



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.

Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003.

Subseries 1: Meetings, 1990–1998.

Box
18

Folder
3

Barth, Karen. Meeting. 15 September 1997, 1997.

Pages from this file are restricted and are not available online. Please
contact the [American Jewish Archives](https://www.AmericanJewishArchives.org) for more information.

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
MLM/LP/KAB
MEETING 9/15/97**

AGENDA

Supporting Materials

- | | | |
|-----|--|--------|
| 1. | Review of notes from last meeting | #1 |
| 2. | Workplan | #2 |
| 3. | Chairman's Council | #3 |
| 4. | Board Meeting | #4 |
| 5. | Fundraising | #5, #6 |
| 6. | Staffing Update | #7 |
| 7. | Biennial | #8 |
| 8. | "Annual Report" | #9 |
| 9. | JCCA | |
| 10. | Second Generation Synagogue Change Project | #10 |
| 11. | Conference on Rabbinic Education Proposal | #11 |
| 12. | JESNA think tank | #12 |
| 13. | Approvals List | #13 |
| 14. | Master Schedule Control | #14 |

NOTES FROM MEETING 7/21/97
MLM/LP/KAB
(cc: ADH)

ONGOING ISSUES/ASSIGNMENTS

1. Set up MLM/LP/KAB/ADH meetings for 1998. (KAB) ✓
2. Speak to David Arnow about involvement with CIJE. (KAB) ✓
3. Draft of guiding principles. (KAB)
4. Chairmanship of Audit Committee. (All)
5. We need to develop a partnership vision. (All)
6. Develop a strategic plan document that can be distributed publicly. (KAB)
7. Follow up on D & O insurance and review of entire insurance package with AON. (KAB)
8. Continue to work on one-page description of CIJE.
9. Send out letter regarding Board changes. (KAB) ✓
10. Draft letter from MLM about LP appointment as Chairman to go to 200 people. (KAB) ✓
11. Follow up with Nessa on Press release regarding LP appointment. (KAB) ✓
12. Confirm Steering Committee dates by end of July. (MLM) ✓
13. Speak to Bronfman, Berman, Hirschhorn, Offit, Lainer, Scheuer, Yanowitz and Merkin about Chairman's Council by July 5. (MLM) ✓
14. Pick date for first Chairman's Council. (All)
15. Start fundraising phone calls. (MLM/LP) ✓
16. KAB will arrange for LP to interview Lisa Malik. ✓

AGREEMENTS

1. We will include a 1/4 time Development Director in our 1998 budget.
2. Biennial time line is a draft that may be adjusted based on the time line for the World Leadership Conference.



1-YEAR WORKPLAN

#2

INSTITUTIONS

	CORE	CFWW	JEWEL	FIELD SITES
SYNAGOGUES	Synagogue research and think tank	Consulting to rabbinic programs Consulting to Synagogue 2000	TEI Conference on rabbinic education	
EARLY CHILDHOOD	Early childhood white paper			
YOUTH PROGRAMS		Consulting to Brandeis		
DAY SCHOOLS		Consulting to PEJE		
JCCs		Consulting to JCCA		

1-YEAR WORKPLAN

#2

LEADERSHIP

	CORE	CFWW	JEWEL	FIELD SITES
LAY			Funders network	
PROFESSIONAL	Building the profession research and think tank	Consulting to professional development programs	Recruiting conference Community day high schools	
LAY/PROFESSIONAL	Leadership research and think tank		Evaluation Institute	

1-YEAR WORKPLAN

#2

IDEAS

	CORE	CFWW	JEWEL	FIELD SITES
LEADING INDICATORS	Leading indicators methodology			
RESEARCH	Paper on Research capacity in Jewish education			
INSTITUTIONAL CHANGE	Institutional change study group Cases 1-5 Essay			
ECONOMICS OF JEWISH EDUCATION	Research paper on funding and cost of Jewish education			

1-YEAR WORKPLAN

#2

INFRASTRUCTURE

	CORE	CFWW	JEWEL	FIELD SITES
CAPACITY			Professors Staff development	
PLANNING	Core planning	CFWW planning and start-up	Lay Leadership Conference planning JEWEL planning JEWEL pilot planning	
EVALUATION	Evaluation/feedback for all projects and overall			
LAY LEADERSHIP DEVELOPMENT	Board/Chairman's Council			
COMMUNICATION/ DISSEMINATION OF IDEAS	External Internal Luncheon Seminars			
ADMINISTRATION	Fundraising			

1-YEAR WORKPLAN

#2



CORE

Building research capacity
CIJE education luncheon seminar
CIJE indicators project
CORE planning
Cost of Jewish education
Evaluation of TEI
Guides Group
1-5 project
Leadership Think Tank
Synagogue research
Vision Cases

JEWEL

Community day high school leaders project
Conference on rabbinic education
Evaluation Institute planning process
Fundors network
JEWEL planning
Lay leadership forum planning
Long term ed leadership development pilot
Oppenheim project
Professors program
Recruiting conference
TEI
Videotape project

CFWW

Brandeis
Consultation
JCCA
PEJE
Rabbinic programs
CFWW start up and planning

FIELD SITE

Early childhood field site

Core ADMINISTRATION

Board and chairman's council
External communication
Internal communication
Staff orientation and development





BUILDING RESEARCH CAPACITY

CONCEPT	This project will produce a memo on possible next steps for addressing one of the key goals in <i>A Time to Act</i> : building a capacity for research on Jewish education in North America.
OBJECTIVES: LONG TERM	This one-year project will yield a memo on the topic.
ONE YEAR	(see above)
ACTIVITIES	Adam Gamoran will reflect on the agenda and infrastructure needed to build capacity. He will write the memo, with input from Bethamie Horowitz. Ellen Goldring will also provide advice. Bill Robinson will provide background data as needed.
PROGRAM STAFF TEAM	Adam Gamoran - 4 days (additional time contributed by the Mandel Institute) Bethamie Horowitz - (time contributed by Mandel Institute?) Ellen Goldring - 1 day Bill Robinson - 10 days
SUPPORT STAFF	1 day for correspondence
BUDGET	
LINKAGES WITH OTHER PROJECTS	This project may contribute new ideas for CIJE's agenda.
EVALUATION	The memo will be reviewed by CIJE and the Mandel Institute.
CODIFICATION PLANS	This project will produce a written document.

CIJE EDUCATION (LUNCHEON) SEMINAR

CONCEPT	Four times a year, a collegial professional forum to discuss our written or published work with New York-based senior academics and policy makers in areas related to Jewish education, communal policy, and institutional change. To provide an opportunity, when appropriate, for an Israeli colleague to present his/her work at a fifth convened meeting.
OBJECTIVES: LONG TERM	To develop a community of colleagues with whom to showcase, critique and disseminate our developing work and strategic approach. To demonstrate and stimulate the need for high-level publications in the field of Jewish education, policy, and change.
ONE YEAR	To plan in Fall 1997 the shift from the seminar as a context for participants to discuss and critique their colleagues' work to one that showcases the fruits of our new strategic plan as its "white papers," research and other documentation are developed.
ACTIVITIES	Meetings on Wednesday, March 18 and Tuesday, May 12 are scheduled, without speakers. February meeting for Israeli colleague not scheduled. Two meetings in Fall 1998 (late October, early December) to be scheduled in June 1998.
PROGRAM STAFF TEAM	<p>Team: Nessa, in consultation with CIJE colleagues</p> <p>Attendees: Nessa Gail Nellie Cippi Eli (?) Karen J.: when interested Karen B.: whenever possible</p> <p>Guests: When appropriate, we may be inviting additional guests. (If we present the white paper on early childhood, for example; or the policy brief on professional development.)</p>
SUPPORT STAFF	Chava: 10 days Jessica: 2 days for out-of-town consultants, when presenting
BUDGET	Travel: 3 out-of-town speakers; meals; xerox @ 25 pp. and postage for 75 recipients.
LINKAGES WITH OTHER PROJECTS	Papers sent to board members; chairman's council?; others on expanding CIJE team in the four domains. Since presentations will now be CIJE documents, they may be sent to the professors, to ALOHA and Jewish Research Network members, to lay subcommittees, TEI attendees, etc., depending on specific subject matter and how ready the work is for public dissemination.

EVALUATION

One-page question-and-answer survey annually. ("Is the seminar professionally useful to you? Why do you/don't you come? Do you read/use the papers, xerox them for others? What would enhance the meeting for you?" Etc.) Annual internal review about utility of the seminar to our work. (Since we will be presenting our work in pre-published form, is the seminar providing us with useful advance feedback that deepens the quality of the final documents? Is our work making an intellectual impact?)

CODIFICATION PLANS

The papers themselves, disseminated to appropriate internal and external audiences.



CIJE INDICATORS PROJECT

CONCEPT	This project gathers information on the state of Jewish education and Jewish life in North America. It includes both national/continental and community-level data. It is intended to gather repeated data over time.
LONG TERM OBJECTIVE	<p>The purpose of the Indicators Project is to assess the current state of Jewish education and associated outcomes, and to monitor changes over time. The project will:</p> <ul style="list-style-type: none">• coordinate and integrate available information;• identify needs for information that is not currently being collected;• collect new information;• articulate a theory of change for which the Indicators data are relevant.
ONE YEAR OBJECTIVES	<p>One-year objectives are not fully formed, pending the staff meeting on September 17. Likely goals for 1998 are:</p> <ul style="list-style-type: none">• Compile existing data from selected communities into a coherent data base.• Consult with lay leadership to build awareness of and support for the project.• Participate in the planning process for the NJPS of 2000.• Articulate CIJE's theory of change.• Prioritize among different ideas for new data collection.
ACTIVITIES	Bill Robinson will visit several communities to obtain data. Under the supervision of senior staff, he will assess the quality of the data and, where appropriate, he will compile it into a data bank. Gamoran, Goldring, and Schneider will speak with lay leaders to explain the importance of the project and to garner support. Gamoran, Goldring, Schneider, and Robinson will outline the connections between CIJE's theory of change and specific indicators. This will help both to explain the importance of the project and to prioritize among various possible indicators. A member of the team will participate in the planning process for the NJPS.
PROGRAM STAFF TEAM	Adam Gamoran - 10 days Ellen Goldring - 8 days Barbara Schneider - 10 days Bill Robinson - 40-100 days, depending on whether new data are collected in 1998
SUPPORT STAFF	20 days for correspondence, preparation of materials, coordinating meetings
BUDGET	
LINKAGES WITH OTHER PROJECTS	The Indicators Project is a response to a need identified by the strategic plan: How will we know whether CIJE's goals are being accomplished, broadly speaking? The Indicators will signal what changes in Jewish education (and Jewish life?) in North America are taking place.

EVALUATION


An advisory panel will need to oversee the work of the Indicators Project.

CODIFICATION PLANS

The Indicators Project will produce written reports to disseminate information.



CORE PLANNING

CONCEPT	Conduct a series of staff meetings to "flesh out" the plan for the core of CIJE.		
OBJECTIVE	Create a core of CIJE that will be a knowledge and idea center for CIJE's work and the work of others.		
ACTIVITIES	<p>Obtain CAPE research on think tanks.</p> <p>Invite speakers to talk about knowledge codification and dissemination.</p> <p>Discuss at winter staff retreat.</p> <p>Hold two ½ day meetings.</p>		
PROGRAM STAFF TEAM	<p>Karen (2)</p> <p>Nessa (2)</p> <p>Barry (4)</p> <p>Dan (2)</p> <p>Adam (1)</p> <p>Cippi (2)</p>		
SUPPORT STAFF	None		
LINKAGES WITH OTHER PROJECTS	None		
EVALUATION	?		
CODIFICATION PLANS	Develop written plan.		

COST OF JEWISH EDUCATION

CONCEPT	Commission a piece of research that will redo our "quick & dirty" study of the costs of Jewish education in a more rigorous manner.	
OBJECTIVES	Raise the awareness of and the level of discussion about issues of the costs and funding of Jewish education.	
ACTIVITIES	Commission research from a leading researcher. Maintain overview of research.	
PROGRAM STAFF TEAM	Karen	(3)
	Ellen	(1)
	Adam	(1)
SUPPORT STAFF	None	
BUDGET	?	
LINKAGES WITH OTHER PROJECTS	Luncheon Seminar Lay Leadership Conference	
EVALUATION	Scan Committee	
CODIFICATION PLANS	Paper to be written based on research.	

CODIFICATION
PLANS

The project will produce several internal documents. In addition, at least one public document will be prepared (the policy brief on professional development). Other public documents, describing the impact of TEI, are under consideration.



