee and leading funders, hopefully at the time of the February 24-25 meetings in New York. This will cover much the same agenda as the meeting with the cooperating agencies, and will also discuss funding prospects and the CIJE role as a cooperative community project.
4. We will begin soon to search for a full-time director off the CIJE. In this search, we will include consideration of recent or soon to be retirees. HLZ will serve as the interim director working with VFL. VFL will spend almost full-time on this assignment.

HLZ will ask SHH to work with our staff, and to take prime responsibility for dealing with the executive directors of the Lead Communities.

5. The next step after termination of the JCCA arrangement is a meeting off CIJE staff--AH, SF, SE, SHH, (AJN?), VFL and HLZ--to establish the plan for coordination of our activities with Jerusalem in dealing with the communities and determining next steps. This meeting will be held by telecon if necessary.
6. The staff meeting would be followed by a meeting with community lay leaders, executives and planners to interpret the Lead Communities plan and to consider local community developments and plans. This could be done on a community-by-community basis or in a joint meeting. This would be preceded by a visit by SHH, AH and SE to the communities to discuss relationships with each community.

7. My current Florida schedule is January 29-April 24. I will attend CIJE management meetings in New York City February 4-5 and February 24-25, and Mandel Philanthropic (and other) meetings in Cleveland March 23 and April 14-15. I will work in Florida through Secretarial Services and by telephone, mail and fax.

October 26, 1988

TOWARDS THE SECOND COMMISSION MEETING:

INTERVIEW OF COMMISSIONERS
SUGGESTED SCHEDULE

SAMPLE OF INTERVIEW
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I. Synopsis

The following topics are suggested for the interview - and are expanded upon below:

1. We suggest to start by reminding the commissioner of the idea behind the first interview (as a way to begin a review of the entire process)
2. Review the six categories emerging from the interviews (list them).
3. Review the first meeting - with special emphasis on the excellent attendance and responses.
4. Remind the interviewee of the decision NOT to move to closure at the first meeting - and review the method used to move from the richness of the options to a specific agenda.
5. Detail the process and workmode of the staff.
6. Invite the commissioner to respond to the method and to emerging trends.
7. Miscellaneous : check attendance on December 13; possible arrangements, needs, etc.
8. A reminder to ourselves : we have agreed to circulate all the reports on the interviews to all the members of the planning group (Mandel, Napanstek, Zucker, Reimer, Levi, Fox, Hochstein)

II. The Interview

* The interview should last from 1 to 2 hours and is aimed at bringing the commissioner on board as to the work done, and to hear his/her first views as to the desirable direction to follow.

** We have found it useful to review the entire process with the commissioner. The extent and detail of this review will depend on the individual commissioner's degree of involvement with the

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Commission. We may want to remind the commissioners that the Commission hopes to prepare, within 18-24 months, a report that will also include concrete recommendations for action.

1. We suggest to start by reminding the Commissioner of the idea behind the first interview (as a way to begin a review of the entire process). We wanted to learn the commissioners' views and to set the agenda of the first Commission meeting according to these views.

2. Review the six categories emerging from the interviews -- they were a way of organizing all the suggestions (list them).

- the people who educate
- the clients of education
- the settings of education
- the methods of education
- the economics of education
- the community: leadership and structures

3. Review the first meeting -- with special emphasis on the excellent attendance and response during the meeting, the enthusiasm following the meeting (letters; conversations).

** Refer to the interviewee's specific contribution (e.g. Ratner: the supplementary school; Evans: the media; Lamm: the day-school, etc.) [Note : we found the tapes particularly useful here - the list of speakers by tape side/counter can facilitate finding specific contributions].

4. Remind the interviewees of the decision NOT to move to disclosure at the first meeting (they did not want the policy advisors to take decisions as to narrowing the focus of the agenda).

The Commissioners made it clear in the discussion that they wanted to make the decisions concerning narrowing the scope of the agenda to a few manageable options. Our task (the staff) became to present the richness and variety of the views expressed and the options suggested, and find a way to narrow the focus without losing this richness. This led us to work with the commissioners and to disclose the method by which we are moving from the many options to a specific agenda.

