



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

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

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

Subseries 1: Meetings, 1990–1998.

Box
22

Folder
14

Planning meeting. Tape transcript, November 1992.

For more information on this collection, please see the finding aid on the
American Jewish Archives website.

11/19/92

123019 - 90017

Let then we will move into best practices. We've had a very successful couple of meetings last weekend and today. We firstly had one of the ---- which ---- there was about 250 people I estimated -----, -----, And Mort spoke and Stew Eisenstat spoke both with alot of references to CIJEN and there were two people who spoke on the subject of Jewish continuity from the point of view of synagogue and ---federation.. It is interesting, I've heard alot of positive comments about that session but it was interesting to me that just yesterday or the day before I got a call from the Chronicle of Philanthropy which is the magazine of the not for profit---. Apparently they had a reporter at a party for GA and he happened to be at that session and thevarious sessions he attended the one he was particularly interested in for some reason was the CIJE. He wanted to know all about it, he wanted to know about the commission that gave rise to it so I explained as best I could, sent him some material. There probably will be an article in the issue of the Committee's paperwith --. I think that we know pretty well what each other's roles are at this meeting, there is just a change that I would like to announce in that I've asked Steve--- who pretty much thought they were finished with the this at the end of the commission's work instead to continue and to take a leading role particularly in our work with the ---. And this means they'll be providing guidance to all of us in the design of the work and how the work is carried out in the communities because we're particularly concerned about insuring that this will be a quality project with some substantive content. Having said that I want to now turn to people who are going to be leading us through material on the first year and we would, I know it is inept and Seymour and Shalom.

Annette

11/19/92

AH:

In preparation for this meeting we spent some time ---Jerusalem -- asking ourselves, doing little exercise and asking ourselves where would this group and the leadership in the Leach Community like to be a year from now. What should already be in place on the night 1992, what should be in implementation stages, what should we already know, what should we plan, what we have already have learned, what should be the product . We thought that if we asked ourselves what collectively around this paper would meet our expectations, our desires for belief in ---- if we get to an agreed upon picture we might work back to what is the work plan from today, what are the assignments from today to next November. So what I would like to do, as you know I find it hard to talk without some visuals, so what I would like to do is flash some slides onto the wall and to just subject what I call a partial ----. I call it partial ----- to say that on the one hand it is just to be seen as an illustration, an example, that is very incomplete and on the other hand that there are subjective pieces to it that we have to discuss and see where it fits in. So let me try and march quickly through this. Okay, the question is: What could we ask to help? What could we have in these communities on the verge of 1993? We took ---seven items. If we had by that time four to six plan projects already in the field and working in those areas that are ----- that is personnel, --- , support. If we could begin those in the middle of February where will we be on November and how would we feel. We will get back to the details on this one . It will ----- . So if the commissions are up and running, if the health courses are busy and

productive, if they have succeeded in engaging the various constituencies then we might feel next November that they are doing their work the way they should. An educator's survey might be completed, giving out a picture of the profile and the individual picture of who the ----- are or what they know and what they don't know ----. If the best practice is project we're running a full year preparing the ----- so that what might be and having their input into the planning, having the best practices project input into the five year plan we might feel that this project is ready for implementation. ----- The five year plan hopefully will have been completed and the communications and network team program will have been in place between communities inside community, between the individual communities ----- I'd like now to take each one of these pieces and look at them in some hypothetical detail. Beginning with the ---- project. The following ask that you ----- of in more detail --- projects that might be suggested, that might be ----. Let me just a few examples. We prepared a list of very possible ----- in the communities of personnel ----- Let me just take two or three examples. In personnel for example we might take the man who ask for invites every school and informal and ----- We might ask each one to select two teachers or educators to an in service training program and work with these best practices project. The way it might work would be as follows: For example, every ---, every school, supplementary school, ----, --- in the community would select two teachers to deal with ----- --- with best practices for ----- They will spend a good year studying what the best practices project has learned ---- they will be learning ----- and they might begin to produce input for the five year plan that is being prepared as we get off on what the

community might want to do in the area of for example ----. By September 1st there might be one or two new hires in each community . ----- An educator from somewhere else will -- in the community. Somebody who counts higher to a new position ---- depending on where the needs emerge, we might bring ---- by September 1st somebody who is in charge of in service training for teachers appointed to a full time position in that community for somebody else. In the summer of 1993, this coming summer, it will be possible to invite educators from these communities who have participated in some ---- to join the summer seminar in Israel where --- several formats might be taken. -----, ----- --. In the area of community mobilization is that this will cause natural ----- each take upon themselves to recruit the champion, the key person in each one of these communities and help them ---- and recruit additional ---- for those communities. The second one might be the child might be asked to come in and offer a training program for the board members of four educational institutions in the community. There --- might come in to offer leadership training sessions with the leadership of their foundation. There might be ---- or might lead to at some point several colleague sessions taking place in the community on ---- and on the Best Practices project. -----, ----- which is now in its various stages of formation which --- we have succeeded in having a representative group on its board that will include a champion who will effectively ---- to greatly increase the resources and the work required for this endeavor. The representative labors will be on board, educators able to bring the message both ways to represent both the needs and desires ---- of the educational community and to bring back to the educators through the -----

various institutions of the ---- commission- rabbis, professionals will be there too. ----- formation because I believe that for some of these groups it might take a little longer to bring in ---- . -----would be staffed professionally and would have five years from now several task forces for ----- in service training ----- These are just examples - partials. ---- if we went something like this way would have several projects to show for its work and by that I mean that the community looking at itself would be able to say that there are many things during in this Leak community project ---- if we are. ----- if will be a five year plan presented either ---- or at the ---- or any other appropriate time and it will be a simplified project working so that those educators ----- will be involved. Going on to the next item, which is the educator's survey: We have learned that we have to work with the commission that with the exception of three or four communities in North America, there are very, very few communities that have a curious knowledge of what their educator force looks like. Lots of BJE's and other ----- might like to have done limited surveys, have done surveys of various kinds but the total picture ----- gee 1/3 of our educators have never come near our educational force. One third of them had never seen a tent in hebrew. One third of the educators had no subject ----- etcetera or 80% of our educators are part time. There are 1/5 or less whose full time job is ----- . That sort of knowledge is usually not regularly debatable. We think that as part of what a community might do in its first year because of the emphasis on firsthand would be to take a detailed systematic look at each and every one of these educators - ---. That would require that ---- ----- part of a --- task force, if the educators are expected to be responsive and not feel threatened by the survey. -----

the educators survey would have to be designed ---- by the end of February -----
 --. At that point probably ----- see that a task force might be set up to discuss
 the lack of educators and also the point of educators and decide what to do
 about it. ----- We probably need to refine the design of the --- after ----- into
 the work ----- . By next November hopefully the situation will be such that the
 next project gives on an ongoing basis feedback to both the CLG and the local
 community in such a way that the feedback would impact ----- and -----
 ongoing work with ---- by next November, each one ----- . Okay ----- so what
 would happen ----- working on developing a --- work for ---- project into
 programs for the local community. ----- has to be worked out there ----- . At
 the same time the ----- would have to be developed with ----- for training the
 people within the community to do the job of working on this --- and bringing
 them in. This area of endeavor ----- supplementary school would have been
 completed. In other words, there will be ----- on six different areas of Jewish
 education that will be finished toward the summer. However, the project will be
 presenting or will have been presented to the educators and lay people in the
 community hopefully helping to create together with the other topics being
 presented to the community the type of ferment that we hope will----

completed. In other words, there will be ----- on six different areas of Jewish education that will be finished toward the summer. However, the project will be presenting or will have been presented to the educators and lay people in the community hopefully helping to create together with the other topics being presented to the community the type of ferment that we hope will raise the interest affecting the ----- education. ----- selected, possibly supplementary school or ----- during childhood. In ---- in those two areas will have been selected and trained to work in the communities, -- supplementary schools, a project will have been ---- work with the principals of all the supplementary schools. They will be studying it if plans together with them -----, ----- all the other childhood teachers of the three communities will be networked around the ---- project and work together ----- and importing and reinventing the best practices for our community and some point during the summer ---- the project will have been ----- in several rounds of research ----- so that's what the best practices where we can put right now most of our efforts towards educational thinking will be ----. Now, as we now planned our ----- the five year plan will include two distinct elements. One is an ongoing extension of the educational system of which towards the educators survey is one means. And the other is the plan itself ---- is an ongoing process therefore ----- round one -----.

Regarding the assessment of the educational system we all know ----- so if we manage to guide the community to ----- entails guidelines for how to get an educational profile of the educational system to give an inventory to the included in the profile of their educational assets or resources in the community if there is an educator's survey is a difficult issue of the ----- but its----- ----- and perhaps a client survey might be planned towards the second year again since the beginning of ----- from where we are at and ---- may be made available, that together with the ----- project ----- database that will help

decision-making and plans ... ----- we'll have them down by the end of the year a detailed guide needs to be written so that plans processed locally need to be stamped and ----- a task force on planning ---- needs to be set up and ----- as needed... Now, the last point is that of communications and networking. We need to plan by next year.... We need to plan, staff and carry out the communications and networking project that will have four ----- going on last week where the momentum is being maintained through a series of communications and networking activities. ---- communities --- in the local communities need to be formed systematically about progress thinking, what is going on, business --- in a variegated way... ---- communities to each other in order to encourage the sharing --- process --- these communities would network --- other----work together, and ...------. So ---- an overview of some of the things that we might achieve by next November. What would that in fact mean as we march into the --- get a broad idea of the commission ... We would in fact be working in all five areas of the commission's recommendations. The first one, the CIJE... In during the profession in--- training will be along shortly. The educators survey will be completed, passports will begin ---- their education. The best practices project will be in the fields of the ... Networking will take place on various levels, there will be two: one will be screened new hires meaning ...One of these might be the new position. ----- . So as regards.... ----- in other words what you are doing in certain parts of the country---- there might be a systematic way of addressing the leadership in the community and having them no more be aware of the issues---- ----- if possible solutions that might be available to either ... The issue of --- education - -- --- would be discussed. Educators will be discussed by the... Networking with national leaders, which is something that often came up in the commission, both of the communities would link up in a meaningful way, in a --- way with -----

leadership of the Jewish community. ----- to plan the program of every youth to have an opportunity to----- research would have been ---- and yet the one thing that would have defeated that project would have advanced our knowledge of what goes on. So as regards the recommendations we would be, the community would be working on all fronts. Now perhaps I shall ---- for later - -- that we would have to do then, if we go in these directions is to revisit the question of the CIJE's ---- --- that this is perhaps something that shall wait for tomorrow afternoon in each one of these areas what are the tests that we now have to undertake. Again we have to take ---- and ask ourselves working in the communities what each one of these areas, what is it that we have our expectations for the Jewish communities and how can we help them get about doing their job. That is a partial picture.

Well, I would say that's a rather comprehensive picture here. Comprehensive parts...

I think we will need to give very serious consideration to the last comments. Just say that the experience that I am aware of of other communities, other commissions admitted not operate in this context, either of excitement or support to do all of that in the space of a single year is almost incredible. The two pieces that go in to setting the stage even for a serious lay-driven planning process wanting the education of the laypeople as you spoke about. The other being coming to grips with the complexity, the diversity political realities of American Jewish ---- life we're going to have to really think very hard about A.) whether we believe we have found ways to streamline some of those processes, or B.) if we are going to come up against the historical ways of doing business in American Jewish --- life how we are going to try to identify the necessities, the things that we will not give up and those things where we may

be prepared to step back and say, "O.K. we understand we are chopping the ..."

I was thinking as you went through I was making little checklists in terms of --- for example, the expenditure of financial resources for summer seminars, for service training, for surveys, most communities are not equipped unless our contribution people who have gone out have already created them a little pot ... You'll also be taxing the professional resources enormously because they are already engaged in running their institutions and I don't believe that the same person who is orchestrating the planning process will have either the leisure or necessary expertise to also work on some of the specific design elements. So I think we're asking all the --- that we need to be, and I'm not saying at this point well let's ask for less, I'm saying let's think very carefully about how we maximize the likelihood that this can in fact be delivered in a year which will be unprecedented in my knowledge of American Jewish ---- history and being where we are ...

I have a question and this is something we agonized over on the phone yesterday, I guess what we're looking for and what the question is is what happened and where is the issue of David? Okay the reason we brought this up yesterday is that we... We refer back to the ---- project. ----- I don't know where we could, we couldn't figure what we felt because obviously ... but when -- Foundation tried to do a similar project...community changed on the secular schools and they had greater amount of resources of money what they found was that there were specific projects that were implemented because the schools in the community had resources but since the black...They even had a -- that let the community identify kind of like.... What's the glue that's going to hold all of this together -- some kind of --- make sure that the glue is being put in

place such that either building blocks never fall and when CIJE even dared to call them up they can ---- also ---- in other communities and I think....

I think we've had two very significant comments. Let me just summarize your comments if I understand them is that considering the annals of Jewish Hanukkah life as we all know it ----- that even if we made a major breakthrough, and even if we said no we will not conduct business as usual that will insist that the committee meetings are not productive, even if we were able to do that nevertheless, as ----- pointed out -----, that it is, we will still end up not doing everything that is being described. Therefore, I think a --- --- is that we want to make sure that whatever the communities do is within the context of what we have decided with them is the particular vision for each community and that if we drop something not just by luck, or happenstance but that rather within the framework of what we have in advance which --- are our priorities so that while all that is being described is important there are somethings that are maybe more important to others or closer to the heart of the ----- as we see. (Someone interjects - speaker responds: In each community. Yes, Yes.)

Tied together I think that 's beautifully stated. The major concern that I have is that , and Jim and I talked about this a little bit, is that it is so easy knowing how our communities work, how people plan and how they can change, change is easiest when it is done in little discreet packages that fit into the initiatives that are available but do not challenge fundamental ways of doing business and that means that it is always easy to get used to programs when the resources come with them. It's easy to fit the few institutions in the community that will be most receptive to change ---- just like in any community you're going to have a natural sort of spectrum, maybe a ----, I don't know, receptivity to change and it's easy to go and say well we know that a.) the

league is ready to ----- principles, the best JCC camp, whatever, whatever and what happens very often is precisely well described is that you get a few programs in the community, people love to think that way and they think that they therefore created significant change and lacking that element of buying in large numbers of institutions and leaders and individuals buying into a radically different way of understanding what Jewish education is going to be in the American community, I am fearful that we may even do more harm than good by pushing them to rapidly begin to put programmatic innovations in place unless the groundwork has been laid with a very serious and thoughtful process of fertilizing the ground because the tendencies of communities are so strong and happen I think so predominant in the other changed efforts that I am familiar with in Jewish common life in the last several decades that we can easily play into them and thereby miss our opportunity to do something this historically quite different.

I think that these are comments that are so much, so beautifully on target that I wish to at this point to try and address them. Um, If you have not joined, you have just joined now in comments about, um, ----- being bought into. We've been doing some work on that -----, it was saved for a later ----- agenda. But I think seeing ----- ----- for the community ----- perhaps too at this point pick out the ...

Okay, can I say a word about the other part of the discussion too? First of all I think that every effort should be made not to put the emphasis on the programmatic but on the innately in two ways: so that communities don't feel that they're being pushed into the programmatic. Let me put it this way: All the --- service education can be viewed as programmatic. If you build personnel you're investing in a long-range program. One of the issues is going to be to

figure out which personnel you invest in. Similarly, if you invest in laypeople they're going to stay in the community most likely, they are people who will be the driving force over the long haul. So I think, I agree, I think nothing should be ----- there is no example that you have to say that if we don't do this we've failed, I think the --- options I think we have to have kind of a thermometer internally here and say what's happening in that community, now ----- one got launched that has a five year potential and I think we ought to know that in this room, at least my opinion always was, that the Leak community project was a 20 year project of which the CRG was disclosing itself publicly about --- we might be out at the end of five, hopefully, but that --- community was really launched Part of the story is to create those expectations as soon as possible. Mandel does not speak about five years in his speech, he speaks about 20 and 25 and 50 years and that's one of the things we have to do. Now the goals project, we've got to, if that's okay for us to, are we all saying we go into that --- Are we ready for that?

I would suggest that you now indicate that you don't go into the whole story without indication of how it's going to be addressed according to how we've been working.

Well, if you do that that 's not too minutes so either let's perform it or, I mean I have no, I don't care, whatever you want to do...

Maybe we can hold off on that and let's see if we're all in sync with what Annette has set forth before us. Okay, thank you. Then we will decide whether or not we want to handle it now or later.

I have another comment. Um, I feel like I'm in a difficult role when everybody insists that I already have a certain kind of knowledge. It's extremely

important for us to be (comment interrupted by another commentator). I don't want to feel like we're tapping our communities, however, it's germane to this discussion and, um, (comment interrupted by this comment: "There are no secrets to Jewish life. You'll learn this very, very fast.") You see what we want is to make sure of the following that, not that, you see what your reason is ----- is a question of feasibility. Now feasibility is among other predicates ----- efforts that you put that is our function upon the amount of effort that we go into event. If what you have to tell tells the story of yesterday, ---- the story of tomorrow then it's of no use, then it's not at this point, we know that nothing's going on.

New Commentator - (Indecipherable). Your ----- starts in November. We all know I think that the communities are in no way ready to begin. -----, Not only are they not ready to begin but they need a lot of help in community building within their community before they can even begin amongst themselves. And -----whereas it's too late to choose for your ---, however, it's very too late to ---- this project. I mean I can give you examples but it doesn't matter but there are some communities that ...

Without necessarily identifying the community could you give us a couple of examples just to flesh it out.

For example, there are some communities that will not make one move until this letter of ----- is signed, sealed, and delivered. And I don't know where we stand with that but if, and they have reiterated, that as far as our project and as far as all other projects so they ----- leading to something but they're not going to outreach their educators, they're not going to explain ----- project so, therefore, any plans that we make ----- ----- are totally ----- -- and

all the resources we have if they say no, sorry we don't want you to talk to, in fact, we're not even going to call ----- so you know what can you do?

Well, that's a very small technical point. If you look back at the program it took that into account so therefore except for your project and communications which I think ----- ----- end of December, gets to that point where ... We tried to prevent and we would like to seek... There is a question mark if indeed the letter is inside at the end of each --- and during that point we will have to revise This is based upon the possibility that there will be a possibility either to go ahead and work or to sign the letter by the end of December.

Okay, there are two parts I would like to explore... It's the issue of 1.) the need for the community to do community building activity...And the other thing is for us to help initiate communication from ---- and CIJE, um, to facilitate the project.

Well done. Thank you, ---. I think that that's terrific. I see that as a wonderful assignment instead of an obstacle because of (comment interrupted). I think what will end up as a result of this work is that we will have to take particularly ----- we'll have to sit down and write out community by community what makes something move. Let me tell ya, I'll take a community I know something about. Supposing the community were Cleveland and these communities all have something like Cleveland in them, at least two of them in the sense that they have powerful leadership. If I was going to work in Cleveland, I would say to myself, well what makes something happen, answer -- -----, If ----- say listen we don't need a ----- That's silly cause you said it very well. I think the letter of understanding if I'd have my way the letter of understanding would be signed at the end of the year, I mean next November,

not now, and we would have, the letter of understanding would have been a summary of what we did, in other words, ----- doing all these things so now let's say that we're going to do it. In other words, I'd use the analogy that the way my kids are justifying having lived with members of the opposite sex, you know, and then when they get married because that, now they've proven that they can get married. So, the point that I'm trying to make is that, let's take, I think the letter is an insignificant detail, the question is and that's what we were talking about earlier(Comment interrupted) I tell you one thing if ----- if seven people or ten people in Baltimore are in constant contact with ----- and Mort Mandel, constant is a big word but are in contact and they'll understand each other and ----- ----- which says, listen: In order for us to get our feet wet we have to do the following things, and then the question the comes up hey listen should we seem ----- --- until we do this and an exclamation is made why a ----- should be seen. Or should we be sending our people -----service education. Well that costs some money, well uh, Roy would you want them like that, until we get started, I mean we're not talking about \$100,000 here we're talking about \$22,000 In order just to find out how we do this. Would we do A,B, C, and D? Now, next, uh, if that kind of approach is not taken and this is the inner circle and then there's a second circle and a third circle and they are not constantly nourished, then I don't care how many records of understanding you have because nobody's ----- Jewish education is the letters of understanding I never signed ----- so nothing ever happens----- doesn't work that way and, uh, therefore, it seems to me that we've got to have a plan which lists all of the obstacles that we make a prognosis of or that we simulate and say who is going to attack those obstacles under what dates. Now, ----- ----- I consider a letter of understanding as anything, I mean I consider a letter of understanding a letter ----- unless you report back and say And if Roy insists that the

letter of understanding is very important I will get Roy, sit down with Roy, figure out why the letter of understanding is not being signed ... But if Roy is not the person and some other person down the line is there then it should be decided that the letter of understanding should be signed six months from now.
 (Comment interrupted by several shouts) (Resume) If such an approach were undertaken without the details we've formulated does that respond to the kind of experiences you're having.?

Yes, I think it's complex and each community is very different and some communities get and some communities don't. Um, for example, in ----- community they don't want anyone to touch or talk or even begin to think about So that the Federal A expectation....

The Federal A expectation? What does that mean?

That the people that institutions in the community wherever they are, let's say schools (Interrupted by: Would expect money?) ---- but they're expectations are rising (Interrupted by: Wonderful!)

You are not the issue, we are the issue. In other words, your research should help tell the story but I'll just come back to the issue (Interrupted by indecipherable comments)

But for a person who in the community who perceives that they are there are going to get not only money----- that they're expectations have gotten so high that (Interrupted by: That's wonderful!)

I just want to, I hesitate to do this in the presence of a master but I, the barriers that exist to getting any process moving in Jewish commune lifefrustrating but we've got to expect ----- which comes up in every context

that I've ever or that ----- has ever worked. Meeting dates, you can have any timetable you want but if you've got a meeting in a community you've got to have key players there Ya know, my hope would be that we might take a honest look at a guest timetable and make a decision and say one way or the other and I'm not sure if I remain to be persuaded. This is the right work plan. But it ain't goin' to get done in here. Let's say that you're wanting ---- end of June 1993, and then focus our energies on getting work plans done because I'm a little worried because I started it and I take responsibility for that that we might spend our time debating as to whether it can be done by November or December or January. I will say I don't believe that the number of tests that are embodied in that work plan can be done even in a community that has a strongly driven leadership like the Roy Harpberger whoever it's going to be to emerge the champion in Atlanta, and I'm not sure if it's Bill or not, et cetera. Just because in Jewish education there are so many players that have to be brought on board. You may bring aboard the five or six confederation years but if you've got three adults who don't want to play ball you've got a big problem in those communities. And let me just make one comment, If I were ----- as to why federations might hesitate on some of this stuff.... I am going to be spending the next few years as a confederation exec strongarming alot of my very key leadership to put up \$80 for a project that someone else at the national level is really sort of orchestrating, et cetera, et cetera. It's my job on the line, if this thing turns out in my community that we are ----- I'm the one that the leaders are going to get a , get a, start talking about, et cetera I'm going to be super cautious, I'm going to make sure that I don't have anybody out there whose going to be coming at ----- from left field et cetera, and you've got to expect that all the way through. We are touching on people's vital interests, whether it be the educators who will be very concerned about who's picked and who's not

picked, at which school moves forward ----- and which one is deemed lesser. All along the way we're going to encounter that. It is a super charged atmosphere politically. I think the work plan is a beautiful layout of the range of issues that need to be confronted and what I would call Stage 1. My only concern is do we want to constrain ourselves lasts somewhere between fifteen and eighteen months until it takes the community to complete those tasks.

Okay, I would like to respond to that quickly and then Seymour...The first thing I would like to say is I think we should----- the entire ---- issue aside for a few hours and then I'll come back to it because I don't know if we can afford not to have a timeline and we also can see where we can ---- when we look at the task. I think that you are looking at the table one of items which was slated for a late reception but due to the many ----- and that is how do we engage every single one of the constituencies in the community for this project. This maybe and probably is 1.) is our assignment for the year at least that's how I ---- --- ----- there is no issue because it is something that we have not done yet but I think that when we will do it we may find that we have issues but in the meanwhile ----- systematically by various constituencies may be ----- --- professional level there is communication going on because----- but beyond that the thing ----- so we have no right to be stressed at this point to have something already in place. Seymour.

No, I'd rather to refer my comments now to the Gold ----. When I call them Gold--- I'd like to say something about the community side.... ----- What makes a difference is a basic point which I don't think we're focusing on and Ellen is now underscoring his validity again and that is to ----- the Jewish education is going to get the major players the shakers and movers taking leadership and not the

people currently in Jewish education. And I mean that about the educators too.... So those three rabbis, if they're not the leaders ...-----now to what extent are those people leading people in the move. Now, (Interrupted by:"even inconsequential")....Now wait a minute, I'm not minimizing, first of all I have great respect for your wisdom and experience, I'm not minimizing it, I'm saying there is a major change in approach that the Leik community has to take which is that the federation professional has got to be encouraged in his gamble by virtue of the I---- leadership a very ----- leadership saying this is the thing that we care about the GH's that voted the continuity, continuity is going to be the thing we're going to push.

I think I have an example to bear out some of what Seymour was saying to adjust the --- issue of resistance. When Mort started the commission on maximizing Jewish education at JCC's it wasn't because of a groundswell from the communities. It was a groundswell from the office down the hall. (Interrupted: "Consider it to be the finest example of top-down change in recent American ----") Now, we mentioned the executives here whose jobs are on the line, that's very crucial. I remember going around the country and talking to the execs and going from community to community and I met them in their offices or at the airport so I could say And invariably,----- I'd wake up in the morning I've got 46 crises on my hands that I've got to address. This is number 47. Why are you bothering me. Sure it's important but you know, not today, not this month, not this year, and again certain----- ---- of inadequacy on their part which may be similar to what is being reflected here because while the laypeople will address the issue or not address the issue or maybe not have time for it , or what not the issue of their own adequacy is not really important. But for the pros it's crucial. A guy does not want to put himself on the line as you say without

being assured of success. ----- . What we ----- the commission was we outflanked them We did an endrun. We got the laypeople as Seymour has suggested to involved themselves with us on a national level. They came to the meetings, they heard Mort, they heard others, they participated, it was as far as they were concerned (end of side 1)

(side 2) Barry is our Best Practices person, he's been holding our portfolio for awhile. He's reported to a board a couple of times onit and I ----- at this point for him to brief us up to date and to take advantage of the fact that he has this plethora of intelligence in one room at one time

being assured of success. ----- . What we ---- the commission was we outflanked them We did an endrun. We got the laypeople as Seymour has suggested to involved themselves with us on a national level. They came to the meetings, they heard Mort, they heard others, they participated, it was as far as they were concerned (end of side 1)----- you got to send something to me right away. The ----- federation who has, or who has had ----- into to the ----- because of all kinds of reasons for the last seven years. He's coming. He read at JTA something about ---- of the changes that I think ---- and one of them is ---- or somewhere or I don't know where it was, he got all this stuff about Jewish education and the JCC and ----- . I

If one of your staff would come down and help me set up something here I would appreciate it very much.

So we've ---- we can allow ourselves to be upset by the fact that there are going to be pros out there who are going to be persistent. It will be today, it will be because the letter of understanding isn't signed. Just say tomorrow who knows when ----- but we've got to ---- multi-side approach. ---but they've got to be at the heart and we've got the planners coming Monday and Tuesday and that is essential step but we can't just leave it for them, we've got to engage the local ----- leadership because that's really without them is ----- . ----- the seat changed that will have to take place in Jewish history. S-e-a-o-c. No. That is exactly... You got to outflank these guys, you got to ...

More of the questions for us now is whether we want to go to look at some examples of the constituency into the community and ask ourselves what is the task that we have --- take. Um.

(Someone enters room.)

You're earlier than I thought you would be.

I came early to the meeting. It's really ----- with the pros and the lays----. I guess it seems to me that our planning so far has been probably more focused on the pros of the ----- . I'd just like to comment on what ----- just said that we've got to bring everybody in like you said the pros and the laypeople, the rabbis and the educators. I don't agree, I think that in the end we will have to have everybody involved but I don't think that that necessarily needs our attention at this time. I think that our attention needs to be directed ----- but is a very focused, rifle-sharp, there are maybe half a dozen people in the communities, some of whom may be laypeople, some of whom may be pros, some of you may be rabbis, some of who may be educators, I suspect probably----- ----- because there are very few educators in the community who are really in a position if everybody else is on board to give assistance effectively. The ----- those half a dozen people can be with us, it doesn't mean we necessarily have to have the quote "six top movers and shakers" as Seymour said but it has to be a half a dozen such people. It probably is the Federation ---. It probably are two or three people who are both heavily involved in the community, in the governance of the community and ----- ----- and probably one or two rabbis. Obviously, ----- and the proportions will be different and the numbers will be different but I think that's the -----and due to what Seymour said earlier if we get these half dozen people with us and involved I think the rest will probably get actively involved.

Sol: I'm a little concerned with, drawing the circle back now, I - I , I'm not as much concerned about the issue of resistance because there is always resistance and ----- good politicians in most of these communities I'm also

concerned with the sheer ability to execute the volume tasks that are being identified. It is conceivable to me that the process be driven by the laypeople

Could we just distribute those sheets of paper to the few people who just came in? -----

Do you have a scan copy?

We only have one copy.