GUIDES (GUIDING IDEAS STUDY GROUP) -- a.k.a. "GOALS GROUP"

CONCEPT	Building on participants' work in the field, GUIDES offers CIJE consultants and staff a regular forum in which to systematically explore ideas emanating from Jewish and other traditions that have the power to illuminate and guide educational practice, with special attention to the way such ideas can be meaningfully introduced into institutional and communal efforts to develop guiding visions and to accomplish transformational change.
OBJECTIVES: LONG TERM	GUIDES is recognized by CIJE staff and consultants as an intellectually, Jewishly, and professionally stimulating context in which to reflect systematically about the relationship between ideas and educational practice, both in general and in relation to participants' projects. Through Guides a body of lore is developed which informs CIJE's work in the field and finds expression in CIJE publications.
ONE YEAR	The character and mission of GUIDES is clarified, as is its membership, and the group is convened three times for two-day seminars that include Jewish study and examination of cases emanating from our work.
ACTIVITIES	Three two-day seminars, preceded by substantial planning and followed by an effort to formulate what is being learned and accomplished. In between the seminars, GUIDES members are engaged in field work that will serve as one of the foci of the seminars. Participants will be asked to write up their work for presentation to the group.
PROGRAM STAFF TEAM	As project-leader, DP will be involved in the three seminars, in the planning of and follow-up to these seminars, and in maintaining contact with participants in between sessions (about 30 days per year). NR and KB will participate in all three seminars (6 days) and in some of the planning (3 days each). At least one of the two-day seminars and one of the planning days will be attended by the rest of CIJE's program staff. Amy Gerstein will give consulting time -- 8 days, including participation in the seminars.
SUPPORT STAFF	15 days per year.
BUDGET	
LINKAGES WITH OTHER PROJECTS	GUIDES will serve as a forum in which to thoughtfully explore the place of guiding ideas in other CIJE projects (e.g., from out of JEWEL and the field-site), thus enriching these projects and contributing to the group's lore.
EVALUATION	At the end of each seminar, participants will fill out a written evaluation-questionnaire; one seminar session per year will focus on the group's strengths, weaknesses, and challenges, and once a year CIJE senior staff will meet to evaluate GUIDES' contribution to CIJE's work.
CODIFICATION PLANS	Careful summaries of seminar proceedings; periodic efforts to formulate major learnings in a form that will be readily accessible to CIJE staff and to other constituencies.

1 - 5 PROJECT: A MANDEL/CIJE COLLABORATION

CONCEPT	Develop a theoretical piece explaining Seymour Fox's views on "the five levels" in readily accessible terms, and through this clarifying the perspective on the relationship between ideas, practice and evaluation that informs and enriches CIJE's vision of education, its analysis of educational phenomena and its approach to educational change.
OBJECTIVES: LONG TERM	A well-written, accessible, publishable essay that will play an essential role in explaining our perspective on education and educational change to various constituencies, and that can be used as a professional development/training tool in our work.
ONE YEAR	Short-term objective: completion of first draft of the essay.
ACTIVITIES	Writing (preliminary formulation of key ideas); 2 sustained conversations with Seymour Fox that follow his reading of the preliminary formulations); follow-up writing, followed by 2 additional conversations with Fox, followed by new write-up. Extended discussions with Nessa Rapoport regarding audience, form, and development of the project.
PROGRAM STAFF TEAM	Pekarsky - 20 days; Fox - 5 days; Rapoport - 8 days.
SUPPORT STAFF	Total of 3 day, logistical support.
BUDGET	
LINKAGES WITH OTHER PROJECTS	The completed document will become a subject of deliberation in CORE, in GUIDES, and in the High School Leaders group; it will be used as a training-resource in our work with CFWW; and it will inform our work with change-ready institution in the field-site.
EVALUATION	
CODIFICATION PLANS	This is a codification-project; whether the article is to be published - and if so in what arena - has yet to be determined.

LEADERSHIP THINK TANK

CONCEPT	To convene a series of meetings between CIJE staff and selected thinkers about issues in leadership.
OBJECTIVES: LONG TERM	To explore ideas of leadership in order to shape the concept and vision of JEWEL. This will be an iterative process that will provide for feedback and impact between JEWEL and the Leadership Think Tank.
ONE YEAR	work in progress -- this is a three-year workplan, need to do one-year
ACTIVITIES	<p>Commission at least four kinds of think pieces:</p> <ul style="list-style-type: none"> • Scans: various domains and their approaches to leadership development, including education, business, other humanities (Written reports from each field to include theoretical and structural approaches) • Interview studies: to include, leaders of existing leadership development programs (Jewish and other) to understand current approaches and models of lay, professional and joint leadership development (To include: catalog of current Jewish Educational Leadership programs-schools, camps, JCC, National Or.) • Lay leadership study: research topic of preparation and development of lay leadership (to include interviews, lit review, etc.) • Concept paper(s): how can we understand "what it means to lead Jewishly." • Concept paper: "learning" and leading Jewishly and their implications for JEWEL curriculum. • Milwaukee White Paper: Winter 1998 <p>Convene 4 - 6 meetings of the leadership think tank group and experts to review findings and discuss implications of these scans, research, papers for CIJE's work (with interim meetings of core planning group: Cippi, Ellen, Gail, Karen, Alan, when possible). We will address issues, such as:</p> <ul style="list-style-type: none"> • What is a good leader? What does it take to lead change? Differences between leadership and management. • How are leaders educated, prepared, placed, developed? • What is the vision of a Jewish educational leader? What does such a leader need to know, to be able to do? • What is the interplay between "Jewish" ideas and "general ideas about leadership development? • What is "our theory of practice" with regard to implementation of ideas in a JEWEL program?
PROGRAM STAFF TEAM	<p>Core staff team for Leadership Think Tank to include: Karen Barth, Gail Dorph, Nessa Rapoport, Dan Pekarsky, Ellen Goldring, Adam Gamoran, Elie Holzer, Cippi Harte. Additional Think Tank members: Mike Rosenak, Mike Milstein, Mark Gurvis, etc. Depending on needs for specific topics, papers, idea thinking we will invite various people to present to the Think Tank group.</p>
SUPPORT STAFF	
BUDGET	

LINKAGES WITH
OTHER
PROJECTS

Lay Leadership Conference
JEWEL Planning
JEWEL Pilot Planning and Pilot
Oppenheim Project
Professional Development Consultation
Goals Study Group
Vision
Building the Profession-Research/Planning
Community Day High Schools

EVALUATION

Production and distribution of papers
Received comments and feedback on papers
Are the Leadership Think Tank ideas evident in JEWEL and other CIJE work?

CODIFICATION
PLANS

Notes from consultations and meetings



SYNAGOGUE RESEARCH

CONCEPT	Create a second generation synagogue change process with a strong focus on the congregation as a center for Jewish learning and living, that would begin with a year of research into what is working and what is not working.	
OBJECTIVES	<ol style="list-style-type: none"> 1. Beginning to create a knowledge base about synagogue change that can inform the thinking of those doing this work around the country. 2. Creating written materials that can be broadly distributed and used in the training of rabbis, synagogue lay leaders and others in key leadership positions. 3. Helping to push forward the thinking of the key people running major synagogue change projects by providing them with an opportunity to learn from each other's experience and to reflect on their own experience. 4. Facilitating the development of a few synagogues as models of excellence that can become resources for the broader dissemination of the ideas and approaches that they have developed. 	
ACTIVITIES	Secure funding Secure community commitment Design research Hire researchers Hold 3-4 meetings of leadership team Recruit synagogues Develop plan for year 2	
PROGRAM STAFF TEAM	Karen Barth (12) Lisa Malik (60) Dan Pekarsky (6) Barry Holtz (20)	
SUPPORT STAFF	Meeting planning (10) Documents (10)	
LINKAGES WITH OTHER PROJECTS	Change Study Group Rabbinic Consulting Rabbinic Conference TEI	
EVALUATION	?	
CODIFICATION PLANS	?	

VISION CASES

CONCEPT	Informed by the work of the Educated Jew Project and in collaboration with our colleagues at the Mandel Institute and CAPE, the development of cases, grounded in the experience of living institutions, that help get at critical issues and insights pertaining to vision-sensitive educational practice and change-efforts. Such cases can be used as teaching tools and as vehicles of deepening our own thinking concerning vision-sensitive educational practice and intervention.
OBJECTIVES: LONG TERM	The existence of a rich array of cases that can be drawn on to illustrate key points relating to vision-sensitive practice and change-efforts, that will be used to enrich our own thinking and lore, and that can serve as professional development tools with varied populations like consultants, lay leaders, principals, and teacher-educators.
ONE YEAR	Establish appropriate case-categories and format; develop and refine cases growing out Agnon, Providence, and the Lay Leadership projects; move significantly into the Steinmetz/Beit Rabban project; creation of a 3-person Professors Advisory Group to the project.
ACTIVITIES	Research concerning case-formats and uses; one or more in-house meetings devoted to the kinds of cases we should be trying to develop and how they are to be used in our work; write-ups of the Agnon, Providence, and Milwaukee projects in a form that will prove valuable; visits to Beit Rabban, interviews with Steinmetz, and write-ups of what is being learned about the development and character of Beit Rabban as a vision-driven institution.
PROGRAM STAFF TEAM	Daniel Marom -- ? days writing up Agnon; Alvan Kaunfer -- 5 days refining write-up of the Providence case; Nessa Rapoport - 3 days researching case-formats, 1 day-long staff meeting focused on the nature, uses and development of cases, and 30 days working with Marom, Pekarsky, Steinmetz and Kaunfer on their cases; Daniel Pekarsky -- 5 days concluding and writing up Beth Israel; one day-long staff-meeting focused on the nature, uses and development of cases; 10 days working on the Steinmetz project; Barth - 1 day-long staff meeting focused on nature, uses, and development of cases; Annette Hochstein - 1 day for consultation; 2 days of the 3-person Professors Advisory Group.
SUPPORT STAFF	5 days of miscellaneous administrative work.
BUDGET	
LINKAGES WITH OTHER PROJECTS	Change-efforts associated with the Consulting Firm Without Walls and the Field-Site may provide the occasion for powerful cases, to be written up (if possible) by those in charge of these efforts. The need for cases can thus encourage codification-efforts across varied CIJE projects. The cases can be used to stimulate our own learning in CORE and in GUIDES, as well as to encourage professional development in educational leaders (in JEWEL-projects aimed at principals, the high school leaders group, and lay leaders).

EVALUATION

Premature in Year 1. Down the road, efforts to ascertain quality of the cases and their utility as a tool in our own learning, in professional development and in seeding the culture.

CODIFICATION PLANS

Codification - writing up the cases in a form that will be accessible stimulating to varied sub-groups - is the core of this project.





COMMUNITY DAY HIGH SCHOOL LEADERS PROJECT

CONCEPT	An opportunity to contribute to Jewish education by providing the leadership of these rapidly emerging institutions a forum for systematically reflecting, at a formative stage in their development, on the mission and identity of community day high schools, with attention to powerful ideas drawn from Jewish and other arenas that illuminate challenges and possibilities.
OBJECTIVES: LONG TERM	The existence of a high-quality group made up of lay and professional leaders, regularly and rewardingly engaged in serious educational thinking which in various ways enriches their individual institutions. Conceivably, participating institutions could come to form a kind of coalition of vision-driven institutions (a la Sizer).
ONE YEAR	Recruit a clientele for the group, and hold two two-day seminars that offer participants a rich sense of the potential of the seminar to be Jewishly and intellectually stimulating and to enrich their understanding of their local educational challenges and mission.
ACTIVITIES	Letters and phone calls designed to recruit a clientele for the group; planning two two-day seminars; two two-day seminars; follow-up contact with participants in between seminars.
PROGRAM STAFF TEAM	DP will devote approximately 22 days to this project (3 for recruitment efforts, 8 for the planning of the two seminars, 5 for the seminars themselves, 4 days for immediate seminar follow-up activities, 2 for maintaining contact with participants in between meetings); Nellie Harris will devote approximately 8 days to this project, 4 of them as a participant/leader, and 4 of them in helping to plan seminars and to nurture the group. Ellen Goldring will devote 3 days to the project, one of them as a participant and two in a planning/conceptualizing capacity. Mike Rosenak will give two days to the project - one day in a planning capacity, and one day as a teacher. Barry Holtz will give two days - one as a planner, the other as a teacher/participant. Daniel Marom will give 4 days to the project, 2 as a participant/teacher, and 2 as a planner.
SUPPORT STAFF	About 15 days.
BUDGET	
LINKAGES WITH OTHER PROJECTS	In working with educational leaders, this project is intimately connected with the work of JEWEL (hence EG's involvement). It will also give rise to cases (pertaining to the development of this project and to the work of participating institutions) which will be examined in the context of GUIDES.
EVALUATION	Each seminar will include an evaluation-session, with written and oral components, and participants will be interviewed at periodic interviews by someone other than DP to ascertain their views, including their sense of the relationship between the seminar and their local challenges.

CODIFICATION
PLANS

Careful summaries of the intellectual substance and process of each seminar, along with written cases developed by the leaders of participating institutions based on challenges and work in their settings.