We view the role of the commissioners as taking decisions; the role of the staff is to provide the commissioners with the relevant expert knowledge to inform decisions; to lay out alternatives; to clarify their implications. This is what we have tried to do since the first meeting of the commission, and this is what we have come to discuss with the commissioner.

5. The process and work mode of the staff should be detailed. We found it useful to allow ourselves to be guided by the memorandum

of October 1, 1988 (Options paper-Draft #2). It allows to review the work done:

* Note: we all know that it is easy to "drown" in this material. It should be used remembering Mort's friendly admonition (Keep It Simple...). We found it useful and even necessary to tell the commissioners that this material was raw R & D stuff and that it would not be presented in detail at the meeting. Rather, it will be offered as background material - and as needed to answer questions.

The work done:

- the list of options (attached) and how the list was compiled (page 2 of the memorandum). We treated all options as equally important before narrowing the focus.
- The inventory may or may not be worth mentioning (3 pages attached for illustration) - it is a tool that helps identify what must be taken into consideration for any given option.
- The check-list (criteria) (summary page attached + pages 4-6 of the options paper)
- The matrix : analyzing options in the light of the checklist:

We learned through our work and in conversations with commissioners that one way of organizing the options - that might prove useful - could be the following:

- a. programmatic options
- b. means or enabling options (4 + 6)

After discussing the above distinction with them, it would be useful to get the commissioners' input as to which of the "means options" should be tackled first by the commission.

It is not possible to rank the programmatic options by importance: they are probably all important. The decision to start with one or the other will be a value choice. They all belong on the roadmap.

- Examples: we found it useful to read through the two examples of "spilled-out" options with the commissioner (the four pages following the matrix - early childhood and supplementary school - pages 25 to 29 of Ginny's book). You may want to point out that similar summaries are being prepared for all the options

- You may want to review the "checking" process: commissioners; academics; educators; other experts are being consulted for methodology and content.

Invite the commissioner to respond to the method and to emerging trends

? Miscellaneous : check attendance on December 13; possible arrangements, needs, etc.

8.A reminder to ourselves : we have agreed to circulate an the reports on the interviews to an the members of the planning group (Mandel, Naparstek, Zucker, Reimer, Levi, Fox, Hochstein)

III. SUMMARY

a. The commissioner should know at the end of the interview that we are involved in an honest consulting process and do not want to pre-empt decisions that will be taken on December 13.

b. On the other hand it will be necessary to reach consensus on a manageable agenda.

c. If appropriate the emerging preference for personnel and the community, complemented by some approach to the programmatic options should be shared with the commissioner.

B. The List of options

(This list will probably be organized differently [in clusters by themes etc.] and each option will be briefly elaborated upon. Redundancies may be eliminated later).

1. To deal with the shortage of qualified personnel for Jewish education.
2. To deal with the community - its leadership and its structures - as major factors for change in any area.
3. To focus efforts on the early childhood age group.
4. " " " " the elementary school age.
5. " " " " the high school age.
6. " " " " the college age.
7. " " " " young adults.
8. " " " " the family.
9. " " " " adults.
10. " " " " the retired and the elderly.
11. To reduce or eliminate tuition.
12. To develop early childhood programs.
13. To focus on programs for the family and adults. adults.
14. To develop programs for the college population.
15. To enhance the use of technology (the media, computers etc.) for Jewish education.
16. To develop informal education.
17. To develop integrated programs of formal and informal education.
18. To develop Israel Experience programs.
19. To improve the supplementary school (elementary and high-school)
20. To develop and improve the day school (elementary and high-school)
21. To develop curriculum and methods in specific areas (e.g. values, Hebrew).
22. To improve the physical plant (buildings, labs, gymnasium).
23. To generate significant additional funding for Jewish education.
24. To create a knowledge base for Jewish education (research of various kinds; evaluations and impact studies; assessment of needs; client surveys; etc...)
25. To focus efforts on the widespread acquisition of the Hebrew language, with special initial emphasis on the leadership of the Jewish Community.
26. To encourage innovation in Jewish Education
- 27, 28...: Combinations of the preceding options.

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INVENTORY

Level 1

MAJOR CATEGORIES::

1. PERSONNEL
2. CLIENTS
3. FORMS
4. CURRICULUM AND METHODS
5. THE COMMUNITY

D/ef/r CFV

LAJEL 2..