I guess what I'm saying is, I think that we need an unusual degree of buy in because we're asking an unusual degree of involvement in a very short time in a very ---- way that will demand significant investment of resources by not just a half a dozen or eight or ten people but by alot of people. Also, the fact that the key to our change process is very much a change in a climate in the community, in a community's vision about itself, the way that it thinks about how it is organized to do Jewish education et cetera. All of that can be argues for an immediate, if not in the first two months, at least in that first year as you projected for a very significant volume by a large number of people. Again, I may be facing my sense on examples that are not exactly comparable but I know from my conversations with ----- that just putting together his commission in Boston and getting the people to feel it is their commission and not something that was ----- commission, and I've got something that we should be concerned about, this Leak's community process, ----- took an enormous amount of ----- -- but the tension just on courting individuals, sitting with rabbis, spending time meeting with laypeople, I guess what I'm cautioning is that we can become intoxicated by be the newfound power of having localized some people who have never before been significantly involved in Jewish education and may run the danger of believing that by having won them over we have eliminated the

necessities of doing the slow hard work that has always been at work. I'm not yet convinced based on the way in which I have seen complex systems, as opposed to individual institutions like the JCC which is ----- a single institution though obviously a complex one internally, I'm not yet convinced that even the involvement of major leaders in an unprecedented way can drive this process quickly enough because major leaders have been involved for many years in other areas of community life and those have still had problems and anybody who deals with issues of overseas involvement in a campaign where major leaders have always been involved, have often been involved, I think would testify that it doesn't get that much sympathy, you can some endruns but you can't run endruns around everybody, I don't want to be seen in any negative, I am not the negative, I ----- presently ambitious in this or else ----- but what I want to do is not set ourselves up in a position where we are fighting an artificially imposed, self-imposed deadline and thereby be the cutting corners for setting ourselves up for frustration.

Changing the subject, but getting to the specific task...

Go ahead

One thing that might help and I'm not sure if ----- is there any way of telling outreach and specific task on the agenda for these communities?

You mean outreach in leadership?

No; Outreach in the community. I mean including ----- educators like...

I think that now you're getting into what our task consists of and I think that when we discuss mobilizing the community we will want to, I'm sure, bring you the facts until we come up with something.

Just, I think that one of the things that has been a struggle for me is I thought about the planning and it really builds on what Jon was saying and Seymour as well. You talked about how terrific it was that the expectations were being raised and I agree with you that that in itself is an end in a way, that's the accomplishment and the only confusing thing here is the tension between getting people moving on all flanks and having a certain amount of chaos but in a way using that as a mobilizing effort versus the coherent idea of a vision or a planning scheme that brings it coherently to any point in time or any moment and I think that this is part of the tension that we are fighting with, you know the same thing is do we start with the laypeople, the execs, the pros, the educators, the rabbis, all at once, when do we decide it's okay to leave some of them out, all of these things are part for me, get culminated in the tension of how many flanks do we try to move on at the same time and how much chaos do we acknowledge needs to, is acceptable in the process.

Art: But let's just say that in the last half hour we've I think, uh, arrived at a bit of a consensus in that a great deal needs to be done and there are those sheets of paper that was just given to Sol and I that identify the earlier, that it, uh, is, the time in it of what year is not necessarily something that we want to be rigid about, that it could very well be that, well we're not confident, well eleven years but we are perhaps talking about a loose year, maybe between now and the spring of '93 some which. But let's not stick to the... Let's not be arbitrary-----
-because we are realizing that we come to that conclusion because of what we realize is the complexity of the task and we're also saying that we need to identify key players, now maybe the circle should not be just six people, it could be several more than that, nevertheless, there, we have that multi-sided approach. On the one hand we have to continue to say that we are interested in

a ----- to ----- coalition. We've said that and we will continue to say that and will continue to, ya know, try to involve everybody but we will try to particularly, if you will, engage the people whom we consider to be really key to the process regardless of ---- communities may be more pros and in some cases more the laypeople, in some case more the rabbis, in some cases more the larger givers what have you but that there are a number of such key players that we have to identify to engage recognizing that that's another way of getting the task we have set for ourselves done. I think that maybe that's where we've come to at this point., that we ----- have to ...Okay anything else about what we've just been talking about, the work plans, -----, if we, okay then maybe let's move to the next phase and that is the pilot programs (Interrupted)

Art, just a question, you come to a consensus around the room, it sounds a little different then what was communicated to the communities beforehand so does the time frame. So I assume that there is going to be some attempt to build this into some interpretation to the communities.

Well, to call the phrase, let's assume we're going to try to do....

Okay, in that case I withdraw the question.

Sol: Pilot Projects and Goals Projects, I think we're ready to move into that now. I think that in light of the time schedule and how much time was alluded to the first topic and in the desire to hear Shalome's input as well I think that I would like to drop Pilot Projects, we got enough of that And I think Jon is absolutely correct , these are examples and one well done is better than three done fairly and you know, not only is the time scale have to be left wide open but it has, well not wide open, but ranking within it has to be the ----- and Shalome would have to say what, you know, what the staff can do, what the

staff can't do. So I'm going to leave, ----- give examples of what would be Pilot Projects, we worked out ----- we'll give them to, in writing, if they're useful later they were, the ones that Annette put on the board both there and in the area of the community and there are ----- examples, they were prepared in the light of if we had to them tomorrow morning how would we do them. I'd like to talk about the Goals Project if I can. Is that alright Annette?

Yeah, just one last sentence, -----in other words these are things which we believe to the best of our understanding at the present time that ----- -by which you were -----in and when preliminary resistance obstacles are raised, or ----, or ----, then these are feasible within a short time by virtue of what they are.

And they fit in to Art's endrun notion because they represent ----- . If Shalome succeeds with the Jim Joseph Foundation and you have a principles in service education program that's available the community may get six principles instead of twelve so the other six will be -----after the first six are in. And by the way one more thing that ...-----incoherent with and in contradictory to all the wise things that you just said half the communities says well what's happened in other words, this thing has been out for ten minutes and there are no results so those are, that is also the experience of the community and so those two tensions have to be played with in addition to the tension that we talked about and we have been responding here to the question if whatever percentage of Annette's plan gets implemented ----- of the community -----what if something did happen and we'll have to play that off with great success. That's right. The Goals Project. The Goals Project is a particularly complex issue because there has been no discussion in Jewish education of a serious nature ----- in many years and yet we can't proceed

without it, whether its division or goals the evaluators can't do their work, not that it is our job to make their life easy but they can't do their work and we have no way of measuring it. when I had this lovely meeting I told you -----and he announced his gift or displayed his gift , he said all I care----- he said you know I disagree with you I think the local communities should pay for the researchers and we've been arguing with them all along about the integrity of the researchers is paid for by the local community, if that doesn't fly with him, and I'm not even sure that he's wrong, but that's the point. ----- I'd like to see my local community in Baltimore not pay for it and if they did pay for it then try to What I am concerned about , he said, are goals, vision, and benchmark and I think that that's a fair statement, well how do we go about this is problem number one is that if you have experienced it I'll bet you you will because David Hirschel is the first person who formulated it that way to me about a year ago. He said there is no sense asking the local community to develop goals because if you go to Chuck ----- he said that and say to him what are the goals, he'll say to you what are you talking about, so that's a likely response, we cannot accept that response. The local community is unable to formulate its goals, it cannot be taken off the book, therefore I am suggesting that we think of, and I don't have slides and so I'm not going to be effective, I don't even have a blackboard so I'll be even less effective. There ought to be two parallel lines and if I had a slide on the right hand slide there would be the local community and on the other side there would be anational resources or continental resources to deal with. On the local communities side, I think in each community we have to figure out who can be launched on the goals of discussion. Some communities you might be able to get schools, some schools have done this, some schools have not done this. You might get it going by virtue of constituencies, you might get the educators going, you might get the

rabbis going, you probably will end up doing it by denominations. I doubt that you can get a compensation ----- and motherhood that a local community could agree upon in terms of the goals of Jewish education and that's why we avoided -----, but it would be a very important thing to go. I'm assuming that that conversation will not be successful. Successful in the sense that the local community cannot come up with its firing goals that could activate education if they could then they would have. I don't mean this local community I mean local communities throughout ----- history of the statements of goals in Jewish education by denominations have not been inspiring things, let alone --- --Ellen one of the reasons why the Casey Foundation meets up with ----- we had a wonderful conversation at Stanford during the year of ----- with a whole bunch of stars and you ask them why are they able to ----- well one of the reasons is that that's hard work and people have to sit down and do it, you just don't get people part time as we say in Israel between ----- and ----- to vote on the goals, so, but I think that has to be done and it has to be done seriously. On the other side, on the continental level, I'd like to report about two things if I could in harmony or say ----- I can't do that. One is that we having nothing to do with Leak's communities, we being the Mandel Institute undertook a project on alternative conceptions of the educated Jew, which is about ready for publication today. That and my colleague ----- is the leading figure in that. We got there a leading example of an orthodox ----- in the, in Isador T-----'s statement, we got a leading example of a conservative position in ----- ----- position and we got a leading example of a secular position in Brinkers, Menachim Brinkers position. We got ----- for that also ----- an interesting set of papers but they are much, they are of a little different nature, if we have time I'll talk about it, but those are the three that, we do not have a reform position because we weren't successful in recruiting the appropriate reform person and

it's our failure. At the same time we got ----- and his ----- under the contract we have ----- to produce a set of papers on alternative conceptions on the educated man in terms of what's happening to the lastIts interesting that I ...I'll tell you why it's an unfortunate formulation on my part because he's done the work in the past forty years, one of the leading forces that ----- to the feminist movement on what does feminism have to say about alternative conceptions of the educated person. (Comment interrupted) Anyway, getting back , that is ready for publication but that is a document, that is a series of paper that is much more than merely the statement of Greenberg and those people of ----- is an educated person. They are first translations into education and there have been a group of educators ----- worked with. That's a factor, an input into this conversation. Simultaneously, as a result of the ----- to th training institution having, independent of the Leak community, I just think that it's a great opportunity for the Leak committees. When we built this project we said to ourselves what use would it have and Mort and -----,who is the particular person who funded this project, were very interested that this not be a project and philosophy of education and we made it clear that it will not be. That this would a project that could be translated into different curricula for schools, different conceptions of teacher education, so on and so forth. So we had a group of educators, and you know most of the people in the group, who are accompanying this. Buddy,in his ingenuity ,has moved that not only seminar but has moved their work into the step of showing, I just gave Greenberg his stuff, Greenberg, if the conservative movement or anybody adopted your stuff how would schools be different? They are very different than what ... As Greenberg said, this is not a distortion of what I say, in other words, the ----- is a.) do educators think it would make a difference? b.)does Greenberg still think its-----? and Greenberg with great enthusiasm said this is

wonderful. Next Wednesday we're presenting ----- and when we come back we'll have Brinker for Brinker and we'll have to deal with the reform. Now, I am on this trip independent of the Leak community but as our desire, it would be wonderful for the Leak communities to get into this act. We said to ourselves when doing this we'd like for this to be an example of the way you would attack such a problem. Could we get the denominations in North America and the chief rabbi of England , for example, to join this enterprise so ----- and next Monday I'm meeting with ----- and I don't know when I'm meeting with ----- on this trip but I have all of those meetings, the two of them at least I have set up, ----- will be set up because I have not done ever except with our point person being involved. And I said to Lam today as we have said in Cleveland at our meeting. Is this a role that your institution would like to undertake? ----- encouraged me to think,-----they excitedly want to undertake this. (Indecipherable question asked, response follows) Meaning that they would do two things. 1.) They would want to consider ----- statement and say is this an example of a statement that, they would like to debate ----- statement and offer additional ones, different ones, et cetera.

----- statement with its implications for the ----- would open up State schools.

And the supplementary schools. ----- statement, when ----- was pushed against the wall he said he had one shout out, one speech to give to a person, no more, what would you say, not what would you, what would your educational statement be for a day high school? And that's the challenge they have undertaken and the reason why ----- can be ----- because he chose the career of teaching at Harvard not at a Y'Shiva and that's his problem. His problem is can he in an introductory course-----get someone to

respond to this as not being obscure. So the best, number one , and we agreed that they could and we agreed that they might say this stuff is lovely just not for us. Thank you very much. But we will get our group going and they gave me all others. We've got the Forum books, you have them, and they gave me these books as they said they would immediately, they have a forum, an orthodox forum which deals with basic issues and they said they would be willing to devote the next one to it and ----- could be the lead off. They had one on Jewish traditional and non-traditional Jew, one on rabbinical ----- and -----, they would want to take one and deal with it in terms of alternative conceptions of the educated Jew. And we agreed that if -----, I talk about the extremes, -- ----- might be adopted by..... All you have to do is write a little footnote: this was first delivered at. I don't know what ----- would say I would be surprised if he wouldn't ----- because ----- is much more closely identified to the seminary that Now what do we see happening? We would love a situation to take place that whatever date and I don't care whether the date is November 1, this year or next year but at a given date after the local community had been launched we would have in mind, the CIJE staff would have in mind, that at the proper moment a connection could be made between the enterprise being taken place and the local orthodox denominational discussion together with Y'Shiva University discussion and that they would know that such Y'Shiva University discussion is taking place. Thus, you would get what we have argued for as the basic assumption of the way this CIJE is going to work, local, continental, with a constant interchange and the challenge would be offered to the local committee. How much of this do you like? -----turn back to Y'Shiva University and say this is our problem, what do you have to say, that is the conversation we would like to get going in this next period of time. So that's the way we're viewing the Goals Project, its result , you talked about Town

Hall, we would love to see us build to a situation where this would be one of the series of Town Halls going on in the community and that this one could take place after being launched by virtue of a public debate and someone coming in and ----- if they have materials where they could see that not only is it exciting and it is a ----- who is speaking about these kind of statements and let us not forget that it was ----- volunteered statement that excited the commission not a statement made by non-academic and if Greenberg's statement can excite a united synagogue convention or a local CIJE meeting, and we thought actually we might have road shows. The road shows and I thought of the man that you had -----played an important role in the JCC. If Hartmann were brought into a community and Greenberg were brought into a community each of these people in order to raise the level of discourse on this level but with the interchange between local and national. That is the thought that we have in mind and this is something that has a lot going for it and I think it could be made, formed in a way that it could be introduced into the local communities.

When you talk about emerging on the local community side, you have a number of different models by which it can be done not necessarily denominational this one you're describing is pretty much purely denominational, is it not?

Yeah, well I think that anybody, I would be encouraged if somebody could make a suggestion where you can avoid the discussion on ----- building block-----but you cannot -----, I don't think you can talk about those of Jewish education on a community level and move to the denominational and that's what I said at the beginning.

Indecipherable question asked by female commentator

Response: Well, I don't know about those, I don't think so, I think they have things called by that name. ----- is a greater expert than I am. (Female commentator interjects again - indecipherable) Right, in other words, there are----- twenty community schools in America, thirty community schools....(Several persons try to speak - muddled transcription) -----without having to identify themselves or label themselves that way. But that's an interesting question.

But that's the point where a constituency is made ---- parents send the children there because we perceive that they can be of a different denomination and get a ----- education.

And there's another, I'm less concerned than that because I think that Seymour is correct that those institutions have unique problems, I personally am skeptical about , we're, we're offered whatever ----- but about the notion of developing transdenominational goals at a school level usually means we mean we teach this and we start don't say bad things about other people----- -----goal setting which comes back to what ---- Ellen talked about earlier and that probably does not belong in this project but that I think needs to be factored in and that is how a community defines its goals vis-a-vis the kind of Jewish educational system that it wants to have. It's not so much the goals of Jewish education in terms of the educated Jewish person it's rather a different level of goals and I think that that is going to be a very important arena over the next few years because when you finish the process, quote "finish", when you've gone through the process of thinking through goals for individual institutions or complexes of institutions the question that inevitably arrives , that

is , what do we have to do with one another and this is a very large issue in Jewish common life today. I mean there is a tug of war going on between those who vision for the Jewish education of a community is essentially parallel tracks of Jewish education, each denomination unto its own and those who would argue that while doing full justice to the integrity and individuality of each denomination-----perhaps within a denomination-----as we know---coming out of our denomination of the conservative movement-----coherence. Anyway, the, do we have a large picture as a community, now, for example, this CJF continuity commission, for better or worse which is just getting going is certainly going to be struggling with that issue in terms of how does it frame what the issue is. So I think that somewhere on our checklist we need to reserve a place for that. That can relate to more than what you're looking at, how can a community articulate a vision that be guided, right, that encompasses these individual elements, but that can guide it into some different order of educational activity.

Yes, I have two points. A follow-up-----the whole needs to be divided into individual parts and then another point in the secular education movement there is alot of emphasis on, ya know, visioning and goal setting and things like that, I think-----thinks-----as well as the issue of professionalism because a secular education-----decision making, whatever you want to call it but one of them you get to benefit to all the research-----. One is a shared sense of vision and goals for the participant and the other is raising the level of professionalism and so I think we have to look at this both at national level but also at the ----- level of how it again----- teachers how we can enable them to be able to engage in these processes which I think will empower alot of the professionals.

Sol: I'd like to, in many respects, I'm suffering from -----overload presentation so I'm going to try to partialize it and break it down so I understand that ----- presented two things, I think: one was the goals and visions project and the other was another project that you are currently working on and hope to overlay also on the-----project.

No, I was only showing that that gives us the reason to hope that the goals project might be work, we do not have the goals, you have no groundwork that have been done, you----- a conversation you

Well, part of what I want to try to get at and understandable, there is your conception of the goals project and how it will work from day one in this connection, the Baltimore community believes it has developed goals but what they believe they've developed I don't think meets your criteria of goal development. That's what I'm not sure I understand ("Okay, good.") And if you say today you've got to develop goals they're going to laugh, they're going to say, what are you talking about we have goals, we've been working our heart out for it for a number of months.

Okay, well shall I expound. First there is the question of fact, does the Baltimore community say that it has a set of goals, if it does wonderful, then I would then say let's work-----or working in Baltimore (Comment interrupted)

One of the things that -----that project is doing right now is finding out for the project whether in fact people, the key people with whom they're speaking (Comment interrupted by: "Well, do they think that they have done the job?") We're going to Baltimore.(Laughter follows) There is every indication

that your predecessors, which angered so many of us around the table in Jerusalem will be -----75% correct but close to...

It would be wonderful if we were incorrect (Interruption)

When you ask them the questions they will largely not give in.

Let's assume that the Baltimore community says that they have goals for the sake of discussion and that ,and the goals are to produce ethical people, what would some of those goals be?

I think Baltimore states that there will be more organizational....

You've answered for me one of the basic questions which is that you are prepared to start at the level of the community...We have a set of goals----- but have you thought of x or have you thought of y or have you thought of z and enrich(Interruption)

If they haven't started I would say to them, I would -----and then they would come back to you with something or nothing, in other words, I would not at all work, I would not ----- the local community not as a tactic but because I thoroughly believe it that there is no chance that the greatest geniuses in the world has worked on this -----project and it produced the greatest ----- then it would be appropriate to Baltimore. It is not appropriate to Baltimore, therefore all departments do its job and -----its job, as it gets into complexity and difficulty it begins the conversation and I said it too quickly that you have here a wonderful opportunity to introduce one of our premises and practices and that is taxed and that's a local, so if Baltimore hasn't done it you get them going, if they have done it you take their stuff and you start to run with it and you will find out over the period of time what the interrelationship between

the continental level, this is a job----- . Which person I would love, if you ask me today and come back for it later because it's not here-----I think that's a major part of -----job, he's great at that, he's -----, he should be working in the community and creating this conversation between the local community and other other resources.

So you're saying that our role then is to help the community to identify its own goals.

Help them identify its own goals and offer them the resources.

So then our role is then is as a facilitator rather than as a...

We don't set the goals.

I was just going to interject that there might be an intermediary between if they don't have any and they have any and I think that if they have-----at least working on that project -----begin to help them to reflect on and learn about the goals that they set and they might want to (Interruption)

Or of course, it would be silly to try and simulate tomorrow what they would do, I think this is just - the role that -----will have will be for him to find out -----he's got this -----people have been doing some thinking, did not even have this would be less effective but you've got to get them going.

Now, you've answered I think successfully for me my first concern so let me go into the second concern. On what, Barry not here so I don't have to worry about insulting him, on what basis will Barry or anybody be able to function in this goals area, because he doesn't have, I don't believe, an agreed upon base, at least that we've agreed upon from which to function. ("I don't understand the

question.") Barry is going to have to translate some superior for its knowledge as to how visioning or goal setting takes place.

I think I'd like to say, I think I was hypnotized very much with Sol's questions and therefore I would like to try to open pedestrian understanding of what might happen with the goals project.

Your pedestrian understanding is good, I like that. In Jerusalem everybody says that we're looking for the -----.

I don't know what a M----- is.

It's what hits you on the head when you're out working.

Oh, I see, okay----- (Mumbled outbursts of laughter and talk about M-----)

What's the story with the-----Joan?

Joan: It's going to be upstairs now, we have to clean up for a few minutes.

Okay, um, my reading of this project which still has to be very much detailed is that we have on the one hand a resource which has caused the -----project where we are beginning to have formulations that may be helped to give a language to a deliberation that is not taking place now in no as far as we know, as far as the project -----in no denominational setting and in no institutional setting that is probably different from your and my notion of setting strategic goals. It is a substantive educational discussion and it is a discussion that says what at the institutional level, a single institution, a single teacher, or a single principal or at the collective level, a group -----or at the communal level what will be our involving and new uninteresting so far notion of our goals

for the children, the young people, the Jews of this community. The premise is a much different one than the one you have. The premise is that that deliberation isn't going on and that what Ellen tells us about the Casey Foundation, I think she mentioned it before you came that research tells us that reforming education doesn't succeed, doesn't work, doesn't get anywhere unless that deliberation, that topic is there and the deliberation is a method to engage everybody to face the question. It is a way of offering the language and to challenge the creation of those goals which are ...

But then I have again another baseline question. Based on what I thought I understood Seymour to say the discussion of that which seems like a powerful discussion is proceeding. It is proceeding now and it continues, people are beginning to get engaged and so on. My sense is that if it's to be done effectively it is going to take a process that will last six months in the year.

Annette No, it will begin and it will go on for years hopefully. We don't expect results, we don't (major interruption)

What I'm asking Annette is this: in what way, since the communities must begin planning or either have already or must shortly begin planning in what way can this in any way have an impact on (interruption) The planning and I don't understand how if they begin their planning in November of '92 and we won't begin to see results of this until January of '99 how this can begin to enrich the planning at all.

Annette: Wonderful, what we believe is that and the planners will correct me that the planning process will be an ongoing one that will begin at the level at which the communities now and will call for changes full time and that that topic will become more and more powerful in effecting the plans and the

substance of what is being done. You are absolutely right that at the present ---
 - where conversation hasn't even begun to comprehensively be aired there is
 going to be very little if any impact. On the other hand, if when we are finished
 talking and if we forget the ----- we see that -----before you came
 somewhere by the middle of this year it -----according to my view of things
 there will begin to be aired the notion of vision and goals by virtue for example
 of bringing -----to give and ----- and maybe -----Greenberg to give
 -----, public address panels, -----, public addresses-----that might
 begin to start the discussion at the same time as the denominational groups of
 the -----take a very serious in-house work perhaps with all of the orthodox and
 conservative principles in those communities.

So would it be fair to say that as we engage with the communities and
 their planning process that it is possible for us to let them know that this other
 very vital project has begun and its ----- will be ongoing to the communities own
 planning process committee.

Annette: A question on how we begin. I think that we both ourselves in
 more details and with specific plans and you raising questions that we will have
 to answer and the reason that I'm not answering them is that a.) the people who
 will really be working at this project -----could be that I think there are
 several ways to go and we owe you to come the next time we meet .

No, I will accept that as a formulation. I will accept that as an answer at
 this point. I think that's fair.

I wonder whether we shouldn't go one step further and say one of the
 explicit goals of the Leak communities project is to have and I think we've said
 this before an ongoing deliberation on goals . Now and then what Sol says -----

--are, and you should know, that there are in the Leak communities that there are national and international projects that can help to inform and in turn eventually be informed by ...

Now, I buy the formulation of Sol with the addendum of Jon and I want to add one thing, however, we owe the evaluators and we will have to do it to list specific goals as mundane as they are as vacuous as they may be that have to be agreed upon. For example is this program committed to the fact that ----- increase the number of kids that go on to high school, or not. Number two: is this program determined to ----- and test achievement in Hebrew, Bible, et cetera. Yes or no? But all those things have to be decided ----- community decision. Let's put it this way if the ----- twenty five years which says that at the end of one year they just realized that they have no goals, at the end of two years the operationalize their goals in this various way and in four years they change that operational definition because the -----was beginning to develop, at the end of six years this was changed again, at the end of fifteen years there were schools with competing conceptions of what a Jewish education is and competing conceptions of practice and different achievement tests.

One other suggestion, this is not part of the same ----- at all, and that is if you are going to create this kind of turmoil and I mean that in the positive sense maybe then the place for the turmoil is not in the individual communities and in bringing some of the key people to one place together along with some denominational national people to think through this and in that way you may be able to achieve some of the transdenominational concerns that you've expressed. In other words, there may be an opportunity for people to think for

two or three days together under the aegis of CIJE and you can come up with something...While I hate to quote that...

-----but that might be the way to it and it might be the way to launch it , it might be the way, there are alot of possibilities.

I want to make sure that I'm sorry, but for a second, we're not saying that the communities are going to be able to proceed in this without developing the kinds of objectives Seymour you were just referring to in terms of higher participation or higher retention rates from elementary...My assumption was that that is something that can ideal -----be connected with a set of goals that are educational goals. But that's the -----of planning objectives and maybe instead of talking about communities' operationalize their goals we simply ought to say that at the first stage of the process we expect them to establish a number of objectives against which they can measure their problems. I would hate to let them get away without them, if they did not have goals.

But then we-----that they only address issues that

Yeah, so tell them that this is Part A. Part A is developing a few quantitative objectives and Part B is dealing with the larger issue of setting goals that are not necessarily quantitative.

But I thought, I thought maybe I asked the wrong question and got the wrong answer I thought that what Barry's goal was going to be is if you come back with a set of objectives and they are too few and too mundane that he would then be saying ah but you have missed x, or y, or z. Your goal is not rich enough, you must look again, think more and so that what the community's initial plan is even though it may undergo what Seymour has said changes

next year or five years or fifteen years down the road there has to be an articulate and a plausible set of objectives, not an easy set of objectives.

That I think we have said from the outset is one of CIJE's roles to be the prod, the critic, the friendly, you can do better.

We're going to have the communities to do two things simultaneously: One - to develop an overarching vision and ----- . Second track is develop a set of plausible objectives, both quantitative and objectives that address the goals that -----turn toward themselves.

Well, see I heard the second. The visioning thing I'm still working on because as Seymour has described it that's a much richer kind of thing, therefore, I'm wondering what the community, see I think the communities have the capacity of plan whether they have the capacity to develop a vision.

Well, presumably we would help them.

Sol has made a suggestion that I'd like to ponder, think about. It's uh, we haven't thought about it and that is whether there isn't a -----and we combine it with Jon's statement so there isn't a -----role here. The ongoing CIJ -----which brings together the leading players involved in making a way to launch it, or a way to enrich it, or something like that....

Okay as a way of assisting the communities and assisting ourselves, it would be good if they could get these people together andBut would bring the people from the community both laypeople, professional, who would come to grips with a number of these, come to grips with the goals and it could even be that we might break new ground in that some of these goals might perhaps even be transdenominational.

Mike -----believes that feasible and Mike believes that feasible and we don't know yet whether, it's certainly not outrageous.

Alright, I think we've come to a natural cause at this point and we may be -----but I suggest that we pause at this point and move upstairs and at twenty to four resume in the A Conference Room.

11/19 3:45 PM - 6:30

Tape 3

To look at five different aspects of best practice, one was an examination of the theoretical underpinnings of best practice, the second would be the study in the field, that is, the work that you're trying to launch in this area in Jewish education, the study, the field and the analysis of those examples, the third was to talk about the theory of diffusion or transfer of findings into the lead communities, and the piloting of that diffusion is for, and the evaluation of that diffusion. Now, that seems to be funding the core, or some of the core of what best practice does. And it may be that that's not the kind of project they would fund, that seems to be a different issue, but that they would. I think the question we have is since they are very academically oriented, they may not want to support the work of certain institutions.

Seymour is raising a different question, and that is assuming that you got the money, will the work that you are then required to do divert you from what you are currently doing, or will it support what you are currently doing?

(female speaker/ indecipherable) You'll have to most likely hire

Sounds like some of this is work you'd have to do anyway, and would be offset, and some of it is work that you don't have to do anyway, but you might have to do, in order to get the money for the work that you do have to do. Is that more or less as you look at it?

Right, right. As I said there are partial. . . But most importantly, it gets at the funding of some best practice implementation.

That's what I'm saying. There are pieces of that need to be done which is expensive stuff. By supporting pilot projects . . .

Well it's not worth it. I wouldn't go in that direction. I think they won't fund it, but it's my reading of the people, the names you mentioned. Secondly, they will fund the things that you talked about which you will have to hire a full staff for. I understood two different things: there is something which two years from now somebody in Jewish life will be very wise to get funded called an institute for innovation in Jewish education, which will grab the best

practices project, and will systematically do all the studies so that we can have a conversation eight years from now which is different than the one we had today, and we can say, you know why this is good? Because. That's a different project. You are not ready for it today, you don't have the people to do it. You need four more Barry Holtzes to do that, and they shouldn't be doing what they are doing now. That's one. What the bread and butter money that is needed to fight the pay for the best practices in supplementary education, to pay for its implementation into lead communities, which we very much need and which you are correct will be expensive, is something that if Spencer pays for, it would be a surprise, but a wonderful surprise, and then I think you should ask them before you get into heavy investment, and I would be (speaker cut off)

Lilly is an organization, as Art said, which is interested in religion, and has in its brochure things that it has funded. Some things that struck us as being fairly or somewhat analogous to aspects of Jewish life. And there is very little funded in the . . . for the Jews, and a lot in other areas. And in our discussions about that, one of the things as Art said that they have been talking about is the issue of leadership and religion. So we began talking about presenting something to Lilly which I just wrote a little first draft of a letter to . . . that would be to look at first, just to set up the issue of the crisis around the continuity issues, and how we came to examine this issue, and how the CIJE came to be created in the lead communities. And to present to them the idea that one thing which is crucial to deal with the issue of the continuity of the Jewish community in America is educating and inspiring the leadership within the three lead communities around these issues of Jewish continuity, of the way that the Jewish tradition and the Jewish people can address personal issues in people's lives, and to propose to (William Dobb) to fund a leadership development project which would be focused in these three lead communities around those kind of core issues of Jewish identity and Jewish continuity.

Yes and some continuity and the spiritual and the value base. And how do you incorporate that?