CONFERENCE ON RABBINIC EDUCATION

CONCEPT	Bring together the senior leaders of the world's rabbinic education programs in a setting conducive to round table discussions. The group will be a small one in order to encourage interchange of ideas during the formal program and also during the informal parts of the conference. Facilitators will help ensure that the conversation stays focused. Presenters will offer new ways of thinking that would seed the deliberations with new ideas.	
OBJECTIVES: LONG TERM	Stimulate an ongoing process of reform in the way that Rabbis (and possibly also Educators and Cantors) are trained in North America, that recognizes the importance of the role of the Rabbi as leader, as Change Agent and as Educator.	
ONE YEAR	<p>Hold a conference that will bring together the leaders of rabbinic education programs from around the world. The objectives of the conference will be four-fold:</p> <ol style="list-style-type: none"> 1. Reflection: To provide the leadership of rabbinic education programs with an opportunity to step outside their daily environment and reflect upon the changes happening in rabbinic roles and the implication of these changes for rabbinic education. 2. Idea Sharing: To provide a forum in which ideas can be shared and leaders can learn from each other. 3. New Perspectives: To present and discuss ideas from related fields of endeavor such as: business, general education, political science, and the training of leadership, that might stimulate new thinking about rabbinic education. 4. Discussion of Ongoing Needs: To encourage these leaders to think about whether they might benefit from meeting or working together in an ongoing way, and, if so, in what context this might take place. 	
ACTIVITIES	Planning Meeting Conference Pulling together notes and proceeds	
PROGRAM STAFF TEAM	Karen Barth Cippi Harte Don Pekarsky Alan Hoffmann Gail Dorph Elie Holzer (Taking of notes?)	(7 days) (21 days) (5 days) (5 days) (5 days) (5 days) (days)
SUPPORT STAFF	Jessica Holstein	(14 days)
BUDGET	CIJE would contribute its staff and secretarial time, postage, phone and supplies as well as the cost of the planning meeting and publication (total \$35,000). We are seeking a grant for the balance of \$47,000.	

LINKAGES WITH
OTHER
PROJECTS

Rabbinic Consulting
Synagogue Change Research

EVALUATION

Participant goals "research"
Participant Questionnaire and/or discussion after conference
Staff Debrief
One year follow-up?

CODIFICATION
PLANS

Proceeds - Brief summaries of Presenters and notes on discussions
Notes written based on Staff debriefing



EVALUATION INSTITUTE PLANNING PROCESS

CONCEPT	The Evaluation Institute is a program for community lay and professional leaders to learn about evaluation, and for trained evaluators to learn about the context of Jewish education. The main questions for the planning year are whether there is a market for the Institute and what the structure of the Institute would be. The concept of the Institute itself is to foster a capacity for evaluation and a culture of evaluation-mindedness in Jewish communities.
LONG TERM OBJECTIVE	The objective of the planning process is to determine whether the Institute itself should go forward.
ONE YEAR OBJECTIVES	
ACTIVITIES	Barbara Neufeld is visiting a variety of communities and consulting with relevant experts. Gamoran, Goldring, and Stodolsky will comment on her findings. Robinson is available for background data as well as for consultation on the structure of the Institute.
PROGRAM STAFF TEAM	Barbara Neufeld - ? days Adam Gamoran - 2 days Ellen Goldring - 2 days Susan Stodolsky - 2 days Bill Robinson - 10 days
SUPPORT STAFF	?
BUDGET	
LINKAGES WITH OTHER PROJECTS	The Evaluation Institute would serve other CIJE initiatives.
EVALUATION	This project has a separate advisory panel
CODIFICATION PLANS	If the Institute goes forward, a written description will be needed.

FUNDERS NETWORK

CONCEPT	Run a one-day program on funding of Jewish education for interested lay leaders from the Jewish Funder Network (Funders Network will handle logistics).	
OBJECTIVE	Test lay leadership curriculum that can be used for JEWEL and for the lay leadership conference.	
ACTIVITIES	Planning Meeting Development of Materials Conduct Meeting	
PROGRAM STAFF TEAM	Karen	(3)
	Nessa	(5)
	Cippi	(5)
SUPPORT STAFF	Meeting Planning	(2)
	Documents	(2)
LINKAGES WITH OTHER PROJECTS	Lay Leadership Pilot Leadership Think Tank	
EVALUATION	Post-conference questionnaire for participants. Follow-up 6 months later with a sample of participants.	
CODIFICATION PLANS	None	

JEWEL PLANNING

CONCEPT	Series of needs assessments and concept papers to explore issues related to JEWEL
LONG TERM OBJECTIVE	A multi-faceted planning process leading to the creation of JEWEL
ONE YEAR OBJECTIVE	work in progress -- this is a three-year workplan, need to do one-year
ACTIVITIES	<p>Needs Assessments</p> <ul style="list-style-type: none">• What kinds of positions are there and will there be?• What do "those in the know" think about requirements of such positions?• What kind of programs are needed to prepare people to fill these positions?• What currently exists and is needed with regard to recruitment, personnel planning, placement and retention? <p>Structural/Institutional Issues to Explore</p> <ul style="list-style-type: none">• Clarify structural features of JEWEL Place: is it an independent institution, part of an existing institution, etc. Formats: weekend a month, summer block programs, year long, etc.• Discuss the following practical questions: How will faculty be recruited, managed? How will we build community support and ownership for JEWEL? How will it be funded?• Develop an Advisory Board for JEWEL (discuss role of such a board as well as membership, frequency of meetings, etc.) <p>Develop Concept Paper for Creation of JEWEL</p> <ul style="list-style-type: none">• Pre-1998 Development of Strawman "JEWEL"• Review and synthesize learning from scan papers and needs assessment• Revise the concept paper based on new information and two consultations of think tank• To include: a written document on philosophy, concept, curriculum for JEWEL• Draft of curriculum for JEWEL which discusses the interplay of general educational leadership and Jewish educational leadership <p>Develop</p> <ul style="list-style-type: none">• Final JEWEL Concept Paper (to be written upon conclusion of studies of think tank and review of advisory board)
PROGRAM STAFF TEAM	Ellen Goldring, Cippi Harte, Karen Barth, Alan Hoffmann, Gail Dorph
SUPPORT STAFF	Jessica Holstein
BUDGET	

LINKAGES WITH
OTHER
PROJECTS

Oppenheim Project
Lay Leadership Conference
JEWEL Pilot
Leadership Think Tank
Lay Leader Pilot
Funders Network
Consultation to PEJE

EVALUATION

Distribute concept paper for input and review
Check list to ensure completion of "activities"
Is there a JEWEL plan ready for implementation in January 1999?

CODIFICATION
PLANS

Notes from needs assessments
Notes from meetings
Final concept paper and plan



LAY LEADERSHIP FORUM PLANNING

CONCEPT	To inspire and motivate a group of lay leaders about Jewish education.
LONG TERM OBJECTIVE	Mobilize lay leaders to be more active in Jewish education. To build a network of lay leaders
ACTIVITIES	<p>Data Gathering:</p> <ul style="list-style-type: none">• Series of meetings with lay leaders across the country• Create a database of potential invitees <p>Planning Committee</p> <ul style="list-style-type: none">• Creation of planning committee• Plan and facilitate four meetings <p>Public Relations</p> <ul style="list-style-type: none">• Select and hire a graphic designer• Design and prepare all materials (includes announcements, invitations, mailings, etc)• Recruit invitees <p>Logistics</p> <ul style="list-style-type: none">• Site and date selection• Forum structure <p>Curriculum Development</p> <ul style="list-style-type: none">• Design program, includes presenters, papers, formats, study sessions, breakout groups, etc.•
PROGRAM STAFF TEAM	Karen Barth, Gail Dorph, Cippi Harte, Alan Hoffmann, Karen Jacobson, Dan Pekarsky, Nessa Rapoport
SUPPORT STAFF	Jessica Holstein (plus additional support last quarter of '98)
BUDGET	
LINKAGES TO OTHER PROJECTS	Leadership Research Think Tank Fundors Network Chairman's Council
EVALUATION	Do we have a conference planned by the end of '98?
CODIFICATION PLANS	Preliminary interview with lay leaders Narrative summation of meeting proceedings

LONG-TERM EDUCATIONAL LEADERSHIP DEVELOPMENT JEWEL PILOT

CONCEPT	To plan a long-term professional development program for educational leadership which will be a testing ground for JEWEL ideas and concepts.
LONG TERM OBJECTIVE	To design a project that will help us learn about approaches for JEWEL while making an impact on and contributions to the professional development of key leaders for the field .
ONE YEAR OBJECTIVES	
ACTIVITIES	Select target audience. Develop goals, objectives, needs for the pilot.. Plan program: including recruiting faculty and developing curriculum Make logistical decisions: including, format, length of time, location, duration Develop a business plan: including, possible funding strategies Recruit participants: including, working with communities to garner support.
PROGRAM STAFF TEAM	Gail Dorph, Ellen Goldring, Cippi Harte
SUPPORT STAFF	Jessica Holstein
BUDGET	
LINKAGES WITH OTHER PROJECTS	Lay Leadership Forum Leadership Think Tank JEWEL planning Oppenheim Project Vision Cases Goals Study Group
EVALUATION	Completion of plan Cohort of participants recruited Faculty and curriculum in place
CODIFICATION PLANS	Notes of planning meetings and decisions reached

OPPENHEIM PROJECT

CONCEPT	Contract with Oppenheim for 1/3 time of an executive recruiter to help with the recruiting piece of JEWEL
LONG TERM OBJECTIVE	To begin to experiment with and build the recruiting piece of JEWEL. To help complete community research for JEWEL
ONE YEAR OBJECTIVES	
ACTIVITIES	<ul style="list-style-type: none">• Build database of current and potential Jewish educational leadership• Develop the JEWEL strategy for recruiting• Recruit for JEWEL programs• Recruit for CIJE
PROGRAM STAFF TEAM	Gail Dorph (4) Karen Barth (4)
SUPPORT STAFF	None
BUDGET	
LINKAGES WITH OTHER PROJECTS	
EVALUATION	Annual written review of progress to date
CODIFICATION PLANS	Documentation of database, community research and strategic ideas

PROFESSORS PROGRAM

CONCEPT

CIJE's Professors Program is an attempt to directly address one aspect of the shortage of "senior personnel" in Jewish education. It is long been noted that there is a severe lack of academic expertise in Jewish education. In all of North America there are only around 30 professors of Jewish education, many of whom have significant administrative responsibilities with demands on their time that take them away from teaching and doing research. (At JTS, for example, of the 8 faculty members, one is the dean of the JTS Education School, one is chair of the department with significant responsibilities for recruitment and administrative supervision of students, one directs the Melton Research Center, and one is the National Ramah director!) Jewish education desperately needs expertise, evaluation, research, etc. It is obvious that 30 education professors can only do a small portion of that work. The CIJE Professors Program therefore is a pilot project of JEWEL in so far as it is preparing senior leadership for Jewish education.

At the same time there are many Jews -- some with strong Jewish backgrounds; some with little knowledge of Judaism but with a desire to be of service to the Jewish people-- who are professors of education at some of the nation's most prestigious universities. Many of these professors have worked in research areas such as teacher education and evaluation that could be very helpful to our work in Jewish education. Through its early consultants such as Adam Gamoran, Dan Pekarsky and Ellen Goldring, CIJE recognized the potential of such individuals to help Jewish education in significant ways. Out of this recognition the CIJE Professors Program was born.

OBJECTIVES: LONG TERM

The goals of the Professors Program are:

- to increase the pool of talented individuals capable of teaching and doing research in the area of Jewish education,
- to initiate such individuals into CIJE's work and utilize their services in our various projects,
- to help prepare such individuals for other aspects of work in Jewish education which may be separate from CIJE's own projects,
- to provide the necessary background in Judaism and the nature of contemporary Jewish education and the present-day Jewish community to enable these individuals to contribute their expertise in the most effective and significant fashion possible.

ONE YEAR

Because of Barry Holtz's absence during this year, and because of a desire to consolidate the group as it currently stands, it is proposed that we limit the recruitment of new members to: a) individuals who have previously been contacted but up until now have not been able to attend; b) a few individuals whose expertise would fit in immediately with current CIJE projects. Also, it was proposed that a paper be prepared for the January 1998 staff retreat on the possible directions for the Professors Program for the future and that this discussion be an element of CIJE planning for 1999.

ACTIVITIES

In 1998 the Professors Program will meet two times for seminars: once in January for 4 days; once in the summer (June or July) for 10-12 days in Israel. The main work of the project for 1998 will be developing these two seminars. At the same time various CIJE staff members will work with the professors who have been "attached" to specific current and future projects (e.g. Sharon Feiman-Nemser with TEI, Fran Jacobs with the early childhood project).

PROGRAM
STAFF TEAM

Barry Holtz
Gail Dorph
Cippi Harte

SUPPORT STAFF

Sarah Feinberg

BUDGET

LINKAGES WITH
OTHER
PROJECTS

There is potential value added to all of CIJE's work as indicated in the concept statement above.

EVALUATION

CIJE has tried to effectuate the goals above by recruiting professors to our work, developing seminars for the professors in the manner suggested above, working with the professors as they continue their connection to CIJE.

CODIFICATION
PLANS



RECRUITING CONFERENCE

CONCEPT	An experimental conference for students from top colleges and universities, organized in partnership with Wexner, Hillel, CJF, JESNA and JCCA, designed to motivate young people to enter the fields of Jewish education and communal service.		
OBJECTIVES	To interest a group of high caliber young people in careers in Jewish education who might otherwise not have seriously considered this option. To determine whether this type of conference is an effective vehicle for increasing the number and quality of people entering Jewish education.		
ACTIVITIES	Participate in planning meetings. Attend conference. Help fund conference. Create 2 summer internships for conference attendees.		
PROGRAM STAFF TEAM	Karen Barth	(5)	
	Nellie Harris	(2)	
	Cippi Harte	(2)	
	Oppenheim	(2)	
SUPPORT STAFF	None.		
BUDGET	?		
EVALUATION	Being handled by Wexner.		
CODIFICATION PLANS	Keep file on conference proceedings.		

