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

Subseries 1: Meetings, 1990–1998.

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Barth, Karen. Meeting. 28 November 1997, 1997.

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AGENDA
MLM/KAB
11/28/97

- | | |
|---------------------------------------|----|
| 1. Notes from last meeting | #1 |
| 2. Agenda for Board meeting | #2 |
| 3. Letter on "evergreen" arrangement" | #3 |
| 4. Report on Israel trip | #4 |
| — Mandel Institute meetings | |
| — Study Program | |
| — HUC | |
| 5. Report on GA | #5 |
| 6. Report on Forum | |
| 7. Chairman's Council and Board | #6 |
| 8. Fundraising | #7 |
| 9. Budget | #8 |
| 10. Indicator's Project | #9 |

NOTES FROM MEETING 10/10/97
MLM/LP/KAB

ONGOING ISSUES/ASSIGNMENTS

1. Draft of guiding principles. (KAB) (will do at "Winter" Staff Retreat)
2. Ask Maryles to be Chair of Audit Committee and join the Board. (LP)
3. Develop a strategic plan document that can be distributed publicly. (KAB)(by year-end)
4. Follow-up on D&O insurance and review of entire insurance package with AON. (KAB)
5. Speak to Bronfman and Offit about Chairman's Council. (MLM)
6. Finish fundraising phone calls. (MLM)
7. Contact David Finn – re: PR for CIJE.(LP) - Hold
8. Invite Phil Margolius to join the Board. (LP)
9. Speak to Annette Hochstein about David Finn. (KAB)
10. Send copy of bylaws to LP. (KAB)
11. Ask people to join Chairman's Council (per list). (LP)
12. Write a letter about ideas concerning "evergreen" arrangement. (KAB)

AGREEMENTS

1. We will consider creating Board committees to focus more closely on specific areas of our work.
 - JEWEL – John Colman – Chair
 - FORUM – Chuck Ratner – Chair
 - DEVELOPMENT - ?
 - SYNAGOGUE CHANGE – Lee Hendler – Chair
 - AUDIT - ?Maryles
2. We will discuss 3-year terms of office.


**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
BOARD OF DIRECTORS**

AGENDA

Wednesday, December 3, 1997

9:30 am - 4:00 pm

New York



		<u>Tab</u>	<u>Assignment</u>
I.	Master Schedule Control	1	LP
II.	Minutes	2	KJ
III.	Indicators Project	4	EG/AG
IV.	Updates	4a	KAB
V.	Lay Leadership Forum	4b	KAB/PCH
VI.	1998 Budget		KAB



CIJE

Council
for
Initiatives
in
Jewish
Education

#3

November 25, 1997

Morton L. Mandel
Parkwood Corporation
2030 South Premier Drive
Cleveland, OH 44103

Dear Mort:

Per your suggestion, I am writing with some thoughts regarding the “evergreen” arrangement between the Mandel Philanthropic Program and the organizations receiving their funding from the Mandel Philanthropic Programs. It seems to me that the needs of the two sides in this arrangement are as follows:

- Mandel Philanthropic Programs – Needs to be able to make long-term, major strategic, philanthropic investments that allow organizations and projects to develop, grow, hire talented people, take risks and achieve high impact results. However, there must be a way to protect against the possibility that investments that initially looked promising, go sour because of poor leadership or some other reason. In other words, there must be a “get-out” clause that allows withdrawal of funds within a reasonable time-frame.
- The Recipients – The recipients need to be able to make the long term commitments it takes to run an organization — commitments for space, talented, joint ventures, etc. They need some protection against the sudden loss of a major donor with no time recovery, causing the shutdown of the entire operation.

I would like to propose the following plan that I think might meet both sets of needs:

- Whenever MPP makes a long-term commitment to fund an organization or project, it should be in writing and should stipulate:
 - The mission
 - Near-term goals
 - MPP right to approve budgets, workplan and leadership changes
 - Any other special arrangements

Morton L. Mandel
November 25, 1997
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- If the Board and Staff at MPP at any point feel that the work is not being carried out according to our agreement or that the quality or the impact of the work is not sufficient, the following process could be followed (See Exhibit 1):
 - Since such problems do not appear overnight, at the earliest possible time written notice should be sent to the Board initiating the beginning of a one-year probationary period and describing the nature of the issues
 - One year later, if problem is not corrected, funding should be reduced to 80%
 - In subsequent years, if the problem is not corrected funding should be reduced to 60%, 40%, then 0.

This will give the Board of the grantee a chance to take action to correct the problem and also allow sufficient time for the organization's leadership to find other donors.