Right.

Well the other one should be very attractive to them, because first of all they are looking for Jewish projects, and they are trying, they've been trying for years, and they haven't been as successful as they

would like to be, to communicate to the world that they care about all religions, not merely the Protestants and Catholics they have funded so heavily. And they have tremendous sums of money no matter what the cutback is. And here I think you have an idea which is innovative, and that could help you and help them. I mean this one looks like a very smart way to go.

All right I want to talk to you (speaker interrupted)

By the way, I want to tell you about the first one . . . nothing would please me more (speaker interrupted)

Thank you, thank you for, Art and Barry . . . for the presentations. I think it's pretty clear here, that to the extent that we can offset costs that we would have to incur anyway, and have that funded by any foundation for work which is germane and intrinsic to our interests, then those are particular, then those are particular funds that we should go after, and most of what _____ convenient. You'll have to keep us posted.

Let me tell you another piece of the strategy here. If we can score, if we can hit one or two secular foundations, I think it will free up (tape cut off by high beep)

You must have said something wrong.

Work with Annette on a short-range plan, a long-range plan, and but really the critical thing is the lead community's planning workshop. I want guidance at this point from Annette and Jack as to whether we should take some time to get into the planning, or whether we should plunge right into the workshop planning and try to incorporate the ladder.

Well unfortunately, I'm sorry that the press of personal business caused me to miss yesterday's meeting. Out of all the days of the year that was the one I least wanted to be absent, but I had no choice.

Just scanning Annette's slides from yesterday, and obviously I didn't have the benefit of the presentation

Nor the benefit of our comments.

I didn't have the benefit of Annette's presentation (group laugh), and reaction and discussions. In fact, there are two different, there is a different conception of the planning process in Annette's piece than we have been working with hitherto, so I think it would be very difficult to come to the workshop, it would be difficult for me to say anything useful and meaningful unless I have some understanding of the reason for her to switch. And it's not an insubstantial switch.

Do you agree with that?

You can go into the workshop, but I will have nothing to contribute. I need to understand where Annette is coming from.

O.K., where do you see the (speaker cut off)

(Annette?) I meant when I agreed that we had to talk about the planning discussion, you and I, but here we're better off (speaker interrupted)

Well, all right, either way, but I think it's going to be very difficult to move into planning a workshop unless we have some sense of what it is we're doing. I mean there's one jugular issue, as I can see, and that has to do with the original formulation at the focus of '92-'93, on the development of a five year plan, different levels of detail in different communities, but a five year plan that could effect next year's allocation of resources by the local federations, the relevant agencies, which meant some agreement, at least at the sketch level of what is going to happen on the ground in a lead community over the next three to five years. Therefore an enormous emphasis on doing that, and the image of one pilot project so that there is something on the ground that starts in the spring. That was the concept. Annette's concept is four to six pilot projects this year, and the plan doesn't get finished until the middle of next year, which means no impact on next year's allocations at all. So, that to me is not a trivial difference, and it has a major impact on what we say to the communities on Monday. So I think we need to have some agreement on that, or we can't shape a workshop. I need to understand why (speaker interrupted)

You missed discussion on that. It didn't come up yesterday in our discussion, and I think it's worthwhile _____. Do you want to recap Annette what you had in mind when you made the . . .

Annette: the suggestion about signing. Yes. I just want to address the first the ladder issue. I don't think it's an issue because the scheduling that we had here, which is indeed a flexible one, simply suggests that the first year, just as we had planned, be used for the five year plan in process. I put down Rosh ha Shannah for the GA.

Pardon me can I close those doors, or does that cause something difficult? Art is that all right?

Art: No problem.

You'll be able to hear then.

Annette: I put down Rosh ha Shannah for the GA simply in order to have some flexible location for the release, not in order to effect whatsoever that point that you made, which is (speaker interrupted)

Art: We also did say that that was earlier than we thought was feasible and we did say that we were talking more about early '94 for all of this to happen, rather than happening by '93. But . . .

Annette: At the same time I think that what has to be worked out. The point that you raised about when to have the kinds of decision that would impact on the allocations for the following year, is one that we have to work out and fine tune. I don't think that is a principle decision at all.

I think it is a principle decision.

Art: Excuse me, John.

John: Yeah. I have a question in connection with that which I have not had the benefit of being in any of the discussions with the communities. My original conception was that because it was unlikely that any community would have a full fledged plan in place by the spring of '93, which is when most communities do allocations, that we would in effect be asking them to do a kind of set aside process a la what Columbus did a number of years ago. That is to say, to set aside a lump sum for lead communities' activities, with the understanding that those would be phased in as the plan gets completed. I don't see Jack, knowing how communities allocate unless there is a special agreement with the community anyway. I don't see how it's conceivable that most communities would be in a

position to do line by line, program by program allocation because the processes are usually getting started in February or March even if the allocations are not validated until May or June.

Well it's time to get real folks. Baltimore is on a course of producing a strategic plan for Jewish education by the spring of '93. So the real world issue in Baltimore, and Jim and I have reviewed those drafts, there are three - four subcommittees that are working, one of which in effect because of total coincidence, Jim and I are working with. So obviously _____. Obviously that's the best of the four. Leaving that aside, and on a serious note, the other three are in varying stages of quality. The community perspective is clear. They want a strategic plan by the spring. Now we have the option of derailing it, but that's a consequence. Now, Milwaukee on the other hand is nowhere. So Milwaukee, for Milwaukee to produce a full-scale plan by this spring is literally impossible. They could produce an outline or a framework or a shedule. Atlanta is some place in between. Atlanta thinks they have most of a plan down but in fact they don't. Atlanta has a reorganization plan, as you know and others may not know. They have a restructuring of their system, which was very carefully done, but they have almost nothing near as I can tell, Jim correct me if I'm wrong, my sense is they have almost nothing on the substance. But they are in a difficult situation of thinking that they have it done when they haven't even begun. O. K. So now we have three radically different real world environments. The policy or issue of policy from the continental perspective as I see it, and I'm more than willing to be corrected, is the balance of effort in this first year between action and planning. That's the issue. They aren't two separate points, and I'm sorry if I wasn't clear. They are related points. The relationship between four to six pilot projects versus one and where we want to be by the spring of this year in order to influence next year's allocations. I regard the set aside as a clever way to side step the issue. But I would like to make sure that we are all together on what is the, let me frame it at the level of principle Art cause I think that's where I need to understand what was resolved yesterday, what is the appropriate balance between now and June 30th of 1992 between action and planning in a lead community. That's the issue. And if you resoved it yesterday, forgive me for raising it.

Well, first of all, I think the set aside idea is absolutely brilliant. I had a meeting which somehow doesn't correspond with what you're reporting. We had a very successful meeting with Hirschorn, who's

one of the major players this year in Baltimore, and he made it clear that he's coming back to Baltimore telling those folks, I want to contribute money, but you haven't met with me about what that means. I didn't know, I wasn't wise enough to think of set aside, so I said to Hirschorn, well everybody knows there's going to be a lead community that's going to require a lot of money. I think the issue is to sit down and figure out what that money should be spent for. He thought that was reasonable. So first, I'd like to say a word about two of the communities according to your interpretation are not problematical, it's only Baltimore. And I think we ought to be pragmatic about every place. Baltimore wants to develop a plan tomorrow morning, and it isn't off the walls, then you and Annette and ? should talk about that. I'd like to go back to issue of principle, the issue of principle is not planning, the issue of principle is what you're planning about. And there I think nothing would be catastrophic than for us to have to commit ourselves to what the five years are going to be like. What's going to be during the planning period. We don't begin to know what the best practices are going to be in a community. We know what best practices could be, but we don't know what a community is going to choose. I have little confidence that the communities understand what lead communities are about. For them to decide today, and we'll hear it from the planners, for them to decide today, and the planning process if it's done over this year means today, for them to decide today whether they're going to the left or the right or the center, whether it's going to be supplementary school, day schools, in-service education, trips to Israel, what proportion, would be from my standpoint not as a planner but as an educator a terrible, terrible error which we must fight with everything we have. Now yesterday Saul helped me understand what I was groping for when he said that we've got to find some way of getting the conversation going so that we help the community to see how they have to stretch themselves in order to arrive at sound decision, or iteration number one, to borrow the language you have indicated to me, for me. Now the idea of pilot projects came from you. When Annette led the discussions in Jerusalem, correct, one pilot project is a very bad idea for educators. First of all, one pilot project means you fail your done. Nobody should try one pilot project ever, anywhere, including when the United States government builds an airplane, but certainly in education. I mean, my God, I wouldn't join such a team, put all my money into the afternoon, supplementary school in-service education, and Barry Holstack here has got a stomach ache and doesn't teach well. The whole thing is over. Secondly, in the

communities, if you work in a pilot project in one area is that what all this was for? So I'm for no pilot projects, which I'm really not for, but if I had to choose, no pilot projects or enough that gives the community a feel that this is something serious. Now yesterday John convinced me at least that we have to be loose on dates, loose on the number of things, not loose on the kinds of things. If I understood you right. You said there's a list up there, I like the list even though it's partial, but I'd better be careful not to commit myself that on November 1 it's going to be launched, or December 1 or so on and so forth. So I think we're in a situation, and by the way what Art Rottman told us yesterday, the fact that communities are balking at the letter of understanding, they are absolutely right. How should the idea of signing a letter of understanding when you don't know what it's about, is the worst black box kind of situation for them to be in. So what we need is a lot of time to interpret, a lot of time to discuss, a lot of time to get things going for a community to say at the end of the year, my God, this is terrific, and now we are ready, and by the way I'll bet you John as you say it that the set aside will not even be allocated at the end of the year. What we need is a set aside, then a community to say set aside should get bigger and the planning process should accompany this as we know our business. So the issue of principle prior to whether you plan in one year or five, or how quickly you plan is the issue of how do you plan, how do you think about education in order to make a plan.

Here we go. I'll try to be clear. Obviously, I wasn't clear because some things that go played back were not what I think I meant. The issue of the plan, and obviously what it is about is the most important. If there needs, if as we have been operating, there needs to be a plan by the spring, that doesn't mean they have to know today what they want to do. What it means is they have to have process such by the spring they have at some level of generality, it will be more specific in different communities, some notion about what's going to happen next year in Jewish education in their community. Ideally next year, the year after, and the year after, but we all know from five-year plans that they get moved around. That also impacts the image of the pilot program. If all we announce, if all that happened were one program, I couldn't agree with you more that's a prescription for disaster. However, the image was at least while you're doing your plan this year, at least get one thing off the ground this spring, which they all understood and bought into. If you say to them, get four to six things off the ground, that's a whole, by this spring, that's a whole different kettle of fish. Now, if you

agree that they get one thing off the ground this spring, and then do lots more things next year, then we don't have a difference. Because obviously, they have to do lots of things. What you guys are under (speaker interrupted)

Could we just pause there. Annette, what's your reaction to that? That we outline the number of projects that have to be done. We say they don't all have to be done immediately, we would like to have one or two done within the next several months. But obviously you can't do everything immediately, we'll do it all in the next eighteen months.

For the sake of understanding could we at least know what the four or five projects are.

They're in here.

I understand but I (speaker interrupted)

Annette: Sure. I think first that as I tried yesterday to speak of the partial in the two meetings, the suggestions for pilot projects have to be seen as whatever I say now is part of a list of 100, 200 that we have been toying around with of things that we think are eminently feasible, and which the community might be very pleased with. They might throw out most, but they might, and they probably would, I imagine want to choose several. Let me give you a few examples just to refresh our memories. One thing that we spoke about was to ask for Barry and the best practices project perhaps to work with two teachers from every institution that deals with early childhood, whether it is a JCC, a synagogue, or a school that goes from kindergarten to twelfth grade, and have a consultant of his_____ a consultant of his undertake as of the month of April or May the beginnings of a regular in-service program with those two people from every educational institution, the focus of which would be to learn about the best practices project in the area of early childhood, then probably to help develop, and to develop the recommendations for the plan about what the early childhood best practices project might entail the following year. That would do two things. That would launch in-service training for some of the people in the community, which we believe has to be a central focus if we want to change, and it would put to work the best practices project in a way that would be useful for the plan. So that's just one example. Another example would be to, and from the other . . .key areas

where we want to work. In the area of mobilizing the community, we have several suggestions. One would be to ask respectively Mort Mandel, Chuck Wagner, and Charles Bromford, to each undertake the systematic mobilization engagement involvement of the champion in each of the communities, and the recruitment of probably the people closest or around the champion for the purpose of education. We know what that would do for the national local links and that would do to both, maybe make the division of resources easier _____. A second example is in the same area was to invite ? as an example again who has been doing a lot of work in this country to work with wards of educational institutions on again an ongoing training program as regards Jewish education. A third example, the fourth example in the third area is that of Israel, is to provide the opportunity for this coming summer, for teachers from or educators or a joint group of lay people educators to go on a seminar, a training seminar to Israel, something which both the JCC and we at the other end have a variety of experiences dealing with. So those are just some examples.

I want to come back _____ because I'm very uncomfortable that we may get off into a discussion which will be sexually rich and practically irrelevant. I think Jack reminded us correctly that we're dealing with three real communities, that are in three very different places with different casts of characters, and with different conceptions coming in of what the lead community's project means to them. And though we are trying almost in a sort of a genetic engineering mode, I think, to find the right key that matches up with their, you know, antigens, so that we can create a bond, it's going to be different, I believe, for each one of these three communities. And it seems to me that what we really are groping for, and I certainly don't have the answers, is a process of working with the communities over an initial first eight month period, then perhaps fifteen month period, whatever that time frame to do the full list of tasks that is sufficiently similar so that we can say that there is some integrity to the lead community's process as a whole, and yet sufficiently different so that it makes sense for each of the communities. And I wonder whether in a certain sense that process cannot even be outlined except in the sort of excellent schematic way that Jack and Jim have begun to do in terms of what makes a good planning process, without sitting down with the people on Monday night and Tuesday, and really saying, where are you? Help us to understand, help us to see what things have happened in your community. Baltimore has a rich history of professional development programs, a

pioneer in this area, has it stalled out? Does it still have momentum? I don't know the answers to those. Jack may know, because Jack and Jim have been in the community. Is that a place where with a little injection they could move ahead rapidly? Perhaps. I don't know. I guess what I'm arguing for is that we not try to map this out in great detail in advance because I think that whatever we do will have to be redone anyway as soon as we sit with the communities on an intensive basis. I would think, Annette, that if we were satisfied that Baltimore's plan as it currently exists, and as it is taking shape as Jack described it, is a reasonable approximation of the kind of five year plan that we had sort of envisioned. It would mean that we could move ahead in Baltimore on leadership education, on implementation projects, on pilot projects much more rapidly. I wonder seriously about the wisdom of taking a community like Milwaukee and pushing them to do anything of great significance. (speaker interrupted)

I didn't hear her say that.

No, no, no, I'm not arguing against Annette.

(New speaker) I'm not sure that there's a difference.

Annette: I think that certainly (speaker interrupted)

I have to say one word, Art here, and not as a planner, and that is two points, one on, I'll bet any reputation I have in the field of education that these communities would get somewhere between a D- and an F in understanding what a lead community is. That's number one. So if that is correct.

How would you rate this group?

This group here? A+ to the _____. But I mean that seriously, if there were anywhere like the way we are able to have a conversation, a disagreement yesterday between around the table was a tribute to various levels of understanding of a concept. I think that there is, you might have, is going to have a _____ you can't have communication, they don't understand it, that's what Hirschorn told me about Baltimore. He said what are you guys talking about? My community doesn't understand this. When are you going to explain it?

David's not. I'm sorry, David's a wonderful guy, and I hope he'll be very supportive, he is not in the loop.

(Many people) Just a moment. _____.

We'll hear from the communities on Monday.

I don't want to be backed into a corner, where I'm suggesting John
(speaker interrupted)

Just a moment, just a moment

(Many people speaking at once)

I want to get out of the planning business, I don't know anything about the planning business. The planning business is a function of the purpose of this commission. This commission took a decision on lead communities. There is no, if Baltimore knows what a lead community is, and planned it in its five-year program, they should take leadership on a lead community. It is inconceivable to me that there conception of two plus two equals seven which is the concept of a lead community, of the relationship of formal to informal education, of what the training of personnel is going to be. If that is the story of Baltimore, then God bless them, and we should take leadership from them. That's not what I understand. Secondly, the disagreements we'll have about your planning document, when we get a chance to read it, is that I think you have violated the mandate of the commission. The commission said we are not interested in programmatic options, we are not interested in all ages. The commission said we are interested in personnel and computers.

Let's not get into that.

(speaker continues) therefore what I'm saying is that I think we have to get the educational stuff clear. Once we get that clear we can talk about whether it's a fifteen-year plan a two-year plan or a five-minute plan. How is planning going to drag this whole operation forward as the leader?

Can I just say? Can I try something?

Go ahead Saul.

Saul: Look, Jack, it seems to me that there's much more agreement than disagreement. I'm not even sure where the disagreement lies, so maybe you can help me. It seems to me that everybody has talked now about a planning process that, while it attempts to move forward, is flexible in its ending. It seems to me that we've been presented with a menu of potential project options. And that certain communities might embrace the project options and say, hey, we want to do this, to do that, and so on, and have the resources to really begin doing it, even if certain things would be better a year and a half, two years from now, that they may start on certain training kind of things that would be helpful to them. I don't see where there's a difference.

Sorry Saul. I'll try one more time, then I'll shut up.

First of all Seymour, nobobdy said that Baltimore is today a lead community, nobody said that they have a five-year plan, the only thing that was said was that they are on a course to prepare a five-year plan by this spring, whereas Milwaukee is not on that course. That was all that was said.

Let's pursue the answer to Saul's question.

O.K. The answer to Saul's question is, Saul, it's a question of allocation of effort between now and the end of this year, and communities work as you well know, but maybe others don't, I'm not focusing on, they work on a year by year basis. So the year starts around the holidays and it ends, starts petering out in June, and the summer is sort of never-never land, starts up again in September. So from both a planning and an educational point of view, these time building blocks are quite crucial in thinking about what's going to happen. Now, the issue is, as I understood it, is what is the appropriate allocation of effort between now and the summer of '93, between planning and action. Now, if what Arthur suggested before, and I think I heard Annette say she had no problem with that, is that we agree that between now and the spring of '93, the primary effort is on planning and the development of a five-year plan, the best possible, as far as possible, and they do start some program this spring.

Annette: No, No, No, that's not the case

I want to tell you something, I'm not understanding what you're saying.

(Many people speaking at once)

I would like to say it not as a planning thing because I find it difficult to accept the conception that planning is guiding this discussion, planning is a means toward an end. The end of this discussion is what a lead community is going to be like, and I'm putting every penny of anything I understand in education on the conception, and between now and the spring to get any community to get this group right here to commit itself to what the lead community is going to be like, and therefore build a five-year plan is to corrupt the process, that's what I'm putting my money on.

I wish you had said this a couple of months ago.

Said that we _____. I tried my very best, I tried to communicate it, I have failed often as a teacher, I have failed often as a communicator, never once we argued against the conception of the letter of agreement being done in less than six months. I think that was a mistake, but we don't want to go into that. The issue is how do you help a community find out what it wants to do. This is complex stuff. There's only two ways you can end up with them if you do it in the direction of forcing them toward a five-year plan. One is a corrupt notion of the idea, the other one is to make them feel that it's top down. Neither are acceptable. And therefore the question is, how do you begin the conversation with the community about an idea. We have an idea, we do not know how to translate it into three communities. They together are going to teach us how to translate it, they will change the idea, we will change their idea of what their community is. That's the process. The planners have to accompany that, they cannot lead it. And that is a basic disagreement about the two goals here, and I think it's going to be a terrible thing for this group, and has to be raised to the level of the board if it's a disagreement here. And that is who runs the process, the concept or the plan? And I think the plan is a means to the end, and not the other way around.

I don't disagree with you.

Well if you don't disagree with it (speaker interrupted)

If you don't create the means, you're not going to have the end.

Absolutely.

Annette, you were going to say something.

No, I think . . .

Let me keep trying. Let's take what you Seymour just said. It seems to me no matter where you start that harken back to yesterday's conversation that we talked yesterday about the fact that as you begin developing plans, you need them to at least begin, and that they will be changed over the next six months, over the next year, over the next five years, and they will continue to evolve. It seems to me what Jack is saying, is that we need to begin with some basis of a plan, so the community says, o.k. this is what we want to do. Recognizing that as they begin to plunge into this they're going to change, they will begin to alter what they're trying to do. So I'm still trying to grasp what is the difference, what you're arguing about. If I understand what we want to do, is that we will help the communities begin to formulate a sense as to where it is they want to go so that at the very least we have an idea as to the level at which they're functioning. As they begin to function, we begin with what our skill, and they as they begin to develop experience begin to enrich that planning process, then they begin to change, and they so, oh gee, we made a mistake. At the same time, for other reasons that you've cited, we begin to lay out a menu for them as to the kind of projects that are available to them. That begins to enrich the planning process. So I don't really, it seems to me a rich process, one that's creative and mobile, and I don't see any problem with it.

Annette: I think that's wonderful formulations. And I agree very much with the general direction, I think there is one element there that is implicit, that we need to put back on the table. And that is that the introduction of the idea that the commission had for what might bring about change, the content of the lead communities' idea as a starting point for a conversation.

Give me an example. . .

O.K. The lead community, the notion is based upon several principles, many of them you've already spoken about. It is a joint national and local endeavor, it is an endeavor that says that unless

you deal with the enabling factors of education of the community, you will not achieve significant change, that unless you do that at a given scope, even intensity of endeavor change will not, you will remain with the current level slightly altered, with a good program here and there, but unless we go in massively, with _____ effort in the area of personnel, massively with efforts in the area of _____, including the notion of vision and goals as we discussed it yesterday. Unless we put this package to the community and then get the beginning of the process that you said, on a basis which will alter it, define it, whatever you want, but unless the reason that we are at this point at a situation where we have sensed that in fact the communities do not know that. You raised a very complex issue of the introduction of an idea to the various computations in the community. If we add that to the things that you had said, I think that we're talking the same.

I don't mean to monopolize, but let me try once more. Based on my understanding of what you're saying, it would seem to me that if we feel that that was the mandate going here, then it would be less than honest for us not to put forth the, in the letter of agreement, that those are the things that make a lead community a lead community, and that that's a charge to the planners that they can't move without having said that to the lead communities, and make that an a priori approach to the whole planning process. In other words, based on what you're saying, you can't have a plan that's viable unless you're doing something with the educators themselves. What I'm saying is, if that's the precondition, that that gets put into the planning process. So again, I'm still trying to figure out what the difference is.

(female voice, too faint at first) _____ bring a note from the field: Saul, you went to Milwaukee on the site visit with John. In those discussions with the educators as well as with the lay people, we did, all of us together, our very best to convey that on two subsequent trips to Milwaukee, one with Jack and one by myself, we in fact had those conversations with people in the community. I don't know whether it's an A, a B, a C, a D, an F, etc. We have, and we had, a curriculum so to speak for introducing this concept of lead communities to selected individuals within the community, the individuals that the community decided needed, or should be at that table for that conversation. In respecting the community, and how it is organized, and how, what the structures are, and how people work in the community, we were working with very selected groups of individuals, up until the point where they were formally accepting

this invitation to work with us towards becoming the lead community. Just one more word about this is that in each of the three communities the individuals who the community chose for us to communicate with about this concept were different, and in fact the communities are themselves in different stages of these conversations. Milwaukee, for example, which is behind on a number of other matters, is in many ways, and I think the field research project will bear this out, is in many ways in terms of educating and involving the community in that concept further ahead with the population of educators, the individuals whom we want to engage. So I think all of this information is going to, I hope, inform our thinking about what happens, particularly with the planning.

John.

John: I think my concern is that the several elements that we've identified have to coexist, and at the same time, it seems to me, we have to be realistic about the time frame in which they can coexist. I agree 100% that the most important part of this work is the introduction of a new way of thinking about Jewish education. I think that is the single most critical thing, more important than perhaps the technical sophistication of the planning process. I will confess my own sense that even a time to act does not go far enough in terms of its vision of what's involved.

Absolutely, absolutely.

Now that's a process which does take time and having gone through and observed closely several communities that have sought even in more modest ways to introduce "new thinking about Jewish education" and its concomitant demands on institutions and individuals, which are significant in terms of coming out of their isolation, in terms of learning to talk across various barriers of thinking and ideology, and conception of education, and background, and experience. That is in its own right, in my mind, a very significant and difficult task to help support in a community. And that is the way in which I would conceptualize our role. At the same time, I think it is also true that unless that conversation begins to focus relatively quickly on asking about, wait a minute, what does this actually mean, what are the implications for the way in which we organize our educational activities, etc. It will tend to peter out because people will become impatient with it. My problem I think is

that we have two excellent, and I'm going to come back to your term yesterday, partial visions of what needs to happen in the lead communities. I think we have a vision that Jack and Jim have provided of a very serious thoughtful planning process that does not leave out critical steps, that does not misconceptualize critical issues like market or things of that sort. And we have Annette's broader vision of a sort of, what I would call, a wave approach attacking this issue on many fronts, as it were, simultaneously. My sense is that they're both going to be part of this process. I just don't think they're going to happen within one year, and I don't think they're going to happen within perhaps even two full years because of the fact that this is ultimately an educational process. What I would rather see us do, frankly, is to identify what are the first critical things that we believe have to get going in a community without necessarily locking ourselves into what's going to be in place. I'm arguing against, in other words, a time-line based process and rather a task based process with the understanding that that in turn will still have to be integrated with each community's own sense of. . . As Shulamit says, a community may be further ahead conceptually than it is planning wise or vice versa. And in fact, the vice versa is exactly what you're describing in Atlanta. They think they've been doing planning, but in fact they haven't, they've been doing structural tinkering. That's exactly the dilemma that we face.

(female voice) Some of what I'm going to say I was going to say later but I think it's relevant. The assumption that what we say to them sticks in their head and then is used onward is just a misassumption. So, I think we're assuming a process of rationality and I think at least what we're seeing is that we can't assume anything, and that we have to do it again and again and again. And I think one of the most important things that we can do is to provide them the opportunities to do it again and again and again. So, I don't know what was on the agenda for the planning, and I might be coming out in left field, but allowing them to come together and talk about this and even if it's to talk about things that we assume that they've already heard twenty times, I think is the most crucial. They need to be together to talk about this; that's the first thing. Endless examples even with our project, even the CIJE board, I just have to tell the story, when Roberta told me she presented and I said well did the level of the discussion indicate that they've heard this before, because Annette presented it at the board meeting, and she said, no, they were reacting as if this was the first they were hearing it. So, (speaker interrupted)

Well, they weren't sophisticated people, there was just

(same female speaker as before) there was just Mort Mandel.

(Everyone speaking)

(same female speaker) So that's the first part. The second part, I think we have to, and we're using this word again and again, enable them, and I'm following Jack because I agree, enable them to put processes in place. So by talking to people in Milwaukee, that's crucial. The question is, how do we then help the people in Milwaukee to continue to disseminate this information, and keep on some type of time line of pressure.

O.K. Well, as I see it, we have come to the point where we're talking now about a multi-faceted approach. We're simultaneously going to operate on several tracks. We're going to try to infuse the community, first of all, with a vision of articulating goals as to where they think they want to be, where we think that we can help them to get the vision of where they want to be, with an emphasis on our skills in getting them to articulate for themselves what their vision is. Now it's not necessarily going to be the same vision in each community, and it's not necessarily going to be 100% the vision we started in. However, there are going, whatever we do, we have to keep in mind the original mandate under which we're operating, that whatever else is in that vision there are enabling processes, two of which we said are both the development of personnel, and secondly the involvement of lay people have to permeate that vision. That we can't depart from no matter what we do with the communities. On a second track we have to simultaneously get into the community doing things. And we've said that pilot projects are a way of doing that. Doesn't mean that if you necessarily start with five projects at once that we will give the community a shopping list of a number of projects but since we have developed a shopping list, they're all from our point of view acceptable. To start doesn't mean that we will dictate to the communities which ones of those projects they should do. They will make their choices. And they, each community will differ as to the speed with which they move on these projects. In some communities they will be able to start with one or two immediately, and then later on get to the others. In another community, they may not be able to start for another six or nine months depending on the sophistication of the community. So that

we have that on one track the definition of goals and visions, and then secondly the pilot projects, and then thirdly, I would say, the development of a plan. Again, the speed with which this is developed in each community is going to be different. But there needs to be a plan, whether it's a five-year plan, a three-year plan, there has to be some time line. Now, I don't care whether that plan is going to necessarily be exactly where that community looks like in three to five years, the plan will continue to be modified as they get into things, as they struggle with how what they're doing is reconciled with the vision, and what the pilot projects teach them. And as they get into the training of personnel, and as they get into the involvement of lay people, obviously that will continue to change. But there needs to be at one point, some time in the next nine, twelve, eighteen months, the development of a plan for that community. These three tracks, as I see it, have to, as John said, coexist. They will be operating simultaneously, and we will have in some ways a three-ring circus going on, and we just have to be as helpful as we can to get the community to work toward the goal, and developing projects, and the training of people, and developing a future plan all simultaneously.

I think that's a wonderful summary. A wonderful summary because it sets the complexity of the task right up front.

Very good.

It is good. You have one problem Chet, that you know that we ought to deal with now.

That's good.

I'm giving you a task.

He's a Jew.

And that is, that considering the conversation today, one of the things we are going to have to be very sensitive to is the staffing of this, and how and who is really responsible at given points.

(female voice said something in Hebrew)

(he continues) or else some of the conversation won't stop here today, it will continue every day of the week.

O.K. All right. Could we move at this point now to talk about what we're going to do on Monday night and Tuesday during the day. Some of us will be there, some of us will not be there, but let's see if we have an approach.

I know Annette you've been doing some thinking about this.

Annette: Yes, I must say though that I am learning an enormous amount from these meetings, and the thinking is being ammended as follows. So I'm very glad to have the conversation that perhaps we ought to first ask ourselves, what is the purpose and what we hope the outcomes might be in light of the way we perceive where we are and where they are. So, I think that the first outcome we want to have is that there is an understanding, mutual understanding, about what are the broad lines of this project. My sense is that we may or may not be surprised, we may be surprised that we have to know where a community, or at least the professionals, because we are getting of one group, we're not getting a

Audience is very important here.