TEI

CONCEPT	To improve the quality of teaching and learning in supplementary schools through the creation of a cadre of teacher educators
LONG TERM OBJECTIVE	To institutionalize CIJE's work in teacher education in the development of JEWEL programs, and to create the infrastructure for a professional network of teacher educators in Jewish education
ONE YEAR OBJECTIVES	
ACTIVITIES	<p>Plan, design, implement final seminar of Cohort 2</p> <p>Recruit participants in Cohort 3</p> <ul style="list-style-type: none">• Deepening our interventions in selected communities• Building on work of national change projects e.g. ECE, FMAMS <p>Recruit and fold in new professors to TEI work in order to create a larger faculty</p> <p>Plan, design, implement first two seminars of Cohort 3</p> <p>Create a plan and begin to network graduates of Cohort 1 (Contact Miriam ben Peretz about electronic network of science educators in Israel; talk with Mark Rosenberg about strategies and approaches to electronic communication, etc.)</p> <p>Plan and implement first post-TEI seminar as basis for creating professional development network of teacher educators beginning with TEI graduates (3 day spring conference)</p> <p>Convene advisory committee with regard to teacher educator network and cohort 3 recruitment</p>
PROGRAM STAFF TEAM	Gail Dorph, Nellie Harris
SUPPORT STAFF	Sarah Feinberg
BUDGET	
LINKAGES WITH OTHER PROJECTS	JEWEL planning and programs Think Tank on BTP Field Sites Consulting firm without walls
EVALUATION	TEI evaluation (AG, EG, BR)



VIDEOTAPE PROJECT

CONCEPT	To create a set of videotapes and support materials to be used by CIJE in the preparation of teacher educators and by teacher educators in in-service education for teachers.
LONG TERM OBJECTIVE	To create tools to be used by teacher educators in creating new models of professional development
ONE YEAR OBJECTIVES	To develop 3 new videotapes for use in professional development, including videos, transcripts and ancillary materials
ACTIVITIES	<ul style="list-style-type: none">• Filming• Transcribing• Team Meetings• Preparation of video clips• To develop support materials for 2-3 videotapes which will enable them to be used by others (non TEI faculty) in creating professional development opportunities for teachers (remainder to be completed in '99)• Create packaging, produce materials of one set of materials to be given to TEI graduates• Pilot usage of one or two sets of materials in several sites (as a way of learning what needs to be part of the support materials)
PROGRAM STAFF TEAM	Nellie Harris, Gail Dorph, Mark Rosenberg (plus technical supports; Deborah Ball, Ed Student Intern ???)
SUPPORT STAFF	Sarah Feinberg
BUDGET	
LINKAGES WITH OTHER PROJECTS	field site (does this create ripples of change in pro dev system) Consulting firm without walls (helping them use stuff) JEWEL pilot
EVALUATION	observation of "x" TEI participants using materials (We're trying to learn if materials enable TEI graduates to create interactive professional development opportunities that help teachers focus on the content of the teaching and its inherent uncertainties and dilemmas)

CODIFICATION
PLANS

notes of meetings
Transcripts, lesson plans, etc.





CONSULTATION TO BRANDEIS

CONCEPT	Work with Brandeis to help them become a change catalyst in Jewish youth education (informal and formal).
LONG TERM OBJECTIVE	To achieve transformational change in approaches to programs for Jewish youth.
ONE YEAR OBJECTIVE	To help launch this new initiative in a way that will position it to make real change.
ACTIVITIES	Consulting on: <ul style="list-style-type: none">- Strategic planning and educational ideas.- Leadership training.- Set up of pilot sites.- Development of consulting resources.
PROGRAM STAFF TEAM	Karen Barth (6) Barry Holtz (3) Alan Hoffmann (3) ?
SUPPORT STAFF	Minimal
LINKAGES WITH OTHER PROJECTS	Field Site Planning Leadership Think Tank BTP research/planning Community Day High School
EVALUATION	Annual "interview" by third party to evaluate role
CODIFICATION PLANS	None

CONSULTATIONS

CONCEPT	<p>To consult on a number of professional development projects that:</p> <ul style="list-style-type: none"> • “leading edge projects,” like Shearim and Wisconsin • support national initiatives (FMAMS, TuM) • create and support substantive local work in professional development (Machon L’Morim, Atlanta-Melton)
LONG TERM OBJECTIVE	To bring CIJE experience and expertise to bear on the creation of these new initiatives in order to enhance their potential for success
ACTIVITIES	<p>Shearim</p> <ul style="list-style-type: none"> • Series of consultations leading to a teacher education program for teachers in day school <p>Wisconsin</p> <ul style="list-style-type: none"> • Consult on the creation of a teacher education program which would combine teacher education -- combining Judaica and education (has potential of being a model of a university based teacher education program for Jewish teachers) <p>FMAMS</p> <ul style="list-style-type: none"> • Support Susan Stodolsky’s work in helping them think through goals, evaluation of program <p>Torah uMesorah</p> <ul style="list-style-type: none"> • Series of consultations to set up a strategic plan for Torah uMesorah to support their educators <p>Machon L’Morim</p> <ul style="list-style-type: none"> • Consultative support to ongoing program and its development • Attend meetings with Ilene Vogelstein • Work with Paula Williams on program for <i>yoetzot</i> <p>Atlanta</p> <ul style="list-style-type: none"> • Help create ongoing strategy for working with faculties of three day schools who participated in summer program sponsored by Melton Israel <p>TEI Consultations</p> <ul style="list-style-type: none"> • Series of consultations in two to three communities where several TEI graduates and participants work in order to learn what it will take to institutionalize TEI-like strategies in institutions and communities
PROGRAM STAFF TEAM	<p>Shearim--Gail Dorph, Nellie Harris, Elie Holzer with Deborah Ball</p> <p>Wisconsin--Gail Dorph, Barry Holtz, Sharon Feiman-Nemser</p> <p>FMAMS--Gail Dorph, Nellie Harris with Sharon Feiman-Nemser</p> <p>Torah uMesorah--Karen Barth, Gail Dorph, Elie Holzer</p> <p>Machon L’Morim--Gail Dorph, Nellie Harris</p> <p>Atlanta--Nellie Harris, Gail Dorph</p> <p>TEI Consultations--Gail Dorph, Nellie Harris</p>
SUPPORT STAFF	Sarah Feinberg

BUDGET

LINKAGES WITH OTHER PROJECTS

Consulting Firm Without Walls
May connect with Field Site projects in the future

EVALUATION

By project

CODIFICATION PLANS

Papers
Notes from meetings



CONSULTATION TO JCCA

CONCEPT Help JCCA create a strategy to develop a stronger role in supporting Jewish education in JCC's.

OBJECTIVE Help create models of excellence that will drive transformational change in JCC's.

ACTIVITIES Lay out objectives with JCCA leadership.
 Recruit or select a lead person at JCCA or outside.
 Lay out a project plan.
 Implement the plan.
 Develop a final report and recommendations.

PROGRAM STAFF TEAM Karen Barth (6)
 Barry Holtz (3)
 ?

SUPPORT STAFF Minimal

LINKAGES WITH OTHER PROJECTS None

EVALUATION Annual "interview" by third party

CODIFICATION PLANS None



CONSULTATION TO PEJE

CONCEPT	Help them think about being PEJE (KAB) Advise, consult, (some teach) in program for recipients of planning grant
OBJECTIVES: LONG TERM	To improve quality of day school education
ONE YEAR	
ACTIVITIES	Series of meetings/consultations with KAB/GZD KAB attend PEJE board meetings Consult on developing program
PROGRAM STAFF TEAM	Gail Dorph, Karen Barth with Danny Pekarsky, Daniel Marom
SUPPORT STAFF	Sarah Feinberg/or Megan Ifill
BUDGET	
LINKAGES WITH OTHER PROJECTS	Goals project JEWEL pilots Consulting firm without walls
EVALUATION	Tied to PEJE process
CODIFICATION PLANS	minutes and notes of meetings Protocols of seminars

CONSULTING on RABBINIC PROGRAMS

CONCEPT Consult to UJ, HUC and other interested rabbinical schools on their core and educational goals, philosophy, curriculum, and educational approach with a particular emphasis on:
Bringing in knowledge from other fields (e.g., general education, business)
Addressing educational issues within the synagogue
Creating stronger teamwork relationship between Rabbi, Cantor and Educators

LONG TERM OBJECTIVE The development of fundamentally different models of Rabbinic training that are built on a better understanding of adult learning and the key role of mentoring and field experience and that prepare Rabbis to be **leaders** of vibrant centers of Jewish living and learning and of the process of change that is needed to get there.

ONE YEAR OBJECTIVE Build relationships at UJ and HUC, raise issues and begin to help articulate a new vision for Rabbinic education.

ACTIVITIES Two 3-day consultations at UJ
Five 1-day consultations at HUC
One trip to HUC Jerusalem
Preparation of follow-up documentation

PROGRAM STAFF TEAM

	UJ	HUC
Karen Barth	6	18
Dan Pekarsky	6	2
Gail Dorph	2	2
Barry Holtz	2	2
Sharon Feiman-Nemser	6	
Total	22	16

SUPPORT STAFF Normal typing, phone, filing

BUDGET ?

EVALUATION Staff debrief to reflect on impact of each meeting
Interview with clients once a year to discuss impact of work

CODIFICATION PLANS Working informal notes toward a policy brief on Rabbinic Education
Write "business plan" and rationale

CFWW PLANNING and START-UP

CONCEPT	Develop a plan for launching and developing the Consulting Firm Without Walls (CFWW) and begin to implement the first stages of the plan.		
LONG TERM OBJECTIVE	Develop a network of 40-50 consultants who can do high quality consultation with Jewish educating institutions.		
ONE YEAR OBJECTIVES	<p>Develop an initial design for the network including recruiting, standards, guiding principles, matching system, evaluation</p> <p>Organize a first conference to bring together people doing consulting work at a senior level in the Jewish community</p> <p>Invite 8-10 of the conference attendees to be the initial members of the network</p>		
ACTIVITIES	<p>Two all-day planning meetings</p> <p>Conference planning and execution</p>		
PROGRAM STAFF TEAM	Lisa Malik	(30)	
	Karen Barth	(10)	
	Cippi Harte	(10)	
SUPPORT STAFF	?	(22)	
BUDGET	<p>?</p> <p>Funding: Look for grants from outside of core</p>		
EVALUATION	<p>Peer Review process for consultants</p> <p>Participant feedback from conference</p>		
CODIFICATION PLANS	<p>Write up notes of conference</p> <p>Write "business plan" and rationale</p>		



EARLY CHILDHOOD FIELD SITE

CONCEPT	To convene a group of leading thinkers to develop a "cutting edge" field site in Jewish early childhood education
LONG TERM OBJECTIVE	To begin to transform the ways in Jewish early childhood education is thought about (moving from school programs for children from 3-5 to programs for children and for families and children from pre-birth to second grade) and implemented
ACTIVITIES	<ul style="list-style-type: none">• Create a set of questions and issues for deliberation• Commission a background paper which explores strategies for creating developmentally appropriate approaches to Jewish early childhood education, e.g., "formal school type programs," for several kinds of settings (JCC, synagogues which are movement affiliated)• One day consultation to convene a group of experts to deliberate on setting up one or two field
PROGRAM STAFF TEAM	Gail Dorph, Alan Hoffmann, Nellie Harris with Fran Jacobs
SUPPORT STAFF	Sarah Feinberg
BUDGET	
LINKAGES WITH OTHER PROJECTS	JEWEL pilot project Field Sites Professors group
EVALUATION	
CODIFICATION PLANS	Papers Notes from meetings



BOARD AND CHAIRMAN'S COUNCIL DEVELOPMENT

CONCEPT Develop the Board and Chairman's Council by adding members who can contribute substantially and by creating opportunities for high-level involvement for Board and Council members.

OBJECTIVES:
LONG TERM Board of 15-20 senior lay leaders who are very committed to CIJE.
 Chairman's Council of 30-35 senior lay teachers who are seriously involved in Jewish education and who are interested and supportive of the work of CIJE.

ONE YEAR

ACTIVITIES 6 Board meetings
 Regular meetings with Board members
 2 Chairman's Council meetings

PROGRAM STAFF TEAM		Prep Board	Attend Board	Prep CC	Attend CC	Total
	KAB	12	6	-	1	19
	GZD	6	6	-	2	14
	ADH	-	3	-	2	5
	NR	12	6	2	1	21
	BWH	-	3	-	1	4
	DND	1	3	-	-	4
	EG	1	3	-	-	4
	AG	1	3	-	-	4
	EH	-	1	-	-	1
	NH	-	6	-	-	6
	SS	-	3	-	-	3
	PCH	2	6	-	-	8
	KJ	12	6	14	-	24
	LM	1	3	-	1	5

SUPPORT STAFF Preparation of Materials - 10 days
 Covering and setting up meeting -3 days

BUDGET ?

