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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board of Directors

April 21, 1994

Table of Contents

• Minutes of August 26, 1993 Board of Directors Meeting	A
• CIJE Update	B
• CIJE Brochure	C
• Committee Background Papers and Agendas	
Building the Profession	D-1
Community Development	D-2
Content and Program	D-3
Research and Evaluation	D-4
• Board Members, Staff and Consultants	E
• Minutes of Lead Community Consultations	
August 23-24, 1993	F-1
November 16-17, 1993	F-2
March 8-9, 1994	F-3
• Agenda	G

MINUTES: CIJE BOARD MEETING

DATE OF MEETING: August 26, 1993

DATE MINUTES ISSUED: September 23, 1993

ATTENDANCE:

Board Members: Morton Mandel, (Chair), Daniel Bader, Mandell Berman, Charles Bronfman, John Colman, Billie Gold, Thomas Hausdorff, Gershon Kekst, Mark Lainer, Matthew Maryles, Melvin Merians, Charles Ratner, Esther Leah Ritz, Richard Scheuer, David Teutsch, Isadore Twersky, Bennett Yanowitz

Consultants and Staff: Gail Dorph, Seymour Fox, Adam Gamoran, Annette Hochstein, Stephen H. Hoffman, Alan D. Hoffmann, Barry W. Holtz, Ann G. Klein, Arthur Rotman, Jonathan Woocher, Shmuel Wygoda, Virginia Levi (Sec'y)

Guests: Chaim Botwinick, Robert Hirt, Richard Meyer, David Sarnat, William Schatten, Louise Stein, Paul Steinberg, Ilene Vogelstein

I. Welcome and Progress Report

The chair welcomed all participants in the meeting and introduced three new members of the board -- Billie Gold, President Elect of JESNA; Gershon Kekst, Chairman of the Board of the Jewish Theological Seminary of America; and David Teutsch, new President of the Reconstructionist Rabbinical College. He also welcomed the following guests from the Lead Communities: William Schatten, chair of Atlanta's Council of Jewish Continuity and David Sarnat, Executive of the Atlanta Federation; Ilene Vogelstein, Chair of the Committee of the Lead Community Project in Baltimore, and Chaim Botwinick, Director of Baltimore's Center for the Advancement of Jewish Education; Louise Stein, Co-chair of Milwaukee's Commission on Visions and Initiatives in Jewish Education and Richard Meyer, Executive of the Milwaukee Federation.

The chair expressed his pleasure in introducing Alan Hoffmann, newly appointed executive director of CIJE. Alan has taken a three year leave of absence from his position as director of the Melton Centre for Jewish Education in the Diaspora, of Hebrew University, where he has been since 1980. This is the largest academic training center in Jewish education in the world.

The chair noted his thanks to both Steve Hoffman and Art Rotman for getting CIJE off the ground while retaining their full time responsibilities with their own agencies. He noted his strong sense of optimism regarding the potential for positively impacting Jewish education under the leadership of Alan Hoffmann, as CIJE's first full time professional director.

II. Comments of Executive Director

Alan Hoffmann remarked that he looks forward to working closely with this board, many of whom he knows in other contexts. As a student of the process of change in Jewish education, he looks forward to having a central role in this bold new enterprise. At its heart is the belief that systemic change is possible at both the local and continental levels. By building a new generation of educators and mobilizing top leadership, we can build on the revolutionary climate which has arisen over the last ten years to seriously impact Jewish education.

He noted that the process CIJE has undertaken is a long one. He hopes during the three years of his assignment to lay a strong foundation, and looks to this board for its help and counsel.

A. CIJE has four clear objectives:

1. Build the profession - create a new generation of professionals and leadership for Jewish education.
2. Mobilize community support - bring to Jewish education a new generations of champions.
3. Establish a research agenda and secure funding for that agenda.
4. Establish Lead Communities as laboratories in which to implement reform for Jewish education based on building the profession and mobilizing community support.

B. Staffing

Alan noted that one of the attractions for him is the staff with whom he will work in this venture. He introduced the staff as follows:

1. Core staff

- a. Gail Dorph comes from the position of director of the Fingerhut School of Education at the University of Judaism. She will work full time with CIJE and will be the primary liaison to the Lead Communities.
- b. Barry Holtz has been consulting with CIJE while retaining his position as co-director of the Melton Research Center for Jewish Education at the Jewish Theological Seminary of America. He joins CIJE full time for two years and will

continue to direct the Best Practices project and work with the Lead Communities on the establishment of pilot projects.

- c. Adam Gamoran of the University of Wisconsin and Ellen Goldring of Vanderbilt University co-direct the Monitoring, Evaluation and Feedback project. Working with them are Julie Tammivaara in Baltimore and Roberta Goodman in Milwaukee, serving as full time field researchers. A field researcher for Atlanta is being sought.
- d. Virginia Levi will serve as administrative coordinator from the CIJE head office in Cleveland.

2. Consultants

- a. Seymour Fox - on the issue of vision and goals.
- b. Annette Hochstein - working with the monitoring, evaluation and feedback project.
- c. Steve Hoffman - advising on community development.
- d. Daniel Pekarsky - North American consultant on goals and vision.
- e. Shmuel Wygoda - on training opportunities in Israel

C. Lead Communities Project

Alan noted that a two day meeting in Baltimore had just concluded at which representatives of the three Lead Communities and CIJE had worked together intensively on the content of the project. This followed a similar meeting in May during which structural and process issues were resolved. We have learned that it takes time to understand, absorb and transmit the centrality of the building blocks identified by the Commission: personnel development and community mobilization. He listed the following challenges for CIJE:

- 1. How do we get on the community agenda? Can personnel and community organization be a way to organize local priorities in those communities which already have their own strategic plan for Jewish education?
- 2. We will soon have a diagnostic profile of educators in the Lead Communities. How can these be used to develop a plan for upgrading personnel?
- 3. How can we take the Best Practices documentation and research and translate it into projects in the Lead Communities? Elsewhere?
- 4. How can we help Lead Communities engage in the debate about the goals and outcomes of Jewish education?

5. How can we help Lead Communities raise the priority of Jewish education on the local funding agenda?

Alan concluded by noting that there is no recipe for quick change in Jewish education. It is a complex process which requires that we learn to talk carefully with one another. The Lead Communities are laboratories for demonstration. CIJE has yet to determine fully how to disseminate what is learned in those laboratories. This is the challenge that we face in the years ahead.

III. Lead Communities at Work

A. Project Overview

The chair introduced Charles Ratner, Chair of the Lead Communities Committee of CIJE. He noted that Mr. Ratner is an exceptional leader who cares deeply about the Jewish condition. Charles chaired Cleveland's Commission on Jewish Continuity which resulted in a new design for Jewish education in Cleveland.

Charles noted that the Lead Communities project aims to demonstrate the following:

1. What can happen, if funding, leadership, and planning coalesce on behalf of Jewish education.
2. How the two building blocks (personnel development and community mobilization) can be actualized within a community and what can occur if this happens.
3. The impact of using Best Practices as a curriculum for change.
4. To put monitoring and evaluation in place to show how the process is working.

Charles noted that the early euphoria of the selection of Lead Communities evaporated quickly, and was replaced by confusion on just what it meant to be a Lead Community. In the following months it was necessary to develop a common language, identify the tasks of the communities, and determine the role of CIJE. These initial steps have now been accomplished and a number of concrete steps have been undertaken.

1. A quantitative survey of educators has been administered in Milwaukee and is scheduled to be done in Atlanta and Baltimore this fall. It will provide us with rich data on the professionals in each community.
2. An ethnographic study of the "professional lives of educators" is being undertaken in each of the three communities and will provide us with qualitative information on the Jewish

educators of those communities: their background, attitudes, motivation, job stability.

3. The monitoring, evaluation and feedback project is well under way with field researchers in place and periodic reporting to the communities.
4. The Best Practices project has completed its first two studies and is working to use the reports to develop pilot projects in the communities.

An August meeting in Baltimore of the Lead Communities and CIJE staff was seen as a turning point for the Lead Community process. The communities have begun to strategize and prioritize, and joint work plans are being developed together with CIJE staff. The shared experience and pain of moving this process forward has led to a sense of mutual trust and partnership. Having been a part of the team that visited prospective Lead Communities and recommended the final selections, Charles noted his sense of the wisdom of selecting these three wonderful communities which are committed to succeeding. He noted that we are now ready to show the world what can happen when all of this comes together.

B. Atlanta Update

The chair then called on Dr. William Schatten, chair of the Atlanta Council for Jewish Continuity, to report on Atlanta's progress. William noted that a planning process resulted in the recommendation to restructure the delivery of Jewish education service in Atlanta. A new organization has been created devoted to serving Jewish educators. Atlanta is now working to develop a program with Emory University for in-service training of Jewish educators.

The Atlanta Federation has undertaken a planning and coordinating role through the Council for Jewish Continuity of which Dr. Schatten is chair. The CJC is broadly representative of the lay and professional community in Atlanta. The CJC's work plan for the year involves teen trips to Israel, continuing professional education, and JCC programming in Jewish education as well as starting a long range planning process. An academic symposium with the Hebrew University on Jewish education is scheduled to take place in October. In addition, Emory University will offer a new masters program in Judaic studies in September 1994. William noted that with CIJE's help, Atlanta will continue on a path of positive change for Jewish education.

Discussion

In the discussion that followed William was asked whether the atmosphere in Atlanta is significantly different from that of a year ago. He noted that there is a sense of excitement in Atlanta as a result of this process. Many new beginnings have occurred including

the appointment of a director of the new Jewish Educational Services. Atlanta is at the point of moving from dream to reality.

Could the changes now occurring in Atlanta have taken place within the old structure? It was suggested that the previous structure was not meeting current community needs. With respect to the Jewish education services, insufficient attention was being given to the educators and educational institutions.

In response to a question about the relationship of the Council for Jewish Continuity and Jewish Educational Services to the Atlanta Federation, it was noted that the CJC is the education desk of the Federation for conceptualizing, planning, and coordinating. Among the activities it coordinates is the work of the JES.

C. Baltimore

The chair introduced Ilene Vogelstein, chair of Baltimore's Committee on the Lead Community Project. She noted that Baltimore had been involved in a number of activities prior to May 1993, when the Lead Communities and CIJE staff met. Before that time Baltimore was engaged in the development of a strategic plan which yielded 53 recommendations, 14 of which relate directly to personnel. Baltimore has also restructured its Center for the Advancement for Jewish Education, whose director staffs the CIJE project. Ilene also enumerated a series of educational initiatives which are in various stages of planning and implementation.

Following the May meeting of Lead Communities and CIJE, Baltimore established its wall-to-wall coalition of lay and professional leaders. It began a process of clarification of goals and procedures. Also following the May meeting, Baltimore participated in the design of the educators survey and began plans for its administration, scheduled for this fall.

For Baltimore, the August 23-24 meeting of Lead Communities with CIJE produced the following results:

- established a sense of team among CIJE and the three communities
- crystallized the concept of CIJE
- helped show how to interface Baltimore strategic plan with CIJE's goals

As a result, Baltimore staff and lay leadership are ready to move forward. In addition, a meeting of Reform rabbis and Jewish educators has been scheduled to discuss CIJE initiatives.

Baltimore sees itself with the following challenges as it moves forward with the CIJE project.

- The community expects that the Baltimore commission has a "pot of gold" ready to fund innovative ideas.
- The need to ensure psychological and systemic change rather than just the implementation of new program initiatives. Baltimore hopes to help its community to look at Jewish education differently.
- Immediately impact comprehensive retraining and professionalization of Jewish educators.
- Need principles and educational goals such as those being identified through the Best Practices project.
- Need to work to include people and organizations from outside the Federation system.

Ilene concluded by noting that Baltimore is very proud to be a Lead Community, is energized and ready to have a significant impact on Jewish education.

Discussion

It was noted that many people in the Lead Communities are aware that they have been selected to be Lead Communities, but beyond a small core, they are not clear on what that means. Communities need to communicate clearly what being a Lead Community is about.

Baltimore is responding to the financial challenge by establishing a Fund for Jewish Education. Milwaukee is working to go beyond the Federation in its search for financial support. It was noted that the mobilization of community support is critical to this funding so that financial resources are redirected to Jewish education. Baltimore agreed and indicated a conscious effort is being made to bring a range of people into the process.

D. Milwaukee

Louise Stein characterized the work of the Milwaukee Lead Community project to date as a tremendous investment of time, planning, learning and a leap of faith. She described Milwaukee as a "living laboratory for systemic change in Jewish education." Milwaukee began by identifying a project director and by raising questions within the community and with CIJE. A broad coalition of 60 community representatives was established and has begun meeting to identify issues and to establish a vision of the ideal Jewish community. It is defined as a community which provides an educating environment, where learning is life long, people are serious about their Judaism, and Jewish values are lived.

Two task forces have been established, one to work on personnel issues and the second to develop a strategic plan. A family education think

tank has been established. The quantitative survey of educators has been completed with an 86% return and analysis of the data is now in process. This will serve as the basis for planning by the personnel task force. In addition, Milwaukee is encouraging individual institutions to establish goals in conjunction with the Best Practice project. The Monitoring, Evaluation and Feedback project is beginning to provide valuable feedback information to the community which can be used to help move the community forward on a strategic plan through its task forces.

Milwaukee looks forward to forging ahead, working with the new staff of CIJE, sharing the common language forged at the recent seminar of Lead Communities. Louise concluded by thanking the Milwaukee Federation for its support, CIJE for its responsiveness and support as Milwaukee began this undertaking, and a deep appreciation to the Helen Bader Foundation for funding the project director to help move this process forward.

Discussion

The board was reminded that the denominational institutions of higher Jewish learning were involved in the work of the Commission and are represented on this board. They have been asked to prepare to work with their constituencies in the Lead Communities and to respond to requests from the communities for support.

It was noted that a substantial portion of the Jewish population is not actively involved with the institutions that make up the Jewish communal system. Has thought been given to reaching these people? It was noted that a number of Federations are working more closely with synagogues than they have in the past as a means of reaching out more broadly.

E. Conclusion

Charles Ratner indicated his belief that the Lead Community Selection Committee did a wonderful job, as evidenced by today's presentations. He continued, noting that Cleveland's experience with the identification of funding shows how important it is to dream these dreams.

Cleveland began by establishing a broad-based coalition which was asked to design a program without regard to funding. Over a period of three years, the process of "dreaming" moved ahead, involving a wide range of the community. Following the submission of a report, work began on the establishment of a funding coalition. Initially, this involved the Federation Endowment Fund and three private families for a total of 4 million dollars. Four years later, in a second round, 8 million dollars were committed for the next four year period. This involves the decision of the Federation to change how it funds Jewish education and the inclusion of an additional six families supporting the effort.

Moral of the story: If you put an exciting program in place, it will draw financial support. He noted that what is happening in the three communities is so worth while that it has to work.

The chair thanked the presenters, noting that after his working twelve years on behalf of Jewish education, these reports today proved that it was all worthwhile.

IV. Monitoring, Evaluation and Feedback Project

A. Introductory Remarks

Esther Leah Ritz, chair of the Monitoring, Evaluation and Feedback Committee, was asked to introduce this presentation. In doing so, she noted that the consultants working with CIJE from the University of Wisconsin epitomize the high quality people involved in the world of general education who are being attracted to Jewish education by the CIJE. She introduced Dr. Adam Gamoran, Professor of Sociology at the University of Wisconsin since 1984. He is interested in tracking in public education and has just returned from a year in Edinburgh, Scotland where he had been working on a Fulbright scholarship.

B. Project Update

Adam Gamoran asked: How will we know whether Lead Communities are successful in creating change? How will we understand the barriers and how they are surmounted?

We need an evaluation project in order to create useful knowledge -- to disseminate the learning of this experiment. We also need evaluation to provide the individual communities and CIJE with feedback as well as to facilitate reflective practice within the Lead Communities. We are asking the communities to take the time to think systematically about what they are doing so that we can always be finetuning and improving on our work. It is our hope that this process of constant review and revision will become a norm in the Jewish community.

During the past year, as the Lead Communities were selected and established, the MEF project was involved in documenting the process of engaging the communities. This first year was one which focused more on community dynamics than on education.