I hope this is helpful. I look forward to your reaction.

Regards,



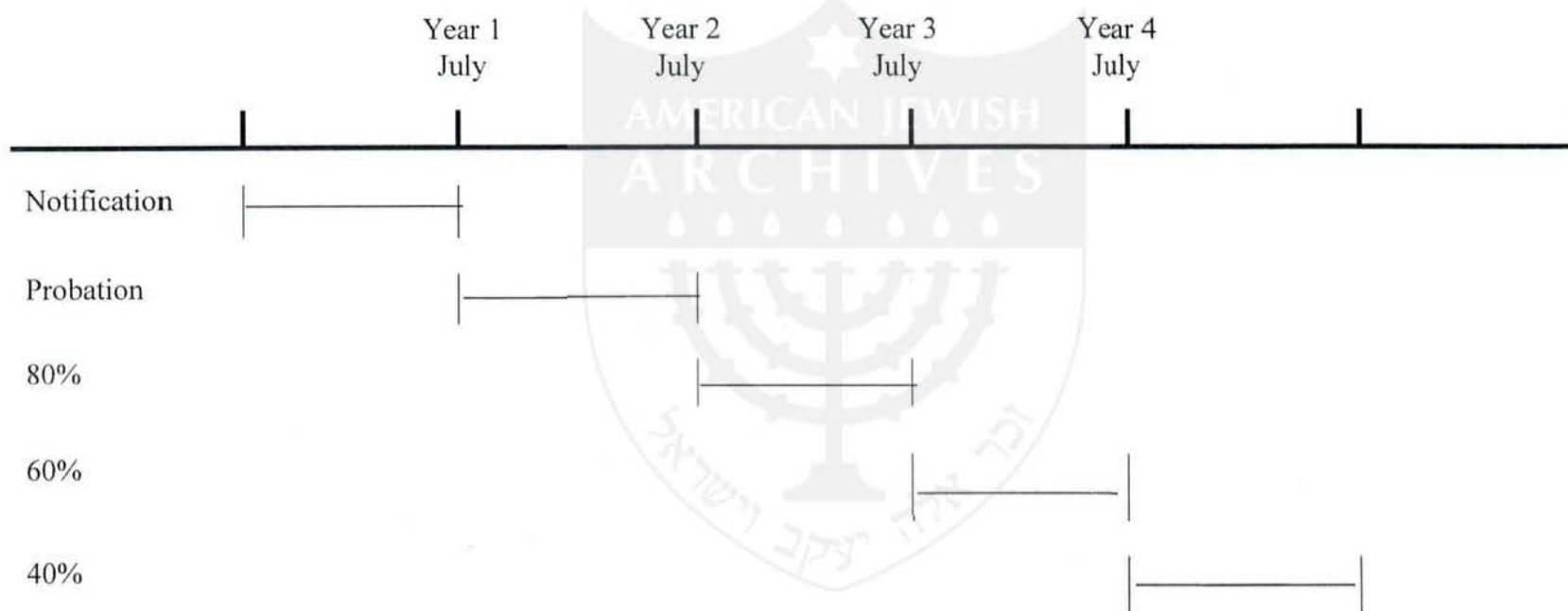
Karen A. Barth
Executive Director

cc: Stanley Horowitz

Exhibit 1

SUGGESTED TIME LINE FOR WITHDRAWAL FROM A PROJECT

(Assuming a fiscal year July to July)



THE READING MATERIAL FOR SESSION WITH PROF. GIDI SHIMONI
INCLUDES:

1. Baron Salo, "The Modern Period" in Schwartz (ed.) Great Ages and Ideas of The Jewish People, pp. 315-359.
2. Shimoni Gidi, The Zionist Ideology, chapters: 2,7.

THE READING MATERIAL FOR SESSION WITH PROF. MIKE ROSENAK
INCLUDES:

1. Isadore Twersky, "Maimonides Introduction to Perek Helek" in A Maimonides Reader.
2. Mike Rosenak, Roads to the Palace, Ch. 1.
3. Franz Rosenzweig, "The Commandments: Divine or Human?" in On Jewish Learning.
4. L. Simon, "Sacred and Profane:", in Selected Essays of Ehad Ha'am.
5. M. Kaplan, Judaism As A Civilization. Introduction: Large Questions Ancient Text.

THE READING MATERIAL FOR SESSION WITH PROF. ZEV HARVEY
INCLUDES:

1. Brody (ed.), Selected Poems of Yehudah Halevi.
2. Wolfson, "Maimonides and Halevi".
3. Zev Harvey (1,3,7) in R. Jospe (ed.), Paradigms in Jewish Philosophy.