LINKAGES WITH
OTHER
PROJECTS

All

EVALUATION

Annual discussion with each member about how we are doing.

CODIFICATION
PLANS

Keep all meeting materials on file.



EXTERNAL COMMUNICATION

CONCEPT	To communicate in a compelling way with all external audiences relevant to our agenda and work.
OBJECTIVES: LONG-TERM	To heighten the profile and understanding of CIJE's agenda and work.
ONE-YEAR	To experiment with a range of mailings to different key constituencies; and to consult with a PR firm on our developing a long-term communications strategy.
ACTIVITIES	<p>A. For opinion makers:</p> <ol style="list-style-type: none">1. The CIJE Strategic Plan: We need a communications vehicle to keep in touch with the most interesting and influential people we interviewed for the strategic plan, as well as others on the North American scene who shape the discourse and policy of our community. As an initial and critical step, this will entail our distributing to key interviewees a version of the strategic plan that is accessible without a "camper" system. (Some interviewees have asked to see the fruit of our process.)2. Bi-annual letter from KAB.3. CIJE publications. <p>B. For the media and for public education/communication:</p> <ol style="list-style-type: none">1. PR Firm: Strategy for public relations: We will identify an appropriate PR firm, one with expertise in both non-profit organizations and the communication of conceptual ideas, and begin an initial consulting relationship to formulate a long-term communications plan for the coming years.2. CIJE publications: Database: We have made substantial progress in growing and refining our database. In the fall of 1997 and through 1998 we will install a new database program and grow from 1000+ names to 2500-3000 names. Increasingly we will be able to target our mailings to those audiences most likely to use and be influenced by them. In 1998, this will entail:<ol style="list-style-type: none">a. Hiring of an outside fulfillment house for large mailings;b. Inputting and maintaining data;c. Tracking inventory;d. Ongoing staff training. <p>C: Alumni: Those who have participated in our programs and work are our most natural and effective ambassadors. They "get it" and have, it appears, almost universal enthusiasm for what we are and are doing. And the range of people affected by our work is growing. Alumni of Goals Seminars, TEI, Harvard Leadership Institutes, Professors Seminars, etc. are all in our database and are recipients of our publications, as well as mailings from individual CIJE staff members. But they are also a resource for the future (for example, in proposing names for the Communal Leadership Conference; in being a source for focus groups and evaluation surveys, etc.) and may require a distinctive and more personalized strategy. A communications challenge is the coordination and documentation of mailings and seminars held for the individual groups.</p>

ACTIVITIES
(continued)

Some of the vehicles named above (public version of the strategic plan; letter from KAB; selected CIJE publications) will be directed to this audience.

Note: Communication with **communal leaders** will be part of a strategy that includes the planning and development of the Leadership Conference in 1999, in coordination with CH and KAB.

PROGRAM
STAFF TEAM

NR
KJ
KAB
PR Consultant

SUPPORT STAFF

CW
Temps for database entry

BUDGET

LINKAGES WITH
OTHER
PROJECTS

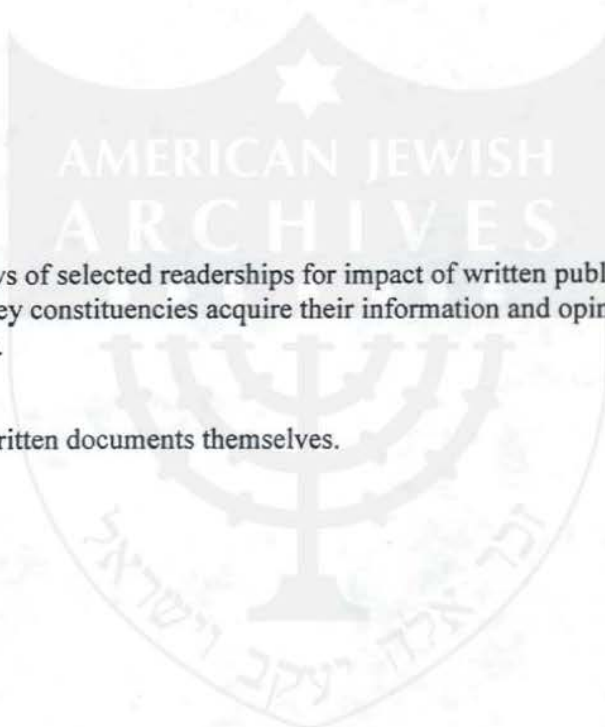
All

EVALUATION

Surveys of selected readerships for impact of written publications; focus groups to learn how key constituencies acquire their information and opinions about Jewish education and policy.

CODIFICATION
PLANS

The written documents themselves.



INTERNAL COMMUNICATION

CONCEPT	The questions of "Who needs to know what? And to what end?" will become more imperative as we expand. Since our chief asset will be a growing and complex body of knowledge about Jewish education and institutional/communal change, we will require a systematic way of learning about each other's work, one that is not so time-consuming or demanding that it will be counter-productive. This effort will minimally entail two kinds of learning: information relayed at integrated staff/consultant meetings; and information conveyed in writing.
OBJECTIVES: LONG-TERM	To grow planfully the CIJE knowledge base in a way that assures the circulation, critique, and implementation of both "lessons learned" and written results of work and projects.
ONE-YEAR	To experiment with brown-bag lunches as one technique toward beginning to accomplish the above objective. To communicate logistical information in a timely and systematic way to all staff and consultants. To disseminate in a timely and systematic way to all appropriate staff and consultants the internal and external documents that emerge from 1998 work.
ACTIVITIES	<p>At the completion of the 1998 workplan, we will need to pull out a separate list of all meetings involving integrated time of staff and consultants. Similarly, to pull out all papers and publications expected to result from the work, so that they can be circulated in draft, when appropriate, and used when final in a planful way for curricula of CIJE initiatives and projects.</p> <p>The above will result in:</p> <ul style="list-style-type: none">• A coordinated calendar, issued monthly or bi-monthly by e-mail to all staff and consultants, listing major internal meetings and consultations and projected attendees.• Monthly brown-bag lunches for CIJE staff and consultants, to present ongoing work/projects. Once a month, the CIJE staff meeting will take place between 10 and 12; the brown-bag lunch will take place between 12 and 1:30. NR to coordinate schedule and presenters with KJ.• A master projected time-line for all CIJE white papers and publications.• An up-to-date record of document dissemination among CIJE staff and consultants.
PROGRAM STAFF TEAM	All Chris Nunu, to attend our Feb. 4-5 1998 staff retreat? KAB to invite? KAB, NR, KJ to hold preliminary meeting with her in Jan. 1998?
SUPPORT STAFF	All
BUDGET	
LINKAGES WITH OTHER PROJECTS	All

EVALUATION

Annual review of internal communication efforts, with particular attention to when matters have slipped between the cracks; or when important documents are under-utilized

CODIFICATION PLANS

Codification is the essence of this project.



STAFF ORIENTATION AND DEVELOPMENT

CONCEPT	Create a staff development program aimed at orienting and integrating new staff and creating opportunities for "old" staff to learn from each other about their work
OBJECTIVES: LONG TERM	As CIJE grows, we need to develop a strategy for orienting new staff members
ONE YEAR	
ACTIVITIES	<p>Series of meetings (whole day, half day, two hour) on the following topics:</p> <ul style="list-style-type: none">• (KAB) Approaches and strategies of consultation• (GZD) Teaching and learning: TEI, what is it and what have we learned• Videotape project as a strategy for creating new forms of professional dev• (AG,EG) Teacher report: what is it? What did we learn? How did it inform CIJE policy?• (AG,EG,GZD) Lead community project: what did we learn?• (????) Time management seminar• (EG) Ed leadership: CIJE study, what did we learn? current thinking about preparing educational leaders• (DNP) CIJE goals project: importance of goals in Jewish ed; permutations of project and where we are now (Milwaukee projects -- NR and DNP)• (SFN) Mentoring: rethinking mentoring and its potential for influencing our work• (DB) Educational change and policy• (NR) CIJE paper series: its assumptions and what we have learned• Reading Group: "x" sessions in which we read and talk through some of papers that have informed our work that may not be part of other sessions
PROGRAM STAFF TEAM	Gail Dorph, Cippi Harte
SUPPORT STAFF	Jessica Holstein
BUDGET	
LINKAGES WITH OTHER PROJECTS	Consulting firm without walls (check out some of assumption) JEWEL (begin to think about some CIJE modules, if appropriate)
EVALUATION	

CODIFICATION
PLANS

Bibliography of readings

Lesson plans (where appropriate) and notes from meetings



CHAIRMAN'S COUNCIL PROPOSAL

1. 1998 Dates: March and October - weekday 8 a.m. - 10 a.m.
2. Proposed additional names
 - Judy Peck
 - Peter May
 - Manuel Mayerson
 - George Rohr
 - Jack Nash
 - Burt Lehman
 - Others ?
3. Possible agenda for February
 - Welcome 10 minutes
 - Update on CIJE (highlights of our work) 30 minutes
 - Leading Indicators project 40 minutes
 - Outside speaker - known name/leading "thinker" 40 minutes
4. Next Steps
 - Invite new members
 - Pick a date
 - Send a 'hold the date' card
 - Firm up agenda and invite presenters
5. Current Names
 - Charles Bronfman
 - Bill Berman
 - David Hirschorn
 - Morris Offit
 - Mark Lainer
 - Richard Schuer
 - Bennett Yanowitz
 - Ezra Merkin
 - Gershon Kekst
 - Michael Jesselson
 - Martin Maryles

BOARD MEETING AGENDA

1. Minutes, etc. 9:30 - 10:00
2. Sister Joel - Transformational change
at Alverno College
(Guest of Esther Leah - Tentative) 10:00 - 10:45
3. Workplan (KAB) 10:45 - 11:45
4. Lunch 12:00 - 1:00
5. Update on JEWEL
 - overview of planning process
(Ellen Goldring) 1:00 - 1:30
 - Mike Millstein (professor) 1:30 - 2:00
 - Biennial update 2:00 - 2:30
6. Internal Governance 2:30 - 3:15
 - Chairman's Council
 - Organizing the work of the Board

OPPENHEIM PROJECT

PROPOSED JOB DESIGN

PART I - EXECUTIVE SEARCH

- Build relationships with institutional leadership in Jewish education and Jewish communal service.
- Conduct retainer searches for individual institutions.
- Maintain a database of sources, people working in the field and people interested in working in the field.

PART II - RECRUITING STRATEGY FOR CIJE

- Help CIJE develop the recruiting piece of JEWEL
- Build a database on current and potential leadership in Jewish education
- Conduct research on future community personnel needs and current status.
- Help organize recruiting conferences.

PART III - RECRUITING FOR CAPE

- Visit communities and institutions to make them aware of CAPE's capabilities for short term program and to encourage them to work with CAPE to design programs to fit their needs.
- Network with lay and professional leaders around the country to locate candidates for the Jerusalem Fellows.
- Contact, interview and follow-up with candidates for the Jerusalem Fellows.

LAY LEADERSHIP FORUM PLANNING

CONCEPT	To inspire and motivate a group of lay leaders about Jewish education.
LONG TERM OBJECTIVE	Mobilize lay leaders to be more active in Jewish education. To build a network of lay leaders
ACTIVITIES	<p>Data Gathering:</p> <ul style="list-style-type: none"> • Series of meetings with lay leaders across the country • Create a database of potential invitees <p>Planning Committee</p> <ul style="list-style-type: none"> • Creation of planning committee • Plan and facilitate four meetings <p>Public Relations</p> <ul style="list-style-type: none"> • Select and hire a graphic designer • Design and prepare all materials (includes announcements, invitations, mailings, etc) • Recruit invitees <p>Logistics</p> <ul style="list-style-type: none"> • Site and date selection • Forum structure <p>Curriculum Development</p> <ul style="list-style-type: none"> • Design program, includes presenters, papers, formats, study sessions, breakout groups, etc. •
PROGRAM STAFF TEAM	Karen Barth, Gail Dorph, Cippi Harte, Alan Hoffmann, Karen Jacobson, Dan Pekarsky, Nessa Rapoport
SUPPORT STAFF	Jessica Holstein (plus additional support last quarter of '98)
BUDGET	
LINKAGES TO OTHER PROJECTS	Leadership Research Think Tank Funders Network Chairman's Council
EVALUATION	Do we have a conference planned by the end of '98?
CODIFICATION PLANS	Preliminary interview with lay leaders Narrative summation of meeting proceedings

FRONT COVER: *Abstract photograph*

CIJE Name and Logo

Twersky Quote

INSIDE FRONT COVER AND FACING (FIRST) PAGE

Photograph (INSIDE FRONT COVER):

Who We Are and What We Do

CIJE is an independent national organization dedicated to the transformation of North American Jewish life through Jewish education. We promote educational excellence by developing:

- Lay and professional leadership for Jewish education.
- Strategies for change, in partnership with educating institutions, communities, and national organizations.
- Innovative ideas for educational policy and practice.
- Models of successful Jewish teaching and learning in a range of settings.