SUB - CATEGORIES

JEWISH EDUCATION INVENTORY OF ELEMENTS

I. Personnel

- | | | | |
|--|--|---|---|
| <p>A. People Who Educate</p> <p>1. Educator By:
 formal/informal
 full/part-time
 professional/
 paraprofessional
 qualified/unqual.</p> <p>2. Educator By Type:
 Formal
 classroom
 specialist
 senior educator
 Informal
 officially des-
 ignated
 not officially
 designated
 senior educator</p> <p>3. Educator By Student Age</p> | <p>B. Recruitment</p> <p>1. Whom To Recruit</p> <p>2. Where To Recruit</p> <p>3. How To Recruit</p> | <p>C. Training</p> <p>1. Duration</p> <p>2. Where To Train:
 existing/
 new
 institutions
 new forms</p> | <p>D. The Profession</p> <p>1. Body of Knowledge</p> <p>2. Code of Ethics</p> <p>3. Collegiality</p> <p>4. Ladder of Advancement</p> <p>5. Status</p> <p>6. Salary</p> <p>7. Certification</p> <p>8. Retention</p> |
|--|--|---|---|

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C. TRAINING

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Duration

Where to Train

1. Full-time -
long-term

1. EXISTING INSTITUTIONS

a. Jewish - USA

1. Teacher Training Colleg

2. Institutions of higher
Jewish learning

3. Yeshivot

4. Special Programs

2. Full-time -
short-term

b. Jewish - Israel

1. Teacher Training Colleg

2. Institutions of higher
Jewish learning.

3. Yeshivot

4. Universities

5. Special programs

3. On-the-job -
long-term

c. General Institutions

1. Schools of Social Work

2. Schools of Education

3. Departments of Judaica,
Social Sciences and
Humanities

i. In-the-job -
short-term

d. On-the-job Training

1. Jewish

2. General

2. NEW INSTITUTIONS

a. Jewish - USA

1. Teacher Training Colleg

2. Institutions of higher
Jewish learning

3. Yeshivot

4. Special Programs

v

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CRITERIA

A. FEASIBILITY

I. CAN IT ACHIEVE TARGET?

II. CAN IT BE IMPLEMENTED?

B. BENEFITS

C. COST

D. TIME

E. IMPORTANCE

✓

MEANS OPTIONS V- PROGRAMMATIC OPTIONS
(MEANS OPTIONS = 4 ADDITIONAL)

OPTIONS I

- 1 PERSONNEL
- 2 COMMUNITY
- 3 EARLY CHILDHOOD
- 4 ELEMENTARY SCHOOL
- 5 HIGH SCHOOL
- 6 COLLEGE
- 7 YOUNG ADULT
- 8 FAMILY
- 9 ADULTS
- 10 RETIRED+ELDERLY
- 11 NO TUITION
- 12 EARLY CH. PROGS
- 13 FAM. & ADULT PROGS
- 14 COLLEGE PROGS
- 15 TECHNOLOGY
- 16 INFORMAL ED
- 17 INTEGRATED
- 18 ISRAEL
- 19 SUPPLEMENTARY SCHOOL
- 20 DAY-SCHOOL
- 21 CURR. & METHODS
- 22 PHYSICAL PLANT
- 23 ADD. FUNDING
- 24 KNOWLEDGE
- 25 HEBREW
- 26 INNOVATION
- 27. COMBINATIONS

STARTING UP A DISCUSSION ON GOALS IN LEAD COMMUNITIES

ITERATION #1:

1. M.E.F. TEAM COLLECTS DATA AND PRODUCES A REPORT ON GOALS AS SEEN AND AS PRACTICED BY VARIOUS PLAYERS IN LEAD COMMUNITIES;
2. LEAD COMMUNITY SELF STUDIES CREATE BASIS FOR DISCUSSION OF GOALS BY PROVIDING NEEDS ASSESSEMENTS;
3. PLANNING YEAR IS ACCOMPANIED BY SMALL GROUP MEETINGS - BOTH HOMOGENOUS ((EG. PRINCIPALS)) AND HETEROGENOUS ((EG. LAY LEADERS AND EDUCATORS)), AT WHICH IDEAS ON GOALS FOR LEAD COMMUNITY ARE DISCUSSED AND EXCHANGED;;
4. PUBLIC EVENTS ARRANGED IN WHICH PROBLEM OF GOALS IN AMERICAN EDUCATION IS DISCUSSED ALONGSIDE THE POSSIBILITY OF WORKING WITH GOALS IN LEAD COMMUNITIES.. THESE WOULD INCLUDE AUTHORITATIVE REPRESENTATIVES OF GENERAL EDUCATION IN AMERICA - EG. LEE SHULMAN,, DAVID COHEN,, MARSHALL SMITH,, JAMES COLEMAN,, TED SIZER,, SARA LIGHTFOOT,, PARTICIPANTS OF THE BLOOM/ADLER DEBATE,, ETC. - AND FRESH AND EXCITING VOICES IN THE JEWISH COMMUNITY - CYNTHIA OZICK,, DAVID HARTMAN,, SOL BELLOW?,, JEWISH NOBEL PRIZE WINNERS,, ETC..
5. ONE LEAD COMMUNITY INSTITUTION FROM EACH OF THE NATIONAL MOVEMENTS ((ORTHODOX,, CONSERVATIVE,, REFORMED,, JEWISH COMMUNITY CENTER,, ETC.)) INVITES OUTSIDE EVALUATORS TO PROVIDE A READING OF THE GOALS OF THEIR INSTITUTION AS REFLECTED IN PRACTICE ((("CONTENT ANALYSIS"))).

ITERATION #2:

1. A SUMMARY OF THE ABOVE IS PRODUCED AND CIRCULATED AMONG PLAYERS/PUBLIC OF LEAD COMMUNITIES..
2. AN ONGOING SERIES OF "GOALS COMMISSIONS" ARE HELD IN EACH LEAD COMMUNITY IN ORDER TO FOCUS ON ESTABLISHING CONCENSUS FOR COMMUNITY WIDE GOALS. PARTICIPANTS - INCLUDING LAY LEADERS,, EDUCATORS,, FEDERATION PLANNERS,, RABBIS ETC.. - CONVENE SEPERATELY IN BETWEEN PLENARY "GOALS COMMISSIONS" MEETINGS..
3. M.E.F. TEAM INFORMS PROCESS DESCRIBED IN #2 WITH REGULAR FEASIBILITY READINGS ON PROPOSED GOALS BASED ON ONGOING RESEARCH IN LEAD COMMUNITIES..
4. A SERIES OF INTERNATIONAL CONFERENCES ON ALTERNATIVE CONCEPTIONS OF SUCCESSFUL EDUCATION/JEWISH EDUCATION ARE HELD IN LEAD COMMUNITIES ((DRAWING ON THE MANDEL INSTITUTE'S PROJECT ON "THE EDUCATED JEW")).. PROCEEDINGS ARE PUBLISHED..

5. TRAINING INSTITUTIONS (YESHIVA UNIVERSITY, JEWISH THEOLOGICAL SEMINARY, HEBREW UNION COLLEGE, JEWISH COMMUNITY CENTER ASSOCIATION, ETC.) DRAFT THEIR SCHOLARS/THINKERS, EDUCATORS AND LAY LEADERS IN AN EFFORT TO RE/FORMULATE MOVEMENT WIDE GOALS WHICH EXPRESS THEIR CONCEPTIONS OF A SUCCESSFUL JEWISH EDUCATION IN PREPARATION FOR EXPERIMENTS IN LEAD COMMUNITIES (THIS DISCUSSION WOULD CONSIDER THE "CONTENT ANALYSES" OF REPRESENTATIVE CONSTITUENT INSTITUTIONS IN LEAD COMMUNITIES MENTIONED ABOVE AS WELL AS THE MANDEL INSTITUTE'S PROJECT ON "THE EDUCATED JEW.")

ITERATION #3:

1. LEAD COMMUNITY PLANNERS DEVELOP FIVE YEAR IMPLEMENTATION PLAN BASED ON AND APPROVED BY THE RESPECTIVE GOALS-COMMISSIONS.

2. M.E.F. TEAMS PROVIDES ONGOING MONITORING AND EVALUATION AS THE IMPLEMENTATION PROCESS IS UNDERWAY. REPORTS ON DEVELOPMENT ARE PRODUCED TWICE A YEAR, AS A BASIS FOR RECONSIDERATION OF GOALS BY ONGOING GOALS COMMISSIONS.