A field researcher was assigned to each community. Their job, initially, was to document the extent and nature of community mobilization for Jewish education, to characterize the lives of Jewish educators in the communities, and to determine the visions and goals of the communities for Jewish education. Working with the communities, they developed and began to implement interview protocols to study the lives of Jewish educators in the communities. They also developed a survey of educators which is now being administered and the results analyzed. In addition, they are providing the

communities with a fresh perspective and the interpretation of an outsider as they move forward with the project and are keeping CIJE informed of what they are learning.

In looking at the characteristics of Jewish educators, the researchers have been conducting interviews to provide a sense of how people feel about their work. They are now preparing in depth analysis of these interviews which will result in a written report of their findings. The reports will be policy oriented, their purpose to help the communities determine future directions.

For example, the qualitative study is showing that substantial numbers of Jewish educators have had little or no formal training. While communities offer a wide range of professional development experiences, these are often sporadic and the likelihood of attracting the untrained educators is uncertain. These two findings, viewed together, raise the concern that many educators are getting neither pre-service nor in-service training.

During the year ahead the Monitoring, Evaluation and Feedback project plans to:

1. Continue ongoing monitoring and feedback. Specifically, the plan is to document the process of articulation of goals and to develop measures by which the process can be assessed; to monitor the progress in establishing broad-based community coalitions for Jewish education; and, having established a base line on the lives of educators, to evaluate change.
2. Become more deeply involved in the process of community self-study.
The researchers will work with the communities to develop profiles, looking at the institutions for information on the participants, program components, supporting resources, and sources of financial support. This should lead, over time, to needs analyses and market surveys.
3. Seek assessment instruments for use in measuring outcomes.

Adam noted that the project will be successful if each Lead Community comes to realize the centrality of evaluation in its work.

Discussion

When asked whether base-line interviews have been conducted with members of the wall-to-wall coalitions, Adam noted that some interviews had been conducted. However, interest has been raised in the ripple effect of people's involvement with the coalition, i.e. the extent to which they are taking our ideas back to their home agencies. This has not been studied but should be in the future.

It was reported that there will be an evaluation component of each project in the communities which is clearly identified as a "Lead Community project." Early in the process, the emphasis was on monitoring and evaluation. As the field researchers have moved forward, their role has changed to some extent from observing only to becoming somewhat involved in the community process. It was noted that now that CIJE staff is in place, the role of the field researchers will return primarily to that of observer.

Esther Leah Ritz concluded by noting her hope that this process will help us develop the capacity for long term studies of the impact of our work.

V. Best Practices Project

A. Introductory Remarks

John Colman, chair of the Best Practices committee was asked to introduce this presentation. He noted that we are lucky to have Dr. Barry Holtz directing the Best Practices Project, on leave from his position as co-director of the Melton Research Center for Jewish Education at the Jewish Theological Seminary of America. He described Barry as a man of broad scope, skepticism, and the modesty of a trained clinician. He referred to the July 13 written update on the Best Practices project (included in materials circulated to the Board) as a good review of the complexities of the project. The method that has been developed of continuous analysis, feedback and application is vital to the work of CIJE.

B. Project Update

In light of the day's focus on the Lead Community enterprise, Barry indicated his intention to look at the relationship of the Best Practices project to the Lead Communities. He noted that the Best Practices project is a means of establishing a research base by documenting success stories in Jewish education. At the same time, the project is intended to introduce new ideas (best practice) into Jewish educational practice. The project is intended to establish standards of quality.

The project has identified nine areas for study in Jewish education. The first volume on Best Practices in Supplementary Schools was completed in January, 1993. A second study on Best Practices in Early Childhood Education has just been completed and was available at the meeting. Each of these studies will be rewritten in greater depth in the future. At the same time, work is progressing on a volume on best practices in Jewish community centers, being prepared in close cooperation with the JCC Association. Work is also under way on a volume on best practices in day schools, being developed in conjunction with the denominations and JESNA.

Following is a sample of some of the findings in the early childhood volume:

1. There is an explosion of programs in this area and a tremendous strain on the system. There is no area where the issue of personnel shortage is more acute than this. In fact, a significant number of teachers are non-Jewish.
2. The best practice sites identified are at least as good as any early childhood programs in North America. There is evidence that they are having an impact on the Jewish commitment of families.
3. There is better supervision in early childhood programs than in any other area of Jewish education. This is attributable to licensing requirements.
4. Training is a serious issue in early childhood programs. Many of the teachers have no Judaic training and many others have no education training.
5. Early childhood programs provide us with a "window of opportunity" with families. Typically there is significant interaction with families at this level and many of the good programs see provision of family education as their responsibility. The rate of continuation with day school education is high.

Barry concluded by noting that there is no plan to take any of the best practices and "drop" them into a community. However, they provide an excellent curriculum for thinking through the change process.

VI. Concluding Comments

The chair introduced Rabbi Isadore Twersky to conclude the meeting with a D'var Torah. He began by responding to a question posed by Charles Ratner earlier in the meeting about a source for the concept of leveraging. He noted that this might be traced to Hillel, the Elder, about whom it is said, "He loved all people and brought them close to Torah." This is interpreted as drawing people together at the fountain of Torah, where they have an opportunity to leverage each other's support.

He noted that in the discussion about the work of Lead Communities, reference had been made to bringing in the people on the perimeter. He paraphrased Franz Rosenzweig, who wrote that we need to "let the center radiate out to the periphery."

Rabbi Twersky noted that there has indeed been remarkable change in the sociological setting, atmosphere or attitude. He suggested that rather than aiming solely for "change," we should seek improvement, intensification, and implementation as key ideas guiding CIJE work.

In his D'Var Torah, he likened Jewish education to a seed that keeps growing, burgeoning, and budding. As a seed grows long after planting, Torah study continues to instruct and direct intellectually and experientially long after the conclusion of the formal instruction. He noted that the vision of CIJE is to help provide a Jewish education which will continue to resonate, to stimulate and sensitize youngsters and adults to contemplate the poetry and pageantry of our tradition. The vision, ultimately, is to continue to preserve our people as proud committed Jews.

VII. Adjournment

The chair thanked Rabbi Twersky and the meeting was adjourned at 4:00 P.M.



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

UPDATE

April 1994

In August 1993, the CIJE appointed a full-time Executive Director, Alan Hoffmann, and two new full-time senior educational professionals, Barry Holtz and Gail Dorph. The new full-time professional team, supported by Virginia Levi, Administrative Director, is supplemented by consultants on Research, Monitoring and Evaluation (Adam Gamoran and Ellen Goldring), Community Organization (Stephen Hoffman), the Goals Project (Seymour Fox and Daniel Pekarsky), and Planning (Annette Hochstein). In addition, three full-time field researchers make up the staff of the Monitoring, Evaluation and Feedback project. As of January 1994, CIJE has an office in New York. We now have in place the professional capability we need to achieve our agenda.

Over the past eight months, CIJE has concentrated its energies in several directions:

1. It has invested in building its own policymaking and planning capacity, leading to the emergence of a Program Steering Committee and four standing Board Committees, which will meet for the first time at the April 1994 Board meeting.
2. In the "laboratories" of the Lead Communities (Milwaukee, Atlanta, Baltimore), CIJE and local community leadership have pioneered a model which moves from multi-dimensional research about the Jewish educational personnel of that community, through policy analysis, to the building of a comprehensive personnel action plan for the community.
3. A fall Institute for Educational Leadership will be one of the first results of joint personnel action plans involving a number of communities.
4. The Goals Project will engage educational institutions and local communities in a process of learning, self-reflection and analysis to define their mission.

In addition, work proceeds on the Monitoring, Evaluation and Feedback project in the three Lead Communities, and on the documenting of outstanding Jewish educational practice through the "Best Practices" project.

Of major importance, CIJE is now poised to share these developments with a widening circle that will involve other North American communities who wish to be engaged with us in seeking systemic reform of Jewish education in their communities.

CIJE Structure Today

In summary, CIJE was created by the North American Commission on Jewish Education with a highly focused mission which incorporated three major tasks: Building the Profession of Jewish education; Mobilizing Community Leadership for Jewish education and Jewish continuity; developing a Research Agenda while at the same time securing funding for Jewish educational research. These "building blocks" all involve major long-term improvements in infrastructure for the North American Jewish community and, as a result, the Commission mandated the creation of Lead Communities. These are development and demonstration sites where, by mobilizing the leadership of the local community and by improving the quality of personnel for Jewish education, significant change and impact could be shown to be possible over a period of time, while the national infrastructure itself was undergoing major reform.

Four Board committees have been formed which represent the major areas of CIJE's work: Building the Profession; Community Mobilization; Content and Program; and Research and Evaluation. Board members will all serve on a committee along with other participants not members of the CIJE Board. These committees will review in depth the work of their committee, and offer input and direction to our Board and staff. The chairs of these committees and staff currently make up the Program Steering Committee.

Personnel Action Plan

By December 1993, all three Lead Communities had completed data collection both for a qualitative study of the Professional Lives of Educators and a quantitative Educators Survey. Taken together, the two reports which have either been completed or are about to be completed form the major part of a diagnostic profile of all formal Jewish educators in that particular community.

In Milwaukee, the personnel survey is already being shared and analyzed by the Lead Community strategic planning group with consultation from CIJE staff. CIJE lay leaders have met with top Milwaukee Federation leadership to think through the long-range implications of a comprehensive plan for in-service training, recruitment and retention of educators in that community. Educators themselves are being involved in the setting of priorities within a personnel action plan. CIJE is providing Milwaukee with expert outside consultants to consider the implications of developing the personnel plan.

Within the coming six months, this process will have been replicated in Baltimore and Atlanta, with the appropriate adaptations for each community's nuances and differences. A major integrative report which pools the joint findings from all three communities will be published and released to the North American Jewish community leadership in the fall or winter. Joint personnel activities across communities which emanate from this process will be under way by the fall of 1994. An example is a forthcoming Institute for Educational Leadership which CIJE is planning with Milwaukee, Baltimore and Atlanta in October 1994.

CIJE is now able to share this sequence, running from research on personnel to a personnel action plan, with a wider range of communities who are committed to the centrality of building the profession in Jewish educational reform.

Goals Project

The Goals Project is a multi-pronged effort to catalyze a "vision" for Jewish education institutions. During the work of the North American Commission on Jewish Education it was deliberately decided to defer discussion on the goals of Jewish education to a later stage. As CIJE began to work with local communities, both institutional and community leadership raised the issue of the outcomes of our work. What do we hope will happen? It appears timely to give serious attention to the mission (or missions) of Jewish education in those communities with which we are working.

The Goals Project will engage educational institutions and local communities in a process that will enable them to define their institutional vision, understand its educational implications, and use that knowledge in setting priorities and in planning.

A seminar for key community lay and professional leadership - including institutional leadership - from communities who are prepared to engage in this task will take place this summer. Participants will meet with some outstanding individuals who have pondered the question of what is an educated Jew, and towards what should Jewish education be educating. Participants will have opportunities to develop an understanding of the ways in which a guiding vision can contribute to the design and effectiveness of an educating institution. They will wrestle with the problem of developing both their own institutional goals and with creating a community climate which encourages and promotes this approach. It is CIJE's intention that the training institutions and education departments of the denominations will join with us as this Project develops.

*Council
for
Initiatives
in
Jewish
Education*

עת
לעשות
Time to
Act

CIJE

CIJE: *A Catalyst for Change*

Launched in 1990, the Council for Initiatives in Jewish Education (CIJE) is an independent organization dedicated to the revitalization of Jewish education across North America through comprehensive, systemic reform. Through strategic planning and the management of change, CIJE initiates reform by working in partnership with individual communities, local federations, continental organizations, denominational movements, foundations, and educational institutions. CIJE focuses on critical educational issues which will ultimately impact on the future of Jewish life, for Jewish education is a cornerstone of meaningful Jewish continuity.




The CIJE Strategic Agenda

CIJE was established to implement the recommendations of the Mandel Commission on Jewish Education in North America, a distinguished coalition of community and foundation leaders, scholars, educators, and rabbis from all denominations. After deliberating for eighteen months about how to “enlarge the scope, raise the standards, and improve the quality of Jewish education,” the Commission concluded in June 1990 that educational reform depends foremost on the achievement of two vital tasks: building the profession of Jewish education and mobilizing community support for Jewish education and continuity. These are the building blocks of the CIJE agenda.

■ **Building the Profession**

Although there are many talented educators involved in Jewish education, the system suffers from a shortage of quality teachers, principals, educational directors, camp directors, and other professionals committed to the field, in both formal and informal settings. CIJE’s efforts to enhance the Jewish educational profession are multi-pronged. On the local level, CIJE strategizes with communities to develop plans and initiate action to recruit new educators and to offer better salaries and benefits, ongoing professional development programs, and career



track opportunities. Simultaneously, CIJE serves as an intermediary with universities, training institutions, and continental agencies to create innovative programs to build an infrastructure for attracting excellent people to the field.

■ Mobilizing Community Support

One essential element of community mobilization is significant new funding, another is leadership. CIJE promotes local efforts to attract a new generation of leaders committed to Jewish education and to recruit and build “wall-to-wall coalitions”—community leaders in tandem with educators, academic specialists, philanthropists, and rabbis, with all segments of the community represented—to support and sustain reform. CIJE also works to develop a cadre of leaders at the continental level who will be advocates for Jewish education.

To demonstrate these interrelated principles in concrete ways, CIJE has established lead communities — laboratories for change—where CIJE staff works closely with lay and professional leaders. In these cities, CIJE seeks to showcase the positive results that emerge when personnel and community issues in Jewish education are taken seriously. Atlanta, Baltimore, and Milwaukee were selected in Fall 1992 as the initial lead communities. CIJE’s next step is to widen its efforts and form new partnerships, disseminating the lessons learned in the lead communities to communities across North America.

Reform Through Thoughtful Action

CIJE sees itself as an architect for reform—planning an innovative strategic design for Jewish education and working with others to implement it. If building the profession and mobilizing community support are the foundations of CIJE’s plan, its support projects are the pillars:

■ **Documenting Success— *The Best Practices Project***

Throughout North America there are examples of successful Jewish education—outstanding early childhood programs, supplementary schools, day schools, summer camps, adult education, and other venues of Jewish education that *do* work. CIJE researchers are identifying and documenting successful models; published guides based on their work analyze and explore how such models can be translated to other educational settings. Through the Best Practices Project, CIJE is furthering the understanding of the components of excellence.

■ **Building “Vision-Driven” Institutions—*The Goals Project***

The Goals Project is a CIJE initiative toward the development and actualization of visions and goals for Jewish educational institutions.

Some educational institutions have underlying, but often unspoken, visions of what they seek to accomplish; many others need to generate a comprehensive vision of their mission. When visions and goals are clarified, communicated, and put into action, they can play a significant role in shaping the educational experience. Through the Goals Project, CLJE engages educational institutions and the local community in a process of learning, reflection, and analysis to define their institutional vision, understand its educational implications, and use that knowledge in setting priorities and planning. An important aim of the Project is to create a climate in communities that encourages and supports serious attention to this process.

■ **Creating a Framework for Educational Research**

Ongoing analysis and research informs and supports all of CLJE's efforts. A leader in bringing professional tools of monitoring and evaluation to Jewish education, CLJE is involved with research on two levels: building a comprehensive research agenda for Jewish education and using cutting-edge techniques to evaluate its ongoing projects in the field. In its work with the lead communities, CLJE moves responsively from research to analysis to action.

CIJE At Work: A New Vision of Jewish Education

CIJE's staff includes experienced educators, consultants, and internationally-renowned experts in the areas of Jewish and general education, community planning, Judaic Studies, educational philosophy, research, leadership, and organizational change. They bring the latest thinking in their fields to the endeavor of Jewish education.

Engaged in efforts with communities across North America and with a wide range of communal organizations, foundations, universities, and denominational movements, CIJE is bringing together a new alliance of talented people committed to its agenda of Jewish educational reform. CIJE is forging new connections, developing effective means to join forces toward a common goal. Through its innovative approach and strategic partnerships, CIJE seeks to demonstrate the significant breakthroughs that are possible when funding, planning, and leadership coalesce on behalf of Jewish education.