CIJE is committed to placing powerful Jewish ideas at the heart of our work; to bringing the best of general education to the field of Jewish education; to using rigorous research and evaluation to inform decision-making; and to working with a range of institutions, foundations, and denominations to make outstanding Jewish education a communal priority.

FIRST DOUBLE-PAGE SPREAD (PAGES 2-3)

Photographs and Quotes: *Sharon Feiman-Nemser (Professor)*
Bob Sherman (TEI participant; Bureau director, San Francisco)

Developing Leaders

Great leaders make great learning possible. Their knowledge and passion transform education from business-as-usual into a richer, more vibrant Jewish future.

CIJE is working to strengthen communal and professional leaders by creating opportunities to draw on state-of-the-art thinking about learning, teaching, and professional development from contemporary education, illuminated by traditional Jewish thought.

The CIJE Teacher Educator Institute (TEI), supported by the Nathan Cummings Foundation, immerses outstanding educators in cutting-edge educational thinking and practice. Participants use their TEI experience to design and implement innovative programs for transforming the quality of teaching and learning in Jewish schools.

The CIJE Institute for Leaders in Jewish Education provides principals of Jewish schools with visionary approaches and new strategies for leadership through a dynamic colloquium with eminent Jewish thinkers and national leaders in general education.

The CIJE Seminar for Professors of Education brings together outstanding professors of general education to study Jewish sources, share information and ideas, and explore applications of their expertise to Jewish education.

The Evaluation Institute, supported by the Jacob and Hilda Blaustein Foundation and in partnership with JESNA, is a center designed to model cost-effective evaluation and reflective practice.

SECOND DOUBLE-PAGE SPREAD (PAGES 4-5)

Photographs and Quotes: *Devora Steinmetz (She'arim; Goals Seminar participant)*

Strategies for Change

New visions, strategies for change, and standards of excellence can transform Jewish educating institutions.

CIJE works to renew Jewish learning and teaching in varied educational settings. By employing powerful visions of Jewish education and shaping strategies for change, CIJE helps to achieve excellence in Jewish education within communities, foundations and national Jewish organizations.

The CIJE Goals Project, developed with the Mandel Institute in Jerusalem, engages Jewish leaders and institutions in a challenging effort to develop and implement their visions of Jewish education.

CIJE Consultations bring innovative thinking, practice and resources into institutions of Jewish education and community organizations, encouraging growth through planning, professional development, and systematic evaluation.

CIJE Consultations

Brandeis University

Hebrew Union College/Jewish Institute of Religion

Local Federations

Machon L'Morim, Baltimore

She'arim, New York

Synagogue 2000

The University of Judaism

Torah U'Mesorah

THIRD DOUBLE-PAGE SPREAD (PAGES 6-7)

Photographs and Quotes: *Chuck Ratner*

Advancing Ideas

Infusions of new information and ideas are essential to the effort of transforming Jewish education.

CIJE commissions research and promotes new thinking on educational philosophy, practice, and policy. As ideas are developed and disseminated, they can be applied to the educational practice of synagogues and schools, camps and community centers, and other institutions.

The CIJE Study of Educators has produced a wealth of new data on the commitments, professional development, and working conditions of Jewish educators. Findings from Atlanta, Baltimore, and Milwaukee are being amplified by studies conducted in Chicago, Cleveland, Columbus, Kansas City, and Seattle, using the **Manual for the CIJE Study of Educators**.

The CIJE Essay Series, CIJE Policy Briefs, and CIJE Research Reports inform efforts to improve professional development, identify models of excellence, and mobilize communal support for Jewish learning. CIJE publications are widely distributed, bringing research as a basis for policy to North American Jewish communities.

CIJE Publications

CIJE Best Practices Series
CIJE Essay Series
CIJE Policy Briefs
CIJE Research Reports

FOURTH DOUBLE-PAGE SPREAD (PAGES 8-9)

Photographs and Quotes: *Fran Jacobs & children at Tufts Lab School (Professor; CIJE Early Childhood Initiative)*

Learning from the Field

Models of success in formal and informal educational settings are powerful tools for inspiring excellence in Jewish teaching and learning.

CIJE is working to develop models of educational excellence for North American Jewish education. This work is done “in the field,” where institutions can function as laboratories for educational reform.

The CIJE Best Practices Project offers Jewish educators and institutions, early childhood programs, supplementary schools, and Jewish community centers a range of examples where exciting Jewish education is being achieved by imaginative teachers and enthusiastic learners.

The CIJE Early Childhood Initiative is developing ideas and translating strategies from university-affiliated lab schools to early childhood programs in Jewish agencies, encouraging learning among very young Jewish children and touching the lives of their parents and families.

The CIJE Indicators Project is an initiative to identify critical dimensions of educational effectiveness. In consultation with a variety of other institutions and experts, CIJE is exploring new methodologies for tracking indicators of educational success.

FIFTH DOUBLE-PAGE SPREAD (PAGES 10-11)

Photographs and Quotes: *TEI participants studying together*

Looking Ahead

Building on current initiatives, CIJE will be expanding its four primary areas of work:

Developing Leadership: CIJE will plan and adopt a comprehensive approach for developing outstanding professional and communal leaders. Working with existing institutions, CIJE will help to build the system of Jewish leadership education, from recruitment to in-service training of future leaders.

Consulting: CIJE will develop a network of experienced consultants to help Jewish educating institutions articulate and implement their goals.

Advancing Ideas: CIJE will expand its commitment to rigorous research and to bringing together leading thinkers from a range of disciplines to contribute strategies, tools for practice, and publications to the field.

Field Sites: In partnership with local educating organizations and institutions, CIJE will test and refine ideas in selected field sites in order to learn lessons for educational reform from direct experience. In time, these sites may serve as models of excellence or as a baseline for the work of others.

SECOND GENERATION SYNAGOGUE CHANGE PROJECT

PROJECT BACKGROUND

CIJE is committed to the revitalization of Jewish life through education. We believe that development of vibrant synagogues as centers of Jewish learning and living is a critical -- perhaps the most critical -- factor in meeting this challenge. As Dr. John Ruskay, Group Vice President Program Services, UJA-Federation of New York, wrote in *The Journal of Jewish Communal Service* (Fall/Winter 1995/96):

For Jewish education to be effective, there must be Jewish community in which what is being taught is visible and valued....If communal policy seeks to strengthen Jewish identity for marginal Jews, then creating compelling, engaging, inspired communities and institutions is necessary and must become a more significant communal strategy. Synagogues, JCCs, Hillels, and Jewish summer camps are of particular significance in the creation of compelling communities. For it is precisely in these institutions that marginal Jews encounter Jewish life. And of these institutions, the synagogue is of particular import because more Jews cross its portals than any other institution.

The synagogue today is in trouble. While 40-50% of U.S. Jews are members of synagogues, few of these seem to be seriously involved on a year-round basis in the study programs, prayer services and volunteer activities that the synagogue offers. Rabbis and synagogue lay leaders report frustration that so many members view their membership dues as a fee-for-service that buys them access to high holiday tickets, education for their children and the availability of a friendly rabbi for life-cycle occasions. Focus groups with less engaged members suggest that many find these occasional encounters with the synagogue to be unexciting and irrelevant to their lives.

Is it possible to change this? Is it possible to create synagogues where the majority of members are actively involved on a year-round basis? Where both adults and children are engaged in serious learning, prayer and volunteer work? Where these activities are infused with a sense of real meaning and are a vehicle for spiritual growth? Where even those who have previously rejected organized Jewish life can find something worth coming home to?

There are reasons to believe that it is. Around the country are examples of charismatic Jewish leaders who have created a synagogue, Hillel or adult study program that has begun to engage people on a large scale. In the Christian world, the mega-church phenomenon has demonstrated that redesigned churches can attract tens of thousands back into church life.

These examples give us hope, but there is still much work to be done to create a culture

of excellence in synagogue life with sufficiently developed models to inspire and guide the revitalization of synagogues on a broader scale. Around the country, there has been a wave of synagogue change projects. These include the Experiment in Congregational Education (ECE), Synagogue 2000, the McKinsey Synagogue Project and many smaller projects sponsored by federations, foundations and individuals. These projects, while relatively new, have already achieved some inspiring successes. However, many of us who have been involved with synagogue change projects feel that the success rate and the degree of change has been lower than we would like to see, and that we might benefit from stepping back, reflecting on what we are doing, and building a second-generation approach to synagogue change.

SUMMARY OF PROPOSAL

In the belief that such an effort is of critical importance, we are proposing to develop this second-generation approach to synagogue change, to pilot it in select synagogue settings, to systematically study and learn from our experience and to disseminate the findings. The objectives of the project we propose go far beyond the development of a few great synagogues. They include:

1. Beginning to create a knowledge base about synagogue change that can inform the thinking of those doing this work around the country
2. Creating written materials that can be broadly distributed and used in the training of rabbis, synagogue lay leaders and others in key leadership positions
3. Helping to push forward the thinking of the key people running major synagogue change projects by providing them with an opportunity to learn from each other's experience and to reflect on their own experience
4. Facilitating the development of a few synagogues as models of excellence that can become resources for the broader dissemination of the ideas and approaches that they have developed.

OUR APPROACH TO THE PROJECT

Our thinking about how to develop this second-generation approach to synagogue change brings together three significant elements which we believe will, through their dynamic interaction, produce credible and significant results:

1. Ideas about effective institutional change grounded in the experience of CIJE staff and consultants facilitating change in a variety of settings, as well as in systematic studies of change processes in different contexts

2. Commissioning a careful review of recent synagogue-change projects, a review designed to maximize our learning from what has already been tried
3. Establishing a leadership-team for this project that includes thoughtful and imaginative individuals with a range of important and complementary competencies who are serving as leadership in current change-efforts. The job of this team will be to scrutinize the ideas and findings identified in 1. and 2. and together to develop the project's second-generation approach to change

CIJE'S emerging ideas about change

Based on our work and research to date, we believe that effective institutional change requires systematic attention to six elements:

1. **Vision** - A clear articulation on the part of the leaders of the change project of the nature of the changes that the project is seeking to create, i.e. a clear statement of what about the new model is different from the old one. Such a vision must be based on ideas that are powerful enough to inspire real transformational change
2. **Leadership** - Internal leadership that is ready and capable of driving the change process. The leaders must be truly "on board" with the vision that the outside organization is offering
3. **Change process** - The project must have a change process that lays out the steps necessary to move the organization from where it is today toward the vision for the future. While every situation is different, such a process usually includes ways of involving a broad base of people in the change process and building toward consensus, a methodology for customizing the project's overall vision for the individual institution, an approach to communication with various constituencies, the development of a change leadership group, the design of the research, analysis and decision-making mechanisms necessary to put change initiatives in place, and a way of addressing the likely obstacles to successful change
4. **Culture** - The culture of the organization must support the desired changes. If it does not, specific approaches are needed that can move the culture and the mind-set of the congregation forward
5. **Skills** - The skills of the people who must do the work almost always need to be retooled in order for them to succeed in the changed environment. Change projects often deal with the above four issues but forget to address the skill needs of the people who will be left with the job of actually implementing the changes

6. **Resources** - The organization must have sufficient human and financial resources to implement change

Based on this model of change and other insights that have emerged in the course of our working with synagogues and other Jewish settings, we have developed a set of, we believe, powerful ideas about how to approach second-generation synagogue change efforts. While the design of the project allows for the possibility that these ideas will undergo interpretation and revision as the work unfolds, we are confident that they will significantly shape the direction of the work. They are:

- Clear specification of the **vision** of the revitalized synagogue, with a stronger focus on building something that works for “outsiders” to synagogue life
- An emphasis on encountering powerful Jewish ideas which have the capacity to illuminate the process and aims of the change project
- Extensive skills and ideas training built into the process for lay and professional leadership and for other employees of the synagogue
- Tough “admissions” requirements for synagogues with particular attention to the issue of leadership and to the availability of resources
- Sufficient planning time and resources up-front for careful design of the change process, based on serious reflection and analysis of what is working, what is not working in current synagogue change programs, and why
- A focus on serious Jewish learning as both a vehicle for change and an end product of change
- Sufficient funding and a small enough number of congregations to allow for intensive consulting resources to work with each synagogue
- Selection of synagogues from one geographic area to facilitate frequent meetings and cross-fertilization of ideas

In addition, while this project would address all aspects of synagogue life, we feel that there is a particular need to deal with the synagogue as a center for education. When we say education we mean it in the broadest sense as **the transmission of culture across generations**. Therefore, we believe that this project must pay careful attention to:

- Methodologies for education of adults that can both inspire and inform
- The challenge of the education of children and families i.e. the redesign of the system of supplementary education in synagogues

The leadership team

We propose to put together a leadership-team that brings imagination, critical thinking, substantial experience with synagogue-change, and to put in its hands the responsibility for jointly developing this second-generation approach to change to change. Our current thinking is to include the following people:

<u>Name</u>	<u>Institutional Affiliations</u>	<u>Committed</u>
Karen Barth	CIJE	Yes
Larry Hoffman	HUC/SYN 2000	Yes
Ron Wolfson	UJ/SYN 2000	Yes
Linda Thal	UAHC/ECE	Yes
Isa Aron	HUC/ECE	Yes
Barry Holtz	JTS/CIJE	Yes
Jonathan Woocher	JESNA	Yes
Rob Waitman	McKinsey & Company	Yes
Carolyn Keller	Boston CJP	Yes
Daniel Pekarsky	CIJE/University of Wisconsin	Yes

Reviewing first generation change efforts

Our plan is to hire researchers who will meet with the leaders of major synagogue change projects and with the lay and professional leaders of a representative group of the synagogues themselves. Interviews would be conducted in order to understand how the nature and the aims of the change process are understood by those engaged in those projects and to assess the degree of change underway, the extent to which the process itself helped or hindered change, the major obstacles to change and the key factors in examples of success. Cases would be compared to evaluate whether there are any systematic differences between the synagogues that are achieving greater success and those that are less successful. The researchers would also look at the ways in which Jewish learning and Jewish ideas are integrated into the change process.