Annette continues: Yes, it's a specific audience which are professionals. And the professionals that play a very major role in both the _____ scene and

They're particular kind of professionals. They're planners.

Annette: I know, we're meeting with the planners. So

We're not meeting with the educators, the programmers, nothing.

Annette: Right, right, so I would suggest that the first thing we want to do is present to them the context of this joint work by virtue of briefly reminding them and ourselves of what the commission had in mind. And laying out these lead community projects. I, for example, right now, have need to think back what such a presentation will be in light of everything I'm learning from Ellen, from Shulami, and from everyone else around this table. It will probably have to be quite different from what I did yesterday morning. And I have to think it through, I think I have to go back a few steps and differently. So, one thing I suggest we discuss is the fact that we need to have a discussion about the project to lay the principle stuff

on the table, and see that we're going to get moving together in the same direction. The second thing, outcome, I believe would probably be good if we had, what we learned from Mort to call an m. o., a modus operandi, a way of operating to get a method of operation between the CIJE and those people by virtue, and maybe this should be discussed, of an ongoing joint form, we used to call it a planning seminare, where the idea and the details is in the course of this year being deliberated, worked out, dissolved, so that the input comes from both directions, and is regular and the contact isn't lost. So that we know where they're at, they know where we're at, and the design, the way Seymour put it I think is correct, is that this, each detail has to be completely worked out. So the second thing is to have some sort of sense that this is a first conversation of

_____. And the next one, and I don't know how far we can go, is an agreement or an understanding on both where the immediate tasks are what is it they and us need to do given whatever agreement we reach tomorrow, the next morning. What is the work about, which is something that we ourselves are right now in the process of ammending and understanding but will always be ammended, and I'm sure the same is true for them. Now the problem is that this has to be put, I think, by you for us within the context of the fact that the letter of agreement hasn't been signed. And how does that impact on the conversation we have with them, if at all, maybe not at all, maybe very much. I think that they have to be able to get probably from Ellen, or from somebody, if you're not there then I'll do it, our view of the monitoring evaluation project, and of the reporting, because it is something they want to know. We may need to address that within the context we discussed. The best practices project, I think, should be presented to them. The pieces, as they are the vision project, should be presented to them. They should come out, I think, with the beginnings of that joint conversation and the knowledge and the sense that they will completely shape it, but at least of what are the parameters.

Comments? Suggestions? Questions?

Well one comment. I would try to let them talk a lot.

(female voice) I was going to say that.

Present little and (speaker interrupted)

And I think we should be sure to have good humor too.

When the lead communities will have succeeded.

(everybody speaking)

Seriously, I am not thinking up a conversation. I don't know how much occurred already, but I would think it's one of the critical things

Tip 3 24 25
When the lead communities will have succeeded.

(everybody speaking)

Seriously, I am not thinking up a conversation. I don't know how much occurred already, but I would think it's one of the critical things

(Tape 3, side 2)

that may stand in the way of the successful pursuit of this vision, and making sure that they go away feeling that they have a varied understanding ear at CIJE, and not just that we have an agenda for them to go back _____.

A couple of things you said about the letter of agreement. So I just want to clarify where that really stands. There were some things that were not clear. The only issue in terms of signing the letter of understanding is money, only money. In other words (speaker interrupted)

You probably lost the presidency of the United States because of that little issue.

(speaker continues) I didn't say it was little, but it is defined. It is important, but it is defined.

Annette: Might it be related to the fact that when people are asked to spend a tremendous amount of money, they have to have a profound and deep understanding of why it's worth it.

And commitment.

Jack: I don't sense that relationship at all. They recognize (speaker interrupted)

Annette: Jack

Jack: Annette, I'm making a serious point, that I don't think is funny. They have been explicit about the understanding that they have to spend a great deal more money. They are reluctant to

commit a community to a fixed percentage increase in a written document (speaker interrupted)

I don't really want to spend a lot of time, I don't want to spend any time (speaker interrupted)

Jack: I thought it was just a question of clarification.

on the letter of understanding today, because while it may come up on Monday night or Tuesday, I really don't think it's the forum in which this should be discussed. We keep saying, let's move ahead without the letter, regardless of the letter of understanding, we just have to keep pressing that.

I really think the impetus for our making, including in a letter of understanding, the strong, relatively strong statements we made about the responsibilities of the community in raising funds, was initiated by our lay people. And they are, to tell you the truth, just as big a maven as we are in these matters, if not more so, and I really think that this really can't be settled on a pro to pro level, so that on Monday or Tuesday it's not going to be settled. And if it does arise _____ concrete.

I would benefit, in order to respond to your concrete. You Art, you John, and you Saul, would say something about the balance between their talking and the presentation and the order, both. The reason being that there are arguments on both sides of the case. If there is a presentation first, and they don't talk, you shape what they say. If you don't make the presentation first, then you can have a (hebrew or yiddish expression). After the first cut into it, I'd feel more comfortable. So I'd like to understand how you feel about that.

O.K. Well let me . . .there was one piece of paper amongst the many which made suggestions on how we go ahead on Monday, Tuesday which was that on Monday night we would do two things which would set the stage for Tuesday. Number one, and I think Annette was the one who formulated this, we would start off with a statement about each of the communities, ten, fifteen minutes each on where they're coming from on where they're coming from, where they're at. Here is the kind of community we have; here are the problems we're faced with; here's the reasons we wanted to be a lead community; here's what we had in mind because we're a lead community. And we put that on the table, and in a sense they would

be whether they realize it or not, they would be articulating their objectives for the community. I _____ telling this story which some people may have heard. My real work is not this, my real work is growing trees. And when I started off in this work, I got a consultant to come up and it was large, and I get my parka, and in the country went out in golashes, boots we call it not golashes, golashes is a city word. I go out to meet this consultant, _____, he's a farmer like I am. So he's going to tell me about the trees, and which trees I have, which he knows more than I know, and how many of each, and what use we can put to that, and what I have to plant. And I meet him outside, and he says no Mr. Rockman, we have to go inside. We go inside and the first words out of his mouth are, tell me Mr. Rockman when I go out to look at the trees I have to do it in the light of what are your objectives.

(Group laugh)

Let me tell you that he was the educator.

(sounds like tape was stopped and brought in, in the middle of another conversation.)

Mark, have they been tipped off about this.

Not to my knowledge.

In your memo.

In my memo, yes, yes.

Did you say that there were _____.

yes, yes.

How much more of this do we need before we go into the meeting Monday and Tuesday.

I want to make a suggestion about that. I think that the staff ought to have some time. First of all, I want to say to Saul, it's not even Annette, Seymour, it's Annette. I am in the redistribution of our energies, I am here to serve as a member of the staff to Annette. That's the way it's going to be. And that's the way we regrouped ourselves.

Are you saying that you're going to sit there Monday night and be silent?

No, no. Not at all. You're not like me, you're reasonable, but you talk too. So therefore (speaker interrupted)

Annette: I will be _____.

John, I find you being unfair at this point. You said at the Jewish Education Committee, that's one. The other thing is I think, Art, if Monday night the staff regrouped itself.

Art: after the meeting.

After the meeting, and said to itself, in the light of that, and you've got a piece of paper which is Tuesday in a vacuum, in other words not having met with them this is what we thought Tuesday could be like. And then build Tuesday that you don't have to do any other preparation, everybody knows you can go one of six different directions. Now, are you going to be there Monday, Tuesday.

No, she's not.

Absolutely not. I was kidding.

(female voice) Whatever you expect them to do, they will do.

But they can't say anything.

O.K., o.k.

Tuesday needs to be constructed, and then changed if necessary on Monday night.

All right.

I would rather we do it this way then. In the light of the discussion we've had in the last hour and a quarter. That we pause at this point. (tape cut off)

We start with the premise that the day should focus on this three-pronged flexible community development process as the heart of the

lead community's project. Our suggestion is that in the morning, Jack play the lead staff role, and that in consultation with Annette, he develop a presentation on the three dimensions that we've been talking about, which I will for provisional purposes define as building engagement around a vision, the planning process, and I don't have a good phrase for the pilot projects, but maybe it's something like jump starting the process. Jack should handle that, and that we then use the rest of the day essentially to focus on different elements of the response to that. The first one would really turn to the participants then and ask them, where are you vis-a-vis this agenda? We now sketched out in a little bit more detail what it is that we envision the lead communities doing. So more than just sort of your general statement last night about where's your community in its needs and its problems etc., where do you see yourself vis-a-vis this agenda. And that would be a more or less open ended discussion on how they relate to what we are proposing, which presumably will also include questions of clarification, and amplification, and what do you mean by that. That's where we see the process of their sort of buying in, as really taking place, through the process of discussing this and how they relate. Towards eleven o'clock, when that discussion presumably will have gone on for a little while, we suggest that we stop the discussion as a group, and that each community team caucus for a half hour or so to think through in a little bit greater detail the particular issues that might relate to their own community (speaker interrupted)

Milwaukee only has one person.

Milwaukee only has one person. O.K. A one person caucus, whatever. _____. Where they see particular issues, problems, and then come back and have an opportunity to try to raise those and see if some sense of closure can be achieved before lunch on this basic outline. What I'll call "the plan." After lunch, Shulamid should take the lead, and then we should start with the question, how can we help? Again, this will be a mix of two elements. Their suggestions, their thinking about, well what do we need from you, what do we want from you, how do we understand what we're supposed to be doing, how can you help. Interspersed with hopefully in a more or less organic way, but we have to work this out, with the presentation of specific elements, such as the best practices, the goal project. We may not need to represent monitoring and evaluation, we may need to have some discussion about it. Now that we've gone through this discussion, does this change in any way your sense of where the

monitoring and evaluation piece is going to fit in. That might also be the case, the context to deal Art, with the question, how is the working relationship going to be actualized. Then the second piece of the afternoon would be to try having gone through, where are they vis-a-vis the agenda, how CIJE wishes to be engaged with them, would be to try to get very concrete and specific. What's your agenda when you go back? Our assumption is that the planners are not in a position to sign off on a lot of this, that they will need to go back and begin to take certain concrete next steps ranging from meeting with their lead community's committee chair, to their federation executive, to mapping out a global time table, or how they see things proceeding etc. We'd like to try to suggest that there be some specific discussion about that. We were not sure, and did not reach any conclusion as to whether that should take place as a general discussion in community meetings with a CIJE staff member. That is to say again a sort of a caucus, but this time sitting with a CIJE staff person, saying all right, let's map this out, where are we going to go, what are we going to do, or both. And then the final piece is we should reserve some time at the end for an evaluation of the day with a focus, as Saul suggested, on the issue of what is the value of meeting together, is it something that should become a regular part of the process, is it more valuable to simply continue on the basis of individual consultations, not necessarily to reach a decision but to get their reaction to the concept. With the time available, that's what we came up with.

Wow.

That's very good.

I think that it's a comprehensive and excellent. I'd like to ask two questions about it. The last point that you made, I think covers one of them, and I'd just like to underscore it. I think it's very important for us to find the method of communicating with them on an ongoing basis. And that is, we've called it at different times, the seminar. You may have put it in the most wise way, by virtue of the saying, how do we continue. But I think that I'm raising the question that we need to have a structured ongoing method of communicating with the community, and I'll come back to what that means in a moment, at least in my understanding. And therefore, if I could convince you to make that a little stronger in terms of how do we get them to continue working with us, because if there isn't an ongoing structure of communication, we will get into trouble.

You mean with all three of the communities.

Yeah, I mean individually together, that's a detail, but that CIJE with local CIJE or local commission as you call it. And we called it a seminar, or whatever way, that's one. The other thing is, this group, and Art mentioned it earlier today, certainly speaks entirely _____ has underscored that for the planners and probably for their bosses. And they're not going to behave except considering their bosses interests and communicate with them on how to do that. They do not speak, they speak less so for the lay people but that they're certainly insensitive to that, they are likely to be insensitive to the educational community and to the rabbinic community. And we have to find a way to get the rabbinic community, educational community both as discrete units and as denominational units into the loop, and that issue has got to be discussed somewhere or we will undercut our activity. So, what I'm saying is, without tipping my hand as to how I feel, because I don't know how I feel, in an ideal world the seminar would include all the players; in an ideal world the seminar would be structured and would work regularly, and what's missing here, and we don't know the answer here today, is who is going to staff each of these activities. Because someone has got to be in ongoing contact with the rabbis, somebody has to be in ongoing contact with the lay leader, etc. Yesterday, you talked about the fact that two rabbis can knock the whole thing on its head, so who has the responsibility of taking care of that before it happens. So that's the only question I have. I think it's all implicit in what you're saying.

For those people who know the difference, there is fresh coffee.

I have a feeling that he's talking to me, since I took a cup of coffee fifteen minutes ago. I won't do it again Art.

To reiterate, based on my understanding of what's happening the word seminar maybe appropriate for certain purposes, but I would say it has to be a mechanism for ongoing communication and conversation, which is not as institutionalized as a seminar. The communication link has to go lead community, CIJE, and an interactive process, not just CIJE, lead community. And from where I'm sitting, that is one of the reasons while things may perceive to be taking so long, that communication goes and they need to go back to

their communities and talk to each other. Again what happened, I mean, who did they talk back to, and when, and how?

I want to say one other thing. I don't know how Jack feels about, we had a long conversation yesterday on the goals story, that is no longer a strategy suggested there, so if you're comfortable with it, then I certainly think it's a good idea; if you're not comfortable with it, then we ought to know. We haven't had a chance to communicate that to you.

It's hard to discuss my level of comfort about any knowledge of a conversation I didn't have.

No, I'm mentioning it (speaker interrupted)

If everyone had that same reservation, I don't know how much conversation we'd have altogether.

Jack: That's one of the things I know nothing about. I think if there is a conversation that is germane that I was not part of, then either I'm going to get briefed on it, or I'm not (speaker interrupted)

That's why we talk, we set it as a board meeting, we didn't have to get together in preparation for this.

I just want to _____ to Art during the break.

Jack: The other thing Seymour, pardon me, is if I'm going to chair the session that I don't have to know anything except how to call on people.

Oh wonderful. So, listen to me for 62 minutes, that will take my personal relation.

The communities are most familiar with not any more than the best practices project, they are familiar with the monitoring and evaluation and feedback project. The field researchers came _____ their doors.

In our preliminary conversations with the communities, beginning with the satellite teleconference and in the literature etc., there has been mention peripherally about the goals project. What we have said to them was this issue of the community working on its own

vision and aspirations etc., _____ level. That is the piece that is going to be the newest element in their thinking, and I was suggesting to Art that it's an easy thing to think about introducing best practices it's a concept and they're familiar with it. I'm sure Barry is going to present it in a way, because only Barry and you'll see it in a different kind of light, the fact that the field researchers are going to be in the room will help reinforce whatever it is anyone says, it is the flesh off the bones. My concern is how we go about the introduction of a new major element in the thinking about this new in one sense but not new, it's just (speaker interrupted)

I'm just curious. Did anybody in the conversations on your side or on your side emphasize the importance of the goals vision piece? I mean where does the community stand on this? Do they think it's important?

I can't really answer. In some communities we did ask, not to discuss that yet, and we're (speaker interrupted)

They told you not to discuss that.

No, they told the field researchers not to discuss that with the inter-meetings. At this point since they're not (speaker interrupted)

In.

There is no question about that. At this point if you were to wake up anyone of the leadership in the lead community, the answer would be, oh that's something new.

(many people talking over each other)

that doesn't mean that they haven't heard it, that it hasn't been said, but whether, I'm talking about where they're at in their perception.

I was talking about beyond the core group. If you talk to anyone beyond the nexus of (speaker interrupted)

OK

I just have a question, which is, perhaps this was talked about yesterday when I was not here, but I would like to know a little bit more, what, who in the community is in the loop right now? Because

Shulamid was saying the communities are familiar with, and I don't even know, I know, I don't know, are there the local CIJE things up and running? Part of this emanates out of a conversation with one of the people from one of the lead communities that was at a meeting with me the other day, Cheryl, from Atlanta. And she, it struck me in listening to her report, just schmoozing, she said, well everybody is very excited about the lead community but nobody quite understands what it is, and we have all these different ideas about what it is, and monitoring, and what is that about? Researchers are around, we never saw that before, so I'm confused.

Would you like a brief response to that?

Sure.

In Atlanta, beyond the site visit when there was a large group representing this wall-to-wall coalition, our conversations have been with the staff of the federation, the executive director, and the two people in the planning department. I'll mention names, because some of this people will in fact be here. _____ Gelfand, who is the assistant director of federation and his associate for educational planning, that is Lauren Azuli, are two people who will be here. They've been part of all the discussions that David Sarnack met with Jack at (speaker interrupted)

Lauren

(speaker continues) So the federation exec., the two key federation planning pros., and then beyond that (speaker interrupted)

But I mean could you add up always how long they were met with, and how often.

(speaker continues) Let me take it from the top. Once they were invited to become a lead community, I met with David Sarnack, with Lauren and Steve the day I went to introduce Claire to the community. We met first with that staff, and then there was a meeting which was attended by Gerald Cohen, who's a member of our board, Bill Shatten, who is the chairman of the local commission, the woman who is the chair of the organization that's the successor to the central agency, you know for Jewish education, and that is the core group with whom this project, the elements of the project have been introduced by CIJE staff. The conversation in Atlanta between

the CIJE and the community has not gone beyond that level, that would be a level of leadership, not yet the champion, the level of leadership that is the active key people in the local commission process. That's Atlanta.

(very faint) Can I ask you a question, _____. When you mention this group of lay people _____, have there been separate meetings, have there been systematic conversation, how much? Set of the scope, when you say the conversation has been going on, how many visits were there?

I have made two trips to Atlanta. One, I went with the purpose of introducing Claire, and the agenda revolved around that. The second trip I made was with Jack around the memorandum of understanding which was really a staff event, there was no lay participation at that.

Well, times when they were up here. There's a lot of other time when they were up here, there's a lot of other stuff that intervenes that's not so formally set. There was a meeting with them around the GA.

Right around the GA.

It sounds like you've been of the phone quite a bit with these folks. Has it been with the pros. or has it been with the lay people?

The staff. It's my personal relationship with Cheryl that doesn't count.

Do you have the sense that there are meetings taking place in that community, or are they waiting now for something else more definitive?

I have a sense that there are meetings going on in the community, and I also have a sense that Bill Shatten, the lay chair, my metaphor for him is that he's in the starting gate waiting for us to ring the bell. They want to . . . O.K. that's Atlanta. In Baltimore, clearly parallel. I went to introduce Julie Tamavera; introduction to Julie Tamavera was for all practical purposes, with Marshall Levin, who is the director of planning, Nancy Cutler, his associate, these are people who are going to be here, his associate who is their education person and has worked with their foundation within education, Chaim _____, a

three person team, Chaim is the director of the _____ agency for Jewish education. The three of them met with Julie and with me, there were no lay people involved. Daryl Freedman came by to say hello, Bill _____ came by to say hello. Then the next round of that was that Jack and I had a conversation with the same group but Bill was, Bill attended that meeting, and Daryl came by to say hello. So, now, I have been a little bit more involved with Baltimore because of Chaim and how he functions within the community. So I attended a BJE institute because I was interested and the program was educators and commission for Jewish education in Baltimore, and I went. Going back this month to their board, lay board, of the BJE, was an educational thing for their community, invited me and I came. I also had a meeting with Norma Furst, who took a proactive position as the acting head of the _____. Milwaukee, Milwaukee has been the most, I'm subjective here, conscientious in terms of their movement in this direction. Went to Milwaukee with Roberta and with Jack to do several things, we met there with lay and staff. First with staff, then with lay leadership. We mentioned things like standards and content and this kind of thing, and the eyes lit up around the room, in terms of music to the ears. The people who were around that table in terms of the lay leadership, with the lay chair of the commission, the president of the central agency for Jewish education, someone who is working in endowment, a gentleman from the _____ foundation, it was very representative. They asked me to come back, and I went back this past week to meet with their principal's council. The subject of the discussion, Roberta was there I'm sure her field notes reflect it, the subject of discussion was the educator's vision, that word, of what this community could look like if in fact it was a sort of dialogue kind of thing. I started out with a briefing of, you know, all this kind of stuff. I have one little anecdote, and then I'll conclude. Well as someone said, were all the people there from the wall-to-wall coalition? I said there was a rabbi who walked in, took off his hat, and introduced himself as the local reformed rabbi who I rembered was in Washington once; another rabbi came in, took off his hat and was wearing a cepah (surgah?); another rabbi came in took, off his hat and was wearing a black cepah; and one rabbi didn't take off his hat.

(Group laugh)

Did you ask . . .

(speaker continues) and on top of that there was the director of the Lubovitch nursery school, where there _____, delivering almost any moment, and then there was the director of one of the reformed congregations with her stirrup pants and her sweatshirt. So, I mean, we really had a nice trip. Now, I tell you this to give you, you know, the tom, as you will, of what's happening there, and with one more caution, and then Art, I'll be quiet. One of the things that I've learned, and some of it a little bit the hard way because as you know I've moved to a much different kind of way of working within education, the people in the communities, the staff people most especially, are the people who know the community the best. They work there day after day, with their kishkes hanging out, they're laboring over these issues of community organization. I can't go into Milwaukee, big expert as I am on Jewish education, and tell Milwaukee how to put together their enterprise. The best I could do last Monday was try to walk in there with a new idea, something for them to think about, something that's going to, you know, on their way back to their schools, make them forget about the fire drill and all of that stuff, and begin to think again about the potential that these institutions have for change. Then I can also listen to them, and help them imagine. And this is one of the things that scares me about the next coming, you know, the coming seminar. That is, we've mentioned this before in other conversations (speaker interrupted)

You mean the workshop on Monday

(speaker continues) Yeah. Is our ability to really, to understand the lives of these individuals. We also need to remember that they have very full plates in terms of their own agencies. This is a piece of what they do, even if they are like Baltimore, you know, wonderfully staffed, wonderfully funded, to do this. And in all of my thinking about this agenda, I want it to succeed, and if we don't start in a real world, their world, you know, context, I'm very concerned about what's going to happen at the end of Tuesday.

I think that really brought, hits the reality to the discussion. I really want to move ahead because we hadn't asked Ellen to come so that we could talk about the monitoring evaluation, and at this point I would like to just ask whether it's possible, and Jack and Shulamith, do we have the day, not completely mapped out maybe, but sufficiently so that it would not, you know, be any great disservice if we stopped at this point and went on to something else.

It depends on, I don't think it's mapped out enough if it were starting in fifteen minutes, so the question is what time and energy exists between now and the starting on Monday night because, and I think this is terrific for the amount of time they had, I think its a very smart way to run this meeting. It's at a very raw level of generality. In my own feeling of where the communities are, and Shulamith has been much more involved than I have, is that in effect their waiting for the starting gun. And they've got to come out of this meeting, and these are the key staff people. I think what Seymour said about constituencies is absolutely correct, and this is one of the groups when we talk about community, and the other groups are at least, if not more important, and that we have to have a system of communicating with all of them. These people have their fingers on the trigger, so they have to come out with a very concrete sense of what happens next, and how it's going to work. And at this level of generality, they're going to be frustrated.

Saul: In our thinking, the reason Jon began with a reponsive. In our way of thinking that Monday night ultimately Annette is going to have to plan, Tuesday morning ultimately you're going to have to plan, and Tuesday afternoon ultimately Shulamith is going to have to plan. You may be wise to converse with each other (speaker interrupted)

I want to say that that's lovely, but I think Art has to make a decision, there are two and a half positions expressing themselves in this room, and (speaker interrupted)

(everyone speaking at once)

Life is real and just about every day I have to plunge ahead without necessarily knowing exactly where I'm going. Let the chips fall where they may. I would say at this point that I'm not sure that thirteen of us at this point could really be of very much help to move it any further along than it is, because as Jack said, either we, we're not going to be able to do anything in ten or fifteen minutes, and we need hours and hours. Rather than that I think we would leave it up to the three of them and they will communicate between themselves. But as Saul pointed out, each one now has a piece of the program and we'll trust their judgement. Let's move ahead because we really have to. Monitoring and evaluation and feedback.

I prepared a brief summary. Having already said over the last day and a half a lot of what I wanted to say, but basically following Barry I kind of wanted to let everyone know where we are in the process, and kind of where we're going. And that's what this document is, it's just a summary of where we are. We are very much, and I'm going to preface what I'm saying, that we are very much involved in the community and following what Shulamith just said, very much dependent on the pace and the rhythm and the needs of the community. We are very sensitive at this point at meeting their pace, needs, and rhythm because we are developing a long term relationship of collaboration and trust, and that's paramount in order for us to be able to successfully fulfill our goals. So, in some instances, although it's very frustrating, we might not agree with them, it may even impede on our time line in our own objective, at this point, where they're getting organized and learning us and our project, we are being very cognitive of these needs and just laying low, if that's what needs be. So at this point, the field researchers are all in gear, or on the way to being in gear in the communities. For those of you who don't know, we have a field researcher living in each community, and one of Madison who has been responsible for Milwaukee. The field researchers each have paramount responsibility for one community, but at the same time they make site visits where they all go to the community. They have different strengths, and different expertise. (speaker interrupted)

Describe a site visit.

(speaker continues) O. K. A site visit, for example, they just went to Milwaukee. They were in Milwaukee from November fifteenth; they're still there now. On a typical site visit, all three field researchers are in the community, they generally are doing rather semi-structured interviews. Now, the process of knowing who to interview is also one that we have to obviously negotiate with the community. We started with the contact people we met through Shulamith, we asked these people who they suggest we talk to, in some cases it's who they will allow us to talk to at this point, because there are issues of control and those types of things going on. In a typical site visit of about four or five days we're intensely interviewing about thirty people. The topics that are covered in the interview are those that are under my outline focusing on content, and they're are two in nature. One is the whole idea of the launching, gearing up, so what does it mean to be a lead community, how have you been reacting to what's been chosen, how are you

getting organized? The second is the specific content of the time to act: what are your visions for change, how is the community being mobilized, professionalization of Jewish education, what's in place now, where do you want to go, how do you envision a process of change? Now we have a standard interview schedule that we're asking people that we've developed over the past few months. And again some of this is being asked of everyone, some people, and these are all findings that need to be reported, some people say, I don't understand why you're asking me these questions, I don't have anything to do with it, and then they asked to not be released of their duties. Some people are very talkative and have lots of ideas, and some communities, we can't go through all the questions because we've been asked by the federation to hold off on talking about certain topics. So it's very varying. So that's a typical site visit. They're observing activities, they've been to JCC's, some have been to synagogues already. They've already, for example, in Atlanta, Claire has already presented this to the, they have an educators' forum, she already got on the agenda, she already presented this program, and she's already interviewed rabbis, and some of the educational directors. And that's basically the process of a typical site visit: collecting documents, fliers that are going out, we're going to have a basic portfolio on a community.

What happens when they come in? Does anyone ask them what this is all about? I mean, you know, they're doing the monitoring part.. They come to that constituency, so what do your researchers say.

They, for example, at the educators meeting in Atlanta, the word had not, although Lauren had intended on sending a formal letter to all the educators introducing Claire and the project, she hadn't had time to do that, so that's why Claire got on th agenda, and she explained basically, what it's all about.

No, No. The monitoring part, she is the worlds expert in explaining.

Right.

What about what has to be monitored?

Well at this point (speaker interrupted)

___the same question I had. Does she in effect end up explaining what the community's ____is?

No, not really, because at this point she's saying, I want to get a mirror of where the community, where you are now.

I'm asking, do they ask her, why, what's going to happen?

No, no, no. Not really. I can't speak for her, but in general I haven't perceived that to be a problem, because she's framing her job in the context of there's a process of change that's going to be occurring, and we want to have an understanding, a base line mirror, of where you are and how your community works. Begin to implement change and we can help give you feedback and monitoring. I imagine that there are more people who ask these types of questions, and as the transcriptions come back, that's something I can look for.

Are you looking at program or process?

The first year, in no way, are we looking at program and process, and that's why I have focusing the content. In Adam's original document, the first year is very clear on focusing on what we're calling visions of change.

I see.

The community mobilization, professionalization, actuality, what's in place now does deal with some of the programs as the educators are being interviewed. As the best practices part gets on board, and this is one of my issues under discussion, what's going to be paramount, and what is already becoming a little bit difficult for us, are issues of communication. I fear that, and I said this in the October meeting, I fear that we're not going to be at the right place at the right time, because if Barry is in school y, and no one told us Barry is in school y and the field researchers happen not to be in Atlanta that week, or by the time they get back to interview someone in the community, it might be a rabbi that has nothing to do with school y, and Barry might have been there seven months already, and we didn't know about it. So the issue of coordination and communication has to be paramount, and we're aware of the fact that if pilot projects begin, and Adam and I discussed this in preparation for the meeting today, that if pilot projects actually begin, that we will have to modify our agenda somewhat to begin looking at those processes.

With a little bit of luck it will be a while.

Right. And then we'll (speaker interrupted)

that was year two or year three.

(speaker continues) Exactly, that was for year two or year three of our plan, exactly.

This comment on Atlanta experience in terms of Claire and the educators and the project, the issue that Seymour raised. Atlanta has not yet, to a certain extent, let us loose to do the kind of session with the educators such as I did in Milwaukee.

Exactly.

Therefore, Claire had to, in order to get access to any information in the community, go ahead and do that, which is very different from what happened when Roberta went with me in Atlanta to the meeting of the principles. I started, and then Roberta introduced the project within the context of my presentation. So I think that's a pretty good example of the things that (speaker interrupted)

Let me just add that, for example, in Atlanta, Claire is almost solely talking to educators about their schools and their programs, and she was asked purposely not to talk about visions and not to talk about goals or the future, because there has been no formal introduction to the process. so we are again negotiating and working within the confines of each community, and they're very very very different. Already we can see that things are happening differently.

Do we have a sense, I've heard two different things, do we have a sense as to who would create the vision of Jewish education in the community?

Are you asking me?