IN ADDITION PLEASE READ THE CUZARI (BY YEHUDA HALEVI).

GA Meetings Schedule**Sunday, November 16**

- | | |
|----------------|---|
| 12:00 noon | Lunch with Jane Gellman – meet in Westin lobby (staying at Embassy)
(PCH only) |
| 2:00 – 3:30 pm | Josh Elkin's session (PCH to attend) |
| 4:00 – 5:00 pm | Wayne Feinstein in Westin (under the name Feinstein/Rothenberg) |
| 6:30 – 8:00 pm | PEJE meeting at Hyatt, Director Room A (KAB only) |

Monday, November 17

- | | |
|---------------------|---|
| 9:00 am – 10:00 am | Breakfast with Bill Berman in CIJE Westin suite |
| 10:30 am – 12:00 pm | Meeting regarding CIJE's involvement in Paris consortium in NY-UJE
Federation suite at Westin (Armand Lauffer) |
| 12:30 – 1:30 pm | Mark Gurvis (meet at registration desk in lobby of Westin) |
| 1:30 pm | Richard Spiegel in CIJE Westin suite |
| 2:00 – 3:30 pm | Mandel Executive Development Program session |
| 4:00 pm | Michael Rukin in CIJE Westin suite (staying at the Hyatt) |
| 5:00 pm | Jacob Solomon in CIJE Westin Suite (staying at the Omni) |
| 6:00 pm | Mark Lainer at CIJE Westin suite (staying at Marriott Courtyard) |
| 7:00 pm | Hadar Harris |

Tuesday, November 18

- | | |
|------------------|--|
| 8:30 am | Peter Friedman in CIJE Westin suite (staying at the Hyatt) |
| 9:30 – 10:00 am | Richard Fruchter in CIJE Westin suite (staying at the Hyatt) |
| 10:00 – 10:30 am | Michael Bohnen in CIJE Westin suite (staying at the Westin) |
| 10:30 am | Lois Zachary in CIJE Westin suite (staying at the Omni) |
| 11:30 – 1:00 pm | Andy Koren |
| 1:00 – 2:00 pm | Rick Meyer in CIJE Westin suite (staying at the Westin) |

CHAIRMAN'S COUNCIL NEXT STEPS

NAMES TO INVITE

JUDY PECK – KAB
PETER MAY – KAB
MANUEL MAYERSON – KAB
GEORGE ROHR - LP
JACK NASH - LP
BURT LEHMAN - LP
MICHAEL STEINHARDT – LP
HENRY TAUB – LP
DANIEL ROSE – LP
BRUCE SLOVIN – LP
LAUREN MERKIN - HOLD
LOUISE GREILSHEIMER – LP

OTHER TASKS

- HOLD THE DATE CARDS
- WARM-UP BREAKFASTS



#9

THE JEWISH INDICATORS PROJECT: GOALS, RATIONALE, AND PROPOSED INDICATORS

OBJECTIVE

The last decade has seen a flurry of activity by communities and institutions which has been loosely described under the rubric of "continuity." New programs, new approaches, and new institutions have been created, sponsored by Federations, foundations, and private givers. Some of these new endeavors are part of carefully planned strategies at the communal level; others are grassroots initiatives; still others come from the intersection of planning and grassroots activity. Fueled by findings of the 1990 National Jewish Population Survey, continuity efforts have taken on a sense of urgency even as they proceed without much coherence at the communal let alone the continental level.

How will we know if progress is occurring? In other fields, such as business, education, and medicine, widely accepted indicators are used to measure and track success. In the Jewish world, attention has thus far focused mainly on a single indicator -- the intermarriage rate -- which suggests that Jewish continuity, measured only in numbers, is on the decline. Demographic continuity, however, is at best a limited index of Jewish communal well-being. As CIJE has proceeded with its strategic planning, a richer and more elaborate vision of a thriving Jewish community has emerged, and we propose to use this vision as the basis for developing indicators that address the quality as well as the quantity of Jewish life. We believe that such indicators offer the potential for a more meaningful assessment of efforts to improve Jewish life. It is our hope that the methodology we develop would be adopted by enough communities to make possible useful comparisons between communities, and to give a sense of national or continent-wide trends over time. If this project is successful, it will be an invaluable tool for assessing progress towards realizing CIJE's strategic plan.