The leadership team would meet 5-7 times to review and interpret the research as it unfolds and to begin to debate and design a next-generation change process. A small working group would meet more often to plan these meetings and pre-digest the research data.

THE PROJECT TIMELINE AND WORKPLAN

Year 1 of the project would be devoted almost exclusively to research and design of the process.

Midway through Year 1, we would begin to recruit synagogues and consultants for a project to start up at the beginning of Year 2. The leaders of the selected synagogues and the consultants would be brought into the design process toward the end of Year 1.

Year 2 would kick off the actual testing of the second-generation process. It is impossible to detail the exact activities of Year 2 ahead of time, since the specifics will be developed during Year 1, but it is likely that they would include some or all of the following:

- An intensive training program for lay and professional leadership focusing on powerful ideas that can help them to build a communal vision, and on the techniques of change leadership that can help them turn the vision into action
- A training program for the consultants to ensure that they are working with the synagogues in a consistent way and that have the necessary tools to do the work
- A retreat for participating teams from each synagogue to enable them to learn from each other in an intensive environment and to provide an opportunity to model the types of changes that are encompassed by the project's vision of a synagogue
- 4-6 additional meetings of the synagogue teams to touch-base and share problems and successes
- Intensive consulting support for the synagogues to guide them through the process and keep things moving forward
- A travel program for members of synagogue teams to visit centers of excellence.

In addition, the researchers would continue to work with the project to provide feedback to the leadership team, which would meet regularly to make mid-course corrections.

In Year 3, the project would likely begin to intensify its focus on making change happen within congregations. Ongoing consulting support and training for the synagogue leadership would continue to be provided and at least one retreat would probably be held for the synagogue teams. The process of ongoing reflection by the leadership team would continue, and the results of the first two years would be written up for publication.

All evidence suggests that three years is too short a time frame to complete a process of synagogue change. We are looking for funding partners who are willing to consider a renewal of funding for a second three-year period, if the evaluated results of the first three years suggest concrete direction and real promise for the future.

CIJE EXPERTISE

CIJE staff members and consultants bring unique expertise to this project. Karen Barth, Executive Director of CIJE, brings 10 years of experience working with large corporations on issues of change and innovation. She also has extensive experience with change projects in Jewish organizations and has been intensively involved in several important synagogue change projects. Barry Holtz, a Professor at the Jewish Theological Seminary and a consultant to CIJE, brings knowledge and experience about education in the synagogue setting. Dan Pekarsky, a Professor of Education at the University of Wisconsin and a consultant to CIJE, is an expert in questions of educational vision. He is one of the leaders of The Goals Project, a collaborative effort between CIJE and the Mandel Institute in Jerusalem to create new approaches for helping educating institutions to articulate and realize their visions.

* * *

The time is right for the development of effective methodologies for synagogue change. The demand is there from synagogue and communal leaders. The current projects will continue and new ones will start, but if we cannot build effective change techniques informed by compelling visions of congregations and of Jewish life, we run the risk that the "synagogue change movement" will become a fad that in its disappointments will leave a bad taste for decades. On the other hand, this enormous interest in change is a terrific opportunity. If we can take advantage of this energy and openness to change, we have the potential to create vital institutions that could be at the very center of the revitalization of Jewish life in North America.

CONFERENCE ON RABBINIC EDUCATION

The American rabbinate is in flux. With synagogue transformation in the air and the baby-boomers coming into middle age, the congregational rabbi is being called upon to fulfill new roles and to carry out old roles in new ways. At the same time, more and more rabbis are moving into careers outside of congregational settings.

The leaders of the major rabbinical schools are struggling to respond to the challenge of these changing realities. Many of the major schools are in the process of looking at how to revamp their programs. They are talking about rabbis as spiritual leaders, rabbis as change agents, rabbis as educators (in the broadest sense), rabbis as community builders, rabbis as chaplains, rabbis as pastors, rabbis as outreach workers. They are trying to define what these mean in relation to educational goals, curriculum, pedagogical approaches, campus life, role models, field experience and many other aspects of their programs. At the same time they are struggling with the reality that most incoming students need an enormous amount of basic learning in language and texts.

In the course of CIJE's consulting work with some of these institutions, it has become clear that they have much to learn from each other and that they might also gain from learning about state-of-the-art thinking from outside of the Jewish world: e.g. from the field of general education in such areas as faculty training, curriculum development, mentoring programs, models of teaching and learning, goal definition, and from approaches used to train leaders in other fields.

THE OBJECTIVES OF THE CONFERENCE

We are proposing to plan and hold a conference that will bring together the leaders of rabbinic education programs from around the world. The objectives of the conference will be four-fold:

- 1) Reflection - To provide the leadership of rabbinic education programs with an opportunity to step outside their daily environment and reflect upon the changes happening in rabbinic roles and the implication of these changes for rabbinic education.
- 2) Idea Sharing - To provide a forum in which ideas can be shared and leaders can learn from each other.
- 3) New Perspectives - To present and discuss ideas from related fields of endeavor such as: business, general education, political science, and the training of leadership, that might stimulate new thinking about rabbinic education.

THE CONCEPT

In the business world, conferences are occasionally organized between the top executives of an industry, bringing together corporate leaders from competitive organizations who otherwise might not ever have occasion to speak to each other. At these conferences, with the help of highly skilled facilitator, these leaders have an opportunity to discuss the big issues that the industry as a whole faces and to exchange ideas with others who are facing these same issues. Typically, such conferences include brief presentations by a select few industry analysts and thinkers. These are usually delivered in an interactive style, keeping lectures to a minimum. Senior executives find these gatherings extremely interesting and helpful, and very rarely turn down an chance to attend.

Our concept is patterned after this model. We will bring together the senior leaders of the world's rabbinic education programs in a setting conducive to roundtable discussions. The group will be a small one in order to encourage interchange of ideas during the formal program and also during the informal parts of the conference. Facilitators will help ensure that the conversation stays focused. Presenters will offer new ways of thinking that would seed the deliberations with new ideas.

THE PLANNING PROCESS

We will convene a planning meeting to which representatives of all the institutions will be invited. The international institutions and those finding it difficult to travel can join by teleconference. This planning group will decide on the agenda, the invitation list, the topics to be discussed, the presenters and the logistical arrangements. Recommendations in each of these areas will be prepared in advance of the planning meeting by CIJE staff, based on phone calls with the participants.

PROGRAM

We envision a 3-day, 2-night conference. Some of the issues that might be addressed are:

- ◆ Changes in rabbinic roles and their implications for educational goals and programs
- ◆ The development of the rabbi as a spiritual person
- ◆ Approaches to teaching and learning inside and outside the classroom
- ◆ The recruiting, training, development and ongoing management of faculty
- ◆ Improving the educational effectiveness of mentoring and field work programs

- ◆ The role of rabbinic education programs in the ongoing development of rabbis after graduation.

The program will be developed by the planning committee but will likely include some or all of the following:

- ◆ Facilitated roundtable discussions on key issues
- ◆ Brief presentations followed by discussions with leading thinkers from other relevant fields
- ◆ A panel/discussion with leading congregational rabbis
- ◆ A session devoted to sharing of specific new ideas and to discussing experiments currently underway
- ◆ Text study
- ◆ A discussion of what ongoing meetings or collaborative projects might be fruitful.

INSTITUTIONS TO BE INVITED

Our initial thoughts are that the following institutions should be invited:

- ◆ Hebrew Union College
- ◆ Jewish Theological Seminary
- ◆ University of Judaism
- ◆ Reconstructionist Rabbinical College
- ◆ Yeshiva University
- ◆ The Academy for Jewish Religion
- ◆ The Leo Baeck College
- ◆ Jews College of London
- ◆ Seminario Rabinico Latinoamericano, Argentina

- ◆ Any other major Orthodox seminaries interested in attending

The smaller institutions will be invited to send up to two people, the larger ones up to three. This would mean a group of roughly 25, plus presenters and CIJE staff.

LOGISTICS

Our initial thinking on the logistics is to hold the conference at the Chauncey Conference Center in Princeton, New Jersey. This conference center is 1½ hours from New York City and 1 hour from Newark Airport. It is a beautiful, secluded spot with rolling lawns, ponds and garden and modern, business-like meeting facilities. It is less “corporate” than most such facilities but still efficient and comfortable.

Kosher food can be brought into the facility from a nearby kosher caterer, heated and served by the Center’s kitchen staff. A local *Mashgiach* would be hired to oversee the food service.

* * *

It is our firm belief that development of dynamic, inspiring leadership is the most important challenge in the revitalization of Jewish life in North America, and that the education of rabbis is an important place to start reexamining the way the Jewish community prepares people for leadership roles. This conference could become a catalyst for important change in the way rabbinic leaders are recruited, trained and developed, and could ultimately have far-reaching impact on the preparation of all types of leaders for Jewish organizations.

JESNA



JEWISH EDUCATION
SERVICE OF
NORTH AMERICA, INC.

החברה למען החינוך היהודי
בצפון אמריקה

730 BROADWAY
NEW YORK, NY 10003-9540
(212) 529-2000
FAX: (212) 529-2009
EMAIL: info@jesna.org
http://www.jesna.org

President
Mark Lainer

Honorary Chair
Mandell L. Berman

Vice Presidents
Dr. Sidney Busis
Joseph Kanfer
Cindy Kaplan
Richard Spiegel
Diane Troderman
Dr. Lois J. Zachary

Secretary
Andrew Groveman

Assistant Secretaries
Helene Berger
Shirley Solomon

Treasurer
Jack Meyers

Assistant Treasurers
Lawrence Burick
Dr. Sandra O. Gold

Executive Vice President
Dr. Jonathan S. Woocher

Life Members
Robert Arnow
Arthur Brody
Billie Gold
Neil Greenbaum
Mark E. Schlusel
Fred Sichel
Bennett Yanowitz

MEMORANDUM

TO: Karen Barth

FROM: Jonathan Woocher

DATE: August 13, 1997

SUBJECT: Draft Proposal for a Research Consortium and Think Tank on Jewish Continuity

I want to share with you and solicit your reactions to the attached draft proposal for a "Research Consortium and Think Tank on Jewish Continuity."

Credit for initiating the idea should go to Maury Seldin, a Jewish volunteer activist who lives in the Palm Beach area, and who for many years directed a think tank for the real estate field called the Homer Hoyt Institute. Why, he asked, given the importance all of us attach today to the new initiatives being mounted under the banner of "Jewish continuity," is there no systematic process for gathering, assessing, deliberating upon, and disseminating what is being learned from all of the programs and projects underway?

Well, as many of you know, JESNA and CJF have been trying to keep track of the continuity work going on in a wide range of venues, and both the quantity and quality of evaluation studies of continuity programs are increasing. But, we readily acknowledge that we've only scratched the surface of what can and should be done to ground new community, institutional and foundation-sponsored endeavors in a serious, ongoing, research-based learning process.

So, out of several months of conversations and correspondence, and the input of my colleagues here at JESNA and CJF, comes this proposal. With so many institutions having a stake in the initiatives being developed today, and with numerous (though not enough) Jewish researchers working on issues relating to Jewish identity, education, and commitment, it seems to us that the time is right for a collaborative effort to remedy one of the glaring deficiencies in today's continuity endeavor.

As the proposal indicates, we want to use the next several months to gather honest feedback on the idea of a research consortium and think tank from a variety of consitutencies. Does the concept make sense? Are the functions identified for a consortium/think tank the right ones? Is the organizational structure feasible? Will potential funders — public and private — support such an endeavor?

**BEYOND FEAR AND RHETORIC:
A PROPOSAL TO CREATE A
RESEARCH CONSORTIUM AND THINK TANK ON JEWISH CONTINUITY**

THE PROBLEM: JEWISH CONTINUITY RESEARCH — THE MISSING ELEMENT

The 1990's have been the decade of "Jewish continuity." Beginning even before the release of the findings from the 1990 National Jewish Population Survey and with accelerating momentum thereafter, the North American Jewish community has launched a host of new programs aimed at enhancing Jewish identity and strengthening involvement in Jewish life. Communities large and small, and virtually every institutional sector of North American Jewry, have weighed in with commissions, reports, and initiatives ranging from Israel trips for teens to outreach to the intermarried, from family education to the founding of new day schools.