No, I'm asking us. Because, you know, my experience with educators, and some of the supplementary school educators, is that they're not always capable of transcending their, what's happening tomorrow, what's happening the day after, or what's happening in the next hour. So it really is a question, I guess maybe Annette and Seymour when you talked about this, who is going to do this?

Seymour: In continuation of that, it's very interesting here that the monitoring project is being pushed in a systematic intelligent way, while the thing that we want to monitor is falling behind. Now, that is a uncomfortable situation, I think for a project. It's a great situation for researchers, but we aint researchers here. I mean we need the researchers, we want the researchers, but this is not a research project. (speaker interrupted)

We're not

(Seymour continues) No, I'm not talking about you, I'm not talking about you approaching it. I think this is a collision course of a very interesting way of which your question Saul is a detail. The real question is, first of all _____ leave me alone, I don't know what's coming off, I mean I'm being very nice because your researchers are nice people, but why should anybody participate in this? What for? I don't know what the process is, a base line, a base line for what? For you to have a research project? I mean, I've gone through this with educators a thousand times in Israel and the United States, why should I answer your questions, spend my time, I've got a lot to do. As you say, my plate is full, so leave me alone. That's one concern. The second one is the lay people saying, just a minute, a base line is all very good, but what will we get after we have the base line? Where are we going to? So, I think if we don't get quickly and systematically into the question of how this story is discussed, dealt with, which goals is only one piece in a very systematic way. And I think we ought to have some kind of consideration of how many meetings does it require in order for you to reasonably fail. I like reasonable failures; reasonable failures are when you're really trying to teach something and they don't understand, but if you don't really try to teach, it takes forty hours to learn thirty six words in a foreign language, and you do it in ten, you don't ask yourself why you failed. Now, how many hours is it of work, and by how many people, and under what context are required to get this concept across. In my thinking, lots. And to have the research project having been launched, and not having done that, I think, is asking for trouble.

Seymour, the assumption, and maybe I'm making the wrong assumption. When you started, it sounded like there was some failing in the process that we're engaged with in the communities. It sounds more to me like we were off the mark a little too quick with the research piece.

Seymour: That could be, we're off the mark, originally according to plans and all those time lines, that I find so difficult reading because my eyes don't focus well, is the assumption was that presentation would precede this group, and accompany it along the way. And if we hear that this is running, and this is just starting, we have to have a corrective introduced there. Not to slow them down, but we need a massive effort on all the various populations of which goals is a factor, not the only factor.

No, no, but then look what you're doing. You're in a sense starting to say that research shouldn't be driving the project.

(Everybody talking at once)

Seymour: First of all, what was supposed to have been done, and then the corrective is what you do today versus what you were going to do.

I don't see anything wrong with the research going ahead the way it was originally planned. period. full stop. I see nothing wrong with it. I don't think we should really trouble ourselves at all about it. So the worst happens is that they have a little more time than was originally intended to get base lines and so on, so what.

I want to respond, not respond, but make two points. Seymour's description to a certain extent is correct; however, this process which as my number one you're introducing the . . . to the lead communities that's the process I described initially. That's the process in getting involved, and getting to know who you're talking to and all that. And it's actually very good that that's happening previous to the other things because if it happened simultaneously we may actually have been missing a lot of the action because they didn't know us, they didn't talk to us. So to a certain extent it's good that we had all this time to get organized and build relationships before the people are out and running. And second of all, we have plenty, what we're learning about processes of implementation, and communities getting organized, and relationships between a central body and a community, I hope will be very helpful to us as well as to other communities as well as to other organizations that want to engage in this process. So we have a raison d'etre, kind of, even though some of the other things aren't taking place.

Seymour: In the eyes of rabbis and educators and lay people, in that order, what the perception could become, and I think that's a very serious danger, is that somebody could say, there's a lot of research going on, in a pejorative sense, they do not understand. There's a lot of investigation, what is all this for and why? And who needs it. And therefore in order to avoid that I'm suggesting a massive diversion, or not diversion, your energy goes to that and can't be diverted, a massive investment of energy into an attack on the various populations and their interaction as discrete groups and as combined groups on the issue of what is this project about, and what the problem is, as I heard you in a stage whisper, is that it hasn't happened.

You see on that (everybody talking) massive intervention by the staff not the researchers.

Seymour: That's right, not the staff.

I think regardless of, I think that there are grounds for a massive intervention regardless of the status of research that's another story, John

John: I was just going to say that, I was wondering whether there has been negative feedback.

O.K. all right.

John: Has there? Have people asked, what's this all about? Have people said. . . the question is negative feedback. Have people said why isn't this thing getting off the ground. I have gotten some.

Not from that level, not from that level. Not from the level of of interviewees.

Not on the educator level.

They're probably flattered to be talked to, that somebody is taking them seriously.

Barry.

Barry: I think, I don't think that the imminent danger here on the research thing because I think that the communities, my guess is the communities are reacting as well you know, we're being studied in some fashion or another. Maybe that's good news, maybe that's bad news, maybe it's a bit of a pain in the neck, but it happens. It happens for a lot of reasons. Whether there was a lead community project or not, there could be some other thing happening that from the federation point of view which would require some kind of base line analysis. And I want to go back a step before that to Shulamith's presentation of the contact with the lead community. And what struck me in what Shulamith said was by in large, we haven't really hit the educators, we've really, it sounds to me that we've very good relations with the key staff people at the federation level, and since this project is housed in federation, rather than housed in the educating institutions, that this is very good news. But we all know that there is a very large whatever between the world of federation and the world of the people running a JCC or running a trip to Israel, or running a synagogue school.

I want to make a point that I guess was not very clear before. We made a decision a while ago that the federation was going to be the address to which we directed any question and proposals. We went through the, o.k., I don't have to repeat that. By making that decision then, o.k., and having federation submit the proposals, and having our dialogue, and our site visits, and all of that through federations, we basically said to them, you are our local agent. Right.

That's right.

We are developing agreements not with the central agency, not with the principal's council, not with the board of rabbis, not with everybody. The issue, I think, that I want to stress at the moment is the way we understand how the local community functions. We can't do a big offensive drive on the community, and go to the rabbis, and go to the educators, and go to the champions, and go to home depo in Atlanta, and all of these possible places that were plotzin to go to, the funders and the champions and all of these groups. Without taking our council, and without working together with the agent of the local community that in this case happens to be the federation. Talk about collision course, talk about a disaster (speaker interrupted)

That's not the issue.

Well, well, believe me this is not meant to do that. It's meant to try to put the work that we do with the planners, once again I'm this pragmatist that's very worried, concerned now about what happens next. This is where we have to have our heads as we go into the next few days.

Very good. I think well said and Ellen, let's concentrate for a moment on the monitoring evaluation.

I'm sorry.

Without any specific questions, I want to stress two important needs that we continually have to facilitate our work. And one I said, there is issues of communication and dissemination of information. Barry you mentioned yesterday, for example, that you're doing some type of a specimen in _____ of the JCC's. Obviously, any infor. .
.(speaker interrupted)

Yes, I'm planning to.

(speaker continues) O.K. you're planning to. Number one, I think this is important that we know is going to occur, number one, we don't want to duplicate, but number two we can't research or assess any one body or person to death, if we do it too much. And number three, obviously, any information that you have may help us build a total picture. So I think something we might want to talk at one of our smaller staff meetings is just again communicating and coordinating activities, and how we inform each other about what we're doing, that's the first issue. And the second issue that we're going to need help on, is access needed by the field researchers to forums that traditionally aren't opened to outsiders. And either we make a decision, and understanding that we (speaker interrupted)

You just raised two excellent questions which I think are very appropriate for us to address here. How do your researchers get informed about activities that do not take place in the local community? If they take place in the local community it's straight forward.

How is it straight forward?

Well, at least you know that Shulamith, if you hear Shulamith is coming in it's . . .

AT 46

But who's going to tell us, that's my problem.

All right. Well.

No, I think if we designate a person to be responsible, a key person with the lead community project, part of what they ought to be doing in there heads is if Barry is going around best practices, and as part of the normal practices informing the community, the researchers better be informed.

Exactly.

And that we need to indeed work out a system that says that just as we would call the federation and let them know that he was coming in, we (speaker cut off)

We've got to be sensitive, we've got to be aware (speaker cut off)

We're operating devoid of context.

That would be, o.k., let's say we all, you know, agree on that. Now, do you need to know about things that Barry is doing that the rest of us are doing when we don't go into a community? For example, you mentioned the example you heard yesterday that Barry had worked with some of the secondary school people, with the JCC people, etc. Is it necessary for you to know about that?

If it's something that will provide information that can fill in a picture about where the community is, or where the community is going, or we need to know it in order to focus our eyeglasses on that event, then I think yes. I mean, the background to all that I don't _____. The fact that he met with _____, and that they're coming up with a plan, or a research thing, I don't think that's important, but the final outcome that they're going to be doing

It's an implementation thing

Yes, or a change in focus. Annette, I don't know. I don't honestly want to be inundated with every little thing, cause I'll never get through it.

Annette: I think what you're conveying in a general way your need, and the researchers' needs to be informed. And that we should develop the fine tuning of that with Art, I think is not, the general issue is not a major problem, it has to be stated so that it's something we can prevent, we can work out, I think, a relatively simple mode of stream-lining information to you, o.k. We will have to fine tune it all the time because you may find it too much or not enough. I think it would be too much.

Jon.

Jon: I was just going to ask whether a biweekly, is there a biweekly staff conference call or something?

We have a semiweekly.

Developing perhaps a monthly calendar.

A periodic conference call, would keep. . .

Let's think about that and discuss it with Adam, and figure it out. Now a second question you asked was the access to forums in the community that normally wouldn't gain easy access to. Could you elaborate what you mean by that.

Well if there are meetings, I don't know enough about how decisions are made, but my understanding is that there are meetings between lay leaders, or a lay leader and a key staff person, where things are basically decided.

Yes.

The question is are those that we can . . .

Probably not.

And if we're not, then everyone needs to realize that we're not, and then we are then operating on that void, and only see what is done after the fact. So in the reports, or we wanted to be able to report about mobilization and how decisions are made, and who's involved in these decisions (end of tape)

Now ideally from a research point of view, you should be in on that meeting, because that's where the key decisions are being made. The question is, what ~~Saul~~^{OL} is saying is, we can't.

I would give a slightly different answer. I think as an interim approach, you can try to develop a working relationship with the professional and ask the professional to share with you, if he or she feels comfortable, about the meeting.

That's our problem.

Again, I think it's relationships, relationships, relationships. That's what it's all about.

The point person here, appears to be the person in the, the staffer in the federation, who's got this assignment. The planning person, or the CIJE, or the lead community liaison person, whatever the title is in that setup. And I think that the research assistants have to focus on the relationship with that person, which they're already working on. And one of the topics that I think might be useful for you to talk to the field researchers about is an awareness of the fact that there are decisions that get made behind closed doors, and to see if they can be in regular contact with the staff person, to get some sense of when things were decided.

Jack and I met with Howard ~~Winston~~^{Winston} and Louise Stein at the GA. Howard happened to tell Roberta that this meeting was taking place, and Roberta called to find out whether or not she could come. I checked with Howard and Jack before he came, but that's because that relationship between Roberta and Howard has already been solidified, and there were certain elements of trust.

Folks, look, the more important decision, the less likely the researcher is going to be invited in. The chances are that in Baltimore, for example, whatever Marshall may decide with his chairman, he will have talked to Daryl beforehand. And especially if the decision is a key one, Daryl will have input, and nobody will ever know about it. And the only thing that you might do is at the end of a given meeting, it may be that the researchers ought to be instructed to try to help the staff person trace back what the process of decision, pre-meeting was, that led to the decisions at the meeting.

And a lot of this is stuff that is not anything we can legislate. It's going to depend on the relationship between the researcher and the key staff people involved. And if that relationship is one that is an appropriate one, then as a matter of course, the staff person will keep the researcher informed as to what's going on.

There's another part, the issue which is the question of what gets shared and what gets reported by the researcher. We all operate in this world on the basis of the distinction between information which you need for your purposes, or which somebody wants to share with you to help them with a particular decision or a problem, but with the understanding that this does not then become public domain. That's something that I think your researchers need to work out with CIJE, with their key contacts. There may be things that they want to understand, that they need to know, who is the guy who delayed things for two weeks? How did that happen? And they may need to get an understanding, but they may never be shared in anything other than a highly sanitized form, or the relationship will be destroyed in the community. We all know secrets, and the trick is that you have to know what secrets can be told in what form to whom, and what secrets can't be told to anybody in any form. And I don't know how to define guidelines on that, I think (speaker interrupted)

They're very simple.

Art.

Art: Very good. Thank you very much Ellen for _____, it's fascinating, and maybe we've got our _____.
o.k. very good. Let's move ahead. The next steps, first of all, I just want to, before we get into the next steps, it's a question of the purveyors, we're talking here about the denominational training units.

Providers.

Art: Providers not purveyors.

Purveyors is Belgian. In Belgian we say purveyors.

I thought it was a take off on Thursday. (everybody talking)

Tape 4, 3

Art: O.K. very good, all right, well Annette since you're the source of this will you elaborate?

Annette: The first thing is that there are no purveyors. I don't know if at this time there is anything to say.

Art: Good.

Then live and be well.

Art: Jack, you had something to add.

Jack: No, it's just that from time to time I've seen material which describes a vision project related to purveyors and, pardon me, providers, you got me started, at other times there has been general discussion about how to connect the national denominational and training institution in the lead communities. Those are two different subjects, though they're obviously related. Which subject is it that we're not discussing.

Annette: Right now we're discussing neither because yesterday we spoke about them.

Art: All right let's. Meetings of this nature, I'd like to, if it's feasible to try to look ahead and say, first of all if you think they're useful, if you think they're useful, what are you going to do about it? Are they useful, question one?

Full time every day for the next seven or eight weeks.

Art: Because it's a lot of person hours. Has it been worth the time? Shulamith, Annette, anybody?

I think it's really to answer the question of is it worth it to be charged with the responsibility of managing this process, is it worth having this kind of a meeting. It's imminently worth it for me to feel that I'm reporting and am aware of what's happening in different stages of the problems and the issues as they came up. The question is, what _____.

Yes.

I think that this kind of discussion certainly informs, and although we talk to one another, the fact that we can talk across the table.

Art: No, I think it's been very useful, because on one level we have the people who are charged with the responsibility for this coming together and exchanging, and then on another level we have the advantage of having people who are one step further removed from that to help us to frame much of our approach, things that we should be aware of. From where I sit, yes, to answer my own question, yes I think it's worth it.

From a development perspective it's very important I think just to _____. I think you need that dynamic interaction to make, it's just not straight fundraising and capital campaigning, it's fundraising in an evolutionary ontological sense, it's really organic.

Look, I hate these meetings.

Art: all right.

I hate them.

Art: All right. We'll try, I'll just take a stab at it, I'm going to talk to Annette separately about when her schedule will permit her to come in. Once every six weeks, once every two months or so, somewhere in that neighborhood, and maybe we'll try to conduct at least one (speaker interrupted)

When is the board meeting.

Art: We're trying to get a board meeting going in February. Joanne, what's the latest on that?

Joanne: We're working on this, but I don't know. Probably around the 26th of February.

Art: Late, late, late February.

During the Jewish agency meetings. those are earlier.

Are there people that have to come in for that?

Tape 4, 5

Art: Yes, but that's three months away, over three months, and I just think that's too long. I think we probably need one meeting in between, maybe in mid-January, early January, six weeks from now, and then maybe six or seven weeks till the board meeting. o.k. very good. Before we adjourn, any other comments about the meetings yesterday, today?

I thought yesterday was a bit (tape cut off)

I'd like to welcome everybody, and thank you for coming. It's a meeting that we've been looking forward to for some time, because it's the first chance we have to come face to face with on the one hand our CJJE staff and consultants and with the community people on the other hand. Before we do that, since we're going to be spending a day and a half together, I thought that we should just go around the room and say the normal things you say when you meet somebody, who you are, where you work, if you've been in the job for a few years, and maybe what was your job before that. In the case of the researchers, the job may be just six weeks or so, where you came from before that too. And if there's any personal note you want to add, like how many grandchildren you have, or something like that, then that's permissible. All right, we'll go do it in clockwise. Jon.

In real life I'm Jon Woocher, I think most of you know the story. I'm the executive at JESNA which is one of the partners in the council for initiatives in Jewish education, and in my spare time I try to deal with all the other hundred and ninety seven Jewish communities in North America. And before that, I mostly for the benefit of the researchers, I taught for fifteen years at Carlton College, Minnesota, and at Brandeis University.

I'm Nancy Cutler from Baltimore. I'm the associate director of planning and budgeting at the federation. I've been there about eight and a half years, and I've been there since I graduated from the Baltimore Institute for Communal Service. And I've together with Marshall and Chaim, I'm one of the three sort of lead staff members for the community.

I'm Roberta Goodman and I reside in Madison Wisconsin. I'm one of the field researchers; my primary community is Milwaukee, about 70 some miles from Madison. I'm a graduate of the Rhea Hearst School of Education Community College. I've been the director of education at the temple in Atlanta, the _____ temple, I'm looking forward to going back to Atlanta.

I'm Claire Rottenberg, I'm another one of the field researchers. I'm based out of Atlanta. I got to Atlanta from Louisiana. I'm not a southern girl, I'm a New York born girl, it's the accent back home.

I'm Jim Meyer, I'm with Ukeles Associates, and we've been the planners for the lead communities project. And we've worked in Jewish education around the country.

I'm Julie Tamavera, and I'm the third field researcher. I'm based in Baltimore, and before that I was a professor of education at Gun_____ University in Spokane, Washington.

I'm Barry Holtz. I direct the best practices project for the CIJE. I'm co-director of the Melkin Research Center for Communication at the Jewish Theological Seminary. I teach in the seminary of the program of Jewish education.

I'm Jack Ukeles, president of Ukeles Associates, along with Jim, we played in managing, I think we managed the selection process of the lead communities, and now we're moving on to work along with you all on this great adventure. Before establishing the firm about five or six years ago, I spent a lot of time in this building. I was in the number two position at federation, in those days the federation, now it's called UJA Federation. As Jim said, we do a lot of stuff with Jewish education.

Art: Could you elaborate on that. I was interested when I heard about it, and I think the folks here, what Ukeles Associates does.

Jack: What else we do? Well, aside from Jewish education, we have a practice in parks. We just finished a management plan for central park in New York, and we do a lot of strategic planning in social services.

Art: Do you need a consultant on trees?

Jack: Well the other day I was very impressed with the whole objective set. As a matter of fact Art, a group of students, I also teach part time at Columbia, in my ha-ha spare time, and we run a workshop on policy analysis, and management. And I had a group of students this semester, who took a piece of legislation that didn't pass that would set up a fund to a tax credit to plant and maintain trees in New York. So in fact, I've just spent the last thirteen weeks learning about trees along with twelve very bright Columbia grad students.

Art: One great thing about trees. They don't talk back.

Jack: But my students do, happily.

Steve Gel (tape ended) director in Atlanta, I've been there for almost ten years now, and I work with our planning department and a number of other departments. I'm hoping to find out when CIJE is going to send all of us on an extended trip to Israel.

(Group laugh)

I'm Shawna Delster, and I want to call your attention to an article in this weeks education week, entitled twelve difficulties encountered when attempting to start a revolution in education. So my capricorn to that is all of you who I've had a chance to meet and to work with on this project, some of you it seems though, I've known Marshall forever, and others of you more recently. I am who I am, you all know me.

I'm Lauren Azuli. I'm the senior planning at the federation in Atlanta, with most of my portfolios in Jewish education. Prior to coming to Atlanta, I've been at the federation a little under two years, I was planning director at federation in South Brower, Florida. And did a stint as the women's division in Miami before that, a little change. And worked as a social worker in Israel after graduating from the school of social work.

I'm Schmuel _____, I've joined recently the Mandel Institute as a researcher with particular interest in the field of personnel in Jewish education. Prior to that I was for five years the education director at the Hebrew Academy in Montreal, Canada.

My name is Chaim Bottonik, I'm executive director of the board of Jewish education in Baltimore, and part of the strategic planning team of the associate federation of Baltimore. This is my fourth year in Baltimore. Prior to assuming my current post, I was director of Jewish education for UJA Federation here at 130 East 59. Prior to that, a variety of capacities at the board of Jewish education in New York.

I'm Dani Moro, I work at the Mandel Institute, I work with Seymour on the project on the educated Jew, it deals with goals in Jewish education. I have experience in teacher training, and in working on a doctorate in the field of Jewish history teaching.

Art: I know a bit about the educated Jew project. I think people would be interested in hearing it. A couple of sentences about what it is you do, and what your

Dani: O.K. We're, we've been working with a series of scholars and educators in developing alternative conceptions of the successful Jewish education. And we're interested in understanding the possibilities, the practical possibilities of working with goals in education, and we're developing materials for that. And that's only the beginning of it.

I'm Marshall Levin. I'm in the corner. I'm director of community planning and budgeting in Baltimore. I have been there for six years, which seems shorter and longer than that. It has been a wonderful opportunity to work in all kinds of initiatives and the latest this initiative in Jewish education is especially exciting, and has become a major part of my responsibilities together with Nancy and Chaim. We're representing Baltimore in this. My background, and the Israel connection that I hear all around the table, that after leaving Philadelphia, I was five years at the University of Haifa, and supervisor for the north of Israel for all the border kibbutzim and moshavim and all the development towns in the north. And then synagogue director for five years, and then I went to Baltimore.

I'm Seymour Fox, I work at the Mandel Institute in Jerusalem, at Hebrew University at Jerusalem. I enjoy working on the staff at the commission, and now as a consultant to this project.

I'm Annette Hochstein. I work at the Mandel Institute. I've had the privilege of working with Seymour and several people around this table at the commission of Jewish education in North America. And I'm now working with this project.

O.k., I'm Art Rotman. Since August 1, the executive of the CIJE, having retained at the same time my position as the exec. at the JCC Association. Prior to that I was the exec. at the JCC in Pittsburgh. Unlike many of you who've had very interesting and varied career lines, mine was very straight forward. I decided as a result of a _____ experience that I wanted to go into the JCC field. But primarily, I've had quite honestly, because I so hated the idea of being tied to a desk and an indoor job that I decided that going into JCC work would enable me to spend all my time doing other things.

It took me very long to get the solution. Basically my entire career has been in the JCC. Tonight, I want to sketch out what we're going to be doing for the day and a half we're here. I think most of you have received the copy of the agenda, and if anybody doesn't have it, we have maybe the opportunity of sharing copies here. But tonight we're going to do two things. First of all we're going to get a little sketch of each of the lead communities, so that, it serves several purposes. First of all it gives those of us on the CIJE end of things an opportunity of seeing your community as you see it. And it also gives each of the communities an opportunity of seeing what the other communities are like and doing, where they're coming from. Because that basically is the backdrop for our work, no matter what we do, no matter what we plan, everything really has to be geared to each of the three communities. There are certain similarities, there are certain things in common, but there are inevitably there are differences. So we will hear about that. Then we'll hear about the CIJE and really the concept of the CIJE. I was in on the founding of it, and it really was an outgrowth of the commission on Jewish education in North America. And the commission started off with what seemed to many of us, on the one hand a very ambitious plan, and on the other hand, if it worked, something that really could revolutionize Jewish education. And through Jewish education, if you will, the Jewish world. Well, the commission worked very well, and out of it grew the recommendation that we have in front of us, the establishment of the Council for Initiatives together with the recommendation that we start off with selecting three lead communities. And that these communities would be in a sense the opportunity for demonstration kind of lab, and the things we would learn in those communities would be applied, or would provide the opportunity for application in other places. We might start off with three communities, but eventually whether we planned it, or whether it's planned by itself, there would be six, there would be nine, there would be twelve, eventually the entire continent. The, and we will be hearing more about it from Annette later on, but the concept is really a very fascinating one, and the approach is that you can't really tinker with a piece of the system. That if we're really going to make systemic change, and how you change a system, well you can't just change one part of it, you have to change a whole bunch of parts of it, and the synergism, the multiplier effect of working on professional education, working on involvement of lay people, working on the various projects that we will be talking about today and tomorrow, coming all together will end up with the whole being much greater than the sum of the parts. And hopefully as a

result of this, we will see a dramatic break, not just an incremental change, not just a marginal change, but really a breakthrough. So that we will be able to say in three years from now, or maybe in five years from now, as a result of a fact that we started this enterprise, a piece of which is that we met in New York this night, on a Monday night in November in 1992. We will say in 1996 or '97, that was where we started to lay out the plan for this. So we will hear more about the origins of the CIJE tonight from Annette, and what the concept is. Tomorrow we will take up some of the central elements, we determined in the commission that there are two kinds of options, two ways in which we could go. There were different kinds of programs, and there were what we called enabling options. And the enabling options were two. One was really building the profession, and the other was mobilizing community support, particularly support from the top lay people. And those two would enable us really to make a change, and to move ahead with the changes in the programs, which would then follow. There will be a chance then to talk about how CIJE can help, how we are going about it. We established as you know the researchers, some of whom are here, they, I hope that at one point during the day they'll be an opportunity for us to hear about what they're doing. But certainly it's as you all know very rare in community life, and Jewish community life, that you actually put an item like this in the budget, where you are going to evaluate what you're going to do and that item survives all the changes in the budget between the time the plan was conceived and the time it comes into action, so that we really have a very unique opportunity here to have a base line established, to be able to measure that base line against what we're going to be doing in the future, to get some systematic objective monitoring of what we do. And we kibbitz the researchers about the fact that we don't want them to be contaminated their pure research by coming too close to what we do in the implementation stage. But basically, they really have to try to be as objective as they can in order to be helpful to you. And they will share their material with us, they will not be providing anything to the communities that the CIJE will not get, and conversely they will not be writing anything to the CIJE that the communities will not get. It will be as open a practice as we can possibly make it. We'll be talking also tomorrow about the planning for all of this, how we get to the one-year plan, the five-year plan, and then basically how we work together. And talking about evaluation, there will be a chance at the end, maybe for the last hour or so, for us to evaluate what you're doing tonight, what we're doing tomorrow. I will be with you tonight. I will not be with

you for most of the day. I will be returning, however, for the evaluation part. Are there any questions about how we proceed.

Just where it says community caucuses.

Marshall: Is anything to be done in the individual community groups? Is there a work group component to this getting the teams together and talking, or is it more of a presentation time.

The back of the bus.

Shulamith, do you want to explain that?

Shulamith: We thought there would be time together for you and Nancy and Chaim to reflect for a little piece of time.

Marshall: O.K.

Shulamith: I talk about where Baltimore fits in.

Art: ideas together

Shulamith: And also maybe to point some issues, that you want to raise to the group.

Art: any other questions about how we proceed?

Shulamith: Let me just sort of mention that Jack went to look for Howard, apparently the address was wrong on the memo. So he's walked down to 150 just to see, that was 150 where the Jewish agency is, isn't it?

No that's 110.

It's our hotel.

Howard was not going to be here at six anyway, so I don't know that you should be so concerned.

Shulamith: I didn't know that.

(Everyone speaking)

I don't know what quite, but he did indicate that he was not going to be here at six.

Art: One less thing to be concerned about. Let me then move ahead to introduce Annette and Seymour. Were the moving force behind the work of the commission, and there's really none more knowledgeable than Annette or Seymour to tell us really two things. One of the origins for this, why are we here, and secondly, what is this concept of a lead community. And that reminds me that before we do that we should have the back drop from each of the communities. Let's take them in alphabetical order, Atlanta.

Steve: Atlanta is thrilled to be a lead community. I can't tell you how much excitement there is among both lay leaders and professionals about this. At the time of the site visit, Chuck Ratner came to town with a few other people. They met with people from all over the community: day schools, synagogues, all different denominations. And the one question they asked consistently is, tell us what some of your problems are, and bear me out. Everybody is so focused on this and so ready to get together and all work for the good of Jewish community in the city of Atlanta, that it was a wonderful thing to hear. So, thank you for selecting us, we're very happy to be here. Atlanta is an interesting community. It's not a sun-belt community like some of the Florida communities, like some of the California communities; it's not really like some of the older established Jewish communities. After World War II, there were maybe 10,000 Jews in Atlanta, and it's a community that goes back about 150 years or so, and so there were deep roots established there through the sixties and seventies they tended to think of themselves as relatively small shtetl without taking a look at what was beyond the walls of the shtetl. In '83 there was a demographic study done, which found at that time there were in fact 60,000 Jews in Atlanta. The alter-cockers refused to believe it. There were a ton of Jews out in the suburbs. But to go to the suburbs they would almost have to pack a suitcase and get a visa, because they just didn't realize what was out there. Everything they knew, everyone they knew was inside the road that circles Atlanta, 285. And what we found is that there are enormous numbers of people in the suburbs moving in primarily from the northeast. So about seventeen or eighteen percent of the heads of households in Atlanta, we found were native Atlantans, about 37% or so came from the northeast. So, I thought it was time for the New Yorkers to take over.

Art: And the other 50% came from Mars?

Steve: They came from other communities around the country, a lot from the south, other areas of the south, a little bit from the Midwest, some from the west. To a large extent Atlanta is a mix of a community, with people who have deep roots there plus people coming in from the outside. So in some respects we are a little bit unique. Sun-belt communities, for the most part are relatively young, and don't have a whole lot of roots. And northern communities have lots of roots but not too many people moving in. That demographic study coupled three years later with the impetus for a strategic plan which John and JESNA helped us with. We ended up focusing on half a dozen different areas, and produced a report that galvanized the entire community. Again we went from a town that thought small to a town that all of a sudden was thinking very big. The strategic plan, gave us not only the impetus but the _____ list to get from here to there. And our vision for the year 2000, among other things is to have one of the highest affiliation rates in the country. To be, as one of our past presidents said, the Vilna of North America. So we have big ideas. Part of the strategic plan focused on Jewish education and led to a reorganization of our bureau of Jewish education. We didn't believe that an organization that had half a dozen different missions could really do justice to each one of those missions. So, with the help of a consultant, we ended up developing a plan, and reorganizing Jewish education services in Atlanta. Most of those missions of the bureau were divided among other organizations that we thought could do a more effective job than had been done in the past. We created a council on Jewish continuity, which is based at federation, which we want to be the visionary part of the operation. Which is going to help us identify those big issues which we need to address, and part of each of the components into that big issue. We're currently searching for a director for that, it's going to have two positions, a director and a planner. And that's one of the committees that Lauren is going to be working with, already is working with. We talked to the supplementary high school which the bureau has been running, and it was reorganized. And it went from a school of about 125 to a school of about 370 overnight. And one of our challenges is to decide whether this ought to be incorporated as an independent organization, or whether it ought to be attached to some other organization. There are many people who would like to see it be independent; there are others who have their own ideas on which organization, their favorite agency, which they would like it attached

to. Everyone likes to be associated with success, and the new high school is such a success that everyone wants to be associated with it. The disabilities programs which the bureau is running are now part of the disabilities program at the JCC, that's Jewish education for the developmentally and learning disabled individuals, both children and adults. The high school in Israel program which was part of the bureau is now part of the Israel program center at the JCC, and is thriving today. We send something like 80 kids or so a year. (interrupted)

Lauren: 35 just got back.