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

BOARD COMMITTEE ON BUILDING THE PROFESSION

April 21, 1994

AGENDA

1. Introduction of Committee Members and Staff
2. Review of Design Document
3. Report on Recent Work of CIJE: From Research to Personnel Action Plan
4. Next Meeting Date



Council for Initiatives in Jewish Education

Design Document -- preliminary draft

"Profession building will be accomplished by creating a North American infrastructure for recruiting and training increasing numbers of qualified personnel; expanding the faculties and facilities of training institutions; intensifying in-service education programs; raising salaries and benefits of educational personnel; developing new career track opportunities; and increasing the empowerment of educators." (A Time to Act, p.56)

Mission of the Committee on Building the Profession

The committee on Building the Profession will focus on four domains that are critical to the revitalization of Jewish education in North America: recruitment, professional development, retention and positive perceptions of Jewish education. It will discuss issues of policy and priorities and make recommendations for action as appropriate.

We will monitor our activities and strive for measurable and meaningful change.

- I. Recruitment: Developing and Acquiring Personnel
Develop, test and institutionalize recruitment strategies and job opportunities that focus on:
 - a. young people who could be brought into the field
 - b. mid-career professionals.
- A. Opportunities
 - 1. Young people today are searching for "meaningful" career opportunities.
 - 2. Jewish education as a career can provide people with a way to express their Jewishness.
 - 3. Mid-career professionals can bring knowledge, experience and maturity.
- B. Obstacles
 - 1. Negative perceptions exist of the field due to its low status and low economic remuneration.
 - 2. The field has no recognizable career ladder.
 - 3. There are no standardized ways of "retooling" mid-career professionals.

II. Professional Development

Seek out or develop effective strategies for ongoing professional development for:

- a. leadership of Jewish educational institutions
- b. informal and formal Jewish educators (teachers, youth programmers, etc.);

Develop and strengthen Jewish education programs as needed at denominational institutions, general universities and local and regional Hebrew colleges.

A. Opportunities

1. Research coming out of CIJE's study of educational personnel in lead communities speaks to the lack of adequate professional preparation and inservice opportunities in a powerful way and can be used to mobilize the community.
2. Standards for professional in-service requirements exist in general education. They can be used as a guide toward standards toward which we might strive.

B. Obstacles

1. General universities' Judaica programs are not directed toward teaching the subject matter needed by Jewish educators.
2. Local resources, both financial and human, are presently inadequate to support communal strategies for upgrading personnel currently in the field.

III. Retention

Create and improve salary benefits packages (health, pension, professional development opportunities) for full time and part time educators;

Devise approaches to issues of credentials, licensing, standards;

Develop career track opportunities.

A. Opportunities

1. Results of CIJE research substantiate importance of benefits. When teachers are asked, what factors would encourage them to think about working full time, health and pension benefits are the first two items they mention with job tenure coming third.

B. Obstacles

1. Competitive salaries and benefits will require more dollars.
2. It will be challenging to create an effective system of credentials and licensing in a voluntary enterprise such as Jewish education.
3. Many positions in the field will remain part time (which is a plus to certain populations, but may be a minus in terms of establishing norms of educational preparation and standards of professionalism).

IV. Positive perception of the enterprise of Jewish education by a variety of publics (including community leaders, both professional and lay; parents; educators themselves). This particular issue will also need to be addressed by the committee dealing with issues of community mobilization.

A. Opportunities

1. The general crisis about Jewish continuity has raised this issue on the communal agenda. In many communities, it is at the very top.

B. Obstacles

1. For some, attitudes toward Jewish education reflect general ambivalence about Jewish identity.
2. Changing attitudes can be a long and difficult process.

Some Possible Activities of this Committee:

1. A qualitative and quantitative study of teachers and heads of schools has been completed in each of the three lead communities. Soon each community will receive an integrated report highlighting the findings of their own study. By the fall, a report addressing the implications of these studies across the communities will be published. This committee will study the results of these reports and examine the variety of implications of the findings for Jewish education in North America.
2. Based on these reports, the lead communities are in the throes of developing comprehensive personnel action plans. Members of this committee will be kept informed of this process and discuss issues and implications that emerge from this ground breaking work. This is a process that many communities will be able to use if they so choose.
3. The committee will hear experts in general education discuss strategies for professional development, approaches to licensing/credentials/career ladders (etc) and reflect on the possibilities and challenges that face the Jewish community as we try to apply what is known in general education to our own work.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Memorandum

BOARD COMMITTEE ON COMMUNITY MOBILIZATION

The Jewish community has not yet recognized the indispensable role it must play in order for Jewish education to achieve its goal. Community leaders have often failed to make the connection between the educational process and the knowledge that leads to commitment.

It is this lack of understanding that has prevented the top community leadership in North America from rallying to the cause of Jewish education in the same way it has to other pressing needs of the Jewish people. The constituencies of most national and local organizations have not yet recognized that Jewish education is indispensable to their futures.

As a result, the environment in the Jewish community is not sufficiently supportive of the massive investment required to bring about systemic change. This affects the priority given to Jewish education, the status of the field of Jewish education, and the level of funding that is granted.

Inevitably, insufficient community support limits the aspirations, inhibits the vision, and stifles the creativity of those involved in all aspects of Jewish education.

(A Time to Act, p. 40-41)

The goal is clear. As one commissioner observed, a majority of community leaders must rally to the cause of Jewish education. "The chances are," he said, "that in 1980, only a few of these leaders thought Jewish education was a burning issue, many thought it was important, and the rest didn't spend much time thinking about it. In 1990, it may well be that there are significantly more community leaders who think that education is a burning issue, more who think it is important and fewer who don't give it too much attention. The challenge is that by the year 2000, the vast majority of these community leaders should see Jewish education as a burning issue and the rest should at least think it is important. When this is achieved," the commissioner concluded, "money will be available to finance fully the massive program envisioned by the Commission."

(A Time to Act, p. 64)

An axiom of the work of CIJE is that there are two major preconditions for systemic change of Jewish education in North America: building the profession of Jewish education and mobilizing community leadership for Jewish education. The Committee on Community Mobilization will review and direct CIJE's work in this latter domain, discussing policy and recommending action. In addition, the committee has oversight responsibility for the Lead Community Project.

The committee will concentrate on several areas which have been identified as key to mobilizing community support both locally and continentally:

- recruiting top community leaders to the cause of Jewish education;
- raising Jewish education to the top of the communal agenda;
- creating a positive environment for effective Jewish education;
- providing substantially increased funding from federations, private foundations, and other sources;
- using lead communities as laboratories for learning about mobilization of community leadership for Jewish education.

Some possible activities for the Committee which may be considered:

1. In the communities with which CIJE is actively engaged, certain minimal conditions of community mobilization were mandated as prior conditions to CIJE's involvement in those communities. An example is the creation of wall-to-wall coalitions of all institutions engaged in Jewish education most broadly conceived. To what degree has this mechanism been successful and what have been the positive lessons and/or obstacles to this process? What can other communities beginning this process learn? What light can the work of CIJE's field researchers in the monitoring, evaluation and feedback project shed on this process? Have other communities been more or less successful in using different models for mobilization?
2. An early assumption of CIJE was that major investment in the development of personnel and community leadership in Lead Communities would lead to the creation of centers for dissemination and replication for all of North America. CIJE is now facing the issue of how to share its developments with a wider group of communities. This stems both from CIJE's sense that there is much in which we are engaged which is of great value to communities who share our commitments. On the other hand, several communities are asking CIJE to provide support and consultation to their local continuity processes, particularly requesting expert support in personnel development and community mobilization.
3. Is there some educational process for community leaders of Jewish education which would accelerate the process of increasing their knowledge and understanding of key Jewish educational issues both of content and policy? Both Wexner

and CLAL have had some experience in this field. Should CIJE be joining forces with these and other agencies to develop models for building a more knowledgeable leadership for Jewish education?

4. Although arbitrarily separated in our committee structure, CIJE has argued that building the profession and mobilizing leadership are intertwined. How can the articulation of a personnel action plan at the local community level and the development of continental personnel initiatives become arenas for engaging key lay leadership and key funding sources?
5. Similarly, the Goals Project which falls within the purview of the Committee on Content and Programs has as a major goal of the 1994 Summer Seminar the fostering of understanding of the importance of vision-drivenness among key leadership - both at the community and institution level. An ultimate objective of this project may be a "coalition" of vision-driven institutions. Yet part of the process will be the development of a new cadre of lay leaders of Jewish education who understand and insist on this approach. Can the Goals Project become a method and model for engaging ever-increasing circles of top lay leaders in our work?
6. What about the Jewish intellectual community in the United States and the mission of CIJE? A huge proportion of leading thinkers, researchers and intellectuals are identified Jews who the organized Jewish community has not succeeded in recruiting into leadership positions. Can the work of CIJE be a path to harness this huge pool of talent and energy for leadership?
7. The Rabbinate - while commonly considered as professional Jewish leaders, rabbis often function as powerful community leaders, particularly in the domain of Jewish education. Should our committee consider different models for using rabbis both to build and to be part of our mobilizing process? What has been the experience of communities where rabbis have been viewed as inhibiting or enhancing the process of coalition-building?
8. Funding: the revitalization of Jewish education will require a substantial increase in funding. Where will seed money come from and where will long-term support come from? Should this committee study and learn from the experience of different communities in dealing with this issue? How will CIJE provide leadership in this arena?
9. How can the Board and committee structure of CIJE itself be used to build continental lay leadership?

10. Dissemination of the work of CIJE as part of building a climate of change in Jewish education in North America? Should this committee be considering a communications plan? In what national and local Jewish fora should our story be told?



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

BOARD COMMITTEE ON COMMUNITY MOBILIZATION

APRIL 21, 1994

AGENDA

1. Introduction of Committee members and staff
2. The Lead Community Project - status report
3. Discussion of memorandum towards clarifying Committee terms of reference
 - recruiting top community leaders to the cause of Jewish education
 - raising Jewish education to the top of the communal agenda
 - creating a positive environment for effective Jewish education
 - providing substantially increased funding from federations, private foundations, and other sources
 - using lead communities as laboratories for learning about mobilization of community leadership for Jewish education.
4. Next meeting
 - Date
 - Content

Council for Initiatives in Jewish Education

Memorandum

CIJE Board Committee on Content and Program

Definition and Purposes

The Committee on Content and Program will deal with the contents, methods and evaluation of the educational program areas of the CIJE work. In specific the Committee will address two major CIJE projects currently underway, the Best Practices Project and the Goals Project. As the CIJE extends its scope, other projects concerning educational program will also become part of the Committee's focus. The Committee will serve as the forum to discuss the progress of these projects, to explore significant issues that emerge from the work and to recommend program and policy choices to the Board.

The meetings of the Committee will serve three purposes: a) to inform the members of the Committee about the CIJE efforts in these areas, increasing the knowledge of Committee members; b) to gain advice from the Committee members about issues of policy and priority; c) to suggest new project areas for CIJE exploration.

The Best Practices Project is an effort to document exemplary models of Jewish educational work and to use these examples for improving the quality of Jewish education in the field. The project is directed by Dr. Barry Holtz (Jewish Theological Seminary of America).

The Goals Project is an effort to foster an understanding of the critical role that Vision, Goals and Objectives play in Jewish education and to collaborate with local communities to translate these leadership qualities into communal practice. The project is directed by Dr. Daniel Pekarsky (University of Wisconsin). The Goals Project coordinates its work closely with a long-term research enterprise of the Mandel Institute in Jerusalem called "The Educated Jew Project." This project invites leading Jewish thinkers to articulate their respective visions of an educated Jew and then to work with educators to translate their visions into terms that will make them usable in educational settings.

Possible Activities of the Committee

Best Practices Project

The Committee will:

- a) Review reports of the findings of the Best Practices Project
- b) Hear the best practices researchers describe their work
- c) Hear best practices practitioners discuss their educational programs
- d) Visit selected best practices sites

Following these inputs, the Committee will:

- a) Evaluate issues arising the the documentation of best practices (e.g. how should they be documented? what models currently exist, if any, for documentation, etc.)
- b) Discuss issues that relate to the implementation of best practices to new settings (questions of "replication", educational projects that emerge out of best practices work, etc.)
- c) Discuss "new practices" that deal with similar issues
- d) Discuss other possible expansions of the Best Practices Project, e.g.:
 - evaluation of "best practitioners";
 - project on best practices of the past;
 - compilation of biographies of leaders from best practices sites, etc.

The Goals Project

The Committee will:

- a) Learn about the aims and method of the Goals Project
- b) Discuss issues related to goals in Jewish education
- c) Explore the "Educated Jew Project" and its relationship to Goals project
- d) Hear presentations by writers of the Educated Jew Project
- e) Discuss issues related to moving from Goals to action
- f) Hear presentations by representatives of educational institutions that are characterized by "vision-drivenness"
- g) Visit such institutions

Appendix A

Committee on Content and Program
List of Potential Future Work
April 21, 1994

1. Dissemination of results of CIJE work
 - a. Target audience
 - b. Methods, e.g.:
 - Publications by CIJE
 - Presentations at academic and education conferences
 - Conferences called by CIJE, etc.
2. Incorporation of Best Practices in Lead Communities and Other Sites
 - a. Incidence
 - b. Evaluation
3. Incorporation of Goals Project in Lead Communities and Other Sites
 - a. Incidence
 - b. Evaluation
4. Other Areas for Study of Content and Program



Appendix B

Committee on Content and Program Biographies of Staff April 21, 1994

Barry W. Holtz is Senior Education officer and Director of the Best Practices Project of the Council for Initiatives in Jewish Education (CIJE). He is an Associate Professor of Jewish Education at the Jewish Theological Seminary of America and for the past thirteen years has been the Co-director of the Seminary's Melton Research Center.

He received his undergraduate education at Tufts University and his Ph.D. from Brandeis University. Dr. Holtz was the editor of most of the volumes of the Melton Graded Curriculum Project, a set of teacher's guides and related materials used widely in North America. As author and editor, his books include: *Finding Our Way: Jewish Texts and the Lives We Lead Today* (Schocken Books, 1990), *Back to the Sources: Reading the Classic Jewish Texts* (Simon and Schuster, 1984) and, most recently, *The Schocken Guide to Jewish Books* (1992).

Daniel Pekarsky is Professor and former Chairperson in the Department of Educational Policy Studies at the University of Wisconsin-Madison. He did his doctoral work at Harvard University, where he specialized in philosophy of education. In addition to work he has done as a Jewish educator in congregational and other settings, he has also been involved over the years in the education of Jewish educators.

In 1987-88, he served on the faculties of the Jerusalem Fellows and of the Melton Center for the Study of Jewish Education in the Diaspora at the Hebrew University. More recently, he took an extended leave from the University of Wisconsin in order to direct the Cleveland Fellows Program at the Cleveland College of Jewish Studies.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

BOARD COMMITTEE ON RESEARCH AND EVALUATION

April 21, 1994

AGENDA

1. Introduction of Committee Members and Staff
2. Research and Evaluation Committee: Discussion of Memorandum
3. The Study of Personnel in Lead Communities
4. Next Meeting



Council for Initiatives in Jewish Education

Agenda

CIJE Board Committee on Content and Program
April 21, 1994

1. Introduction of Committee Members
2. Introduction of Staff
3. CIJE Content and Programs: Review of Memorandum
4. Status Reports
 - Best Practices Project
 - Goals Project
5. Focus of Next Meeting
 - Dates
 - Content



Council for Initiatives in Jewish Education

Memorandum

CIJE Board Committee on Research and Evaluation

A research capacity for Jewish education in North America will be developed at universities, by professional research organizations, as well as by individual scholars. They will create the theoretical and practical knowledge base that is indispensable for change and improvement....The research results will be disseminated throughout the Jewish community for use in short-term and long-term planning. Data on Lead Communities will be analyzed to ensure that their individual programs are educationally sound and are meeting with success.

-- A Time To Act, p. 70

Definition and Purposes of the Committee

The Committee on Research and Evaluation is charged with developing strategies for creating a capacity for research on Jewish education in North America. At present, very little knowledge is being gathered and disseminated that can help Jewish educators improve. There is no real infrastructure for Jewish educational research; there are only a few professors of Jewish education, and they have many other responsibilities besides research.

Another mission of the Committee is to foster self-evaluation of Jewish educational programs throughout North America. Related to the near-absence of research, programs and institutions in Jewish education rarely assess their own programs to monitor performance or gauge success. A goal of CIJE is to encourage evaluation-minded communities; that is, communities that examine their own programs as a step towards self-improvement.