3. LEAD COMMUNITIES PROVIDE TRAINING INSTITUTIONS WITH MANDATES FOR RESEARCH ON ISSUES RELATING TO THE ATTAINMENT OF COMMUNITY WIDE GOALS AS WELL AS THOSE DEVELOPED BY CONSTITUENT INSTITUTIONS. RESEARCH DATA ARE PUBLISHED.

4. A SERIES OF INTERNATIONAL CONFERENCES ON SPECIFIC ISSUES RELATING TO GOALS ARE HELD IN LEAD COMMUNITIES (EG. A LOCAL JEWISH UNIVERSITY OR JUDAIC STUDIES DEPARTMENT IN A GENERAL DEPARTMENT HOLDS A CONFERENCE ON GOALS FOR ADULT JEWISH EDUCATION BASED ON UNIVERSITY SCHOLARSHIP)..

5. TRAINING INSTITUTIONS DEVELOP PILOT PROJECTS IN IMPLEMENTING THEIR GOALS FOR SUCCESSFUL JEWISH EDUCATION IN CONSTITUENT INSTITUTIONS IN LEAD COMMUNITIES. M.E.F. TEAM OVERSEES THE PROCESS AND EVALUATES IT IN TERMS OF LEAD COMMUNITY GOALS.

DETAILS ON YEAR ONE RECOMMENDATIONS/PLANS WHICH SHOULD BE UNDERWAY:

#1 REVISION OF M.A. PROGRAM TO REFLECT VARIETY OF ROLES FILLED BY PROS,, HEIGHTENED AWARENESS OF JUDAICA AND HEBRAICA, ETC.: by now staff should be discussing and developing new program and should have arranged for/turned to consultation on this;

#2 INCREASE PERSONNEL THROUGH DEVELOPMENT OF RECRUITMENT CAMPAIGN,, OPEN PART-TIME ROUTES FOR L.A. PEOPLE, DEVELOP SCHOLARSHIPS FOR M.A. STUDENTS,, ENROLLMENT FROM OTHER REFORMED GRAD PROGRAMS:: by now should have allocated/hired 1/4 time staff for this and arranged for/turned to consultation;

#3 EXPAND SCOPE AND INCREASE QUALITY OF CLINICAL PLACEMENT FOR M.A. STUDENTS: by now should have allocated/hired 1/8 time staff for this;

#4 PROVIDE TRAINING OPPORTUNITIES FOR SPECIALIZED CAREERS IN JEWISH ED THROUGH SECOND DEGREE ROUTE FOR A.M. STUDENTS AND POST GRAD CLINICAL FELLOWSHIPS:: by now staff should be discussing and developing second degree routes and pilot plan for post grad clinical fellowship;

#5 WORK WITH OTHER REFORMED AGENCIES TO CREATE CONDITIONS FOR PLACEMENT AND PERFORMANCE OF CREDENTIALLED JEWISH ED'S:: by now staff should be working on development of protocol for working with congregational leaders on issues related to the hiring of professional educators;

#6 EXPAND RESEARCH CAPABILITY IN ORDER TO ENLARGE CONTRIBUTION TO DISCOURSE ON JEWISH ED: by now should be able to comment on research/publication agenda on issues in this plan: clinical ed, mentoring,, etc. (WHAT ABOUT RESEARCH ON EDUCATION IN THE REFORMED MOVEMENT?)

#7 CREATE DOCTORAL PROGRAM FOR WORKING PROS - Ed. D DEGREE: by now should have hired/allocated 1/8 time staff for this and staff should be exploring a variety of program designs in relation to HUC needs;

#8 DEVELOP AND IMPLEMENT IN-SERVICE PROGRAMS IN EDUCATION AND JUDAICA: by now staff should be developing a program of inter-related workshops/modules and summer courses and developing appropriate relationship with UAHC etc. for this;

#9 DEVELOP REFORMED ED IN ISRAEL: irrelevant for year 1;

#10 DEVELOP PROGRAM OF FAMILY ED: irrelevant for year 1;