So Atlanta is doing a relatively reasonable job at least with high school in Israel of getting kids over. We're not doing such a great job community wide with getting kids over. Parenthetically, we were selected by CRB as one of its ten or twelve communities to develop a bigger presence in Israel for young people. And we're hoping we will be able to develop something there as well. There are a number of other programs that the bureau had, they are now within organizations that we believe will be able to operate them effectively and efficiently. Our day schools in Atlanta, I guess, number five now. There are four elementary day schools, there's one high school, there is a committee which is taking a look at what the need for another high school is. The one we have is an orthodox high school that says it's a committee school because three denominations are represented, but a lot of people who would like to send their kids to a day high school, don't believe that it really is a committee school, and so we're taking a look at the need for another high school. Informal Jewish education is probably similar to most other communities. Again we do need to do a lot more in sending teenagers to Israel to have an Israel experience. I think that covers most of it. Lauren, do you want to correct me?

Lauren: No, just add. I think it's important to note that the bureau in the reorganization has become more narrowly focused, and it will be working on supporting Jewish educators and educating institutions, teacher training, teacher development, human resource issues in Jewish education field, and try to just zero in on that. And we're also looking for a director for that agency now. And the board of the agency is very serious about supporting those areas, and is actually in the process of interviewing educators in the community, key _____ educators to find out what it is that they feel they need

the most, and that will guide us in the hiring business. Steve, you didn't mention a new reformed day school this year.

Steve: One of the five, a new reformed day school that has started, which we're very excited about. And also I didn't mention, and it's important. We're starting a Jewish education fund, and that the GA somewhat recognized by CJO, that leadership and endowment giving, his children announced a one million dollar day school scholarship, which we hope is going to be the initial deposit in this Jewish education fund. So we are very excited, we're very _____ on Atlanta, and hopefully all of our big ideas we're going to be able to realize with your help.

What about this rumor about the Olympics?

Steve: The olympics, we're doing that in our spare time. My house is rented out 14 times.

(everybody talking)

Art: Jenny Levy has just joined us and we just introduced ourselves, so if you just want to take a second, standing where you are, just tell us who you are and what you do and. . .

I'm Jenny Levy, and I'm with the Mandel _____ foundations, and I'm here to pick up I think, eventually.

Art: Very good. Thank you.

Steve one of the numbers where Atlanta seems to rank relatively high. You know when we were in Atlanta _____ impressive, was in the area of youth groups. You seem to have, at least based on the data we have, a higher proportion of kids involved in youth groups than most other towns. Could you spend a minute on describing what that is like? Because we never got to talk about it when we were down there, and I thought it was interesting. One of the few stats. that you're really ahead on in terms of the participation, again which is understandable, it's a relatively new community, but why are youth groups hot in Atlanta?

Steve: Well, this goes back to Atlanta being a relatively small and deeply rooted community. Through the years BBYO was an organization that everybody sent their kids to, and as long ago as

maybe seven eight years, there were a thousand members at BBYO, and that was in addition to all the synagogue youth groups. Over the years BBYO has not maintained that strength, unfortunately. The synagogue programs, really their strengths depend on which synagogue. But now the JCC has also started a teen program which is very successful. To a large extent, native Atlantans saw youth services as one of the keys to being a Jewish citizen, and maintaining Jewish identity in the future, and that tradition has carried on. We've done fairly well with that. Again we could do better.

Art: O.K. Can we move ahead to Baltimore.

Marshall: I will start, and then Nancy and Chaim each will fill in specific pieces of the puzzle, pieces of the picture. Much of what Steve said I could just echo because the strategic planning initiative is where it all began. Although I wouldn't say Baltimore was calling itself the Vilna of North America, it was being called the Jerusalem of America. But truthfully there was an article written in the American Jewish Yearbook that was quoted, and it said that Baltimore is the Jerusalem of America, and as we were going through this strategic planning process that was something that people talked about. So, the vision for Baltimore, and I would say it's kind of interesting (interrupted by general comments about Baltimore being called the Jerusalem of N.A.) I didn't mean that as a zinger, the three members of the Baltimore teams here are not native Baltimoreans and that's probably not at all reflective of the community itself, because what we found in the demographic study that was done, that fueled this strategic plan, was that about 50% of the people living in Baltimore, had grown up in Baltimore, and had virtually never left. In fact if you added in those who had been living in Baltimore for 25 years or more, it was more than two thirds of the community. So we talk about stability that could lead to protecting the status quo or to some sort of gridlock in a community, kinds of initiatives, the opposite has been true over the past, I would say five six years in Baltimore, where Shoshanna Carden chaired the strategic planning committee. There was involvement of more than 200-300 people in the shaping of the vision, and this document which now has become the constitution, and is invoked it seems, all the time at every meeting, led to an implementation.

Art: Excuse me just a second. Welcome Howard, scoot over there, grab a chair

Marshall: Howard, I'm talking about Milwaukee, you're talking about Baltimore. So in Baltimore what happened was they threw this planning initiative which was really a massive initiative back in 1988-89-90, we led into a three year implementation of the strategic planning recommendations. What I want to do is focus on the part which is Jewish education, just in terms of the two recommendations in this document, and then let Nancy carry it into where things have gone now, and then Chaim will go to more of the specifics of what's going on in Jewish education today. There were two major recommendations. And not surprisingly, Jewish education was the most slippery piece of the plan. It was very difficult to measure it, to get clear directives, and also to get all the players to agree on levels of services, and the ranking of priorities and everything else. What we were able to do is identify two needs. First was that we needed to increase the funding for Jewish education. And I notice in looking at some of the information Jack that you faxed in advance of today that when we look back several years ago Baltimore was funding somewhere around 25 percent of the local allocation was going to Jewish education. It is now in excess of 30, in fact it is now 36 or 37 percent of the the total local allocation, and people were shocked that that was what it came out to when we actually took a look. So there have been major initiatives. But increased funding for Jewish education was the first recommendation. The second was to develop a new structure which led to the creation of a commission of Jewish education; a new structure to look at Jewish education as a system, and not to just be agency focused but to be constituency based, but also looking at again systemic change, as you mentioned Art. And that was the only way it was going to happen. That began a couple of years ago. We're now in year three of implementation, and Nancy can take us into some of the specifics on those initiatives and others.

Nancy: But first, in terms of increasing funding for Jewish education, because I don't think you mentioned where we're at

Marshall: No, I'm saying you should.

Nancy: O.K. We did recommend when we did the strategic plan the establishment, or we recommended that funding for Jewish education be increased. And one of the first items of business when we created our new commission on Jewish education was the establishment of what we're calling our fund for Jewish education. With an initial ten-million dollar goal. We really felt it was very

important after making the recommendation that we begin to sort of put our money where our mouth are, and if we said it's important that we begin to increase funding for Jewish education immediately. We actually began to borrow from our own endowments before the money was actually raised and in hand. So we have a plan that we've been working under where we're borrowing, actually we've already borrowed \$300,000 for the second year, and at the same time that we're borrowing, we're working on raising funds with the intent of paying ourselves back. The money that's been borrowed, and again with the goal of at least a ten-million dollar fund for Jewish education. We're busy now developing prospects, some very real possibilities exist in terms of initial challenge grants, but that's where we are on the fund. The second recommendation Marshall mentioned was establishing a new structure. And from that recommendation, we established our commission on Jewish education, which began in a way, this was our strategic plan for the entire federation. The commission began a strategic plan for Jewish education, which probably began now even a couple of years ago. We have four subcommittees, each looking at a different aspect of Jewish education: day schools, one on congregational and communal religious schools, one on higher Jewish education, and one on _____ Jewish education. Three of the four subcommittees completed their work, and generated a number of recommendations. The fourth one dealt with higher Jewish education, and for a number of reasons that one is on a slower track. And the recommendations that we found coming out of those three reports, we basically categorized in three areas. One were recommendations dealing with personnel, the second were educational programs and initiatives, and the third area were special populations -- immigrants and special populations. And our goal is to now begin a stage of moving our whole strategic planning process forward, and establishing task forces in those areas. And we see that this lead communities project really as sort of an impetus to move this to sort of the next step in the planning process, to move it forward. I'll let Chaim elaborate a little bit about the demographics.

Chaim: I think everyone received a profile of the community, so I'm not going to get into specific demographics, although I'll give you just a brief overview. I feel like I'm really in a very unique positions wearing two cepot, one as the director of a central agency in Jewish education, the other as being very much part of the strategic planning implementation team, especially as it relates to CIJE. Just briefly, in terms of demographics, there are currently 92,000 Jews

living in greater Baltimore. And there's a total of close to 10,500 children, pre-school through high school currently enrolled in the Jewish school network. 7500 in ____ congregational schools, and 3500 in the day school community. I think what makes Baltimore very unique with regard to its whole Jewish education enterprise, and this was a real eye-opener for me as well, is the fact that the whole Jewish education enterprise as it relates to the strategic planning for Jewish education, resulting from these new initiatives is a real partnership endeavor. I've been to several communities around the United States, I've never really come across a community where you have day schools right, left, middle, up, down, sitting together with congregational schools talking about the needs of, or the need to enhance the quality of education personnel. Obviously the needs of a day school community are significantly different than that of a congregational school, but I think there is a lot of shared vision in our community which has really begun to surface over the past year and a half, which has really given rise to several new initiatives. One is the establishment of a structural new fund for the Israel experience. We recently received a \$300,000 gift, a seed gift, from a major foundation in Baltimore in order to provide scholarships for children on the high school levels to participate in what we call our community educational experience in Israel. Part of this \$300,000 helps offset scholarship assistance, in addition to what we call leadership award or leadership stipend, which means every student who participates in this trip will receive a \$500 out right stipend. That's one major initiative. Another major initiative that we're currently undertaking, and we're in the process of obtaining funding for it is the establishment of a master teacher program for day schools and for after congregational schools, where a cadre of select educators, teachers, in day schools, congregational schools trans-ideologically will be identified, and will be really introduced to a three year course of study, a very intensive course of study with series of incentives, etc. Another major new initiative, and this is through the M____ research center was our M____ retreat program which we received funding for this year, which has attracted close to forty educators who will be participating in the retreat program in the late spring. Two of the major over-arching goals of the community as it relates to Jewish education focuses specifically on the need to really enhance the quality of teacher personnel. We have in Baltimore what's called the joint commission project, and I think Jack and Jim, you've been very much involved in this joint commission project. Essentially it's a partnership between Baltimore University and the Board of Jewish Education and the _____, in

order to provide incentives for teachers to take courses, and to introduce whatever they've been able to obtain through taking these courses into the classroom. We're currently going through a major assessments of this joint commission project, with the hope that the next several months we'll be able to have a modified program which would enhance the possibilities for additional funding for this project. We have a synagogue council program which is a relatively new in terms of its modified format, whereby every teacher in our _____ congregational system, school system, is entitled to take up to six workshops on a variety of subject areas, which enhance the quality of their performance in the classroom. Some of the workshops are very content based workshops in terms of Judaica, Hebraica, others are methodologically oriented. Another major new initiative for the Baltimore community, and this has happened over the past six months is a major initiative on the part of what we call the pearl-stone coalition for Jewish _____ education. This is a foundation in Baltimore because of large sums of money in establishing a culture in the community called Jewish _____ education. This past week we had a conference that was sponsored by this foundation, which attracted over 120 participants. Plans are currently (interrupted)

Tell them who those participants were because it's very important to talk about it.

Chaim: Essentially each of the congregations in our community, each was comprise of what we call synagogue teams: the rabbi, the chairman of the board, or president of the synagogue, the principal, and a senior lay leader, and preferably where possible the cantor. So we had teams that really convened on site at a conference. We brought in people from the _____, we talked about some hands on approaches to providing effective _____ education programs in our congregational schools plus _____ the major grant initiative. It will effect the competitive grants project which we hope to kick off within the next couple of months. There are several other new initiatives taking place, but they're all very much pending. Again, I really need to over emphasize the fact that this is a, especially in the light of the whole CIJE initiative, this is an opportunity for the Baltimore Jewish educational community to view new initiatives in a different vain. In other words, really bringing together the different ideologies together, and different programs of Jewish education towards a common goal. And so far, based on the _____ discussions we've had, whether it be with day school leadership, _____

congregational school leadership, formal informal institutions, it's really, it really bodes very well for the Jewish ____.

Marshall: Let me just wrap it up with two thoughts. The first one is that Baltimore is extremely excited. As Atlanta said, I just want it to be said here again, that this is an incredible opportunity for our community, that we were moving in certain directions under our own steam, and now being fueled with this continental spot light and with the energy and the expertise, it has really fueled the initiative, and there's great expectation and great excitement. The second point, and I just want to share with you a dilemma, a pleasant dilemma that we have which is Baltimore is a community where you can truly at this point get people around a table, and they're there. Who can make the decisions, who are the players, who are the stake holders, the funders, everybody is ready to go, and there is no excuse for us not to proceed. That's sometimes the hardest time to succeed because truly everything that's been happening for the past five, six years, and the many years before that, there is the expectation that Baltimore and the CIJE initiative together with the other communities can effect deliver on this promise of being models for the other communities, have those best practices. And if it doesn't happen, there are no excuses. So all of us are here trying to figure out together what the answers are.

Art: make sure it's successful.

Marshall: It's an honor to be here.

Art: Very good. Thank you. Any questions of either Atlanta or Baltimore before we move ahead? O.K., Milwaukee.

Howard: Hi.

Art: Welcome Howard.

Howard: I'm sorry for being late. My cab driver insisted 150 was on 58th Street, we had a long discussion about that. I had a long walk, looking for you. It's all right. I grew up here, I wasn't going to get lost.

(everybody talking)

Howard: Actually Roberta could give this report at this point. I'll give a little background on Milwaukee, some of the highlights and where we are right now. Milwaukee is, has a history of long commitment to Jewish education, and I think it's reflected in not just recent, but for a long time its percentage of applications to different Jewish education institutions. I mean, if you just take the three day schools and _____ alone it's about 36% of the local allocation.

Milwaukee is a very high per capita raising community to begin with, but if you start including some of the JCC's and BBYO's and the _____ program, you're well over 50% of the money that are collected, that are distributed locally goes to Jewish education and related kinds of activities. In fact, one of the things that I think is real for us to have to develop is to continue to maintain that balance in terms of Jewish continuity kinds of things that our community is about, and human service things that our community is about. And that's something very real for us to have to deal with even as we proceed through this program. Our endowment development efforts in the last number of years have been largely dedicated to Jewish education; there have been eighteen funds in the last five years raising about one-and-a-half million dollars. And we've had a history of people at the very top levels being active, not only in Jewish education locally, but nationally. So we're coming from being a mature community with respect to Jewish education. As a result our community board size, which is only about 28,000 people has a very broad spectrum of services related to Jewish education and involving preschools, four day schools. There is a number of Jewish camps, some on the JCC hospices that are funded by the federation. But it's interesting. In Wisconsin, there are four Jewish camp settings nearby, when you consider the BBYO camp and Beaver, it's just a wonderful place if somebody wants to go to camp.

Or grow up.

Howard: We have a very active and growing _____ adult mini-program. And we've been seeing a very dynamically changing community where at one point would be Jewish education enterprises basically owned by three institutions is now being adopted through many other agencies including the Jewish Community Center which for us is very very important, because we happen to have a Jewish Community Center that affiliates roughly 25% of our total Jewish community. So the possibilities are endless, and the resources are there. What we have to do is tie them together. In terms of some real problems that we're facing, in the

last few years, and these may sound familiar to some of you but I'll just kind of go over them, they concern us. One is the drop off after the bar and bat mitzvah ages, and this highlighted and I think a time to act, but it certainly holds true for us. And we're hopeful that through a number of formal and informal opportunities that we can cross fertilize our resources to bring people closer to us. Some of the examples that we have begun working with has been after a fifteen percent reduction in the last couple of years in our campaign. We were able to merge our teen programs between our BBYO and our Jewish Community Center; BBYO is now staffing the JCC program in addition to their own activities. We're fortunate in being a community that has its own community shaliach, and _____, and she is acting on as part of a team with our BBYO and our JCC. Basically with the emphasis of trying to get kids to go to Israel. And our third year camp program in our Jewish Community Center has a group of fifty kids who we are targeting about twenty which we will hope to be able to take to Israel this summer. So we're very excited about the possibilities, _____ money. Speaking of money, I think all of us deal with the cost issues in terms of Jewish education, I think in the proposal we highlighted that if you're just a family of four, and that you earn between forty and fifty thousand dollars, which by Milwaukee standards is not unusual, and you have one child in pre-school and one child in day school, and you want to affiliate with a synagogue, you're basically putting out about 25% of your income to be part of the Jewish community. This is a real concern for us, because we have Jewish education, and we have a broad spectrum of Jewish education but we can't have wide access to the types of things that are available, you have to ask yourself what you're doing. And we've begun, some of that even with some campaign reductions where we have a very active scholarship process that we were fortunate to get a grant for a period from a private foundation, three quarters of a million dollars, and that has been helpful in supporting day school scholarships for all four schools, one of which is not a federation funded school. That has enabled our middle class so to speak of our Jewish community to participate. And we have about 1/3 of the eligible age kids going to Jewish school and Jewish day school, which I think is a wonderful achievement. We're one of a few other communities that have developed a passport savings program in cooperation with the synagogues, and which our foundation contributes \$100 for every \$100 contributed by a synagogue to every \$100 by the participant over a seven or ten year period, and we hope that we'll be able to develop that further. A third problem that we're dealing with, also I don't think unique to Milwaukee but

certainly exacerbated in a community our size, is a shortage of trained and quality, I should say a shortage of trained personnel, they're all quality. Milwaukee not being linked to any large city or major training institution, people don't know what to make out of Milwaukee and they don't see it as the hub of Jewish life in North America although they have been there. And we have to do a good deal to try to involve people who are members of congregations, or who are, just one little clue is that a few hundred teachers who are in the system over all, only about six percent have full-time teaching positions. So we have people that we're pulling and straining from every part of our community to kind of plug into different places. So it's a real challenge for us. Fortunately, we do have some good resources to train teachers once they're there; our central agency provides a host of different training opportunities for teachers at all different levels, going from pre-school through adult education. Last year we were able to get a grant towards a teacher-training institute, sounds very similar to what Baltimore had, this particular group this year is focusing in on training teachers for Hebrew school classrooms. So they're developing that this year. A fourth issue for us, again I don't see it being tremendously unique to Milwaukee, though it is certainly very true of it, is that while we have lots and lots of resources for a community our size, there is very little systemic tie to each of them. So you can have parents going to send their kids to day school, kids graduate from day school but they've established no synagogue connection, or no connection with the JCC that maintains that family's connection to a life-long learning process. That's something that we want to work to, and that we want to build systems that create these links before there is a hand-over from one generation to the next. And fifth, our campaign, as I mentioned, over the last three years has declined fifteen percent. While we're still at \$8,000,000, for a community our size we were at \$9,200,000 three years ago, and everyone has been hit including the Jewish education agencies. Fortunately we were able to make up some of the hits through the support of some private foundations in the local community, some of which are new and some of which _____. Another thing that we highlighted in our proposal was is I think Milwaukee has a unique ability to do communal planning, largely because of its size, but also because of centrality the federation has traditionally played. Those of you who have been to Milwaukee have seen our _____ campus, its a _____, it holds seven agencies on it, including two day schools in one building, which is the marriage of an orthodox day school and a liberal conservative institution.

They share a library?

Howard: Downstairs is Lubovitch nursery school, and upstairs is the central agency, our Milwaukee association of Jewish education. They don't always like each other but they do live together, and they have in many ways done many good things together that have not only been good for Jewish education, but have cut costs significantly for our community. One example that I'll sight is our Jewish day school share the same transportation systems, so they're able to cut down on bus costs to bring people to school. We also have a joint scholarship process that involves all four Jewish day schools in our community. We have worked out basically a formula that says to any family, we don't care what day school you go to, you're going to put in the same thing if you have the same number of children in the family, and you earn the same income. And we basically worked out a way to do that with each of the schools, regardless of what that school's tuition is. And it's worked for the last few years, and we've been successful in getting as I mentioned a large grant to help support that condition ____ federation's allocations. We are also fortunate, all the agencies in our community, have their endowment, those that have endowments, all have their endowments in our Jewish community foundation. That's extremely important to us as we start to move toward the future, and to get a sense of being a part of some central effort. I mentioned the passport savings program, which is probably the most recent initiative that involves a synagogue as well. Our progress to date, those that may have been here in July 1991, I don't expect any of you to have been, we had undertaken what we were calling a new turn on Jewish education, framing the agenda for the 1990's. That was another way of saying we've got a lot of trouble because we've had a fifteen percent decrease in campaign and we're going to have to look at a way in which we're going to do this in some realistic manner. And we had at that point established what was called a Jewish education task force, which was made up of federation officers as well as the presidents of each of those agencies that had Jewish education as a major component of their program. The synagogues were not involved as yet, but the first thing that those turn to was the central agency, and I don't think that's too rare these days either. But there were three things that were going on with the central agency at that time. One is the allocations for central agency were seen as being large, too large for the kind of community that we have, and too much for that community _____. And that what we needed to do is to refocus that central agency on specific areas that were less

ambitious than their original outline as described in 1981. Secondly, as I mentioned, there were changes going in our community. The central agency had been established in 1981, there were three new day schools that had arrived on the scene, as well as an increased agenda by other organizations in the community that didn't necessarily have a strong relationship to the central agency. So we had to work with that and where we sought our input from was from the synagogues, and the agencies that would utilize our central agency as a resource for themselves. And we have put into place basically a transition plan to guide through, that agency through the first stage. And I think we're pretty comfortable with that agency right now giving its primary attention to teachers, giving its primary attention to resources, educators, and having them focus on personnel, personnel issues and growth issues as opposed to programming that other agencies could possibly do because they have a more direct link to the constituency. But following that process is when the lead project started to emerge for us, and our initial mandate was creating an agenda for the 1990's, and that basically, it would help us get back on our original course. And our first job basically now is to put together similar types of groupings as I heard from Baltimore, and I'm sure it exists in Atlanta, of what's called a wall-to-wall coalition on Jewish education, we're anticipating that it be about forty or fifty people who will come from both lay and professional groupings within the community, in all streams of thought. Our Jewish education task force is being transformed into the steering committee to organize that commission, and we hope that we will have our commission organized by January of this year. Excuse me. Shulamith was out last week, we had a chance to begin interpreting some of this to the education professionals, and in the time from when she was there on November 16th to the end of this calendar year, I have the commitment of our steering committee and our leadership to meet individually with each of the stake holders, and begin to solicit what kind of involvement they want to have, what their primary concerns are, and gather them, as well as consult with them about the people that will go on that commission. And hopefully we will be a step ahead once the group actually convenes, and we will at that point begin to identify those areas that we wish to work on first, and put them in the foremost substantive task groups that will take us _____.

Art: Any questions, comments, on any of the three presentations?
All right then we're ready to move to the next phase.

In that case I will (everybody talking - seventh inning stretch)

Art: All right. Let's begin. Annette.

Annette: O.K. I think I'd like to begin somewhere very different where I thought I would begin, _____ ten of you, how very very wonderful it was to hear your presentations, and how very encouraging. Several people in this room have touched base over the past four years as they worked with the commission at various stages, and we were reminiscing over dinner about that. At that time, at those various points, one needed an enormous amount of faith and planning to believe that we would get to the point at which we are today. And hearing of the things that are going on, for those of us who took surveys of how many commissions, how many communities have in fact taken cognizance of their educational systems at that time. Hearing how far advanced your stories are, how much is going on, and how advanced the thinking and the organization is really tremendously encouraging story. And it is really a story that is significantly different from the one that would have been told four, five, or six years ago. So that is a wonderful point to start from. I'd like, with your permission, a few moments to try and relate those stories of yours to the principles that guided the commission when it came to the idea of lead community. The basic principles was that you should relate what is available locally in energy, talent, ideas, people, capacity, and resources to what is available nationally or internationally, by that I mean Israel, as regards potential resources and capability, put them together, and hopefully manage to move ahead very significantly in the area of Jewish education. Now, let me get back to things, some of which you probably had heard, it would just might be helpful at this time to put them together, take a look backwards before we go on a little later about where we go from here. The commission, as you know, decided very early in its work to focus on what it came to view as the building blocks of Jewish education, the shortage of well trained and dedicated educators for the past, and on the community its leadership funding supported _____. and the enabling factor for any real change to happen in Jewish education in North America. That followed a debate where I was first meeting members of the commission suggesting a wide variety of items on which to focus the efforts of that commission. The question on the first time that the commission met on the first of August 1988 was on what, what should we begin with? On what should we focus our attention? And with the 44 commissioners in the room, and they forget the thing

that _____ to focus on the early childhood age group or the elementary school age group, nothing surprising here, to focus the emphasis on young adults, on the retired and the elderly, to enhance the use of the media and technology, to reduce or eliminate tuition, and very many more suggestions. However, after checking each and every one of these, the commissioners reached the conclusion that if you wanted to make a significant long-term profound impact, none of these would be sufficient because with every one the question of the shortage of personnel and the absence of funding and top leadership support came back and redid it with every single one of these options, and therefore no matter how good your ideas, and no matter how good your intentions, the sense was that real change wouldn't come by beginning with programmatic options, or dealing with those _____, that it was necessary in fact to deal with what they called the building blocks of Jewish education. Now, the view on the building blocks was a complex one. The sense was that if you want to deal with personnel, it was not sufficient to deal with just training, but that you had to deal with recruitment, with training, with retention, with placement, with the whole gamut of issues that relate to the lives of educators from salaries and benefits to status advancement, lateral advancement, etc. The other one was that something similar applies for community; that is not sufficient to say let's go on a fundraising drive, but it is in fact necessary to systematically address top leadership to engage top leadership with the issue of education. And by top leadership the idea there around that table was, just as the top leadership at the continental level had come together around that table, so in each community it would be necessary to have the top leadership of the local community take upon themselves responsibility for the area of education, and then taking it for fundraising campaigns or other high priority. Moreover, the commission also felt that those two areas were intimately related. That unless leadership was able to convey to educators that there would be support, that the _____ would be forthcoming, that it was good for their own children to become educators, you would not be able to recruit, train, place, retain talented people in the field of education, or not large numbers. You always have a group of good people, idealists, and others who will be drawn, but not in the numbers that they should. And conversely it was clear that the average educator could not inspire the lay leadership or the parent to believe that they would be able to in fact effect significantly the quality of life of their children by the education that they would give. Therefore the commission postulated that it was necessary to deal with those two elements, and their complexity, simultaneously if

one wanted to have a long-term impact on Jewish education in North America. An additional principle, or one that related to scope, the sense was that unless you had critical mass, the commission used the term to go across the board, unless you managed to engage most of the institutions, most of the people, large number of leadership, a significant amount of what is going in, then change wouldn't be significant. It would not be good enough to have a wonderful adult education program somewhere in a community for the change to address the profound crisis that it perceived throughout North American Jewry. That was the next critical. The following was that we don't know how to do this. Moreover, education being a practical field, we have to find out by doing. The solutions to the problem, which is the basis for the joint endeavor that is being sought, is the fact that we all have to learn by doing. And education takes place locally in your community in the institution, and therefore the learning by doing required that a focus of the solution be local community. That is where the notion of lead community emerged. ____ the notion that the solutions will have to be developed, that there are lots available that we will have to develop them together as we go, and that they should take place locally, and that is where we have to be with it. Together with the notion of scope came the notion of content and of quality. Unlike it was done well, unlike excellent was the hallmark of what was being done, and the high level was there, of course we wouldn't be able to know if what we're trying has a chance of dealing with the problem. Therefore the question of quality became very central, and that later gave birth to two of the projects that are already in place at the CIJE: the best practices project that is run by Barry, and the voluntary evaluation feedback project that is already in place in the three communities. And the last of these three elements, is the one of content. The sense that unlike at the level of the curriculum, the ideas, the knowledge that is being given, Jewish education raises the level of what is being offered so that it is competitive with the other things that the young people want to learn, or whatever educates confronted with _____ in their lives. There will be very little reason to hope for a significant change. That is essentially these words, we called them at the time the strategic decisions taken by the commission that lead to the way it ultimately went. To deal with enabling factors rather than programmatic one, to go to personnel and community as the first and main element on which to focus. Obviously two programs _____ personnel, for personnel for specific programmatic endeavors. To work together at the local and at the continental level, and to be able to pool the best resources together. To do so in an

experimental and limited setting where the best would be able to be put together for all to learn on the one hand and to see on the other hand what can happen when the best resources are put together massively in one place. To use a, I don't know what the word is, a phrase that is very simple and used a lot, when I look for English I usually go to French but I, the commission has often used the notion that in its recommendations, the whole is much larger than the sum of its parts, and that it would not be enough to take any single one of the elements, and to hope to achieve what the whole might be. Therefore we're talking about an extremely intensive endeavor. Maybe at this point what I should do is leave the commission and go to the topic ahead of us. We asked ourselves what would be the best way to prevent tonight, or to discuss together what the time ahead consists of. And we put our heads together and came to asking ourselves the following question: what would be a situation that on the 23rd of November, 1992 if we came together around this table and we had done a certain number of actions, what would be the action, or the situation in the community that would have each and every one of you feel that we're moving ahead in the right direction? Now what I'm going to suggest is a hypothetical scenario of things that might be done. We believe that they are probably feasible in some way, and that they might form the basis for a conversation between us. The first question was, there is a fair amount of anticipation in your communities, and of expectation, it is probably not fair to wade through the time of planning which, as we all know is going to take several months if not even more than that, before action occurs unless there is a compelling reason not to go into action. We in fact reached the conclusion that it is probably possible to suggest a fair number of pilot programs, of things to do that might be implemented almost immediately, and that might meet your approval, and that you might want to do. So here is where we might be a year from now if we go a certain way. In your community there might be four to six pilot projects at work, and I will get back to the detail of each one of the elements in a few moments, by November of 1993. They would be pilot projects in the two key areas about which we are speaking, community mobilization and personnel. They would be what I call the local CIJE, and having heard you tonight I know that you're CIJE has names that there are commissions, and next time they will be corrected, we'll have been at work for almost a year, and we'll have done certain things, I'll get back to that. A survey of the educators in the community will have been undertaken and completed, the best practices project will have been in the community and work will have begun on two areas of the best

practices project. The evaluation feedback project is already there, so it is easy to extend the lines to the end of the year, and to say that by that time you will all have received three reports, and we will have an emerging picture of what's going on. A five-year plan will have been completed, and communications program and networking going many directions will be in place. Let me try to illustrate how this might look like one by one. Let's pick the pilot projects. Now these are suggestions from a list that could be very much longer, and of course it is something for each community to discuss, to look at, to define, to devise their own ____ judgement as illustrations. Let's take personnel. For personnel the thing that might be started immediately are several in-service training activities. Some very similar to the things that you may already be doing. For example, it is very very hard to imagine that the lead communities process could move into the educational institutions without mobilizing the principals and the heads of the JCC's and other informal settings immediately to the project. Therefore, one might undertake immediately, or by immediately I think that I marked it for mid-February, one might begin in mid-February with an in-service training program ongoing with all the directors and principals of educational institutions, on the topics related to the lead communities project. In other words, they might undertake to work with somebody on what they will do as in-service program for their teachers, or for their educators. They might begin to address the best practices project, or they might just learn the project, and together give their input into the planning process. A second suggestion is that two teachers from each educational institution perhaps two teachers from each supplementary school, might work together, you have given a wonderful example from Baltimore where people work across different denominational educational settings, where we might bring them together, maybe from all three communities to work with Barry Holtz and the best practices project on one specific area of supplementary school teaching. The project is probably able at this point to provide the basis for that to happen. The teachers might begin after the principals already on board maybe two or three months later, might begin to work regularly on an ongoing basis, and become those who are then able to bring back to their institutions the message of the best practices project for the supplementary schools. Another example would be to do this coming summer already, a Israel summer seminar, either for educators alone, or for educators, professional, and lay people, either focused on specific area of endeavor that might already go on such as the supplementary school for example, or focused on the five-year plan.