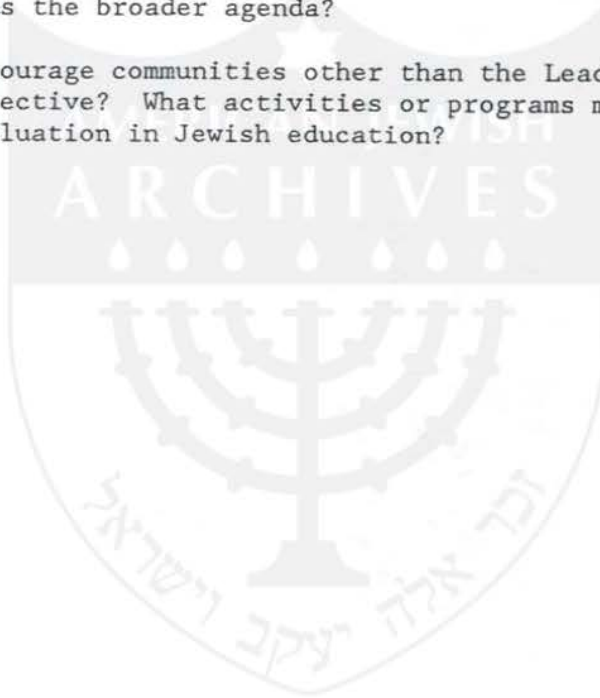
CIJE Research and Evaluation to Date

Thus far, research and evaluation sponsored by CIJE has occurred in Lead Communities, our "local laboratories" for educational innovation. A Monitoring, Evaluation, and Feedback (MEF) team has studied educators and issued policy-oriented reports on educational personnel to the communities. The MEF team has also analyzed the process of mobilization for Jewish education in the Lead Communities. These reports and analyses have been narrowly focused on issues relevant to educational change within the Lead Communities. No steps have yet been taken towards wider dissemination.

Possible Activities for the Committee

A number of possible activities for the Committee may be considered:

- (1) The question of translating evidence gathered in Lead Communities into usable knowledge for the rest of North American Jewry may be a major topic for discussion. What are the appropriate mechanisms for reaching out to the wider Jewish community of North America? What should be the relative priorities within CIJE of data-gathering and report-writing for the purpose of stimulating action within the Lead Communities, as compared with the broader goal of disseminating information throughout North America?
- (2) CIJE has a small internal research capacity, but the ultimate goal is to stimulate research on a broad scale, involving many partners including universities, foundations, agencies, and individual scholars. How can CIJE move towards the broader agenda?
- (3) How can CIJE encourage communities other than the Lead Communities to become more reflective? What activities or programs might stimulate and support self-evaluation in Jewish education?



Adam Gamoran -- bio -- July 1993

Adam Gamoran is Professor of Sociology and Educational Policy Studies at the University of Wisconsin, Madison. He has taught at Wisconsin since 1984, when he received his Ph.D. from the Department of Education at the University of Chicago. Most of his research concerns the effects of stratification in school systems, with special attention to differences in the quality of classroom instruction for students in varied tracks and ability groups. He has written numerous articles on these topics for academics and educators, of which the most recent is "Alternative Uses of Ability Grouping: Can We Bring High-Quality Instruction to Low-Ability Classes?" which is forthcoming in the American Journal of Education.

In 1989, Gamoran was honored with a Spencer Fellowship by the National Academy of Education. He spent 1992-93 as a Fulbright Scholar at the University of Edinburgh, Scotland, where he carried out research on the standardization of the curriculum in Scottish secondary schools, and its relation to equality of educational opportunity. Currently, Gamoran is the Chair-Elect of the Sociology of Education section of the American Sociological Association. He has also been active in the Research Network on Jewish Education, serving as Program Chair in 1991.



Ellen B. Goldring

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Ellen served as a teacher and educational director in Jewish education before receiving her doctorate at the University of Chicago. In Chicago, she was an evaluator for the Chicago Board of Education in the Department of Educational Research and Evaluation. In this position, she developed and evaluated numerous innovative programs, such as Paideia Schools. Upon completion of her doctorate, Ellen was on the faculty at Tel Aviv University and was Chair of the Program in Educational Administration and organization before coming to Vanderbilt as Associate Professor of Educational Leadership. At Vanderbilt she is also a senior research fellow with the Vanderbilt Institute of Public Policy.

Ellen's research examines the impact of changing forces, both internal and external to the school, on the nature of principals' work. Specifically, her work focuses on the way in which increased parental involvement in schools impacts on the principal and how principals and parents interact. In a broad international perspective she studies the link between parental involvement and public schools of choice. Following this line of work, she is looking at principals who work in schools which have undergone major change efforts. Her work explicates the image of the principal as environmental leader. Presently, she is principal investigator in a research project that is studying the impact of magnet schools on families, teachers and students funded by the Spencer Foundation.

She has been involved in numerous projects which have altered the role relationships between principals, parents, teachers and central office superiors in such areas as decision making, curriculum planning, community building and mission development. She has published articles in such journals as Educational Administration Quarterly, Educational Policy, Urban Education, and is author of a book (co-authored with Sharon Rallis), Principals of Dynamic Schools: Taking Charge of Change (Corwin/Sage, 1993).

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

BOARD COMMITTEE ON RESEARCH AND EVALUATION

April 21, 1994

AGENDA

1. Introduction of Committee Members and Staff
2. Research and Evaluation Committee: Discussion of Memorandum
3. The Study of Personnel in Lead Communities
4. Next Meeting



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MINUTES: CIJE/LEAD COMMUNITIES SEMINAR - Baltimore

DATE OF MEETING: August 23 - 24, 1993

DATE MINUTES ISSUED: October 5, 1993

PRESENT: Janice Alper, Lauren Azoulai, Chaim Botwinick, Ruth Cohen, Gail Dorph, Genine Fidler, Seymour Fox, Adam Gamoran, Steve Gelfand, Jane Gellman, Roberta Goodman, Annette Hochstein, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Marshall Levin, Louise Stein, Julie Tammivaara, Ilene Vogelstein, Shmuel Wygoda, Virginia Levi, (Sec'y)

COPY TO: Darrell Friedman, Ellen Goldring, Morton Mandel, Richard Meyer, Charles Ratner, David Sarnat, William Schatten, Henry Zucker

I. Introductory Remarks and Updates

A. Developments in CIJE

Alan Hoffmann opened the meeting, thanking THE ASSOCIATED for its hospitality and the help provided in organizing the meetings.

Alan reported that he has accepted a three year assignment as executive director of CIJE, on loan from the Hebrew University. His decision to accept the position builds on ten years of working on issues in Jewish education in the Diaspora and his academic interest in issues relating to the process of change. The Commission on Jewish Education in North America is the most systematic and serious effort to establish a new strategic vision for Jewish education and Jewish continuity. The recommendations of the Commission provide an exciting opportunity to effect change through the key building blocks identified by the Commission. Alan noted that this is cutting edge work both for general education and Jewish education and that he found the opportunity to participate enticing.

CIJE attempts to get at fundamental issues by building consensus among partners not used to working together. During the next three years, CIJE and the Lead Communities will work together to create the foundations for the future. The Lead Communities process is expected to be a long term effort. He reminded the group that CIJE is committed to the training of personnel, lay leadership mobilization and the establishment of a research agenda for North America, in addition to working with the Lead Communities.

B. The Staff of CIJE

Alan introduced the staff of CIJE, promising a memo detailing the responsibility of each and how they can be reached in the near future.

1. The Core Staff

The core staff includes the following:

Alan Hoffmann - executive director

Barry Holtz - full time as of July 1. Barry will run the Best Practices project and will coordinate the conceptualization and development of pilot projects.

Gail Dorph - will be the first point of reference for the Lead Communities. She will be visiting regularly, on a schedule to be jointly determined.

Ginny Levi - will serve as the mission control, running the office from the primary address in Cleveland.

Adam Gamoran and Ellen Goldring - (part-time) together will direct the monitoring, evaluation and feedback function.

Julie Tammivaara and Roberta Goodman - (full-time) are field researchers working with the MEF project monitoring, evaluating, and providing feedback to the Lead Communities and CIJE.

2. Consultant Team

Steve Hoffman - advising on community process

Seymour Fox - bridge between the Educated Jew project and the goals project

Annette Hochstein - consultant on monitoring, evaluation and feedback

Shmuel Wygoda - will coordinate personnel training in Israel and will continue to work with the training institutions.

Daniel Pekarsky - North American consultant on the goals project

Mr. Hoffmann noted his special thanks to Henry Zucker for his consultation and close direction of the project to this point.

C. Developments in the Lead Communities

Each of the communities was asked for a brief update on the status of their work.

1. Atlanta

- a. A major restructuring of the Bureau of Jewish Education has taken place, resulting in a new organization with a more clearly defined focus. The new director of the Jewish Educational Services, Janice Alper, was introduced.
- b. A search is under way to find staff for the Council for Jewish Continuity.
- c. The educators survey will be administered in October.
- d. The Council for Jewish Continuity is now establishing task forces on the Israel experience, professional development, and Jewish education in the JCC.
- e. An academic symposium with Hebrew University is scheduled on Jewish continuity and Jewish education for October 10, 1993. The main speakers will be Sergio Delapergola and Zev Mankowitz, the new director of the Melton Centre in Jerusalem. The audience will be rabbis, members of day school and congregation education boards, and all educators.

2. Baltimore

- a. A strategic plan was adopted in July. Included in its recommendations were the establishment of the Center for the Advancement of Jewish Education and the Committee on the Lead Communities Project, whose members are presently being identified and appointed.
- b. The educators survey will be administered in early October.
- c. A conference is scheduled for educators in the tri-state area.
- d. Consideration is being given to working with the Senior Educators and Jerusalem Fellows programs for training senior personnel for Baltimore.

3. Milwaukee

- a. The staff and co-chairs of the Commission on Jewish Vision and Continuity serve as a comprehensive team. The organizational structure is in place and task forces are being established.
- b. Milwaukee is working on ways to get committee buy-in to the concept of systemic change.

- c. The educators survey has been administered and is now being analyzed. Senior educators have also been surveyed and the process of analysis has begun.
- d. Two sessions have taken place on visioning as the basis for determining community goals. A commission retreat is scheduled for October, at which time a plan will be developed.
- e. Consultants are being interviewed to help in the area of planning.
- f. A think tank on family education has been established.

D. Discussion

Much of the discussion that followed focused on Milwaukee's work on visioning. It was described as the first step in developing a strategic plan. It was suggested that there are no useful models for how to go about this. The following might characterize a successful visioning process:

- 1. Excitement and motivation
- 2. A new perception of what could be done -- moving to a new plane
- 3. The establishment of long-term goals
- 4. The beginning of a mission statement

II. Personnel and Community: The Building Blocks of Lead Communities

A. Presentation

Barry Holtz noted that the concept of a Lead Community is complicated, evolving, and lends itself to continuing analysis. While we are learning what a Lead Community is as we proceed, CIJE has a basic concept of what constitutes a Lead Community. The first criterion is that a Lead Community must address the building blocks, to be discussed in this session. The second, that the Lead Community must take a systemic approach; will be discussed in a later session.

The work of the Commission on Jewish Education in North America was reviewed. It was noted that the primary goal was to ensure Jewish continuity through Jewish education. When representatives of the major segments of the Jewish community were asked for ideas on how Jewish education could effectively impact Jewish continuity, the result was an inventory of 23 "programmatic options" including such areas as: improving early childhood education, work with youth groups, media, etc. The Commission was faced with the question of how to select and prioritize among these many important areas. There were powerful advocates for many of these options and no confirming

research that any one of the options could have a greater impact than any other. With this in mind, the Commission searched for issues that might cut across the programmatic options and identified two "enabling options," or building blocks, which must always be present for Jewish education to succeed: building the profession and mobilizing the community.

Building the profession looks at the fundamental key dimension: the people who educate. This includes teachers, principals, camp counselors, leaders of Israel trips, JCC staff, youth group leaders, etc. Without sufficient quality or quantity of trained personnel both in the areas of upper and middle management and on the front lines, Jewish education cannot be successful.

Mobilizing the community points to the need for a core of committed lay leaders to provide the commitment, support, and funding to move the process forward.

A Lead Community must emphasize these two crucial areas. CIJE is prepared to work with the communities on the details of how to move forward. Each community will generate its own approaches to these building blocks.

B. Discussion

Mobilizing the community was further described as a process of coalition building, a "seamless representation" of rabbis, lay leadership of synagogues, and the leaders of community agencies. It is the successful involvement of new lay players, committed to Jewish education, that will determine the ultimate success of Lead Communities.

It was suggested that it is important to reach beyond the Federation system in involving people in the process. Federation can serve as the convener and mobilizer, but should not be a gate keeper. The resulting coalition should bring together partners who have not necessarily worked together in the past. It was suggested that a true coalition should include representatives sent by the agencies, not selected by the convener.

It was noted that establishing a wall-to-wall coalition is only the first step in the process. This must be followed by educating participants to ensure that they represent their constituencies effectively. Once the process gets started, it should become apparent to all aspects of the community that they cannot afford to stay outside of the process. In order for participants to see themselves as agents of change, they must feel empowered through a sense of ownership, an opportunity to make a difference, and an opportunity for personal growth.

C. Break Out Groups

Each community was asked to consider separately the following questions:

Regarding Personnel:

- What are the personnel issues facing our community?
- What data is already available about personnel in our community?
- What processes can we put into place to make use of the results of the professional lives of Jewish educators and the educators survey?

Regarding Mobilizing the Community:

- For a commission to change the climate for Jewish education in a community, it needs to develop elements, such as:

champions for Jewish education

wall-to-wall coalition

advocacy for Jewish education

climate for ferment and debate

increased local funding for Jewish education

What else do you think needs to be added to this list?

- What is and can your commission do to foster this enterprise?

Following are summaries of the community discussions:

1. Baltimore

a. Personnel issues

- (1) The need for coordinated recruitment, placement, salaries, and retention efforts. Baltimore has identified 14 priorities within the area of personnel in their strategic plan and will be working to prioritize them.
- (2) A shortage of personnel by denomination. There are too few Reform educators to meet the Community's needs, resulting in the movement drawing on the resources of the Conservative movement which must, therefore, draw personnel from the Orthodox movement.

- b. With respect to mobilization of the community, Baltimore listed the following needs:

- (1) To leverage national as well as local funding.
- (2) To create appropriate expectations and communicate them to the community.
- (3) To change the perception of Jewish education, broadening the definition to include informal as well as formal.

2. Atlanta

a. Personnel Issues

- (1) The need to develop minimum standards for Jewish educators.
- (2) The need for formal programs for in-service training in the community.
- (3) Programs for recruitment.
- (4) Compensation - how to determine pay and benefits.
- (5) Personal growth for senior educators.
- (6) Career tracks for personnel.
- (7) More trained personnel for informal education.
- (8) Youth leaders need a sense of mission.
- (9) The need for a resource list and access to people from outside Jewish education.

Atlanta plans to use the educators survey to work with the local commission (CJC) for planning and to advocate within particular areas. They will determine priorities and set a time table for action.

- b. With respect to mobilizing the Community, Atlanta identified the following needs:

- (1) A vision for Jewish education.
- (2) A definition of objectives and desired outcomes.
- (3) Diversified funding.
- (4) A multi-faceted approach.

In the discussion that followed, it was suggested that the educators survey can be used by each community to help with planning and prioritizing and to advocate for particular next steps. It was suggested that plans be made to disseminate the results to participants in the survey as well as to Federation leadership, rabbis, and senior educators in the community. The results should serve as a basis for conversation; it should lead to dialogue and an interactive process.

It was noted that Ruth Cohen has written a memo on the administration of the survey in Milwaukee which should be useful to Atlanta and Baltimore as they administer the survey. It was intended that the survey be the same for all three communities, for comparison purposes, and noted that if either Atlanta or Baltimore wishes to revise the instrument in any way, they should consult with Ruth as well as Adam Gamoran or Ellen Goldring. It was also agreed that any comparative report must be approved by all three communities before it is disseminated.

3. Milwaukee

Milwaukee reported the following summary of their discussion:

- a. Personnel has been identified as a key community priority. Milwaukee is establishing a personnel task force to look at issues of quantity, quality, setting (attraction to a mid-size community) and salary limitations.
- b. Many people find the issues overwhelming to deal with. This is viewed as the realm of the professionals. It involves risk.
- c. The following issues were raised with respect to the use of the results of the surveys of educators.
 - (1) How do you effect change in professional development, yet tie it to clear educational outcomes in the classroom?
 - (2) What kind of professional growth will have an impact?
 - (3) How will the data be used with professionals?
 - (4) How will the data be used in the Lead Community?
 - (5) Are there approaches that are likely to work?
 - (6) How can the data refine our understanding of the personnel issue?
 - (7) How are people approached to participate in this issue?