#11 CONTRIBUTE TO RECONCEPTUALIZATION OF CONGREGATIONAL EDUCATION THROUGH EXPERIMENTATION, RESEARCH, LABORATORY, ETC.: by now should have hired/allocated 1/8 time staff for this, arranged for turned to consultaion, and staff should have began discussion on setting up pilot experiments for research;

#12 ASSIST DAY SCHOOLS ON INTEGRATIVE LEARNING THROUGH ESTABLISHMENT OF CONSORTIUM OF EXPERIMENTERS, RESEARCH AND DEVELOPMENT OF CENTRE ON INTEGRATED TEACHING AND LEARNING: by now should have hired/allocated 1/8 staff time for this, arranged for/turned to consultation and considered publication.

M.E.F. GRANT - JCCA

1. MAJOR POINT = CURRICULUM SHOULD INCLUDE A COMPONENT ON JEWISH EDUCATION ((REMINDER - SECOND DRAFT OF CURRICULUM ALREADY EXISTS)).

2. GENERAL COMMENT - BOTH THE CONSULTATION WITH "PERSONNEL DECISIONS,, INC." AND THE JOINT TRAINING TRACK WITH C.J.F. EXECUTIVES-IN-TRAINING MAY BE STEERING THE TRAINING PROCESS TOWARDS A MORE TECHNOCRATIC DEFINITION OF LEADERSHIP. IN A PARADOXICAL WAY,, SO TOO IS THE ATTEMPT TO PROVIDE BASIC JEWISH KNOWLEDGE/IDENTITY SEPARATE FROM ISSUES OF EXECUTIVE PRACTICES. IF OUR DEFINITION OF LEADERSHIP QUALITIES INVOLVE THE CAPACITY TO ADMINISTER A PHILOSOPHY INTO PRACTICE,, (IN ADDITION TO THE PSYCHOLOGICAL DEFINITION OF WHICH THEY ARE IN SEARCH OF)), THEN THE INSISTENCE ON A COMPONENT ON JEWISH EDUCATION SHOULD INCLUDE THE DEVELOPMENT OF THE CAPACITY TO DEVELOP A PHILOSOPHY/IDEOLOGY FOR THE JCCA AND TO TRANSLATE IT INTO EXECUTIVE POLICY..

A VERY INTERESTING EXAMPLE OF THIS IS DAVID DUBIN, EXECUTIVE DIRECTOR OF THE JCC ON THE PALISADES,, TENAFLY, NEW JERSEY; DUBIN HAS EXPRESSED THIS CONCERN IN HIS WORK, AND PUBLISHED AN ARTICLE IN THE JOURNAL OF JEWISH COMMUNAL SERVICE (FALL 1990,, PP. 35 - 42] ON "ISRAEL AND PLURALISM: FRAMING AN IDEOLOGY FOR THE JEWISH COMMUNITY CENTRE" [HE CONSULTED WITH ZE'EV MANKOWITZ ON THIS WHILE ON HIS 3 MONTH EXEC TRAINING PROGRAM IN ISRAEL]..

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 1163 Third Avenue #128
Phone: (212) 532-1961

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

MEMORANDUM

TO: Shulamith Elster
Seymour Fox
Ellen Goldring
Roberta Goodman
Annette Hochstein
Barry Holtz
Art Naparstek
Claire Rottenberg
Julie Tammivaara
Jack Ukeles

DATE: December 11, 1992

CC: Art Rotman

FROM: Jo Ann Schaffer

SUBJECT: Staff Communications

In order to facilitate communications among the CJE staff, I will be distributing at least once a month a calendar listing the whereabouts of each of you. Would you please fill in the attached calendar with the following information:

- At what location you can be reached during the week;
- if out of the office: the city where you will be, phone number(s), and, where possible, a contact person within the community;
- indicate when you will not be available, i.e., vacation;
- optional: where you can be reached on the weekend.

Please fax the information to me as quickly as possible so that it can be promptly distributed via fax. As I receive schedule changes, I will revise the calendar accordingly and disseminate.

If there is additional information you would find useful or if you would like to see this data presented in a different format, please let me know.