It might be a final seminar where part of the time would be devoted to putting the final touches to the plan, to discussing it, while at the same time being in some learning environment in Israel. These are just some examples that we got, personnel obviously go on much further. The same type of examples as regards community mob. If there are questions, I'd be very happy to be interrupted by the way.

Marshall: Did you skip the one new hire on purpose.

Annette: No, I skipped several, but I'd be happy to speak about new hires if you'd like to. I'm sorry, I just didn't think I could go through all of them now, but I guess I will.

Marshall: Well I figure if these are some specific options maybe this would be a good thing to spend a few minutes, literally going down, because

Annette: With pleasure.

Marshall: Is everybody else in agreement with that?

Can I ask a prior question?

Annette: Please.

I'm having some difficulty understanding, relating what you're discussing now to where we are, and relating the ultimate goals of the project to where we are, and how this fits in. Could you take a moment please to talk about that before responding to Marshall's question? I don't understand the context.

Annette: That is a very good, and very wonderful question. Let me step back a moment, o.k. The idea is that in the lead communities would take most of the year, or however long required, in order to bring on board and put together a planning process that would put you twelve months from now, fourteen months from now, eight months from now, depending on each commission

Art: Not eight months from now.

Annette: to produce a plan that would be commensurate with your needs, requirements, where you are at, and the ideas of the

commission that are the basis of the notion for lead community. Some sort of work together. So far we, are we together so far?

Are we taking a year to plan, and then in the second year most of this will be realized? I'm thinking about the draft of the letter of understanding which we received, if I remember right there's supposed to be one initiative in the first year, there's supposed to be a one-year plan, a five-year plan. So all the stuff that you're talking about would be implemented in year two?

Annette: No. For now this is a fair question. What we're doing now is talking about it probably in terms at the same time broader than what the letter of agreement said, and probably more hypothetical. Now we're going at work, and we're going at work that it is possible that a community will choose to have only one pilot project. Putting our heads together, we came up with several ideas for possible pilot projects that we believe might be feasible in the first year, some of these might be feasible, maybe one, maybe two, maybe three. And what I've done first, rather than go to the detailing of the signing process for discussion, what I've offered first for discussion are the pilot projects. The reason is that we all know that we're going to a planning process. At the same time, the question that we all hear is are we going to spend the next year just planning and nothing will happen, is one that drove us to make an effort and say, hey, is it really necessary to wait, or can we undertake several things, even that there are already many starts in communities.

Art: Could I just say that really, yes we have these, our thinking, Annette, and the rest of the CIJE staff, shifted gears since that letter of understanding first went out. I don't think the letter of understanding reflected where we are now. We want to put it on the table. And that in a sense is really as you put very well, is a prior question. Because what we're suggesting now for us to talk about, and which is reflected in the slides is that there would be a multifaceted approach in the first year, that you would have a kind of a, if you look at it as a kind of a you know triangle or a square, a number of dimensions. One dimension would be that there would be the development of a five-year plan to take place within the first twelve months, fourteen months, somewhere in that neighborhood. Perhaps somebody, maybe Baltimore could do it in eight months, I don't know. But that the plan would be developed. Another dimension, simultaneously and on a separate track and going ahead simultaneously is that the community would decide without waiting

for the plan to be completed, to say two months down the road, three months, four months down the road, look, we don't have to wait for the fourteen months to know that there are two pilot projects, maybe one pilot project of the kind that Annette described. It could be one of those, it could be something similar. These are merely illustrations. Now in line with what the commission originally came up with, that said that there are two what we called enabling options, that will enable other things to happen, is to concentrate on personnel and the second on community mobilization. And hopefully those pilot projects would fall within the areas of development of personnel or involvement of lay people. So that these would go ahead simultaneously. Then a third track might be that without it necessarily being the project, we would start looking ahead to the kind of involvement we want from lay people who have not been involved before. And that's when you talk about the community mobilization there. Now there might be a project in that area, there might not be. But that we would have in the back of our head that we don't need to wait fourteen months to identify that there are maybe in Atlanta, eight people who really make things happen. Most of them would be lay people, one or two might be pros., to identify and to begin to discuss how they could be involved in the enterprise. Similarly, there might be a project in personnel, or there might not be depending on what you selected to do, but there should be, we're suggesting, is a track even in the first twelve to fourteen months on personnel. What are the most critical, pivotal, needs in personnel that are going to make a significant change. Will it be raising salaries by \$100? Or will it be bringing in a key staff person who is not in the community now? So that what we're suggesting you start to think about is simultaneously on the one hand planning for the future, but at the same time beginning to tease out from what we're planning that there are certain things that don't have to wait till the end of the planning process and we can start implementing right away.

It's obvious that an enormous amount of thought has gone into this. And were very well done. What concerns me in brief is that if there's one level of planning going on here, and then there's what's going on in the communities.

Art: What's going on in the communities is real, that's the real

Well, but my concern is that not only are each of our communities in a different place right now, and to some extent Baltimore and Atlanta

share some similarities, but Baltimore still is in a different place than Atlanta, and a different place than Milwaukee, so you have three different scenarios taking place in the trenches where things happen. There's histories, there are ongoing projects, CIJE effort will need to somehow fit in and mesh with that, and then there's all the thinking that Annette and the rest of you are doing at the national level. That's not coming together. And what I was hoping, or at least not yet, what I was hoping is that by the end of tomorrow

Hopefully. It may not all have come together but it will begin to come together.

The only thing I would say in terms of the relationships to help position some of these relationships. The letter of understanding draft at some level is the minimal commitment. In other words, we're asking communities to sign onto, that doesn't mean that's all that's necessarily _____ should happen. The image was the minimum commitment of one project by the spring, and I don't think that's necessarily inconsistent to the notion of having four underway by next November. But that's not the, the commitment is the minimal commitment, and I don't necessarily see any change in that, although what we're putting on the table now is a somewhat broader set of possibilities, but as a commitment, there's still a notion of a commitment of one project this spring. As far as the differences, I think it's going to be important for all of the communities to have something, some framework in place by this spring influence allocation decisions next year. In Baltimore that may be a full (speaker interrupted)

Art: May I make a suggestion?

and maybe a full-scale strategic plan, and in the case of Milwaukee it might be just a sketch, but I think we do have to take into account where each community is in relation to the continental thinking. And that's in part the large, the agenda of the workshop.

Art: Seymour, go ahead.

Seymour: I would like to suggest in the light of the way the thing has been structured, if we could pull away from the letter of understanding, planning, and so on and so forth, and respond to your question by virtue of dealing with the fact that the CIJE sees itself and all this work that it's done over the years, offering to a

community some thoughts, and the community can do as it pleases with it. Now I'd like to take one example. It was pointed out to me here on this wonderful list, which I'm sure you have too, of suggestions on personnel. The thrust of the suggestion up there is saying that there is practically unanimity around the notion that without the principals and JCC execs., let me define JCC exec. as the actual exec. or his educator with him, without them understanding and committed, we're not likely to make as much out of this as we could. Now that seems to be a kind of meta statement about anything to do with personnel. So let's assume that your community had a wonderful list, that everybody here would say terrific, the issue that's being presented now, independent of planning, as you're going. What impressed me as I listened here was the wonderful things that you're suggesting. Now in the midst of that CIJE would be coming to you and saying to you what do you think about the fact that the principals and the JCC execs. ought to get into a leadership role here, and understand this, and make a contribution to this, that's the question that's being asked. Another question that's being asked, in order to give them some critical mass, if all you have is the principal, wouldn't it be great if we had some other educators joining with them. So that if they, the community decided to undertake this recommendation, they would have enough critical mass to work with. These are the kinds of ideas that are being thrown in here, understanding that every community has been going along. The question is, with all this thinking that's been going on, is there anything here that you think could be useful to you? I think that's the spirit in which the statements should be heard, and they're being made for two reasons, because we think you're the planners and you do that so very well, we have brought together the best that we can, nationally and internationally or continentally and intercontinentally, in terms of what are things that if you undertook them educationally you would not be closing options but opening options. And we've given two examples of that. Now how can they fit into your planning? Maybe they can't? If they can we get a big head start. That's the kind of thinking that has guided the list.

Marshall: I just want to say that if these are examples, then let's take them as examples, and we're doing some brainstorming. There's a lot of brainstorming going on at the local levels. The way I sort of see the day tonight and tomorrow unfolding is that tonight is laying out some ideas to consider and things to talk about, and then tomorrow we'll get down to the nuts and bolts of the different places we are. But clearly, I would just like to say that I'm encouraged that

rather than just having a reiteration of the time to act which involves many important recommendations I think we all already accept, that we're moving toward _____ some real concrete suggestions. I see them as suggestions and options and not as commitments.

Absolutely.

Marshall: So separate from the letter of understanding at this point the reason that I was asking about what does one new hire mean to go back to what I said about Baltimore being a different place, although we're all in a different place. There are expectations around this project, and the timing of when we deliver, it can't wait I don't believe in any community until another fiscal year and a half.

Wonderful.

Marshall: And therefore, the funders, it's not only our allocations process, I think it's the grants process. We just had a situation in Baltimore, to just think of an example, the Israel experience piece, that Nancy and Chaim really quarterbacked because it was on the agenda and because it had this kind of context I mentioned to Shulamith, because of the CIJE initiative it was, put the \$300,000 out there and we believe that there will be people who will come and will participate in the same way. We have a list of recommendations up the kazoo of what we could fund and we don't have funding for it. But if we could pick out a few. And our community expects us to do it. It didn't depend just on CIJE. We've been already taken to account for what are you going to do with this document. It's all happening, the visions are coming together at the same time. And I think in the interest of time maybe we should just run through them and not judge them. You explain them, maybe tomorrow we'll get down to judging them. That would be possible.

I would just say that I am going to reiterate what Steve was saying, too, is that, and I'm very happy to hear about what could be or possible scenarios, and I do understand, and I think that we all have a sense that you've been ordered to make this group of very different types of people stay together, you have to do something other than talk about process. I understand that. And we have to think about how we balance good process with tangible results in as quick as possible a manner.

Art: You put it very well. It's a balancing that proves critical. You put it very well.

I understand that these might be very good illustrations, but I'm just, I'm still at a very beginning stage and I just feel like I'm moving at a pace. I'm, I guess at the end of the day tomorrow I hope that we have a better sense of how those two can be married together, and how we as communities we will be working together (speaker interrupted)

Art: Or if we don't know that, we'll know what we need to know in order to do that. Lauren.

Lauren: I will share with Howard and Steve. I just want to emphasize the word context because whereas this is very helpful and there are a lot of good ideas, some of which we may have had already in our own communities, there was a context missing. And it was clear that where we thought things were here in a context, some of you, ya'll, had moved into another context or another step and left us a little bit behind. And that's not the first experience I've had in this very exciting adventure where that has happened and I think that it's helpful for those of us out in the trenches (speaker interrupted)

If you take a look at what you want to do in our communities, the first place that has to ripple out is to our leadership. They're expecting us to come back by the end of tomorrow with some ideas of how to do just what you're saying, is what can we get into, and what can we process for a year. And they're looking at the very same thing and they're expecting to see results from us being here today.

Annette: Well then it's our responsibility.

(everybody speaking)

Annette: So anyway I'll go on.

Would it be helpful if we provided some more illustrations, or

Can I just go back and see if everybody accepts this? These are just brainstorming examples, and lets hear them as ideas and get through the list, not judge them at all.

Annette: Right, right. And tomorrow it's on our agenda let's address the issue of the pilot projects in a nuts and bolts way.

Annette, are these overhead transparencies available for distribution?

Annette: We'll make them available, that's no problem. We'll have it copied.

Can I say just one more word. I think that that was very helpful in focusing our thinking to respond to the particular issues of each community. I think it would be helpful if you helped us judge these by asking one additional question. To what extent are these examples which could serve your particular needs? Because we asked ourselves that without knowing where you were directly.

But see that's the question, where now I'll join my colleagues and say it's too early to answer that question. If you add that to the mix then it shouldn't be on the screen because we're not there or empowered to make those kinds of judgements, or anything on behalf of our community. It's just too early.

I didn't need a judgement. We were searching for examples that could be generic to anyone of the processes that are taking place.

Art: Let's say we proceed on the basis that Marshall suggested that as of tonight we're just looking at these as illustrations. Tomorrow, when we get into it, after we've seen what the laundry list is, and we've had a little bit of opportunity of reflecting on it over night perhaps, and talking about it a little more, then we'll be able to talk a little bit more about that some may be more relevant than others.

Annette: Then I'll get to the new hire. The sense where we believe personnel is at was an our experience, our experience all over again, that one might be very much helped by the infusion of new talent that might come from outside the community. For example, one community in North America required has hired last year a professor of education from a local university or neighboring town to come and run a program locally and bring together the thinking on education. And had thereby very much energized the thinking process in that community. The thought was that whatever that new hire would be by next September, by the opening of the next school year, we might

perhaps have in each community one or perhaps even two depending on where we are at, new hires of that very senior kind that might take a strategic role in the thinking of education. The last example on the personnel area was networking among the three communities, which is something that might perhaps be imagined to happen around the best practices project where we have a very concrete project coming in with elements that are to be learned and thought through and then imported and adapted locally. And it might be done by the communities together on a specific area. Let me move to the examples in the area of community mobilization. I believe there are eminently materials to the conversation we just, you people have just _____ and this is just great, the issue that you just raised. The first step would be to engage three very top leaders at the national level, for example, Mort Mandel, and a not so hypothetical those examples. Mort Mandel, Charles Bromford, and Charles Ratner, and ask each one to take it upon themselves to have an ongoing dialogue during this coming year with your top leadership on the issues of education as they see it. And to become as it were the recruiters, networkers, the people who might make it more possible for you to come to your lay leadership with a specific program that could then be understood and accepted, and make them part of this thinking. The way Charles Bromford, Charles Ratner, and Mort Mandel have been partners to the thinking of the commission. Now that is something that might possibly, might be possible to implement very soon if it is a good idea that needs to be implemented as part of a view that says community mobilization is central, and that it is the top leadership that has to take upon themselves the task of dealing with education in the community. The next two programs are all a variety, not very clearly written, of leadership training, and of engaging lay leadership at a variety of levels. On second tier leadership training would perhaps be mobilizing the top ten people in the community, lay people, who might be the funders, the leaders, those who make the decisions is the key organization for _____. And then to have some sort of leadership training program for members of the boards of educational institutions, there are such programs around the country. I'm sure Jon has a lot of expertise and knowledge on those other organizations that do this. This is something that this might be brought in usefully in order to have mobilize the community and make the leadership more cognizant of the issues facing new waves in Jewish education. And this in the same the way the leadership, and we'll have more to say about that later, the leaders denominations might come in to mobilize each their own leadership

to issues of Jewish education. In addition we are suggesting (interrupted)

Annette, just a fast question. In order to really set a climate within a community, would you think that the community mobilization components should take place first prior to the personnel in service. If we're really trying to create a culture within a community as it relates to CIJE. I mean mobilizing a community whether it's public sessions on vision and best practices, this way what you're doing is heightening the awareness on the part of lay leadership, by far the key players, in order for us to do the personnel piece more effectively, or at least have people sign off on it.

Annette: What you're suggesting is that this time line better be brought up further here.

I would like to suggest that if possible.

Annette: O.K. I think that certainly it is certainly a very wonderful point to say that we want to mobilize the community in order to make sure that we can bring in plans that will be accepted, how exactly has to do, we'll have to take your guidance. If you think that early on Barry Holtz might come in with a best practices presentation that would be public, open to a wide public, or by invitation, that this would help you and would be a good idea. I think that it should be done, and it should be feasible. I don't know how you feel about it. Same when we will be talking about the golden visions project that we would like to present and _____ you may find that useful too. I think that in those matters we would turn to you for guidance. So that was the last point, the public sessions on and visions project on best practices one that might take place. That is it as regards pilot projects suggestions. Should I move on? I'll move on then. The second item was what we called the local CIJE, your commission. Here I may be talking about certain matters that are already in place, some that are not, and some that you think make no sense because of the way you people are going. O.K. the commission during this year would be on the one hand formed, but on the other hand probably information for a while. The reason that we thought that might be the case is that if we want that commission to be representative of all the actors who have to play a role in education, they may not be on board at this time, they may yes be, again it is your guidance that we will seek for that. The first item the commission would be representative, I don't know how

representative your commissions are, but it would be representative and would have people from each of these five categories. It will have a champion. By a champion we do mean a lay person closest to the top, as close to the top of what there is in your community of leadership, who would take it upon themselves to be the champion of education in your local community. (interrupted)

Does that person have to be Jewishly educated? Only kidding. The champion of Jewish education, I just never heard the term, the champion?

Art: It's an Israeli

Annette: Usually in _____ when a word is wrong they say it's Belgian.

Well you know in 1987

I didn't mean to get into

No, it's very interesting, in 1987 Mort Mandel had never seen the inside of a Jewish school. And we saw him first in the Jewish education committee at the Jewish Agency and then later in Cleveland and then later in the commission. Charles Bromfman before the world leadership conference had never thought of formal or informal Jewish education. So that sense that they're speaking about champion.

Annette: O.K. Lay leaders that speaks for itself, educators. One of the questions, I guess, is to what extent are the educators in your community at the present time aware of the lead communities project, to what extent do they understand it, to what extent? I mean the endeavor will rest on their shoulders, the success of it will rest on what it is they are going to do as regards themselves and as regards their institutions. To what extent have you identified, and are there in your communities key educators who can both represent educators on the commission and go back to their ears and bring the word to them and mobilize the community of educators for the task at hand. If Shulamith has that piece of paper? I don't know what it says there about the educators, but certainly time and again one comes up against the normal difficulty of courting that segment, where a plan not done with the educators and not having engaged them, we find it very hard to have them make differences or changes in their institutions or in the classroom. So one of the questions is, to

what extent and how will educators be mobilized and how soon participate in the process, and in what way? Whatever the framework you people decide is the appropriate one. The same with rabbis, and obviously the same with professionals. So the commission would be representative, it would be staffed, it would have paid staff to do what we think will be a fair amount of work, if not an enormous amount of work required by the lead communities process. And task forces will be at work, these have just been put here in a semi-arbitrary way, though not fully arbitrary. Without thought for in-service training, without thought for planning and self assessment for the five-year plan, without _____ in the minds of educators on monitoring and evaluation, on visits to Israel. These are examples again we will get back to that. At the end of the year, the commission would be able to show for itself several products. There would be a survey of educators; there would be a five-year plan that might be completed by Rosh ha Shanah or by the next ____, again these are just a way of illustration; and there will be pilot projects in place. So that _____ regards the commission. With personnel being at the heart of the endeavor, the question of what is the actual situation of the personnel in the communities is obviously extremely relevant. I do not know if in any of your communities a detailed survey of personnel was done. I know a few such surveys in North America, they have been, there was one in Philadelphia, one in Los Angeles, one in Miami, and more. A comprehensive survey that would allow us to know how many people are full-time and part-time, what their educations and training are, what are their weakness and their strength, what are their salaries, and so on. What is the duration of retention in a job? All those items we may want and may decide to put as a priority item for the first year. Also as a way to on the one hand mobilize educators to their own situation, and mobilize the community to take cognizance of the personnel issue. So one could imagine a plan that would begin very soon, a task force being set up maybe in a month or two, one might find the appropriate researchers or researcher to undertake the survey, maybe from a university in your community or a scholar in your community. One would want to mobilize in on the educators in order to make sure that they will respond, and that the return rate will be appropriate. It will also give you by the way a complete data base on the educators and would then be able to be fed into a design on in service training programs or training programs. It would then be designed, it would be carried out some time in March or April, the data will be analyzed, and by the summer the report might be given to the community and the findings might be discussed. If we then go

back to the local commission, a task force on the lives of educators might be formed as a result of the debate that might happen in the community following the findings on the educators. The next item would be the best practices project. The best practices project would advance during this year in several ways and Barry will speak about this in a less hypothetical fashion tomorrow. But what the project might do during this year is with the community plan implementation for the following year, and the planning of implementation of that project is particularly complex because what we're talking about is having looked and identified characteristics of successful programs in a variety of areas, and having identified successful programs we would then want to come to the communities and say: now that we know that there is a good program in Kansas City, how do we import it and re-invent it in the local community? And the method has to be developed to translate those findings into a program for the community that might want to work at that this year. At the level of the CIJE, six areas of best practices will have been completed. That is the CIJE will be able to offer, or Barry will be able to offer to the community best practices in six areas of endeavor. The project will have been presented the way you suggested and several other ways maybe to the communities, to educators, to various groups. First, two areas might be selected for development as a pilot projects. Consultants selected and trained to work with your educators on those projects, and then one might begin to work with supplementary school principals on plans for best practices in the community, in the supplementary schools, and the same with early childhood. This might then be fed into your five-year plan for implementation. That's as regards best practices.

Annette, in terms of the best practices, I didn't see anything related to the JCC on that list.

Annette: It is, the list of six, sorry, it's hidden, you didn't know that.

Oh, I see, o.k.

Annette: Barry will speak about it tomorrow. But JCC day schools, supplementary schools, JCC's, early childhood, Israel programs, and camps. O.K. there will be more.

Art: The JCC would be represented by the JCC itself and the camps and the early childhood.

Annette: O.K. Monitoring evaluation feedback is already going on. I put it on here mainly because I believe that we have an interesting task when we get to work of designing the feedback loop in such a way that you people, and anybody else, gets that is necessary, gets feedback in a way that is useful to the actual planning and doing. And that will still have to be fine-tuned and decided among ourselves and with the project we want to discuss. The five-year plan. I did not put many details down there because you are all planners. I just thought I'd mention the two key elements. One is a suggestion that there be an ongoing assessment of the educational system of your community. I think that in your community in particular the story you tell is one where there is a lot of awareness and knowledge about the educational system, yet there are still areas where we throughout the continent, and we're all in this quandary I think, know very very little, and often do not have the tools to know. So, for example, I mentioned the survey of educators as regards achievement measures. I would not suggest to go and measure achievement in any area at this time, but yet towards the end of the year to begin to ask ourselves, what sort of achievement measures would we want to use in the community and in what areas, in order to measure what? We might then find that some of them would have to be developed specially for the community and would become perhaps an instrument that might then be used in other communities too. Round two, round one of the plan out of would be to prepare following discussions now, a detailed guide for the five-year plan. Yours would be I guess to establish, to set up a task force that is relevant and to prepare the plan. The last element of the seven that I had put out is that of communication and networking. I believe that (interrupted)

I'm sorry, just going back to the other overhead. The achievement measures as it related to the five-year plan, what would be the role of each of the three respective community's evaluators in determining achievement measures? The field researchers also.

Annette: O.K.

Is there a relationship?

Annette: No.

There is not. O.K.

Annette: This is, when we're talking here is the assessment that the community might want to do itself of its own systems, where we are in fact, and I'll get back to this a bit later, we are in a situation of few tools, few instruments, and little systematic knowledge. Something that was brought to our attention very insistently by members of the commission who from the beginning saw that the absence of measures that would allow for accountability is troubling them enormously, is standing in the way of their willingness to fund things, and needs to be addressed. Which is why something that surprised us much, research appeared as a very high priority among the five recommendations of the commission. And it really came back time and again as something to which we had no answer because we couldn't come with the data or with the instruments, they're not there. Therefore lead communities might become leaders in some of this, which is to say that it had to be addressed systematically for that to be. O.K. The issue of communication and networking, maybe that relates a little bit to what Steve raised before. We had to establish line of communication that are satisfactory in very many directions: from the CIJE to the lead communities; from the CIJE, that is our job, from the CIJE to the continental community; from the lead communities to each other, in other words to go for networking among yourselves, though we don't know how that will work, for shared learning among all of us; and then back the learning process from what you people will have learned to the whole community in North America. Now, if we do part of this or all of this or much of this, we will in fact have addressed the recommendations of the commission already in the first year touching on each one of them. As regards building the profession.

Move it down. You have to take it from the top down. They don't see.

Annette: O.K. As regards building the professions, several things will already have happened by the end of the first year. In-service training in some fashion will already have been launched through in-service education. The educators survey will have been completed with task forces dealing with their implications. The best practices project will be out there already raising the awareness and the knowledge of what can be done and how it can be done. There will be various forms of networking among groups of educators. Here I wrote two new hires, that we're getting optimistic, as I was writing a new position may have been created in the community and

educators might participate actively in the planning process. As regards community mobilization here is the champion again, but Marshall isn't there, the champion will have been recruited, leadership training will go on. There will hopefully new leaders will have been recruited to the educational endeavor, that is by the way our experience with the commission on Jewish education. The issue of goals in Jewish education will be discussed in the community. And educators will be discussed in the community. There will be networking between local leadership and continental or national leadership. I wrote that it's here as networking with CIJE leaders, and networking between the communities. As regards Israel as a resource, plans may be made for, I wrote here, youth programs or it could be any types of program educators will hopefully have been by next summer on a summer seminar in Israel. And as regards research, the monitoring evaluation feedback project is out there already doing research and a data base will begin to be built through the assessments. I think I'd like to rest here with my presentation though I could go on and discuss maybe the implication of how one would gear up both in the community and at the CIJE, but that maybe should be left for tomorrow after we discuss the elements and amend those appropriately.

Art: All right. Very good. I think we've all had an overview of what is a great deal of material. I don't think that it was designed, nor would it be possible for us to really be able to digest it all, never mind tonight but even all of it tomorrow. But I do think that it's important that by the end of the day tomorrow we at least have, at the very least, an understanding of what the possibilities are, and at least some tentative move as to the directions in which we want to go. Marshall said very well that at this point what we really need to do tonight is to look at the laundry list without reflection, without judgement, and tomorrow during the day you have an agenda in which in various portions of the day we'll be taking up each of the pieces: the five-year plan, the way in which we introduce projects in the community, the whole determination of priorities, staffing, etc. So that at this point I think we have accomplished what we set out to do tonight, which is really to set the stage. So, unless there are any questions? Question.

Where's Marshall?

Marshall will be right back.

Art: We'll meet tomorrow morning. We didn't set a specific time, but I'm suggesting that in order to try and get everything done we start at 8:30am, if that's agreeable, and then move ahead from there. We will definitely because people have travel commitments etc. have to complete the day by 4:00pm at the latest.

Does anyone know how to get to the JCC?

Oh we're meeting at the JCC tomorrow.

Art: Yes. It's number 15 E. 26th Street between Fifth and Madison. (address repeated). It's fourteenth floor, and it's in the conference room. The switch board operator will direct you, the receptionist. Now from most of your hotels it's a nice walk.

And if you want an adventure you take the subway.

Art: There is nothing wrong with taking the subway.

That is the only way I get around this city.

Art: And there are those of you from out of town that have this paranoia about crime in the subways, but let me tell you you can lay that to rest because just three weeks ago the commissioner of the transit police, and you know it's so big that they had a separate commissioner of transit police as compared to the others, he had been appointed three years earlier and he held a press conference to announce that he had achieved his objective. And in three years as a result, they had just set up a bench mark, and they'd ____ to the bench mark, and in all categories he could now say unequivocally that the subways are as safe as the streets of New York>

(group laugh)

Art: All right 8:30.