CONCEPT

To measure the success of attempts to revitalize Jewish life, it is necessary to first define the key characteristics of a thriving Jewish community. It is useful to focus on a small number of truly essential goals rather than to try to include all of the things that might be important. Keeping this in mind, we have created a working definition of a thriving Jewish community. Our vision is of a community characterized by:

- Centrality of Jewish learning
- Strong Jewish identity and values that permeate most aspects of Jewish life
- A high level of involvement in Jewish life and Jewish institutions
- Concern with social justice
- Strong leadership

Such a community, we believe, cannot exist without a strong system of Jewish education. Because of this conviction and because change in the system of education is a likely precursor of broader changes in the fabric of Jewish life, our community vision also includes a system of Jewish education with:

- Educators who are richly prepared and committed to ongoing professional growth.
- Strong, informed community support for Jewish education.

- High-quality Jewish institutions driven by a guiding vision, providing life-long opportunities for learning, and offering Jewish content infused with meaning for those who participate.
- Rabbis who view teaching and learning as integral to their work.

The educational system in this long-term vision is not just an element of a thriving community. *It also represents our principal strategy for making progress towards the kind of community we envision.* This strategy is grounded in the assumption that the closer we can approximate our vision of an optimal educational system, the more we will come to resemble the thriving Jewish community we are dedicated to nurturing.

We are proposing to develop nine sets of indicators, building around the nine goals articulated in this working vision. The purpose of the Indicators Project is to assess our current standing and monitor progress towards these goals. Some of the data are available from existing sources collected on a regular basis. However, the majority of the data would have to be collected through community-level surveys of households and institutions.

PROPOSED INDICATORS: JEWISH LIFE

Goal 1: Centrality of Jewish learning

Rationale: It is our strongly held belief that Jewish learning, in its broadest definition, is the cornerstone of Jewish life. We are after all "the people of the book." Learning for its own sake ("Torah L'sh'ma) is a core Jewish value, and the Talmud teaches us that "Talmud Torah k'neged kulam," the study of Torah is equal to all other mitzvot because it leads one to participate in all the other aspects of Jewish life. Children need to learn how to be participants in Jewish life. Even more important, life-long learning for adults is what keeps Jewish life fresh, alive, and meaningful.

Indicators:

- Rates of participation in Jewish education at all levels, from pre-school to adult education
- Jewish literacy

Goal 2: Strong Jewish identity

Rationale: Jewish identity, or seeing one's Jewishness as central to one's life, is a defining feature of a thriving Jewish life. It has an important effect on decisions about who to marry, how to raise children, where and how to conduct one's working life, and generally how to live one's life.

Indicators:

- Jewish identity survey

Goal 3: Involvement in Jewish life and Jewish institutions

Rationale: The extent of involvement in Jewish life and institutions is one important way we will know whether people find meaning in programs and activities that are available in their communities. Such involvement is also essential if Jewish institutions are to thrive. Institutions can nurture individuals, but only if individuals are prepared to invest in institutional life.

Indicators:

- Household survey of participation in a broad range of Jewish activities and institutions

Goal 4: Concern with social justice

Rationale: Grounded in prophetic teachings, the concern with social justice is so central to Judaism that it must be understood as a defining feature of a thriving Jewish community.

Indicators:

- Participation in volunteer work (Jewish and non-Jewish)
- Charitable giving (Jewish and non-Jewish)

Goal 5: Strong leadership

Rationale: From Biblical times, through the history of Zionism, down to the present, quality leadership has proven essential to Jewish progress and well-being. In our own day, the cultivation of strong lay and professional leadership is a necessary condition for a viable Jewish community. Leadership is the engine of ongoing innovation and renewal.

Indicators:

Professional Leaders of Key Agencies

- Preparation (experience and formal training)
- Salaries and benefits

Lay Leaders

- Preparation (experience, Jewish background)
- Diffusion of lay leadership (widespread participation)
- Lay leader satisfaction (leadership is meaningful and rewarding)

PROPOSED INDICATORS: JEWISH EDUCATION

Goal 1: Educators who are richly prepared and committed to ongoing professional growth.

Rationale: As recognized in *A Time to Act*, enhancing the profession of Jewish education is one of the key building blocks for revitalizing Jewish education in North America. This goal also reflects the latest thinking in the field of education, which stresses formal preparation and ongoing professional

development as a strategy for improving the quality of teaching (Darling-Hammond, etc.) Although being "richly prepared" ideally begins with formal training in appropriate areas, we recognize that not all teachers and informal educators in Jewish settings will undertake formal training prior to entering their positions. Nonetheless, in a high-quality system of Jewish education all Jewish educators, regardless of prior preparation, will engage in a continuous process of professional growth.