What kind of strategies can we develop to approach them?

- (8) How do we convince people that this issue is central to systemic change?

d. Next Steps

- (1) Development of a vision of what is possible.
- (2) Deal more practically with the possibility of funding.
- (3) What kind of new roles can be developed for teachers?

e. In order to change the climate for Jewish education in the community, Milwaukee identified the following elements:

- (1) Create a win-win situation. How will people benefit?
- (2) How do we stay focused on our agenda while the constituent entities are carrying out their agendas?
- (3) What is the treatment going to be of potential champions -- who and what?
- (4) How do people get a sense of the excitement of a lead project?
- (5) How do we maintain long-term interest by showing results early in the process?

f. Milwaukee identified the following steps to foster the enterprise:

- (1) The role of Federation must be expanded. How do we capture the lay and professional leadership?
- (2) How can Federations' educating role be enhanced?
- (3) What kind of lay education will be undertaken?
- (4) How do you work in a coalition?
- (5) Developing a common language for "systemic change."

The session concluded by noting that this process has contributed greatly to defining a Lead Community project. It would address these issues and serve as the basis for monitoring, evaluation and feedback. This can provide us with the agenda for the future.

III. The Goals Project

Alan Hoffman introduced this presentation, noting that this is one of the support projects for a systemic approach to our work.

Seymour Fox indicated that the "Educated Jew Project" is under way at the Mandel Institute to deal with the outcomes of Jewish education. Participants include Professors Menachem Brinker, Moshe Greenberg, Michael Rosenak, Israel Sheffler and Isadore Twersky. The work of this group will be published soon and may be of use to the communities in their work on goals. Seymour Fox then distributed and discussed the paper entitled "Goals for Jewish Education in Lead Communities" (enclosed).

In reviewing the paper, he noted that the issue of goals for Jewish education had consciously been set aside by the Commission on Jewish Education in North America in an effort to reach consensus on basic approaches to continuity. It was clear, however, that the Commission's recommendations could not be implemented without being put in the context of the goals of Jewish education. Goals are necessary to introduce change, to have an impact and to evaluate progress.

It was suggested that goals should be developed both institutionally and community wide. They should be adopted with the understanding of willingness to be held accountable for working to attain these goals. It was noted that it is important not to penalize institutions that do not achieve their goals, but to reward those that do attempt to reach them.

CIJE should serve as a catalyst for the establishment of goals. With this in mind, CIJE has been consulting with denominational training institutions, asking them to prepare to work with their movements in the Lead Communities in the process of setting goals. The Educated Jew project could form a basis for consultation with the denominations.

In the discussion that followed it was suggested that a community might begin with a non-threatening conversation to identify goals upon which all could agree. The demographic trend lines serve as a basis for this discussion. It might lead to conversations within the denominations of the community and, from there, to the establishment of discussions with the national, denominational movements.

While it was noted that the climate is right for this discussion, it was also suggested that common community goals will be difficult to reach and that communities may wish to focus first on specific institutions.

It was suggested that communities be encouraged to engage in conversation without expecting to reach consensus. By encouraging constructive discourse, the community could create an environment in which everyone aspires to a higher level. The offer was made that the Mandel Institute would be willing to conduct a colloquium for representatives of the three communities in Israel to discuss in depth the setting of goals.

The discussion concluded by suggesting that the setting of goals may be the third building block for change in Jewish education.

IV. A Systemic Approach To Issues in Jewish Education: Scope, Quality and Content

A. Presentation

Alan Hoffmann introduced Gail Dorph to make this presentation, noting that CIJE's support projects (the goals project, monitoring, evaluation & feedback; and best practices) are part of a systemic approach to change. Gail noted that we usually think either institutionally or programmatically, but that one institutional program cannot have a sufficiently broad impact. Now as we reconceptualize how we look at Jewish education, we should consider the system and what drives it.

CIJE has selected the building blocks (personnel and community mobilization) because they have the potential to impact the entire system. This represents a conceptual and semantic change. We consider it worth the effort both because we know that developing program by program does not work and also that there is an incremental benefit when young people are involved in multiple experiences in Jewish education.

In order to move beyond the approach of working program by program, we have to consider new approaches; we cannot move forward with business as usual. Our goal is to change the entire system. Therefore, to impact the area of personnel, we seek not just staff development, but a look at the broader picture of recruitment, retention, salary and benefits, etc.

As projects are identified which might have systemic impact, they should meet the criteria of scope, content and quality.

1. Scope

a. Quantitative

(1) Should cover all (or most) settings or institutions where most of the education takes place.

(2) It should impact most or all of the people.

b. Qualitative

It should be aimed at effecting profound and lasting change.

2. Content

a. Is it a substantive and thoughtful project?

- b. Is it based on the projection of a vision for Jewish education towards specific goals?
 - c. Is it reflective of the learning of a Best Practices project?
3. Quality

A project should be characterized by high standards that can be made explicit and that are not addressed by the status quo. The Best Practices and Monitoring, Evaluation & Feedback Projects ensure that a Lead Community effort is geared toward systemic change and has the potential to be comprehensive and long lasting.

B. Discussion

It was suggested that in this reconceptualization of our approach to Jewish education, the desire to involve a wide range of people and settings might interfere with the focus on content. In response it was suggested that change has no meaning if it does not impact institutions and clients, and that having an impact on only one institution or client group is not systemic. The Lead Community effort should be a coordinating one, with the goal of permeating an entire community.

It was suggested that in light of our awareness that several positive experiences in Jewish education have an exponential impact, a Lead Community project might take a single institution and import programs from other institutions which build on each other. The example was given of a supplementary school that involves its students in camping and an Israel experience.

C. Monitoring, Evaluation and Feedback - a Support Project

Adam Gamoran opened the presentation by asking how we will know if Lead Communities are coming up with new processes and products for Jewish education. He noted that this work begins with the Lead Communities, but is intended to have continental impact. The monitoring, evaluation & feedback project is intended to do the following:

1. Inform us about a particular approach that has been effective, what challenges were overcome, and how it worked.
2. Provide feedback to both the communities and CIJE as the project moves ahead.
3. Encourage reflective practice, i.e. get participants to think and reflect systematically about how the project is going.

It is hoped that this project will result in the Lead Communities becoming evaluation minded, and that evaluation will become a part of

the ongoing process in each community. This should become a community norm.

He noted that the first year of the project has been one of planning. A Time to Act lays out specific desired outcomes. MEF has been monitoring the planning process, both to provide feedback and to establish a basis for similar efforts to be undertaken in other communities in the future.

In this first year, the evaluators have been looking at the following three issues:

1. What is the nature of the professional lives of educators in the community?
2. What is the extent of community involvement?
3. What is the vision for Jewish education?

By beginning early, MEF can monitor the entire process as it unfolds. In that process, a feedback loop has been established through full time field researchers where regular contact with key people in the communities provides ongoing oral and written feedback.

In looking at the professional lives of educators, the field researchers will be providing base line data by writing qualitative reports, evaluating the data of the educators survey and writing about mobilization for change in the first year. These reports should develop a picture which will allow the communities to engage in reflective practice. They should provide a fresh slant, a useful perspective, and documentation of issues about which the communities may or may not already be aware. They will most likely also identify new personnel issues.

CIJE also recommends that each community engage in self-study as a means of determining base line data. The MEF team is available to help. In addition to the educators survey, communities should prepare an organizational profile describing the participants, program components, and finances of institutions that deliver Jewish education.

In the coming year, MEF intends to:

1. Complete the survey on the professional lives of educators.
2. Complete the educators survey.
3. Analyze and interpret these two studies.
4. Submit a first report on mobilization.
5. Work with communities on their profiles.

In the discussion that followed this presentation, it was suggested that CIJE consider providing the communities with training in reflective practice.

A question was raised about plans for dissemination of the information being gathered. It was noted that nothing will be shared without prior approval of the communities, that the project is designed mainly for feedback to the communities, and that the broader issue of dissemination must be addressed in the future. It was noted that with respect to the self-study, MEF can help to identify useful issues for consideration and work with the communities to list organizations and identify top priorities. This first step of the self-study should be followed by a needs analysis. The self-study process is intended to be ongoing and may help communities to adjust or change direction as they proceed.

It was suggested that there is a finite amount of energy for mobilizing the community. At some point, each community will need to agree on a direction and plan to move ahead in that direction. The process of self-study and needs analysis should help to sharpen the focus of the community, but need not narrow the goals.

It was suggested that each community has its own order of priorities -- that each community is in a "different place." Should each wait for the others in order to proceed? Is there a benefit in moving forward together? In response, it was suggested that CIJE participate in the process of prioritization and that communities be prepared to be flexible and adapt to new information as it comes in. Communities were encouraged to share informally so that each is aware of what the others are doing.

It was noted that it is difficult to introduce radical and systemic change. If we can forge a joint understanding among lay leadership and professionals on a local and continental level, we can move beyond business as usual.

This forces us to confront the realities of Federation planning. Lay leaders will tolerate information gathering for a period of time after which they will want to move forward in a concrete way. While communities move forward and identify directions, additional information will be coming in which may suggest modification. MEF needs to respond to this need for modulation.

In order to be as broad based as possible, it is expected that each of the communities will be developing a strategic plan for Jewish education for the next three to five years. This must go beyond personnel and community mobilization to a look at what a community wishes to look like and be. Decisions will have to be made on desired directions in order to facilitate planning. In other words, a community should not limit itself to working only on personnel and community. However, these building blocks are central to moving forward.

V. Funding and Fund Raising

How can CIJE help local communities with funding? It was suggested that communities identify local sources of funding and that CIJE work with them in an effort to encourage their support. It was also suggested that if CIJE were to cultivate relationships with foundations and know their priorities, these might help communities focus their directions. There was a strong feeling, however, that Communities should move forward in planning with the understanding that it is preferable for ideas to attract funding rather than the converse.

The group was reminded that it had been recommended earlier that a development committee be established, to be made up of representatives of CIJE and the local Communities. This group might explore what is available locally as well as continentally. This idea will be pursued.

VI. Work Plan

Gail Dorph and Alan Hoffmann planned to visit each of the three communities during the two weeks following the Baltimore meeting. At that time, individual community work plans to cover a period of three to six months were to be discussed.

The next joint Lead Communities meeting is scheduled to take place prior to the opening of the GA in Montreal. It will begin with an optional lunch on Tuesday, November 16 (meeting to begin promptly at 2:00 PM) and conclude with lunch on Wednesday, November 17. Each community was encouraged to put this meeting on the calendars of professional or lay leaders whom they feel should be present.

Another joint Lead Communities meeting will most likely be scheduled for February. These dates will be proposed shortly.

Gail Dorph will plan to visit each Community at least one time each month for a period of two to three days.

A question was raised about whether the Lead Community representatives should plan to attend all CIJE board meetings in the future. This will be responded to as soon as possible.

VII. Best Practices. Another Support Project

Barry Holtz reminded the group that the Commission on Jewish Education in North America recommended that an inventory of Best Practices be developed. It was felt that identification of Best Practices could help to build our understanding of Jewish education in North America. These Best Practices could serve as "existence proofs." They should help the Lead Communities by serving as models.

To date, a first look has been completed in the areas of supplementary schools and early childhood education. More in depth analysis of these areas will be done in the future.

The Best Practices project identifies high quality programs with significant content which cover a broad scope. It makes a case for personnel as the means of making a difference. It can be helpful in mobilizing the community by showing lay leaders what quality is in Jewish education. Holtz is prepared to work with local lay leaders in this area.

In addition, the project may provide a curriculum for upgrading personnel. For example, we may wish to recommend that the rabbis from best practice programs be invited to Lead Communities to work with local rabbis in areas of mutual interest.

The Best Practices project is intended to identify the best of what now exists. From here, it is hoped that the communities will work with CIJE to move on to new practice.

In the discussion that followed, it was noted that many successful programs depend on personnel and that this might limit the long term usefulness of the best practice studies. However, if the principles of best practices can be extracted and common elements of success can be identified, these can be translated to the communities.

It was noted that the best practice studies require a context. They provide the basis for a curriculum to raise the level of discourse.

VIII. Concluding Remarks

Alan Hoffmann noted that he senses an emerging clarity of purpose and a joint sense of mission coming from these meetings. He stated that we are building on the past and moving very positively into a new period. He concluded by thanking Baltimore for its hospitality and all participants for their serious involvement.

GOALS FOR JEWISH EDUCATION IN LEAD COMMUNITIES

The Commission on Jewish Education in North America did not deal with the issue of goals for Jewish education in order to achieve consensus. However, the Commission knew that it would be impossible to avoid the issue of goals for Jewish education, when the recommendations of the Commission would be implemented.

With work in Lead Communities underway, the issue of goals can no longer be delayed for several reasons;

- 1) It is difficult to introduce change without deciding what it is that one wants to achieve.
- 2) Researchers such as Marshall Smith, Sara Lightfoot and David Cohen have effectively argued that impact in education is dependent on a clear vision of goals.
- 3) The evaluation project in Lead Communities cannot be successfully undertaken without a clear articulation of goals.

Goals should be articulated for each of the institutions that are involved in education in the Lead Communities and for the community as a whole. At present there are very few cases where institutions or communities have undertaken a serious and systematic consideration of goals. It is necessary to determine the status of this effort in the Lead Communities. There may be individual institutions (e.g. schools, JCCs) that have undertaken or completed a serious systematic consideration of their goals. It is important to learn from their experience and to ascertain whether an attempt has been made to develop curriculum and teaching methods coherent with their goals. In the case of those institutions where little has been done in this area, it is crucial that the institutions be encouraged and helped to undertake a process that will lead to the articulation of goals.

The CIJE should serve as catalyst in this area. It should serve as a broker between the institutions that are to begin such a process and the various resources that exist in the Jewish world -- scholars, thinkers and institutions that have deliberated and developed expertise in this area. The institutions of higher Jewish learning in North America (Y.U., J.T.S.A. and H.U.C.), the Melton Centre at the Hebrew University and the Mandel Institute in Jerusalem have all been concerned and have worked on the issue of goals for Jewish education. Furthermore, these institutions have been alerted to the fact that the institutions in the Lead Communities will need assistance in this area. They have expressed an interest in the project and a willingness to assist.

The Mandel Institute has particularly concentrated efforts in this area through its project on alternative conceptions of "The Educated Jew." The scholars involved in this project are: Professors Moshe Greenberg, Menahem Brinker, Isadore Twersky, Michael Rosenak, Israel Scheffler, Seymour Fox and Daniel Marom. Accompanied by a group of talented educators and social scientists, they have completed several important essays offering alternative approaches to the goals of Jewish education as well

as indications of how these goals should be applied to educational settings and practice. These scholars would be willing to work with the institutions of higher Jewish learning and thus enrich their contribution to this effort in Lead Communities.

It is therefore suggested that the CIJE advance this undertaking in the following ways:

1. Encourage the institutions in Lead Communities to consider the importance of undertaking a process that will lead to an articulation of goals.

2. Continue the work that has begun with the institutions of higher Jewish learning so that they will be prepared and ready to undertake community-based consultations.

3. Offer seminars whose participants would include Lead Community representatives where the issues related to undertaking a program to develop goals would be discussed. At such seminars the institutions of higher Jewish learning and the Mandel Institute could offer help and expertise.

The issue of goals for a Lead Community as a whole, as well as the question of the relationships of the denominations to each other and to the community as a whole will be dealt with in a subsequent memorandum.

Seymour Fox & Daniel Marom

MINUTES: CIJE LEAD COMMUNITIES SEMINAR - Montreal

DATE OF MEETING: November 16-17, 1993

DATE MINUTES ISSUED: December 3, 1993

PRESENT: Janice Alper, Lauren Azoulai, Chaim Botwinick, Ruth Cohen, Gail Dorph, Genine Fidler, Ellen Goldring, Roberta Goodman, Jane Gellman, Michal Hillman, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Howard Neistein, David Sarnat, William Schatten, Louise Stein, Julie Tammivaara, Virginia Levi, (Sec'y)

COPY TO: Seymour Fox, Darrell Friedman, Annette Hochstein, Adam Gamoran, Morton Mandel, Richard Meyer, Charles Ratner, Ilene Vogelstein, Shmuel Wygoda, Henry Zucker

I. Introductory Remarks

Alan Hoffmann, Executive Director of CIJE, opened the meeting, thanking the Jewish Education Council of Montreal for its hospitality. He introduced Shlomo Shimon, Director of the JEC of Montreal, who welcomed the group and spoke briefly about Jewish education in Montreal.