What Works & What Doesn't: The First Research Challenge

The scope and variety of these efforts have been impressive; their results are less certain. The difficulty in determining the impact of what has been done is partially a function of time: many of the initiatives are simply too new to judge fairly their long-term effects. But it is also a result of our failure to make evaluation — and research in general — a priority in the "continuity" endeavor. Out of hundreds of programs known to have been initiated, only a relative handful are being systematically evaluated as they are implemented. Evaluation is not simply a *post facto* means of assessing whether a program has "worked"; it is a critical component in making programs "work better" by providing the information that allows for adjustments and improvements as implementation proceeds. Thus, the first research challenge is to find out which programs work and which don't. Or, more accurately, which are most effective, in what dimensions, and at what cost.

Linking Practice to Theory: The Second Research Challenge

There is a second research challenge which the Jewish continuity endeavor in North America has thus far failed to address: the need to link program initiatives to a larger body of knowledge about the development of Jewish identity itself. Decades of sociological research have documented some of the broad dynamics of Jewish identity development in North America. But, increasingly, we are recognizing that we need a deeper, more nuanced, and more contemporaneous understanding of how North American Jews define, come to, and express their Jewishness. We need to understand the system within which change is taking place.

Our program initiatives today are by and large blunt instruments whose connection to any conceptualization of Jewish identity development is simplistic at best. Grounding programs in a

larger framework of both empirical knowledge and theory concerning Jewish identity will not only increase their likelihood of success, but enable us to use them to test hypotheses that can inform multiple initiatives.

Developing Strategic Approaches: The Third Research Challenge

Finally, there is a third gap in current continuity efforts which requires a research response: As we have moved further into practical work, it has become clear that new programs, by themselves, are *not* sufficient to produce the quantity and quality of change needed to have the dramatic impact on Jewish identity and commitment that we seek. "Continuity" is now seen to require *strategic* initiatives that involve structural and cultural change in core institutions (and in their relationships) and the knitting together of individual programs to create pathways and trajectories along which Jews can travel.

Here we face two key questions: "How do we produce this breadth and depth of institutional change?" and "What are the constellations of program initiatives that can generate genuinely synergistic impacts?" We have ideas and impressions about the answers, but hardly the solid information we would like as we urge institutions to take on the difficult work of transformational change.

A Plan is Needed

If the massive investment of energy and resources currently being made in the name of "Jewish continuity" is to bear fruit, we must undertake a serious, continuing research and deliberative endeavor aimed at anchoring new initiatives in the best current knowledge about "what works" and "how." This is an achievable objective at a reasonable cost. What is needed is a practical plan for getting there — which we supply below — and a commitment of resources from both "public" and "private" Jewish sources — which we hope this proposal will inspire.

THE SOLUTION: A RESEARCH CONSORTIUM AND THINK TANK

The failure of the Jewish community to engage seriously the research agenda surrounding "Jewish continuity" is, happily, no longer due to a lack of interest or awareness of how research might contribute to this endeavor. More communities and institutions *are* seeking to evaluate their new programs — often at the insistence of funders. Sponsors of projects on institutional transformation are trying to document the course of these complex processes and even to come together occasionally to "compare notes" on what is being learned. Exciting new basic research on the configurations of Jewish identity is underway, looking beyond behavioral check lists and cross-tabulations to analyses of life narratives and the contextualization of Jewish development within contemporary American religious and ethnic dynamics.

Pieces of what is needed exist. The challenge now is to bring these pieces together; to

augment them planfully with additional research — programmatic, strategic, and theoretical; to summarize and synthesize what is being learned; and to convey this knowledge to those working on the front lines, while at the same time enlisting them as sources and supporters for the continuing research endeavor.

The Consortium: What It Will Do

To do this, we propose to establish a “Research Consortium and Think Tank” for Jewish Continuity (“the Consortium”). The Consortium’s mission will be to generate and utilize research to enhance the efforts being made in the Jewish community today to build Jewish identity and revitalize Jewish institutions. More specifically, the Consortium will:

Be an Information Source

- gather and disseminate relevant information about current Jewish continuity initiatives, including monitoring and publicizing key trends and developments in this work.
- compile, analyze and distribute results from continuity program evaluations.

Be a Research Catalyst and Research Agency

- Advocate for relevant research at all levels necessary to the vitality and success of the Jewish continuity endeavor.
- Carry out and/or commission selected large-scale research projects aimed at advancing the state of our knowledge about specific areas in which multiple initiatives are under way (e.g., teens, families, institutional change).

Be an Agent for Change

- Convene practitioners, institutional leaders and researchers in seminars and colloquia to learn from one another’s work and to deliberate on directions for further policy and program development.
- Facilitate dialogue about the implications of basic Jewish identity research for program directions and developments.

The Consortium will be *impact oriented*. Its value will be judged not merely by the quantity and quality of research disseminated or the number of seminars held, but by whether these activities do in fact enhance the effectiveness of continuity endeavors. To the extent that this occurs and can be demonstrated, the Consortium will merit the support of funders — communal and private — who want to see their investments in new initiatives yield a maximum return.

How It Will Operate

As its name implies, the Consortium will be a collaborative endeavor, whose stakeholders will include researchers, policy makers, the institutions that engage and serve Jews, and funders. The Consortium will build on the activity currently being undertaken by JESNA/CJF in the areas of data-gathering and dissemination, program evaluation, and leadership networking and education, but will incorporate additional partners, both individual and institutional. The aim will be to build a broad coalition with common objectives and a commitment to sharing knowledge, but which allows for diversity of efforts and perspectives. The coalition will operate as a Consortium.

The bulk of the Consortium's work will be carried out by the institutions associated with it and independent researchers it commissions to undertake studies. The core staff will be small, and will be responsible primarily for developing and monitoring the Consortium's work plan and for organizing the dissemination and deliberative processes that will ensure its impact and effectiveness. One specific goal of the Consortium will be to recruit additional researchers from relevant disciplines whose work can augment and complement existing research. A managing board of stakeholder representatives, including funders, will guide overall policy and be responsible for the financial viability of the Consortium. At the outset, it is anticipated that CJF and JESNA will play the role of "lead" members of the Consortium and provide the initial infrastructure needed for it to begin operations.

A key to the success of the Consortium will be its direct connection to the institutions and individuals who are engaged in doing Jewish continuity work. In the past, research studies have frequently failed to have an appropriate impact on communal policy and practice because:

- (1) no provision was made for active dissemination to the "right" people along with a broad-based deliberation on the implications of research findings for activities on the ground;
- (2) leaders were not sufficiently educated on how to utilize research on an ongoing basis; and
- (3) there was a lack of appropriate follow-up to determine whether research was in fact impacting policy and program development.

As both a research entity and a "think tank" which will sponsor colloquia, seminars, and leadership education programs, and as a collaborative initiative of a wide range of stakeholders, the Consortium will be able to bridge the gap between study and practice to an extent not previously achieved.

THE PROCESS: HOW WE GET THERE

The Research Consortium and Think Tank that we envision will not emerge by fiat or fully formed. Nor should it. A process is needed which allows for testing of the concept, the enlisting of stakeholders, and the accumulation of experience which can be brought to bear on producing a final design for the Consortium's structure, operations, governance, and funding.

We propose that this process incorporate four phases:

Phase One: Preliminary Design (August 1997 - January 1998)

This proposal is itself the first step in the process. We will circulate this document to a representative group of the stakeholders whom we envision as participants in the Consortium. Based on their feedback and a possible face-to-face meeting at the November 1997 CJF General Assembly, we will redraft the proposal as the working document guiding development of the Consortium. The document will then be shared with a larger group of prospective supporters of the initiative, including potential funders.

Phase Two: Building the Agenda (February 1998 - June 1998)

The second phase of the development process will focus on better understanding what is currently known and what needs to be known to guide Jewish continuity work. The major event in this phase will be an invitational colloquium to be held in June 1998. At the colloquium, participants drawn from all of the potential stakeholder groups will review and assess the work that has been done thus far in program evaluation, Jewish identity research, and strategic analysis (e.g., of institutional change). Colloquium participants will also generate agendas for future work in each of these areas, as well as ideas on how to manage dissemination of and deliberation on research findings in ways that enhance their likely impact on policies and programs.

Phase Three: Pilot Projects (September 1998 - August 1999)

Based on the work in phases one and two, the Consortium will be formally launched in September 1998. During its first year of operation, the Consortium will mount three pilot projects focused on different substantive areas and illustrating different modes of activity. For example, it might: a) undertake a meta-analysis of evaluations of family education programs seeking to identify the educational and organizational factors that contribute to success; b) commission a study of how a number of synagogues are succeeding in increasing member participation and enthusiasm; and c) organize a seminar of researchers, lay leaders, and educators to consider the implications of the latest qualitative research on Jewish identity for adolescent, young adult, and adult programming.

During this pilot project phase the "kinks" will be worked out of the Consortium's operation. Issues surrounding capacity, timetables, supervision and coordination, dissemination, publicity, relationships with stakeholders, the feasibility and value of various types of activities will all be addressed in practice. This experience will allow for design modifications at an early stage in the Consortium's life.

The pilot phase will also be used to enlist additional sponsors/participants in the Consortium's work and to attract the financial support needed for more extensive operations.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
APPROVALS LIST



L. POLLACK

September 15, 1997

Date Approved

ITEM	APPROVAL REQUIRED		
	PRIMARY	JOINT WITH	FINAL
I. ANNUAL BUDGET			
A. Current Year Budget	KAB	MLM	LP
B. Changes to Budget - Under \$10,000	KAB		
C. Increase to Budget	KAB		LP
II. OPERATING STANDARDS			
A. Travel	KAB		LP
B. Meetings/Conferences	KAB		LP
C. Telephone Expenses	KAB		LP
III. PERSONNEL			
A. Replacement Requisitions or Additions (in Budget)			
1. Clerical	KAB		
2. Professional	KAB		
B. Additions to Staff (not in Budget)			
1. Clerical	KJ	KAB	LP
2. Professional	KAB		LP
C. New Hire Compensation			
1. Clerical (Salary)	KJ	KAB	
1. Clerical (Time Sheet)	KJ		
2. Professional (Salary)	KAB		LP
D. Termination			
1. Clerical	KAB		
2. Professional	KAB		LP
E. Leave of Absence	KAB		
F. Temporary Help	KAB		
G. Compensation Changes			
1. Approval of Compensation Budget	KAB		LP
2. Changes to Clerical Salaries	KAB		
3. Changes to Professional Salary	KAB		LP
H. Severance Arrangements	KAB		
I. Travel Advance - Temporary	KAB		
J. Travel Expense			
1. Karen Barth			LP
2. All others	KAB		

Council for Initiatives in Jewish Education (CIJE)
Approvals List

Effective Date: 9/15/97
Date Prepared: 8/28/97
Page 2 of 2

IV. CONSULTANTS A. Authorization to Use (within Budget) B. Authorization to Use (outside Budget)	KAB KAB		
V. CAPITAL REQUESTS (within Budget) Note: All capital requests require financial review prior to purchase. Two bids or estimates must be obtained for any expenditure over \$1,000.	KAB		
VI. PURCHASES A. Under \$1,000 (within Budget) B. Over \$1,000 or Over Budget	KJ KJ	KAB	
VII. ASSOCIATION OR MEMBERSHIP DUES, SEMINARS, CONVENTIONS & SUBSCRIPTIONS (in Budget)	KJ		
VIII. MEDIA RELATIONS A. Any verbal or written communication to outsiders, the Press, etc.	KAB		
IX. LEGAL, TAX AND PROFESSIONAL A. Tax Matters B. Contracts C. Auditing D. Leases, rentals	BD KAB BD KAB	Tax Counsel Legal Counsel Mike Strober Legal Counsel	
X. ADDITIONS OR CHANGES TO THIS APPROVALS LIST	KAB		LP

LEGEND:

LP = Lester Pollack
MLM = Morton L. Mandel
KAB = Karen Barth
BD = Bob Dietz
KJ = Karen Jacobson

MASTER SCHEDULE CONTROL

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE
MLM/KAB	9/30 2pm - 3:30pm telcon		11/26 10am In Florida	12/30 1pm - 2:30pm telecon	1/22 10:30 - 12noon In Cleveland	2/23 2:00pm- 3:30pm telecon	3/26 10am - 11:30am telecon	4/23 10am - 11:30am In Cleveland	5/20 10am - 11:30am telcon	?
LP/KAB	9/24 4pm - 6pm	10/7 3pm - 5pm	11/24 4pm - 6pm	12/30 4pm - 6pm	1/22 2pm - 4pm	2/23 2pm - 3:30pm	3/24 4pm - 6pm	4/20 4pm - 6pm	5/20 4pm - 6pm	6/10 4pm - 6pm
MLM/LP/KAB	9/15 4pm - 6:30pm	10/10 10am - 12 noon					3/18 3pm - 5pm			
MLM/LP/ADH/ KAB				12/4 4pm - 6pm		2/3 9:30am - 3pm				
BOARD		10/9 9:30am - 3:30pm		12/3 9:30am - 3:30pm		2/2 9:30am - 3:30pm	3/19 9:30am - 3:30pm			6/23 9:30am - 3:30pm