ANNETTE HOCHSTEIN
CALENDAR
JANUARY 1993

Page 2


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SEYMOUR FOX
CALENDAR
JANUARY 1993

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**MELTON
RESEARCH
CENTER
for Jewish Education**

To: Annette Kochstein and Seymour Fox
At FAX Number: Mandel Institute

From: Barry Holtz
Melton Research Center
Phone: 212-678-8034
FAX: 212-749-9085

Date: August 4, 1992

RE: CIJE Board

Total pages including this one: 6

Here is the revised report. Thanks for your suggestions. I have sent this on to Art Rotman, to Shulamith and via FAX to Ginny Levi. I will be on vacation in Cleveland from August 14-23rd. I can be reached at Bethanie's father's (Philip Horowitz/Ruth Miller): 216-473-3777 or via Chuck Ratner.



August 4, 1992

**The Best Practices Project
Progress Report and Plans for 1992-93
Barry W. Holtz**

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 is to aid the future work of the CJE, particularly as it helps to develop the group of Lead Communities which will be selected this summer. As the Lead Communities devise their educational plans and put these plans into action, the Best Practices inventory will offer a guide to Jewish educational success that can be adapted for use in particular Lead Communities.

In addition, the Best Practices Project hopes to make an important contribution to the knowledge base about North American Jewish education by documenting outstanding educational work that is currently taking place.

The Best Practices Project as of today

This past year has been spent in designing a methodology for conducting a project that has never really been done in Jewish education before in such a wide-scale fashion. How do we locate examples of best practice in Jewish education? As the year has proceeded both an approach to the work and a set of issues to explore has evolved. We began by identifying the specific programmatic "areas" in Jewish education on which to focus. These were primarily the venues in which Jewish education is conducted such as supplementary schools, JCCs, day schools etc. A best practices team is being developed for each of these areas. These teams are supervised by Dr. Shulamith Elster and me.

We have come to refer to each of the different areas as a "division," in the business sense of the word. (Thus the Best Practices Project has a supplementary school division, an early childhood division, etc.) Each division's work has two phases. Phase 1 is a meeting of experts to talk about best practice in the area and to help develop the criteria for assessing "success"; Phase 2 is the site visit and report writing done by members of the team.

This year four different divisions were launched. We began with the supplementary school primarily because we knew that a) there was a general feeling in the community, particularly in the lay community, that the supplementary school had not succeeded; b) because the majority of Jewish children get their education in the supplementary school

and because of that perception of failure, the Lead Communities would certainly want to address the "problem" of the supplementary school; e) as the director of the project, it was the area in which I had the most experience and best sense of whom I could turn to for assistance and counsel.

As I reported earlier this year, a group of experts was gathered together to discuss the issue of best practice in the supplementary school. Based on that meeting I then wrote a Best Practices in the Supplementary School guide (see Appendix). A team of report writers was assembled and assignments were given to the team to locate both good schools and good elements or programs within schools (such as parent education programs).

We currently have a team of seven people looking and writing reports (see Appendix). By the end of the summer we should have the reports on ten schools as written up by the group members. The first results indicate that, indeed, there are successful supplementary schools and we are finding representative places that are worth hearing about and seeing. In the spirit of Professor Lee Shulman's talk at this year's GA, we have discovered real examples that "prove the existence" of successful supplementary schools. These are sites that people in the Lead Communities can look at, visit and learn from.

In May Dr. Elster and I launched our second division, early childhood Jewish education. We met with a group of experts (see Appendix) in this field and following up that meeting I wrote a Guide to Best Practice in Jewish Early Childhood Education. Many of the members of the group have already agreed to join our team of report writers. The writing will take place in September and October.

A third division, education in the JCC world, is in the early stages of development. Dr. Elster and I met with a team of staff people at the JCCA. Mr. Lemmy Rubim of the JCCA is putting together a group of JCCA staff and in-the-field practitioners to develop the Phase 1 "guidelines" for this area. We will work with them in writing up the document. After this is completed (in the fall) a team of report writers (from that group and others) will be assembled to do the actual write-ups.

Finally, a fourth area-- best practices in the Israel Experience-- has been launched thanks to the work of the CRB Foundation. The Foundation has funded a report on success in Israel Experience programming which was written by Dr. Steven M. Cohen and Ms. Susan Wall. The CIVE Best Practices Project will be able to use this excellent report as the basis of further explorations in this area, as needed by the Lead Communities.