Alan then reminded the group that at previous meetings we had defined the concept of a partnership between CIJE and the Lead Communities, began to clarify what it means to be a Lead Community, and had taken the first steps toward developing a joint work plan. He noted that we are all learning as we move forward, and that it is important for us to continue to communicate regularly.

Alan noted that each community is now moving toward action with respect to personnel, with the work of the Monitoring, Evaluation & Feedback team as the spring board. The focus of this seminar was to discuss the process of clarifying and moving forward with a personnel action plan. It was anticipated that at the conclusion of the seminar each community would have a clear sense of direction, of the critical issues, and of how CIJE can help the community move forward with respect to personnel.

II. Community Updates

Each community was asked in advance to report on progress in the following areas:

1. Work of the local commission and committees
2. Public events or broader community activities
3. Status of the Educators Survey

4. Other issues of concern to the community

A. Atlanta

Bill Schatten reported the following:

- 11 With respect to mobilization of the community, Atlanta has established a wall-to-wall coalition which has begun to meet.
2. Atlanta sponsored a major public event on Jewish continuity together with the American Friends of Hebrew University which was attended by approximately 100 people.
3. On November 7, over 200 educators and rabbis attended a symposium on Jewish education. Gail Dorph led a session with principals on the Professional Lives of Jewish Educators. Other events include a discussion of medical ethics in the Talmud for 70 physicians and a series of lectures planned by the JCC for January and February.
4. The Educators Survey was to be completed during the week of the Montreal seminar with a return rate expected to be approximately 90%.
5. Atlanta has identified the following issues and challenges:
 - a. Having re-organized the Bureau of Jewish Education approximately two years ago, the differentiation of roles of this and related organizations is still being clarified.
 - b. The Atlanta JCC is working to enhance its Jewish content and plans to hire a full-time Jewish educator.
 - c. In an effort to enhance teacher training and development, Atlanta is working with Emory University to establish relationships.
 - d. Atlanta is searching for a full-time director of the Commission on Jewish Continuity and looks to CIJE for assistance.
 - e. Atlanta still needs to work out ways to ensure community commitment to Jewish education and increase funding support.
 - f. The Conservative movement recently held a meeting in Atlanta without first consulting with the Commission on Jewish Continuity or CIJE. As a result, the Atlanta Commission's issues were not on the agenda. There should be a way to get the denominational movements working more closely with the Lead Community process.

B. Baltimore

1. The first CIJE committee meeting was held in October. Its composition was broad based. Barry Holtz and Gail Dorph participated. It was apparent that the goals of the committee were not clear to all participants, so smaller meetings have been held since then to help clarify and to plan for the next meeting. A mission statement has been developed and issues with respect to the challenges for personnel and target populations have been identified for discussion at a meeting in December. [Exhibit A]
2. In June, Baltimore completed and published a strategic plan which, among other things, created the Center for the Advancement of Jewish Education as the coordinating body for Jewish education in Baltimore.
3. The Educators Survey had been completed and the data was about to be sent for analysis. The qualitative study of the Lives of Educators was completed and a report was anticipated by the end of January 1994.
4. The primary issue identified by Baltimore is the difficulty they see in identifying comprehensive, continental action which is specific enough for local application.

C. Milwaukee

1. A commission of more than 60 people has met twice since February. This is a broad based group representing lay and professional leaders across ideologies and from both formal and informal education. In addition, there is a steering committee to help manage the commission process and a task force on personnel issues which has met twice.
2. Milwaukee had just completed a strategic planning process with 33 community participants in addition to CIJE representatives. Using a consensus process, they identified and prioritized ten strategies for action, resulting in a list of the top three. [Exhibit B] Those three, agreed to by all participants, are (1) building the profession, (2) adolescent education, and (3) funding. This will become the leadership agenda for the next five years.
3. The Educators Survey has been completed and the data analysis received by Milwaukee. Discussion is now under way with regard to distribution and use. It is anticipated that the data will be presented to interested agencies as the basis for discussion of critical issues. It is hoped that lay leaders will participate in the presentation and discussion of the data.

4. Milwaukee identified the following issues of concern:

- a. How to promote the Lead Community project and communicate with the community on concrete issues.
- b. How can the Educated Jew and goals projects contribute to the community's work?
- c. How can various community organizations be brought into the process?
- d. What progress has been made on national funding?
- e. How can CIJE help link the communities with the denominations?
- f. Can CIJE help in work with teens?

D. Discussion

The following issues were listed and it was agreed that they would be addressed before the conclusion of the seminar:

1. The relationship of national denominational institutions and the Lead Communities.
2. Promoting and communicating the Lead Community story locally and nationally.
3. Applications of the goals project and Educated Jew project.
4. How to use various local entities to get the buy-in of existing community structures.
5. Progress on national funding issues.
6. How can the Best Practices work help in working with teens, family education and adult education?
7. Progress report on Best Practice projects.
8. Expectations of CIJE toward Lead Community programming and planning.

It was noted that it is clearly time to move toward action and show how this process can help bring about change in the communities. CIJE is convinced that this change will come through community mobilization and building the profession. It was felt that the three community reports show that community mobilization is proceeding as commissions come together and begin to work toward agreement on a common agenda.

At this stage, the focus of our work should be on personnel as a key to effecting systemic change. The goal of this seminar was to help each community to move toward an action plan for personnel.

III. Projected First Year Outcomes in Personnel

A. "Critical Path"

Barry Holtz began by describing the critical path to developing an individual Lead Community personnel action plan. [Exhibit C]

1. The first step is to complete the data analysis of the Educators Survey. [Exhibit D]

The survey has been administered in all three communities. As the initial analysis is beginning to take place, communities should consider what critical questions they hope to answer with the data. These should be conveyed to Ellen Goldring. In addition to statistical analysis, an integrative report on policy implications of the results will be prepared for each community. It was noted that the policy implications report will serve as an executive summary of the data.

2. Reports discussed [Exhibit E]

The discussion of the data analysis should serve to mobilize community support. While some of the information will be expected, there will be much that comes as a surprise to the community.

By discussing the reports on the Professional Lives of Educators, the Educators Survey, and the policy implications of the two, a community will be in a position to develop a personnel plan and to engage leadership in a discussion on personnel issues in the community.

While discussion and planning is under way, CIJE will work with each Lead Community to develop some preliminary actions which can be taken before an action plan is completed. This was to be discussed later in the seminar.

B. Analytical Potential of Educators Survey

Ellen Goldring described the potential of the Educators Survey. The purpose of the survey is to help each community determine how to move forward in the area of personnel. It should help each community to establish a process for discussing personnel issues.

The first phase in analyzing the survey is to articulate the issues to be used in policy decision making. The second stage is to

collect and process information. This is followed by interpreting results for planning and action.

The development of the survey followed a process known as "backward mapping." This describes the process by which community representatives got together to determine in broad strokes what they would like to know about personnel. From this, the survey questions were developed. In this way, the central issues were articulated.

The topics addressed by the educators survey are outlined on Exhibit F, attached. With this general information as background, each community is invited to determine specific questions to which it seeks responses. As the data is analyzed, these responses can be drawn from the survey. Examples of some of the specific questions used by Milwaukee are included in Exhibit F.

In discussion, it was noted that a community can identify additional issues to be looked at in analysis both during and after the initial analysis is undertaken. Following the initial analysis, if a community wishes to get the data discs from the company conducting the analysis, they are available and the communities are encouraged to continue to use the data.

Exercise

Participants were divided into three groups and invited to look at selected findings from the Milwaukee survey. They were asked to answer questions regarding the issues these findings addressed, the meaning of the findings, and their policy implications. This was done in cross community groups to demonstrate a process which might take place in the communities. A copy of the selected findings and questions is attached as Exhibit G.

In the discussion that followed the exercise, it was suggested that presenting the data in a variety of settings will undoubtedly result in many different reactions. It is the job of the leadership team to identify conclusions and begin to act on them. It was suggested that this work be done in the context of a broader vision of goals for personnel in the community.

For the communities which have not yet received data, it was suggested that it is not too early to begin to identify issues for more detailed analysis. Communities were invited to work with Ellen Goldring to brainstorm what they might like to know. Ellen is also available to help refine questions in consultation with a community.

It was suggested that if a community can agree on a certain intervention based on the results of the survey, it should undertake an educational process to involve leadership, both

professional and lay, and encourage buy-in. CIJE will work with a community to develop this educational process.

This exercise was undertaken to do the following:

1. Show how data can be used to generate discussion.
2. Point to mine fields, such as multiple interpretation, which can result from the use of data.
3. Show how to begin to bring "nuggets" of information to particular populations.

The issue of whether to share the data among the communities was raised. The Professional Lives of Educators report has been completed in Atlanta and Milwaukee and is in process in Baltimore. On the basis of the documents now in hand, it appears that these are likely to be reports which could be shared among the three communities. However, it was concluded that no joint decision will be made until the Baltimore report is complete. This matter will be discussed at the next meeting of this group.

On the basis of the first report on the Milwaukee survey, it appears that this, too, is data which could be shared among the communities. However, no decision will be made until each community has had a chance to review its report. It was suggested that Milwaukee might consider sharing certain data that would help Baltimore and Atlanta design questions for analysis. It was concluded that the Milwaukee Steering Committee will discuss this and be in touch with the others, through Ellen.

If and when the communities agree to share the results of both reports, Adam Gamoran and Ellen Goldring would be willing to prepare an inter-community report. This might be useful in disseminating some of our findings beyond the three communities.

IV. Engaging the Community in Discussing Educators Survey and Implications

A. Introductory Remarks

The second stage in moving from the Educators Survey to an action plan is to engage the community in discussion of the reports. Roberta Goodman, field researcher from Milwaukee, was asked to describe her role in Milwaukee in presenting the data from the Professional Lives of Educators.

B. The Milwaukee Experience

The dissemination process in Milwaukee was intended to be an educational one. It began by posing the following questions to small groups:

1. How do people enter the field of Jewish education?
2. Are people satisfied with their work?
3. What do Jewish educators need to do their work?

After considering these questions and developing their own responses, groups were provided an executive summary of the survey along with an introduction to how the survey was formulated and a summary of the qualitative study on the lives of educators. Participants were then asked what surprises they found in the data and what they found that confirmed their views. This led to a discussion of the findings and their interpretations.

In discussion, it was noted that both Atlanta and Baltimore have begun a similar process, even before they have the results of the surveys. It is anticipated that early engagement will help communities be ready to review the data when it arrives.

This interactive, educational experience can serve as the basis for study, conversation, and debate in each community. It is anticipated that we will learn from the process and be able to apply it in other contexts as we move forward.

C. Community Mobilization Exercise

Each community was asked to spend time discussing how it might use the reports which will ensue from the Educators Survey process. These include the quantitative study--the Educators Survey; the qualitative study--the Professional Lives of Educators; and the policy implications report which will synthesize the two.
[Exhibit H]

It was noted that this process was intended as a simulation of what might happen in each of the communities. The step of discussing the reports is a major one to be taken in adopting a personnel plan.

- D. Following is a list of the issues which communities raised as they discussed the use of the reports:
1. What gets disseminated and discussed, and with whom?
 2. Whom do we want to buy in, and for what purpose?
 3. How do we reach large numbers of people--teachers, professional groups, lay leaders and others?
 4. How do we market the results?

5. Who should be involved in answering these questions?
6. What is the role of the local commission in this process?
7. How does the senior educators survey fit into this picture?
8. Who will facilitate the discussions? What is the role of CIJE staff in this process? Can a core of local people be trained to present the data?

In further discussion of the marketing issues, it was suggested that we might consider marketing the results continentally at the end of this process. Marketing at a local level would help to engage the necessary constituencies and get the conversation going. Getting the communities to address the issue of personnel in terms of the data will raise consciousness and, we hope, mobilize additional support.

V. Preparing a Lead Community Personnel Action Plan

A. Introduction

The meeting resumed Wednesday morning with a reminder that our goal is to move the personnel agenda toward an organized action plan. On Tuesday, the group looked at the process for completing the analysis of data and the discussion of the resulting reports. The next step is to determine how a planning committee might develop an action plan and what action can be taken in the interim.

An outline headed "Planning Committee Prepares Action Plan" was distributed and participants were asked to discuss it in small groups. (Exhibit I)

B. Discussion

The first step in the planning of an action plan is to map current and future situations. The following were identified as additional issues which will not be answered by the Educators Survey:

1. Perceptions of educational leaders.
2. Availability of resources to provide for needs.
3. Demographic trends that impact on the numbers of teachers.
4. Plans currently under way in individual schools to deal with these issues.
5. An inventory of what is now available to teachers in the community.

6. How to access untapped/unidentified human resources.
7. How to access leadership support.

It was suggested that one purpose of this mapping process is to mobilize community support. In addition to the information which can be gathered in this manner, a case can be made for engaging in efforts to upgrade personnel.

It was suggested that much of this is "old news." We are still working with the same people and the same system. In response it was suggested that the first step is to get the current players involved in the process. This should help if a decision is later made to turn the entire process "upside down."

The following conceptual model for CIJE was developed during discussion. Approaches to personnel might be viewed in three distinct streams.

1. Personnel Action Plan:

Taking existing personnel realities and using an action plan to prioritize and improve upon them.

2. Reconfiguring the conception of personnel: Stretching existing realities and building personnel to accomplish these reconfigured goals. The Hebrew Union College work with five supplementary schools is an example.
3. The Educated Jew and goals projects: What are new models which can be designed to reconceptualize Jewish education?

A question was raised about how communities can establish relationships with funders now. It was suggested that this relates to the need to be able to gain access to local leaders. It was also suggested that CIJE work to engage foundations with the Lead Communities early in the process.

- C. Following the process of mapping, a community will begin to determine appropriate strategies to address the issues raised. Working together, they will lay out options and determine resources available. In this process, it was suggested that CIJE develop an inventory of projects and activities going on outside the Lead Community process which might be of use to the communities. An example is the Hebrew Union College project to reconfigure congregational schools.

In evaluating the action plan as it emerges, participants were reminded to apply the "screens" of content, scope, and quality as described on the second page of Exhibit I.

It was suggested that each community work toward developing a first "iteration" of an action plan for personnel by July 1994, for implementation which might begin as early as September 1994. One approach would be to take current institutions and stretch them as far as possible. Another is to "turn those institutions totally on their heads." Communities should ask themselves whether, based on our goals, we can achieve them as we are currently functioning.

Participants were reminded to keep the building blocks of community mobilization and building the profession in mind as planning proceeds. Where these intersect with work in the communities, CIJE is prepared to participate.

It was suggested that we consider inviting Isa Aron to a future Lead Communities seminar to share the work Hebrew Union College is doing with congregational schools. This might help to inspire communities to think about Jewish education from a different perspective. As the communities work to develop personnel action plans and begin looking for resources to help with implementation, CIJE will plan to go to the training institutions for their involvement.

VI. Action Before the Action Plan

It was proposed that we consider new initiatives in personnel that could and should happen before an action plan is developed. What can we identify now to help move us toward our goals and give a sense of progress to the communities?

In order to bring about systemic change, it is important to have an impact on the following three groups:

1. Lay leaders
2. Educational leaders
3. Teachers/educators

It was suggested that any action before the plan is developed should target these groups.

Any pre-action plan should pass the screens of content, scope, and quality. It should have goals, be undertaken systematically, and address an issue of concern.

The following list of possible actions before the action plan was generated for the priority groups:

Lay Leaders

- Best Practice Presentations
- Goals for Jewish Education
- Best Practices in Supplementary Schools
- Congregational Lay Leadership

Education Leaders

- Senior Educator Program Recruitment (Target one from each LC for 1994)
- Education Leadership "Course" for Day School Principals (Cross denominational)
- Best Practice Course-- Supplementary Schools
- Best Practice Course-- Early Childhood

Teachers

- Judaica Upgrade of Early Childhood Educators

As an example under lay leaders, a seminar might be developed on goals for Jewish education for a group of lay leaders (possibly also education leaders) from all three communities. They might spend a week to ten days in serious discussion of the Educated Jew project and goals for Jewish education. This may need to be in Israel because of the unique resources available.