Indicators:**Leaders of Jewish Schools**

- Formal training in education, Jewish studies and administration/leadership
- Classroom experience
- Professional growth (number of hours)
- Salaries and benefits

Teachers in Jewish Schools

- Formal training in education and Jewish studies
- Professional growth (number of hours)
- Salaries and benefits

Leaders of Informal Jewish Education (camp directors and JCC educators)

- Extent of Judaic background (formal and informal)
- Ongoing Jewish learning (formal and informal)
- Professional training in organizing an environment for educational growth -- this may be as varied as social work, psychology, education, etc.
- Salaries and benefits

Other educators: We recognize other categories of educators including tour leaders, family educators, camp counselors and unit heads, etc., but at this time we are not prepared to identify appropriate indicators of training and professional growth.

Goal 2: Strong, informed community support for education.

Rationale: The strength of a system of education depends heavily on financial and non-financial expressions of its importance among members of the community. For this reason, *A Time to Act* recognized community support for education as the other essential building block. Innovation in Jewish education will require financial resources, as well as individuals who are prepared to champion the cause of Jewish education. More generally, the effects of the educational system will be enhanced when it is embedded in a supportive community.

Indicators:

- Percentage of community allocation to education
- Extent of other philanthropic contributions to education, e.g. local foundations
- Per capita congregational allocation to education

Goal 3: High-quality Jewish institutions driven by a guiding vision, providing life-long opportunities for learning, and offering Jewish content infused with meaning for those who participate.

Rationale: Jewish educators carry out their work in institutions. To revitalize Jewish education, it is necessary to enhance not only the key individuals working in the field, but also the contexts in which their efforts take place. This goal must be recognized and acknowledged by all participants; rabbis and other educators may take the lead, but all members must coalesce around the central vision of the efforts are to succeed. This goal emphasizes three key aspects of high-quality institutions:

- *Purpose:* Driven by a guiding vision;
- *Structure:* Providing life-long opportunities for learning;
- *Content:* Providing content infused with meaning for those who participate.

Indicators:

By institution:

- High levels of attendance among members of the institution
- A compelling institutional vision
- Quality of content is rich and deep
- Participants report they gain knowledge that is meaningful to them as a result of their participation.

By community:

- Articulated system of in-service education
 - Coherence and duration
 - Emphasis on Jewish content
 - Incentives for participation
- Proportion of school directors who work full-time in Jewish education.
- Survey data on community satisfaction with education.
- Survey data on knowledge of available options for Jewish education

Goal 4: Rabbis who view teaching and learning as integral to their work.

Rationale: The synagogue is a key setting for substantial Jewish learning. As the leader of the synagogue, the rabbi sets the tone for learning and stands as a role model. Also, the rabbi is fundamentally an educator, and his/her contribution to the quality of Jewish education in the synagogue is enhanced by appreciating the centrality of teaching and learning to his/her work.

Indicators:

- Formal training in education
- Time spent involved in educational activities

SUMMARY OF PROPOSED INDICATORS

Goals	Indicators	Availability
Jewish life		
1. Centrality of Jewish learning	Rates of participation in formal and informal educational institutions Jewish literacy	NJPS; institutional rosters Development needed
2. Jewish identity	Identity survey	Widely used measures are problematic Measures are available
3. Involvement in Jewish life	Participation survey.	Measures are available Measures are available
4. Concern with social justice	Participation in volunteer work (Jewish and non-Jewish) Charitable giving (Jewish and non-Jewish)	Measures are available Measures are available
5. Strong leadership	Preparation of agency leaders Salaries of agency leaders Preparation of lay leaders Diffusion of lay leadership Satisfaction of lay leaders	Available measures need modification. Measures are available Development needed. Development needed. Development needed.
Jewish education		
1. Prepared educators	Leaders of Jewish schools: formal training in education, Jewish studies, and administration/leadership; classroom experience, time for professional growth; salaries and benefits Teachers in Jewish schools: formal training in education and Jewish studies; time for professional growth; salaries and benefits	Measures are available Measures are available

	Leaders of informal Jewish education: Judaic background; ongoing Jewish learning; professional training; salaries and benefits	Available measures need modification.
2. Community support	Percentage of Federation allocation to education Other philanthropic contributions to education Per capita congregational allocation to education	Measures are available
3. High quality institutions	High rates of attendance per institution A compelling institutional vision Quality of content is rich and deep Participants report they gain knowledge Coherent system of in-service education for educators Proportion of full-time school directors Community satisfaction survey Community survey on knowledge of options available	Measures are available Development needed Development needed Development needed Measures are available Measures are available Development needed Development needed
4. Rabbis involved in education	Formal training in education Time spent in educational activities	Measures available Development needed