Next Steps: The 1992-1993 Year

New Areas

As mentioned above, we should have reports of the Early Childhood division completed in the early fall. The JCC division should be operationalized in the fall. During the 1992-3 year we also plan to launch the following areas: day schools, adult education, etc. Each presents its own interesting challenges. Of these we have already begun to plan in a preliminary way for the day schools division. Here the goal is to gather together experts from the academic world of Jewish education (like our supplementary school group) as well as actual practitioners from the field. The current plan is to have each school that is written up be analyzed for one particular area of excellence and not for its over all "goodness." Thus we would have X school written up for its ability to teach modern Hebrew speaking; another for its text teaching; another for its parent education programs; another for its in-service education, etc.

Documentation

Another task that needs to be considered is finding more examples of best practices within those areas that we have already looked at, or to look at the examples we currently have in even greater depth. This applies particularly to supplementary schools because we will have only explored ten schools and programs and there is such a wide range of supplementary schools across America that we ought to have some more breadth in this area. A similar case could be made for early childhood programs.

At the time of our first exploration of supplementary schools, we sent a letter to all the members of the Senior Policy Advisers asking for their suggestions. In addition, we worked with Dr. Eliot Spack, Executive Director of CAJE, to send a similar letter to "friends within CAJE." Because of these initiatives we now have a list of 20 to 30 Hebrew schools that we might want to investigate.

Dr. Jonathan Woocher, Executive Director of JESNA, has asked the following question: "For the purposes of the project, how many examples of best practice do you really need in any one given area?" Do we need to have ten reports of supplementary schools or twenty or sixty? Another question might be raised about the "depth" of the current reports. Many of the report writers have said that they would like the chance to look at their best practice examples in more detail than the short reports have allowed. I have called this the difference between writing a "report" and writing a "portrait" or study of an institution.

The research component of the Best Practices Project would certainly welcome either greater breadth or greater depth, but at the present moment we believe that the first priority is to answer another question: What do the Lead Communities need? After

meeting with the representatives of the Lead Communities that are chosen, we will have a better sense of the next stages of the Lead Community Project— what the planning and implementation needs will be. At that point we will be able to decide the best direction the documentation should move in.

Lead Communities: Implementation— and How to do it

Aside from launching the other divisions mentioned above the other main initiative of the Best Practices Project for the coming year will be thinking through the issue of best practices and Lead Communities. Professor Seymour Fox has often spoken about the Best Practices Project as creating the "curriculum" for change in the Lead Communities. The challenge this year is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities including: site visits by Lead Community planners to observe best practices in action; visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with other members of the CIJE staff.

From Best Practice to New Practice

On other occasions we have spoken about the need to go beyond best practices in order to develop new ideas in Jewish education. At times we have referred to this as the "department of dreams." We believe that two different but related matters are involved here: first, all the new ideas in Jewish education that the energy of the CIJE and the Lead Community Project might be able to generate and second, the interesting ideas in Jewish education that people have talked about, perhaps even written about, but never have had the chance to try out. It is likely that developing these new ideas will come under the rubric of the Best Practices Project and it is our belief that the excitement inherent in the Lead Community Project will give us the opportunity to move forward with imagining innovative new plans and projects for Jewish educational change.

APPENDIX

Team Members: Best Practice in the Supplementary School

Report Writers:

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

Additional Consultants:

Dr. Isa Aron (HUC-Los Angeles)
Ms. Gail Dorph (University Of Judaism, Los Angeles)
Dr. Samuel Heilman (Queens College, NY)

Team Members: Early Childhood Jewish Education

Report Writers

Ms. Miriam Feinberg (Washington, DC);
Dr. Ruth Pinkenson Feldman (Philadelphia);
Ms. Jane Perman (JCC Association);
Ms. Esther Friedman (Houston);
Ms. Esther Elfenbaum (Los Angeles);
Ms. Ina Regosin (Milwaukee);
Ms. Charlotte Muchnick (Haverford, PA);
Ms. Rena Rotenberg (Baltimore);
Ms. Shulamit Gittelsohn (North Miami Beach);
Ms. Lucy Cohen (Montreal);
Ms. Roanna Shorefsky (New York);
Ms. Marvell Ginsburg (Chicago).