The list of possible early action includes programs that CIJE could develop in cooperation with the Lead Communities. This would provide an opportunity to move beyond the planning stage in a relatively short time. It would also provide a means to learn through action. It was suggested that these action items become an agenda for discussions of CIJE staff with the Lead Communities over the next several weeks. While some of the proposed projects require involvement of all three communities, others could be done by a single community.

It was noted that some of the proposed projects are currently under way in some form in one or more of the communities. There may be local experts who could help. For example, both Baltimore and Milwaukee are engaged in working with early childhood educators on Judaic content. Atlanta might wish to undertake this in consultation with the others.

It was suggested that a seminar on the goals project might be offered to up to seven people from each community. Bringing these people together to "translate" the Educated Jew concept into community and local institutional terms should help in development of an action plan.

After some negotiation, it was agreed that each community would decide by January 15 what action it wishes to initiate. This may be from the list presented above, or may be some variation which should then be discussed with CIJE staff for feasibility.

It was agreed that programs for day school directors might also be offered to supplementary school directors. It was also agreed that as CIJE staff visit the communities over the next 6-8 weeks, there will be further discussions about action before the action plan. Once there is a decision on the direction communities wish to take, CIJE will work with the communities to design the programs and determine the costs.

VII. Open Issues Discussed

Issues which were identified throughout the seminar were reviewed and briefly discussed.

A. What is happening with the national denominational institutions?

It was agreed that there should be presentations at future Lead Community seminars by the training institutions, describing their innovative work.

B. What are the expectations of CIJE toward Lead Community programming, projects, and planning?

CIJE expects a personnel action plan, work toward community mobilization, and development of action before the action plan. There is the expectation that a research component will accompany these actions.

C. How can various local entities be used to gain the buy-in of existing structures?

This question was left open.

D. What progress is being made with respect to national funding?

CIJE has been in touch with the Avi Chai Foundation regarding its interest and support for work with day schools. The Cummings Foundation has funded best practice work and is talking with us about support for paraprofessionals for supplementary schools. Meetings have been held with the Lilly Foundation and there is good potential for funding when Lilly resumes its grantmaking activities.

E. What help can the Best Practice project give in the areas of teen programming, family education, and adult education?

Work on best practices is in process with the JCC Association and on day schools. Conversations have also begun regarding best practices and the college-age student. Nothing has been done specifically in the area of youth and teens. It was suggested that before work could be done on family education, the concept would require further clarification.

- F. How can we promote and communicate the Lead Communities' story on a local and national level?

CIJE is working with a consultant who will submit a proposal for public relations work. At the very least, she would develop a CIJE brochure and write articles for the various Jewish newspapers. It was suggested that she might also help in communication with foundations and funding sources.

VIII. Concluding Remarks

It was suggested that the next Lead Communities seminar be held in Atlanta on March 8 and 9, 1994. We will explore the possibility of convening at noon on Tuesday and concluding in late afternoon on Wednesday with the possibility of some programming which would introduce the group to Atlanta's Jewish community.

The meeting concluded with Alan thanking everyone for their participation and noting that we are now on a track toward action.



ALVIN D. KATZ
CHAIRMAN
DR. CHAIM Y. BOTWINICK
EXECUTIVE DIRECTOR

**COMMITTEE ON THE
LEAD COMMUNITIES PROJECT**

MISSION STATEMENT
AMERICAN JEWISH
ARCHIVES

The purpose of the Committee is to significantly impact and improve the quality of Jewish education through personnel. We recognize the integrity of all individual constituencies, as well as the need for community-wide initiatives.

All programs and initiatives proposed by the Committee will be comprehensive in nature, yet responsive to the unique needs of different constituencies. In addition, each program must include an ongoing monitoring, evaluation and feedback component.

Strategies
November 15, 1993

High school or college age students:

- * We will encourage and enable every Jewish person 13-25 years of age to participate in a(n educational) trip to Israel.

Teens:

- * We will design and market a range of linked formal and informal Jewish educational programs that will engage the energies of teens, including but not limited to:

- Innovative day and/or supplementary high school
- Israel programs
- Camping
- Socializing
- Family Retreats
- Community Service
- Other informal experiences.

D'vrai Torah:

- * We will encourage the practice of presenting D'vrai Torah at all meetings and/or activities organized under community-wide Jewish auspices and observance of Kashrut and the recitation of Motzi and Birkat Hamazon.

Professional Jewish Education:

- * We will further develop the profession of Jewish education by addressing issues such as:

- Recruitment
- Training
- Ongoing Professional Development
- Retention
- Status
- Career ladders
- Standards
- Benefits
- Certification

Lay Leaders:

- * We will raise the level of Jewish knowledge of lay leaders through their ongoing participation in Jewish study.

Funding:

- * We will develop and implement an ongoing process to provide increased funding for Jewish education.

Reaching out to college aged youth:

- * We will develop a strategy that maintains a substantive Jewish connection between Milwaukee and its college aged youth.

Educational institutions evaluations:

- * We will encourage educational institutions to set and evaluating goals for themselves and we will provide resources to assist them in this process.

Adults:

- * We will organize/coordinate and market a structured Adult Jewish Education program from existing programs and new opportunities, that will address individual needs as related to knowledge level, depth of learning and sequence of courses with assistance in course selection for individuals, and recognition for achievement.

Families:


- * We will create opportunities for families to learn and experience Jewish life skills and will develop parallel and integrated programs for parents and children in appropriate settings.

Council for Initiatives in Jewish Education

Projected First Year Outcomes in Personnel

Critical Path to Developing Individual Lead Community Personnel Action Plan

Overview

- 
- I. Data Analysis Completed
 - II. Reports Discussed
 - III. "Action" before the Action Plan: Pilot Projects
 - IV. Planning Committee Prepares Action Plan
 - V. Action Plan for Personnel Discussed in Community
 - VI. Stages of Implementation

Council for Initiatives in Jewish Education

Projected First Year Outcomes in Personnel

Critical Path to Developing Individual Lead Community Personnel Plan

I. Data Analysis Completed

A. Professional Lives of Educators

B. Educator's Survey

*survey administered

*what are the critical questions we want to have answered

*who will convey them to Ellen

*data analysis returned to communities

C. Report on Policy Implications Received from Ellen and Adam

II. Reports Discussed

Goals of the discussions:

To shape the personnel plan of the community

To engage the leadership -- lay and professional -- in a discussion about the issues of personnel in the community

A. Professional Lives of Educators

- *what do we want to come out of the discussion?
- *who should lead and organize the discussion?
- *who should the participants be?
- *when?

B. Educator's Survey

- *what do we want to come out of the discussion?
- *who should lead and organize the discussion?
- *who should the participants be?
- *when?

C. Policy Implications Report

- *what do we want to come out of the discussion?
- *who should lead and organize the discussion?
- *who should the participants be?
- *when?

The result of these discussions: policy implications for action plan

CIJE: MONITORING, EVALUATION, AND FEEDBACK PROJECTTopics Addressed by the Educator Survey**1. Profiles of Teachers:****A. General Background: Who are the teachers in our community?**

(Background section: Q 38-56)

For example: Gender, Jewish affiliation, ritual observance, income, etc.

B. Training: What is the educational background and training of the teachers in our community? To what extent are they formally trained in education and Judaica?

(Q 57-60)

For example: What degrees do they hold? In what subjects? How many hold teaching certificates?

C. Previous Work Experience: What work experiences do our teachers have?

(Q 6-11)

For example: How stable is our workforce? (Q 9, 10)
How experienced is our workforce? (Q 11)
What socializing experiences do teachers have? Do most teachers have experience as youth group leaders and camp counselors? (Q 6)

**These sections can also be part of the discussion on careers.

D. Present Work Settings: What is the nature of our teachers' work?

(Q 20-28, 33-35)

For example: How many schools do they teach in?
Are they full time or part time? How many hours do they work? Would they like to be full time? Which benefits are available? Advantages and disadvantages of working in more than one school?**2. Careers in Jewish Education****A. Recruitment: How are teachers recruited and attracted?**

(Q 1, 29, 32, 35, 37)

For example: Why did the teachers first become Jewish educators? How did they find their positions? What affected their decision to work at a particular school?

B. Retention: What are the teachers' future plans?

(Q 2, 61)

3. Professional Development: What are the opportunities for teacher professional development?

(Q 12-19, 30)

For example: To what extent do teachers participate in different types of professional development activities? What is their assessment of these activities? What skills and knowledge would they like to develop further? Who is providing help and support?

4. Sentiments About Work as a Jewish Educator: How do the teachers feel about their work?

(Q 3, 4, 5)

For example: What is their level of satisfaction? Do they feel respected by others in their community?

Examples of Specific Questions the Survey Can Address:

The following issues pertain to Careers and will suggest implications regarding retention:

What is the relationship between a teacher's perception that s/he has a career in Jewish Education (Q 2) and:

- Q 36 working full or part time
- Q 56 importance of income from Jewish education
- Q 33 benefits
- Q 5 overall job satisfaction
- Q 26 work setting
- Q 8 having experience in general education
- Q 61 future career plans
- Q 22 hours of work

These analyses will address such questions as: Do teachers who perceive they have a career in Jewish education typically work in day schools? Are there supplementary school teachers who perceive they have a career in Jewish education? Is a teacher's perception of having a career related to the hours he/she works, having experience in general education, or being offered certain benefits?

What is the relationship between future career plans (Q 61) and:

- Q 26 setting
- Q 36 working full or part time

What is the relationship between the importance of the income from Jewish education (Q56) and:

- Q 36 working full time or part time
- Q 26 setting
- Q 33 benefits
- Q 5 overall satisfaction

What is the relationship between receiving certain benefits (Q 33) and:

- Q 36 working full or part time
- Q 26 setting

What is the relationship between seniority at the present school (Q 9) and:

- Q 5 overall satisfaction
- Q 2 perceptions of having a career
- Q 36 working full or part time

The following belongs to the section on Careers-Recruitment:

What is the relationship between having experience in general education (Q 8) and:

- Q 36 working full or part time
- Q 5 job satisfaction
- Q 26 setting
- Q 56 importance of income from Jewish education

Q What is the relationship between educational training (Q 58 or Q 60) and:

- Q 2 perception of having a career
- Q 26 setting
- Q 36 working full time or part time

The following issues pertain to Settings:

What is the relationship between working in a particular setting (Q 26) and:

- Q 22 hours of work
- Q 36 full/part time educator
- Q 5 overall satisfaction scale

The following analyses pertain to the Professional Development section of the report:

What is the relationship between seniority (Q 9) and:

- Q 14 overall helpfulness of workshops
- Q 30 overall help and support received
- Q 16 areas desired for skill development
- Q 17 areas desired to increase knowledge

For instance: Are veteran teachers more likely than novice teachers to indicate that in-service opportunities were not helpful? Do the teachers' perceived needs of skill development and knowledge differ by teacher seniority?

What is the relationship between overall helpfulness of workshops (Q 14) and:

Q 26 setting

Q 58 or 60 educational training

For instance: Do day school, supplementary school, and pre-school teachers view the adequacy of inservice differently? Do teachers with higher levels of formal education view in-service differently than teachers with lower levels of formal education?

What is the relationship between level of help and support received (Q 30) and:

Q 26 setting

Q 58 or 60 educational training

What is the relationship between holding a license in Jewish or general education (Q 60) and:

Q 16 areas desired for skill development

Q 17 areas desired for increased knowledge

What is the relationship between setting (Q 26) and:

Q 16 areas desired for skill development

Q 17 areas desired for increased knowledge

Q 12 whether in-service is required



Lead Community Seminar -- Exercise II (Tuesday Evening)

Community Mobilization Exercise for Discussing Data

For discussion by community teams:

As you discuss the three different kinds of data reports on personnel which you will have available, think about the following issues for each:

With whom will each of these reports be discussed?

Who will facilitate these discussions (need not be same for every group)?

When will discussion take place?

What will be the results of the discussion?

What will happen to the results? How will they be fed into other discussions held by other groups?

By what mechanism will all these conversations be pulled together--deepened, enriched?

How will communal consensus be reached such that stakeholders feel that they have been part of the process and part of the whole?

IV. Planning Committee Prepares Action Plan

A. Mapping current and future situations:

1. Implications of data analysis reports-- results of Step II above.
(recruitment, pre-and in-service needs, shortages, etc.)
2. Predict future needs with input from local educators
 - * demographic trends
(does community have demographic data, e.g. need for early child ed.?)
 - * retirements
 - * impact of plans of individual institutions in community
(are there plans on the books for expansion of day school into high school, family educator positions in synagogues, new Israel programs)
3. Current and future financial picture
(campaign, community foundation, endowments, grants)

Results = Issues in Personnel that our community needs to address

B. So what are we going to do?

1. What are appropriate strategies to address issues raised by mapping?

- *best practice currently available
- *new ideas to community's issues (e.g. programmatic, structural)

2. Lay out options and resources available

(resources include things like: local, national, international training institutions; denominations; local universities, etc.)

3. Apply "screens" of content, scope and quality to options

scope:

- *does initiative cover major settings and institutions in which all or most of education takes place?
- *will all or most people in the community be touched by the initiative?
- *is the initiative aimed at effecting profound and lasting change?

content:

- *is the initiative substantive, content-filled, thoughtful?
- *is it based in a projection of a vision of Jewish education with a striving toward specified goals?
- *is it reflective of the learnings from "Best Practice"?

quality:

- *can we say that the project is characterized by high standards that can be made explicit and cannot be met by the status quo?
- *does it live up to the goals which have been articulated?
- *does it have a monitoring, evaluation, feedback component built in?

4. Cost out options

5. Feasibility of options

- *resources (human and financial) available
- *demands of scheduling, etc.

6. Prioritize the options

Results: An Action Plan in Personnel for our Community

V. Action Plan for Personnel Discussed in Community

- A. Where will action plan be discussed?
- B. When?
- C. By whom?
- D. Projected outcomes (pilot projects)
- E. Who is responsible to carry the plan out?

VI. Stages of Implementation

- A. Plans
- B. Who provides service?
- C. Funding
- D. Timetable



MINUTES: CIJE LEAD COMMUNITIES SEMINAR - ATLANTA

DATE OF MEETING: March 8-9, 1994

DATE MINUTES ISSUED: March 21, 1994

PRESENT: Janice Alper, Lauren Azoulai, Chaim Botwinick, Steve Chervin, Ruth Cohen, Gail Dorph, Jane Gellman, Ellen Goldring, Roberta Goodman, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Virginia Levi, Daniel Pekarsky, William Robinson, Ina Regosin, David Sarnat, William Schatten, Arnold Sidman, Louise Stein, Julie Tammivaara

GUESTS: Isa Aron, Shirley Brickman, Carol Ingall, Stuart Seltzer

COPY TO: Genine Fidler, Seymour Fox, Darrell Friedman, Annette Hochstein, Morton L. Mandel, Rick Meyer, Ilene Vogelstein, Henry L. Zucker

Prior to the first formal session of the meeting, the group heard an informative and entertaining introduction to Jewish Atlanta by Shirley Brickman, chair of "Creating Community," a project of Atlanta's Jewish Heritage Center.

I. Introductory Remarks

Alan Hoffmann opened the meeting, thanking the Atlanta Jewish Federation for its hospitality in hosting this meeting. He welcomed especially the following people, who were attending their first Lead Communities Seminar: Steve Chervin, Ina Regosin, Bill Robinson, and Arnie Sidman. He expressed the apologies of Genine Fidler and Ilene Vogelstein of Baltimore, neither of whom was able to attend.

II. Visions for Jewish Education: The Goals Project

Jane Gelman and Louise Stein of Milwaukee served as chairs of the session. Louise opened the session, noting that Milwaukee has approached the Lead Community project with a belief that the setting of goals is an intrinsic part of systemic change. They consider it the third building block, along with personnel and community mobilization. Louise noted that one of the best gifts we could provide a community is the empowerment to move forward with a focus. She then introduced Daniel Pekarsky to make a presentation on vision and goals.

Daniel noted that the goals project captures a vitally important dimension of the work of CIJE. In order for an educational institution to be effective, it needs a driving conception of what it is trying to accomplish. For a Jewish educational institution, its vision would be a conception of a meaningful Jewish existence which would animate that institution. A clear vision is indispensable to a thriving institution. The purpose of the goals project is to create a culture that appreciates vision and that will catalyze efforts to establish vision driven institutions.

When it is clear what an institution is trying to accomplish, it becomes relatively easy to determine the curriculum and the skills and attitudes necessary to implement that curriculum. A vision provides the foundation for decisionmaking within an institution. Educational goals should be anchored in an underlying vision. A vision provides the institution with a basis for determining reasonable goals.

In addition to helping with decisionmaking, a clear vision and accompanying set of goals provide a basis for effective assessment of a program. An institutional vision can help to energize the institution as people who participate have a sense of what they are about and a belief in its importance.

Daniel used the example of the role of "kitchens" in various kinds of educational institutions to illustrate the impact of vision. He noted that the underlying vision determines whether the kitchen is significant, to whom it is significant, the role of the teacher in its utilization, and whether a school has been successful in using the kitchen as its vision suggests that it should.

Turning to Jewish education, and especially the congregational school, it was noted that typically there is no clear vision. There are sometimes mission statements, but if they are even shared with the staff they are usually vague and offer little guidance. In practice the curriculum, teacher training, and selection of personnel show programmatic incoherence. Practice is more often guided by a desire to keep the students engaged and under control.

The following steps might be taken in order to help an educational institution become vision driven.

- A. Convince the institution that it needs to be vision driven.
- B. Work on an institution-wide basis to develop a guiding vision. The central players must believe in it. It must be compelling and energizing.
- C. Work together to translate the vision into educational terms.
- D. Find the right personnel to carry out the vision.

It was noted that this is not an easy task. It requires time and commitment. It is particularly difficult in a congregational setting to develop a clear vision, because the more definite it is, the more likely it is to leave some people out.

The goals project proposed by CIJE is intended to foster appreciation for the importance of developing an animating vision among the leadership of communities and institutions and to catalyze efforts to do so. It will bring community leaders together to encourage the development of institutional visions and goals.

CIJE is now in the process of developing a library of materials relating to vision and goals. It will include materials which focus on theory and strategies and will provide examples of vision driven institutions.

The proposed summer seminar is intended to foster an appreciation of the concept of vision driven institutions among lay and professional leadership. In addition to deepening the appreciation of the role of vision among participants, it will provide them with opportunities to encounter examples, to look at obstacles and challenges to transforming vision to meaningful practice, and to plan together.

It is intended that the summer seminar will be followed by a series of local seminars to occur in each Lead Community during the 1994-95 academic year. These will be for representatives of individual educational institutions in each community. Conditions of participation will include an agreement to attend regularly and to send a core of people from a particular institution who can take the ideas back and work on their implementation. Based on participation in these seminars, CIJE may decide to propose the establishment of a consortium of vision driven institutions.

In the discussion that followed it was agreed that there are many steps that can be taken toward the upgrading of personnel while work on institutional visions is under way. Work should continue on a personnel action plan and on the first stages of its implementation while work on vision is undertaken in parallel. The two are complementary and both are necessary to bring about systemic change.

On further discussion about the concept of a consortium of vision driven institutions, it was noted that this is an idea in its very early stages. It will be thought through in more depth during the Jerusalem seminar and, if it remains a serious approach, will be developed for discussion in the communities during the coming year. At present, the goals project is intended more to enhance community mobilization than develop personnel. Clearly, the two will intersect in the future.

At the conclusion of this session it was agreed that many important issues had been raised. It was noted that this issue will continue to be discussed in the months ahead.

III. The Congregational Supplementary School: Reflection and Direction

Bill Schatten of Atlanta chaired this session. He began by introducing the three presenters: Carol Ingall, who is completing her Ph.D. at Boston University, was a researcher on the Best Practices in Supplementary Schools Project and former director of the Providence Bureau of Jewish Education; Stuart Seltzer, Principal of the Chizuk Amuno Religious School in Baltimore, a school identified in the Best Practices volume; and Isa Aron, Professor of Jewish Education at the Rhea Hirsch School of Hebrew Union College in Los Angeles.

- A. Carol Ingall described an effective school which she encountered in her work on the Best Practices Project. This was a Conservative congregational school which at one time had 700 students and now has 100. Students meet three times each week for two hours at a session.

The goals of this school are clear and pervasive. There is agreement that prayer is very important and that an educated Jew knows how to behave in a synagogue setting. There is a clear expectation that students will pray together and that their families

will join them in their learning. The rabbis and cantor are involved in the school and are aware of the role of the school in the total life of the synagogue. Older students serve as Torah tutors for the younger students and are honored for doing so by the total congregation. The vision of the school is visible.

This is a serious educational institution where staff development is expected and a written curriculum is shared with the parents. Parents have become involved in teaching electives at the middle school level.

The most important element in creating the culture of the school is the principal. The principal is a serious Jewish professional who came to the job having had secular education training. The synagogue and the local bureau joined with the principal to help cover the cost of a master's degree at JTS.

This is an educational institution that has a clear vision, has the involvement of the clergy, and does well what it has chosen to do.

- B. Stuart Seltzer, Principal of Chizuk Amuno Religious School, then spoke of his school, identified as exemplary by the Best Practices Project.

He began by discussing the concept of myth -- a story we tell ourselves about ourselves. A myth tells who we are and what we can become. He noted that the supplementary school has been held captive by a negative myth. He believes that the role of the principal is to make a new myth -- to revitalize the religious school community.

This school works within a context characterized by the following:

1. Commitment to content does not mean that learning must be boring.
2. Synagogue education is family education.
3. The lives of the educators and students are bound together.
4. The teachers are professionals for whom teaching is their life's work.
5. The students' lives are changed by the experience.

He noted that the principal's role is to live the myth, or "vision," of the institution in order to inspire. He must provide optimism, passion, and support. If the myth maker is successful, everyone in the school should be able to tell the story. As personnel are identified and hired, they must be people who are committed to the school and its vision.

Staff development focuses on the importance of a staff growing and changing together. The staff is a community of learners who study and learn together. The teachers work together in teams and share their special skills.

This congregational school is unique in that it shares space with a day school. Many of the teachers also teach in the day school and there is a close working relationship between the two.

The school works to develop a sense of community. Its programs for families validate what is happening in the classroom.

- C. Isa Aron spoke of a project of the Rhea Hirsch School of Hebrew Union College, an experiment aimed at reconfiguring the congregational school.

During a year of planning, the Rhea Hirsch School learned that relatively few of its education graduates found themselves satisfied by work in congregational school education. Many felt that they had taken their schools as far as they could go, but that "good enough" was not satisfactory. Schools were running smoothly, but with little depth. People who were satisfied with their congregational school experience had very low expectations. Based on this sort of information, it was suggested that perhaps rather than simply preparing people for the field, HUC's mission should be to change the field.

They began to look at such questions as "What would it take to go from good enough to outstanding?" It was noted that the problems of religious school go beyond what is lacking in educators and materials. It is an issue of attitude among congregations. Studies should be woven into the fabric of congregational life, not simply relegated to a school. The model of Jewish education in supplementary schools today was developed in 1910 to reflect the kind of education undertaken in Christian religious schools. It is questionable whether the same model applies today.

It was suggested that the primary goal of religious education today is enculturation rather than instruction. It is to "create Jewish souls" more than to transmit information and develop skills.

With this in mind, HUC has invited five congregational schools to participate in an experiment. In each of the selected religious schools, the culture is communal and collegial. The educators are part of a team. Each of the five schools will rethink its educational goals and the structures for reaching those goals. HUC will provide advisors and prescribe process, but will not prescribe content. It is anticipated that each of the five schools will come out looking quite different from the others.

D. Discussion

In the discussion that followed, it was noted that the congregational rabbi plays a pivotal role in each of the models described. Any personnel action plan must consider the role of the rabbis. It was suggested that this conclusion should be shared at gatherings of rabbis sponsored by the denominational movements.

It was noted that transforming communities has to be done on the strength of inspiring individuals. This is an important concept to keep in mind as we train educators.

IV. Community Updates, Issues and ConcernsA. Milwaukee1. Personnel

Milwaukee has completed both the qualitative and quantitative surveys of personnel and the data has been analyzed. An integrated report on the professional lives of educators has been completed and submitted to the community. A community action team on personnel has received the integrated report. The community is now working on a plan for broader dissemination.

A team of CIJE representatives recently met with a group of community leaders to discuss how and when to disseminate the report. The challenge is to find a way to present data which might be interpreted negatively in a way that portrays positive solutions and opportunities for the community.

2. Other Action Areas

In addition to the personnel action team, Milwaukee is moving forward in three other areas. A teen action team has recently begun work on a broad-based strategy to link formal and informal education opportunities for adolescents. Work is under way to recruit participants in a family education committee. A resource development team is reviewing structures now in place for raising funds to support continuity activity.

3. Communication

The CIJE committee is working with federation P/R staff to help raise community awareness of the CIJE committee activities. The first outcome will be a periodic newsletter.

4. Concerns

Milwaukee's major concern at the moment is that the wall-to-wall coalition originally developed to work on this project has become unwieldy. It is too large and involves too many people who are not actively involved. It is hoped that the larger group will be helpful in dissemination, but there are concerns about the lack of involvement of a portion of that group up to now.

5. Discussion

It was noted that while federation leadership has involved itself in funding of this project, there is relatively little other interaction. The project has been something of a stepchild to the federation. It is important now to engage federation leadership to advance this agenda.

B. Baltimore

Since September there has been a series of meetings of the CIJE coalition and related focus groups. A priority has been to clarify CIJE's role in the community with a variety of community groups.

Baltimore is working in three areas:

1. What is the target population: which fields and which educators to work with.
2. What are the critical personnel challenges.
3. What are initiatives to respond to the challenges.

The preliminary results of the educators survey should be in Baltimore before the end of March. A subcommittee will review the data and draw some preliminary conclusions. Their goal is to look for "red flags." They plan to identify additional areas for cross tabulation with a goal toward completing analysis by the end of June and beginning work on a personnel action plan. Baltimore hopes to have a draft of an action plan by the end of August.

It was suggested that the summer may be a difficult time during which to mobilize educators to work on a plan.

Federation leaders have shown an interest in the work of the CIJE committee and efforts are under way to integrate the CIJE process in the Federation's strategic action plan.

In an effort to move ahead with action before the action plan, a project known as Machon l'Morim has been identified as a CIJE project. The project, funded by a private Baltimore foundation, involves twelve teachers from area schools (both day schools and congregational schools from across the movements) in an intensive training program on the teaching of Tefillah. Chaim Botwinick will circulate a summary of the project to seminar participants.

In addition, Baltimore has received a grant to support a fall conference which will most likely focus on best practices and monitoring, evaluation and feedback.

C. Atlanta

1. The Atlanta Federation has allocated \$50,000 to the Israel Experience Committee and will be sending two groups of youths to Israel this summer.
2. Atlanta is identifying new funds to support continuity and education.
3. Steve Chervin, who was present at the seminar, has recently been hired as director of the Council for Jewish Continuity.
4. Federation has approved a proposal to hire a Jewish educator for the JCC.

5. Decisions have been made regarding the governance of a supplementary high school.
6. It has been determined that the mission of the Atlanta Jewish library will be Jewish education.
7. Issues of concern include:
 - a. that Atlanta has not yet received data on the educators survey and,
 - b. that the community is not sufficiently aware of the CIJE project.

With respect to the issue regarding survey data, it was suggested that a conference call be scheduled with Ellen Goldring to clarify timing of the results. Once the data has been received, it is expected that a small committee will take an initial look at it and determine how to proceed.

V. Next Steps in Creating a Personnel Action Plan

This session, chaired by Gail Dorph and Barry Holtz, considered what an action plan might look like at the end of the planning process.

A. Case 1: Early Childhood

Based on data now in hand, we know that early childhood educators generally work full time and rely heavily on the income from this work. They receive few if any benefits and, as a group, have less Judaic knowledge than other Jewish educators.

Participants were asked to imagine that early childhood has been identified as a critical area for community attention. One step in an action plan might be to hold an early childhood institute for teachers and directors of early childhood units. Directors are included because we know that if they are not committed to a particular approach, it will have a low likelihood of success. This institute would offer opportunities for early childhood teachers to increase their Judaic knowledge and pedagogic skills at the same time. This should provide them with Judaic knowledge at the same time as it suggests a process for translating it into their educational settings.

The following chart was then presented:

A CASE FOR EARLY CHILDHOOD EDUCATION

Teachers	Judaic and pedagogy	Attitudes toward Judaica
Directors	Support teachers and families working toward Judaic content and atmosphere in the school	Attitudes toward Judaica and importance of early childhood as entry point to Jewish education

Supports: salary increments and comp time

The chart indicates that we are dealing with a system, both for teachers and directors. In order to support such an effort we might offer salary increments for attendance as well as compensatory time.

Discussion of the concept raised the issue of licensing and standards. In the past, communities have not responded favorably to the setting of standards. This is something that can be discussed again in the future, and probably should be part of CIJE's broader role in building the profession.

A question was raised regarding whether this model refers to day care or nursery school programs. It was suggested that in Jewish education, where the early childhood program is often the most time a child spends in a Jewish environment, we may not want to differentiate between the two.

It was noted that the discussion was focusing heavily on planning, a critical step in the process of moving toward action. However, the goal of this exercise is to assume the planning has been done and to begin to think about what action might be undertaken.

B. Case 2: Supplementary School Teachers

The data shows that supplementary school teachers are overwhelmingly part time, that approximately half of them have degrees in general education, and that very few have degrees or certification in Jewish studies. Because of the part-time nature of their work, salary is not as significant a factor as with early childhood educators. However, benefits, salary, and job security are all factors which would help to keep people in the field. There is some sense that if it were possible to offer full-time jobs, more people would be drawn to this field. This is a stable, committed teaching force.

The role of the supplementary school principal is critical in the training and general quality of the teachers.

Given this scenario, one approach to working with supplementary school personnel might be to offer Judaic content courses either through a local university or under the guidance of local rabbis. Another approach might be school-based staff development with Judaic and pedagogic content combined. Peer coaching might also be undertaken, either within an individual school or across institutions. In any case, the leader of the school must support any approach. Perhaps the principal could devote staff meetings to staff development rather than administrative matters.

In discussion it was noted that, in light of the centrality of the principal, early steps should be taken to work with supplementary school leadership. It was agreed and discussion turned briefly to the proposed Principals Institute now being planned for October.

It was noted that these were two examples of how a community might proceed once it decides what its highest priorities should be. As CIJE grapples with its role relative to that of the communities, it

is leaning toward serving as a broker to bring expertise to the communities. Each community will identify its own priorities, with resources coming from CIJE, which will clearly articulate its own biases and emphases.

It was suggested that a seminar in best practices in congregational schools be developed for the rabbis in each community as one way of linking several of the themes raised in the previous sessions. The role of the denominational movements in any such program should be explored.

VI. Concluding Remarks

In a brief discussion about the seminar just concluded, it was generally agreed that this format worked well.

It was suggested that, in light of the fact that each community is at a very different point in its work, fewer joint meetings will be held in the future. We will work toward holding two meetings each year with the next to be scheduled for early October in Milwaukee. The week of October 3 was proposed, with Monday and Tuesday of that week as primary targets. If that does not work, we will aim toward the week of October 24. While there will be opportunities to meet around sessions at the GA, there will not be a separate Lead Communities seminar in Denver.



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board of Directors

April 21, 1994

AGENDA

<u>Time</u>	<u>Program</u>	<u>Location</u>	<u>Presenter</u>
9:30 a.m.	Registration	17th Fl. Reception Area	
10:00 a.m.	Board Plenary I	Rm. 1700 B-C	
	A. Introductory Remarks		Morton L. Mandel, Chair
	B. From the 1990 Population Survey Until Today: Jewish Continuity and Jewish Education		Barry A. Kosmin
11:15 a.m.	Committee Meetings*		
	A. Building the Profession (Blue)	Rm. 202	Chair: Morton Mandel
	B. Community Development (Green)	Rm. 1700 ¹⁸¹⁰ A	Chair: Charles Ratner
	C. Content and Program (Red)	Rm. 1700 B	Chair: John Colman
	D. Research and Evaluation (Gold)	Rm. 1700 C	Chair: Esther Leah Ritz
1:30 p.m.	Board Plenary II	Rm. 1700 B-C	
	A. Reports from Committee Chairs		
	B. The Goals Project		Daniel Pekarsky
3:20 p.m.	D'var Torah		David Teutsch

*Box lunches will be available at committee meetings.