As Art will tell you, even Mort Mandel took the subway once.

Art: I escorted him. All right. Very good. Thank you all.

I'm going to take your name-tags and I will have them at the room in the morning. As promised we will have coffee

(everybody speaking)

Did you make arrangements for breakfast?

Art: Oh yeah, there will be some things for breakfast.

(everybody speaking about food)

(everyone chatting until the end of the tape)

(tape starts mid-conversation) Jack and I were on a panel and we had cameo appearances by Don Bucher and Art Rotman and it was our opportunity to tell you about a very special idea, a very powerful idea called lead community. And as I listened around the table last night I was struck by a number of things. How far we had come from the satellite telecom to the guidelines for proposals, to the phone calls about proposals, to proposals, to questions about proposals, you know, to site visits and phone calls and visits and field research is very often in the day to day operations of projects so that there's not this opportunity to reflect back on what exacted and transpired over the last eleven months. And I was most _____ when a comment made that education article about difficulties is written about change, I was very honest and appreciative of what you all are doing and will continue to do to bring about this change. I was struck by how bonded I was to you because there I was Steve adding to your report on Jewish education in Atlanta, because now I was this expert having spoken so often to others and reporting back about the developments there. I was also thinking how when I came back from Milwaukee last week people around here on the staff were interested to know how did it go in Milwaukee, and I have pretty much the same kinds of questions from the staff all the time. Is there a community building happening? Is there evidence of community support? Is there evidence of a wall to wall coalition? And in response to the wall to wall coalition I told the following which I hope that you people appreciate. In Milwaukee I met with the principals council augmented by the JCC educational staff and nursery school director to develop a really very wonderful group. The first rabbi who walked in took off his hat and I recognized him as someone who had been a reformed rabbi in Washington. The next rabbi who walked in took off his hat and he was wearing a cepah skrug. The third rabbi who walked in took off his hat and he was wearing a black cepah. And the fourth rabbi didn't take off his hat. So I was using that as one piece of evidence that in fact in Milwaukee that it happened. And then I've been to Baltimore and had a chance to hear four directors, educational directors of congregational schools speak about their visions for Jewish education. And I have now been to two of Atlanta's kosher restaurants in the selection process, and I've had opportunities of course to be in touch with Lauren and Steve and _____ as well. And for Atlanta at the GA there was Bill Shatten sitting with us in the coffee shop with the following comment: we're ready to go, what do we have to do? Really evidence of Atlanta's ability, track record in building strong community leadership and support. In just a moment I would like to review with you our

agenda for today. I was just some changes from the agenda you received last night, modifications to try to better meet everyone's needs. (next sentence muffled by someone coughing)

Thank you. The executive editor of the Atlanta Jewish Times, which is, he also serves as the executive editor of the Baltimore paper and the Detroit paper, had a little piece in last week's, I don't know how many of you might have seen it, starts off by quoting some _____ about intermarriage and Jewish continuity and things like that. After he finishes with the quotation he says this came from the 1970 something CJF task force on Jewish continuity and the point I believe he was trying to make is that CJF has done an outstanding job in having task forces and reports in the past, haven't' been so good on the follow up and the implementation. The potential to have a similar problem faces us as well. And what I'd like to do is throw out some things on the table for us to talk about during the course of the day, and this came out of a an unscheduled caucus that the communities had over breakfast this morning. So with your indulgence I'd like to throw out a few of these things that we spoke about. The first which is an important principle to us at the local level is that not only are we all in this together but in order for it to be successful we've got to do it together. It means that the goals that are established below the level of the broad goals that the commission has set out, exactly what were accomplished needs to be reviewed, discussed, agreed on together, and how we keep those goals needs to be agreed on together. And the we're hoping that that can be addressed sometime during the course of the day. In the months leading up to today's meeting, there have been a myriad of conversations between different individuals, and one of the things that's not clear to us ____, is not just what title goes with what person but what their roles and responsibilities are. When we want to discuss something who do we go to? Do we go to Art, do we go to Shulamith, do we go to Seymour, do we go to Jack? And it's not clear to us who we go to. And we're not sure what the lines of communication are, and starting off the process nothing could be more important than making sure everybody is clear about what those lines of communication are. Further to the same point, there are a variety of organizations represented and within those organizations there are a variety of individuals, chances are like in all good Jewish undertakings the interests and needs of each of those organizations and individuals is not the same starting out. And that is probably the case with this effort as it is with others. So we need to understand from the very beginning in an open, honest, direct

way what our interest are, what may be in common, and those interests that aren't necessarily in common, at least we understand them so that they are addressed openly rather than through the back door. Also if this is to be a successful effort, our planning needs to focus on goals and objectives that everybody understands. And I'm not sure that beyond the broad brush strokes everybody understands where they are. So hopefully during the course of today, with this agenda, we'll agree on what some of these objectives are, we'll agree on the methods that we hope to follow in order to achieve those objectives. And obviously what the best practices piece and the Israel experience piece are doing for the profession is all part of that but we need to come out of this meeting hopefully with some understanding of what we're going to accomplish in these areas with some reasonable level of action that's sensible given the time frame we have available. And so we all go home being able to explain to our lay leadership what it is, and it's a Bill Jattens question, how we get on with it. There is an enormous amount of credibility on the line right now. I know that each one of our communities has said very explicitly to each other, I don't know to anybody else, that our lay leaders are expecting that we know what we're doing, and that has to start here with us. We need to make sure that we all know what we're doing and we're on the same wave length. And lastly there's a question of resources. CIJE has enormous expectations of the communities as we have of ourselves, but CIJE needs to be more than the convener and more than the organization that lists out the expectations, CIJE must bring resources to the table both for the planning stage to enable the local communities to orchestrate all of this as well as helping to access seed money to make the programs possible. In the draft letter of understanding that each of us has received, I'm not clear in my own mind whether that is history or whether that document is _____ is still on the table, had in there some very explicit language about the amount of resources communities are going to commit to this. There's no doubt in my mind that each community is going to commit resources, but up front CIJE must grease the way to make this possible. It simply is unrealistic to expect the communities to pour in an enormous amount of resources into the planning as well as program implementation all on its own. So we're going to need some assistance from CIJE and hopefully the initial piece will come during the planning stage to allow us to do the groundwork that needs to be done. So the communities who met this morning are hoping that everything I've mentioned can be addressed, politically, if you will

during the course of today's discussion and if any of you want to add to that who were there this morning, please do.

Just to, just to add one last piece. What would make this an incredible success coming out of this meeting would be if we were able to plan together one initiative that we could carry back and say, here's the first visible initiative visible success and we do believe from our meeting this morning that it is not at all a problem for us to identify those areas where there is already consensus, we could already move forward, and a program with partnership funding and everything else could happen very quickly. The planning process as well is a challenge, as Steve said, to each of our communities because to undertake it with existing staff is putting an incredible burden.

We would do it anyway for Jewish continuity, Jewish education but with this new initiative we need to beef up a little bit, and that, with flat campaigns, is putting pressure on each of the communities, and we'd like to discuss a partnership in that.

Thank you very much because that was very helpful in framing the issues, and I'm hopeful that by the end of the day we will come together, you know, around any number of things.

The only thing I didn't understand, I think I got all of it Marshall, except your next to last point about coming out of here with an agreement on an initiative. Do you mean a programmatic initiative? Do you mean specific

Marshall: Yes

in all three.

Marshall: I'm saying that we would propose that it would be possible to have a program to be launched simultaneously in the three communities, grant funded as a grant again to monitor evaluate everything that we want to do in one area, probably under the best practices, and go forward with that because we're already geared up in our communities to accept that.

I think it sounds very optimistic but why not.

Sounds good and why not try. Let me very briefly run through the agenda and tell you about the changes we've made, and put a little bit of time perimeters so you'll have a sense of _____ ahead, and let you know which one of the staff members will be responsible for that segment. I'm going to lead off this morning and between now and ten o'clock want to do some work which may in fact culminate in the fruition of one of your suggestions here, around building _____ and mobilizing community support, and I have some materials which I'm going to send around briefly that we're going to work with together. Following that we'll take just literally a stretch and beginning around ten o'clock Jack is going to chair the session on how CIJE can help. We're going to lead off with Barry and best practices, and then because of time and interest around best practices, we're going to go right to just some brief words from me about what's happening on the foundation front. You know about the monitoring evaluation feedback project, the researchers are here, and unless there's anything that everyone needs to know or find out more about we're going to pass on that for now. So that is on the roman number two we're going to deal with the best practices and a little bit about the world of foundations. Then we're going to leave some time for community caucuses, chances for the communities to get together. Howard you're going to have a lot of extra company in Milwaukee, to think through some of the things that have happened already, already this morning. We'll then take a break for lunch, and then following lunch, Jon Woocher will chair the group on the work plans for the first year, and Jack will participate with that, and Seymour is going to talk with us about projects for immediate implementation, and then Art will be with us on the segment of working together which he I hope will clarify that issue in terms of roles and responsibilities and that segment of the meeting will be clearer. So what we tried to do is take the agenda and have it respond a little bit more effectively to some of what we perceived are concerns and responses to last night. Did I miss anything? Seymour _____.

I just hope that what we just discussed doesn't get lost in here because if we don't address these things by the end of the day I think we're going to have a serious problem.

Yes, Yes.

At what point do you see the clarification coming in about roles.

I think that's going to come in the afternoon when we come together to talk about _____.

Shulamith.

And if it doesn't, you know, _____, it will, it has to, it has to for all of us, it has to really for all of us.

Do you think it would be helpful if we would list the six points up there so we have them in our minds.

Well as soon as I make room for what we want to change. I have them related to the goals, the roles and responsibilities in each of these a variety of organizations, the planning matter, the issue of the resources, and _____

(papers being passed around)

What I said on the two pieces of paper of text, are related to the enabling options within the lead communities. That's a great idea Jack _____. On the agenda these are spoken of the central elements. We called them the enabling options; we called them the building blocks. We have around the table today, the best possible resources for translating these ideas into some specific goals and into some specific objectives hopefully to _____ specific programs on the level of the community. It's tempting to use the idea here of a little bit of specialty teams because we have the educators, the planner, we have evaluators, and what I'd like to try to do is explore together how we individually as communities and how collectively as communities might move forward in these two areas. Is there a question?

Yeah, I just have to share this otherwise I'm going to be giggling for a while. There's a typo in the first paragraph quoted from a time to act. It says intensifying, this is being taped so (group laugh). I just think it's a classic. (more laughing) I think it's just sometimes these things happen and they make sense in a funny way, and this typo, yeah, O.K. Sorry. Now I won't giggle.

We can giggle together.

That's right.

What I'd like to have us try to do now is perhaps what we could do is start with the building of professional Jewish education. The two quotes on the lead sheet there are one yes from the time to act, oh boy, and the second from the program guidelines, the central pieces of the lead communities project is the best way to generate positive change in the continental US is to mobilize the commitment and energy level of the _____. I thought maybe we could do is each of us take just a few minutes, and certainly no more than five, to take that next sheet and think a little bit about what either has already happened in your community, or things that you might like to see happen in your community, as activities related to building the profession and as they fit into those categories. My idea was to after we do that individually to try to collect these and see where we're headed in perhaps an effort to prioritize them, and maybe even at the level of coming up with specific activities that could in fact take place at the level of community. If we could agree that there are some priorities here, then we could come out of the meeting with shared priorities, then we might be able to translate those into some way. I'd like to try to do that for both building the profession and also around the issue of community support. So we can perhaps put some flesh on the bones. So why don't we take five minutes and sort of like make some notes on this building the profession and think in terms of either things that have been successful in your community or things that could happen in your community.

(tape turned off, turned on again mid-sentence)

think is smashing, o.k. and something that you might want to export under the group work of best practice, fine, but if it's just an ordinary kind of thing, you know, it's an ordinary kind of thing.

Above the line, below the line for things

O.K. whatever way

and below the line things

We had a list of strategic planning recommendations but they are not implemented already. Do you want those also.

Yeah, why don't you sort your list.

Annette: I think that maybe the thing we'd like to put on the table even as we make that list, as we prepare it, is the question of by what principles are we jointly, and it is jointly, to decide to move ahead. When the commission decided to focus its effort on personnel, it did so by virtue of establishing how one might make a difference. That may be right or that may be wrong, but it is a point of departure, and maybe we ought to jointly articulate the principles that would guide a list and its prioritizing because otherwise any good idea of those and the likelihood of major impact may be lessened. Therefore, perhaps one of the questions we should ask ourselves is as we put things down, what are the principles by which we want to decide on what the community should focus when it deals with personnel? What is the kind of knowledge that we need to have up front if we want to when we come to deal with personnel. For example, if a survey is done, and this was offered for discussion, this is not something obviously that will be done unless you do it, but if such a survey of the educators in the community is done, and you come up let's say with three findings, that 80% of the positions are filled by part-time people most of whom work under five hours a week, that 50% of the people had not insufficient knowledge and training, then the question for, I think, you as planners and for the community probably becomes how do we now decide the points of intervention that are most likely to make a difference. And I think that perhaps Shulamith before we go into specific programs, we may want to among ourselves articulate how we would want to guide the endeavor in the area of personnel.

Jon.

Jon: Yeah. I'd be interested in asking the three communities, particularly, since each of them last night I think spoke about some personnel initiatives, were there, and Baltimore may be the most far along, but I think the others have done something on this, were there principles of this type? Do you have a strategy vis-a-vis personnel? Are you starting with change agents? Have you identified where the strengths and weaknesses of your existing situation are? Because I think that that it would be important, as Annette suggests, to share what are the principles that are already operative in your communities, or that you are envisioning as the basis for the interventions that are currently on the table.

The underpinnings then of these recommendations.

Yeah, let me just

You're dealing with, what are you not dealing with

Marshall: Well, first of all, we at our commission on Jewish education, as Nancy mentioned last night, we've done a four sub-committee study. Those four sub-committees were four different parts of our system of Jewish education but personnel cut across all of those sub-committees. Coming out of that process, we now have three of the four reports. Jack and Jim are helping us in that fourth report which we hope we'll have soon, which is for Jewish higher education. The four parts in the system were very quickly: congregational and communal religious schools, the day schools, Jewish higher education, and we had informal Jewish education as a separate piece that has now become part of the other pieces of the system. But in personnel we came out with agreed consensus recommendations that were from all three reports. Where we are right now is that it has to come to the commission when we get the fourth report. But let me read to you just very quickly those major initiatives. And these in fact are prioritized in terms of the direction. First recommendation is increase teacher salaries and enhance benefits. New salary standards should be established by upgrading salaries for existing personnel and insuring appropriate salary levels for newly created positions. This came out of a time to act and endorsement of that we need to create a profession of Jewish education. That was the number one, and it cut across, right, anyone who's an educator in this system at any point. Two. By the way the first, these first several all received the highest priority. Second: develop and utilize professional growth opportunities for in-service training of both teachers and principals via classes, credit courses, workshops, seminars, and educational experiences on the local, national, and international level. That would mean if we talk about a seminar in Israel, if we talk about sharing with other communities, going to conferences, Jon, you were with the continental conference, o.k., and of course everything locally. The next one was to develop and establish an intensive recruitment program to identify potential teachers and educators and monitor and assist them with their educational training and ultimate placement within a school. Now that's a very different way of looking at, you know, isolated schools are looking for their own teachers and everybody is hunting separately. We were saying if we could look at recruitment as a training and placement function as well, then as we create these systems they're generating candidates and they're properly placed.

It then goes to, well we talk specifically about the use of our board of Jewish education in assisting the schools in specialty areas like art education, music education, family education, but that was a subset of that. Then we move into the incentive piece and something about full-time teaching positions. First is provide teachers and educators with incentive grants in order to encourage and reward excellence. That had to do with the training module, there should be linked to salary incentives or stipends. And next was, create more full-time teaching positions. This is very important. More full-time teaching positions in order to make the field of Jewish education a primary vocational focus, rather than a supplementary position to other jobs in the community. And here we're talking about people who teach an afternoon congregational school and a day school, or teach Judaic studies and could do that in different places or in the JCC, and by creating a full-time position we could lead back up to that first recommendation of enhancing salaries and benefits. The benefits is so key, and by sharing that that would be possible. Continuing down, enhanced community recognition of teachers to express esteem and to elevate the status of teachers in the community. This was a low cost, high priority recommendation. Again we talk about the buy in, this is something that is not done. Next is examine the personnel impact of the structure and funding guidelines of two of our programs, which are we have the synagogue council and joint commission, which had to do whether they meet the needs of the community. Finally, there were two that are very important. One, investigate the feasibility of establishing a community or school based day care program for children of teachers. This was an expressed need when we surveyed the educators. Many of them are being called for all kinds of crazy hours and there's weekend time and so this would be a way to have school based or community based day care. And finally, provide more intensive educational consultation services to teachers and pupils. And if we talk about the CIJE initiative and the consultation whatever that would be the national or international focus, and locally to provide more consultation. So going back up to the top, the top three had to do with salaries and benefits, professional growth in service training, and recruitment and placement.

Can I ask a question? This is a wonderful list and the question that I would ask myself, in fact one of the members in your community asked it to me last Saturday night, David Hirshorn, is, I take it that each item on that list has to be explained and justified, it certainly has to be to me. I'll give you an example. There is literally no

evidence that increased salaries do anything but give more money to teachers, which is important. I doubt that there's, and I want to make one thing clear, I today vote and I complete the evidence for it that higher salaries have got to be given to Jewish educators are underpaid, except maybe on the administrative level, but certainly the front-line teacher. I dare say that it probably could be demonstrated that no community could raise the salaries of teachers the way they deserve to be raised.

Marshall: By the way, that was the premise of this recommendation.

And by the way it might the interchange, so it's not, I don't see it as interruption.

Marshall: O.K.

So how do you decide. Let me give you an example. Lisa Erin wrote an article a few years ago claiming that in the supplementary school it's hopeless to think of trained or full-time teachers, and that we better go to para-professionals. Now, let's assume that's a good idea, which I personally don't hold, but my not holding it is no more valid than Lisa's suggesting. And we're close friends and I have enormous respect for her. But let's assume it's correct, what conception would you have? Would you have some conception of like the kind of report you had of lead teachers, one teacher that would work with a bunch of para-professionals to train them and work with them on an ongoing basis? How would you prepare para-professionals etc.? Where is the community, because the community is going to evaluate this, let's assume we're all sitting here and they gave us all the money we wanted, they put it on the table and said do what you want with salaries, what would we do? And I think that's what Jon and Annette are talking about with principles, because in Montreal and in Toronto they raised salaries enormously at a certain point, I don't know where it holds today, and it did very little.

Marshall: Let me just say that not accepting the premise of the para-professionals for a minute that all of these are linked together and that salary increases are not just, let's just throw money on top of this and then get started. The way that they connect together is if there's going to be an enhancement of quality of instruction in the classroom, if the teachers are going to buy in to the fact that this is a profession, not just a supplemental income, then you can create a cadre of educators who are the resource for your community, who

are teaching not only in the supplemental school, but they are the day schools and supplemental schools, they're your resources in the community and through teacher training and these incentives, when we said connect the incentives, there would be a buy in together where the money that goes into training would be the reason that people get the salary increases.

It's also, I mean, in terms of its impact on recruiting for the profession

and retention.

As one who, you know, jacked the salaries in Washington and then thought how I got the talent in relationship to that. I don't want to certainly cut off this discussion because this discussion is very fruitful but maybe it would be good now to jump in with Atlanta. I'm sorry, I'm sorry.

I was, I was, if it's improper. . . I didn't get a chance yet, I'm beginning to get the notion of principles, I didn't get it fully.

Marshall: Let me just start with one answer though. The principle that you mentioned first was the overriding underlying principle for us which is, the same way we said in our strategic plan increase funding for Jewish education, people said whatever we're doing now isn't enough, let's do more, and then let's decide how much more to do. People were saying what we're paying now to these teachers is totally inadequate, we must do more. And how much more will be, and how it will work, that's what needs to be fleshed out. But it is not intended to say that if we just pay more money that it will solve the problem.

No. I understood that, I was trying to go further. And try to understand, I think that everyone of the principles that you made, somebody is going to hold us to task at some point and say why did you choose that and why did you decide. Take a simpler one, maybe simpler, in service education. Are we suggesting in service education for everybody? Well there's a tremendous turnover in your community in teachers, in every community, in Cleveland what did they have a few years ago it was thirty percent per year, so there's no sense in doing in service education that takes a year or two for a teacher who won't be there at the end of the year or two. So how do

you decide who to invest in? To give you an example of something that you could claim, you could adopt, you could discuss as a principle, one could say that, let us do it, and I think that that's what Annette was talking about yesterday, but I think if we has a profile of every teacher in the three cities and then you said, and then if you built some kind of criteria which would say, a teacher who has this kind of a profile and is likely to remain in the community, is worth investing in. Investment means then I think we begin to have a principle, but that kind of principle

Marshall: We're exactly on the same wave length

Wonderful. I didn't think that they were not answerable these questions. I think what is being suggested is that we arrive at the principles by which we know what you want to do with personnel. And that might for example lead you very quickly even to what you get started with. For example, last night what I thought Annette was saying was, all of educational experience world-wide today seems to indicate that there's no way to beat the principal, I said that negatively because that's the part that could be defended, there's no question about that. The other side of the picture, I believe it, but that one you can't defend all the way, and that is that a principal as an educational leader will turn things around, that I believe in , but the evidence is not as crucial, it's pretty definitive. But the other side is that any principal that's not on board will sabotage, that has been documented for at least thirty five years. So if you say, I'm going to work on the principals or senior personnel, because senior personnel will do x, then I think you have a right to say I will start here, and particularly if you have the additional criteria that you're saying, a principal who is likely to remain in the community because it's silly or not silly appoint a wife of someone who has lived in the community for twenty years and unless they get divorced they're likely to remain there. A person who has got great status in the community and so on and so forth. So I think that if we can get at some of the principals we get a notion, and then you might even come up with, I think it's very conceivable that you might come up with something that universally you agree to. As an example, we will start with principals and JCC heads because. Another point is take status. On our commission we were fortunate in having one of the great sociologists of the world, who played a key role and that was Marty Lipsit. And Marty pointed out to the commission that status, if you don't want it to be a slogan, has got to be explained defined. Now status of educators will never be money because

every time you raise the salaries of teachers in this society, you raise the salary of everybody else and the teachers. So the Carnegie report which wanted to pitch teachers at the salaries of accountants, that was if you remember that page of the Carnegie report, that's where they wanted to pitch them, and we're a long way from that. And Syracuse put up for lead teachers was getting \$70,000 a few years ago, and the professors were leaving the university to go work in the high school of Syracuse. Well that is a necessary condition for status in North America, it's not a sufficient one. What would be the method? Now it would seem to me that in order for status to be something, we have to come up with notions of what would a teacher consider status. I'll give you an example of two that have come to mind recently. In the Orthodox world for example, one who is learned has status. Is that true in the conservative and reform world? I don't know. If so what kind of a what we call the Israeli army felaful, what kind of a bar would you give them that would indicate status, that would be it. It might be by virtue of empowerment, maybe that's the way that status would be _____. It might be by virtue of the community recognizing the connection of Jewish education and continuity. So I think it's in that sense that the question of principle is crucial here, and if we could come up, and I don't know if that's far from your goals idea, if we could come up with notions of why is something a good idea, what knowledge base, as Annette says, justifies us in making that claim, and then we're going to have to understand that when we do that the evaluators are going to be sitting down, and I don't mean these evaluators, are going to be sitting down and saying that these people said that if you do x then y will occur. And in five years or ten years or three years whatever it's going to be somebody is going to hold us accountable.

In the restrictive time that we have today I think truthfully that we could give the principles that we think underlie these, but Baltimore which is far ahead isn't even at this point. I think it's very important to say that, that the discussions that we're having, the questions you posed are going to be the core questions in our strategic planning process as we shape that year one plan and the five-year plan and all of that, but we're not beyond the point of where the recommendations are. So if the goal is to get to principles now rather than identifying specific programs or whatever, Baltimore will listen and respond with everybody else, because I think it's a few steps ahead of where we are. It's very helpful, but it's a few steps ahead.

Does anyone want to, Lauren?

Lauren: When you say Baltimore is not far ahead.

If we just focus on building the profession.

Lauren: First of all just to _____ the specifics, Atlanta as I mentioned last night just went through a tremendous reorganization and is now in a transition stage with all our central services in Jewish education. And I will tell you that prior to this transition phase there was no systematic approach in Atlanta to teacher training on any level. The most I saw was two years ago when the educational directors council on its own, with very little support from the bureau, put together a teacher training program for the month of June. Right after school, classes let out. And promote it so that their teachers could participate, and they themselves taught the program. The only other thing that ever happened was the bureau fund that helped, that gave money out to _____ that were outside of the _____. So on the one hand there's been no formal identification of what direction to take and what exactly is needed, on the other hand we know from these efforts within a school or within a group of schools or congregations that there is an interest in building the profession. They have not had direction, either self direction or outside direction in putting some really classy effective things together, and at this point each school is kind of acting on its own, and suddenly would get a large group of requests from a day school for money from this fund to send ten teachers to a training session, the other day schools didn't ask for anything and certainly the supplementary schools didn't. Again a supplementary school was talking about a training program within its own school. Just everywhere it's all over the board. We recognize that it's needed but we need to go in a direction together, and I'll address that in a minute, but there's no master plan at any level or _____. The next issue is the financial resources to do this and leaves that to the bigger underlying question which is the need to pull the educators together, the educational directors, the principals, to identify what it is they need, are there common threads, common issues, common needs, that we can start with, so that we get a large turn out for training programs. But even beyond that, and I mentioned this at breakfast, that there's a lot of buying in that needs to go on from the educators to their congregations, or the boards of their schools to support this. And we are not there yet. I mean we have to, the way I look at it the process needs to be working first with the educators and they're the educational

directors and principals to identify from their end where they think it needs to go and then create a systematic plan for them to work together with their boards and congregations and schools with our help in getting the buy in, including financial buy in, whether it's teacher training or it's providing incentives once the people have bought into the training program. So, I mean, there's a lot of wonderful ideas floating around Atlanta right now, just to go across this chart. I jotted some of them down, as far as improvement _____ to recruit those young people, to get them to even go into the profession and all, which of course _____. To start to identify within the general education community those Jewish people who may have an interest and who are supplementing their income with Jewish education opportunities or actually switching over to the field of Jewish education for them to be trained. Presumably we would look for those people who had a Jewish background among the general educators, but also right now in Atlanta I'm sure as many other community's have experienced unemployment or underemployment perhaps that is an area in which the Jewish educational service could help us think about. They should keep in mind that as people come through their doors looking for work counseling and jobs that there may be opportunities and they could help us identify some _____ in that area. This concept of in service training which leads to master teachers certificate, I just discussed with the head of the educational directors council on Friday and she ably brought up the issue of incentives, that you can't, even if you do this, you can't make a congregation compensate the person who's _____ the program and that is why I mentioned earlier that leads to a lot of _____ and help them do it within each school. This would relate to the potential of a _____ community wide salary scale, full-time, levels of education, programs. I think that, and they all agreed, that the issue of benefits is really serious, especially when you have so many people who are _____ through a combination of part-time positions none of which offer benefits, and that's also _____. I think there are models _____. Especially as we've seen some of our educators spouses lose their jobs in the recession, this becomes much more real. The other potentially exciting thing in Atlanta is that Emory University has an _____ studies program which has not been tapped enough, that there is a growing interest from the folks at Emory to provide some programs for training _____ on some track of Jewish education for _____. And there are some _____ who are already talking about some programs this summer that have been offered to general studies teachers but that they would like to save some slots for Jewish educators also. We're

kind of all over the place right now. We don't have a plan, but I think everyone agrees that this is a community that wants to be a real _____.

We're going to talk to Seymour a lot, because those are the questions.

Lauren: O.K. those are the questions. I'm trying to keep track of some of the principles even as we are collecting data that are _____.

Steve, do you want to add to that or comment?

Steve: Well essentially what we've done is gone through a restructuring and we were going to take this year to plan what it is we were going to do. So there's a million good ideas out there but in the absence, I guess my planning bias comes through, in the absence of a reasonably well thought out plans and principles this is right now my _____. I'm reminded as we talk about this about another Mandel commission of blessed memory which dealt with personnel in the federation field. For those of you who keep track of such things really hasn't done all that much for the federation field in terms of personnel. So hopefully we'll learn from the mistakes of that effort as we go forward here. Also for those of you who ever might have asked lay people that you work with how many of you or would you encourage your son or daughter to go into the field of Jewish communal service, you'll be surprised by the expression on their faces, as they try to fumble an answer to you. So these are very complex issues that we need to address, and hopefully we stand a better chance of addressing them when we go through some kind of a planning process together.

Quickly, one other question, but I asked on the site visits to the educators, and I had a chance to have conversations with them in the afternoon, _____, what would it take to happen in this community for parents to pick up the phone, I suppose that they will remember to pick up the phone and call you, and say listen I hope that you could talk to my child about Jewish education. What would have to happen in your community for this to happen.

A lot.

Terry. A young reformed rabbi in Milwaukee said, you know what? That happened to me the other day. And I said _____ but it was

interesting because it was also in the face of some integration between formal and informal Jewish education. The young person had been through the synagogue program etc. and also had just come back from _____. A perfect example of the institution, that did happen in Milwaukee, _____.

Howard, would you like to continue on here with us a little bit, then we can sort of move on

Howard: I just want to make an observation first, a really basic one. I guess in the early 1980's Milwaukee was sort of _____ in developing program of evaluation, certification, _____, the whole bit. It was basically undertaken by _____ our bureau. I don't think it ever got bought into by anybody outside of the people they were talking to, meaning the educators themselves felt very close to the whole system of salaries and benefits and incentives, and recognition and empowerment but they only talked to each other about it and everybody else basically in the community didn't exactly put it as a very high priority. And until Jewish education, which largely depends in the pre-bar-mitzvah age group, certainly Sunday school day school age groups, until that it stops being _____ primarily on the _____, you are never going to create a climate where you have recognition of educators at a different level than where it is right now. Now I'll be happy to go into some of the general things that we have, but there is nothing all that much different than what people were talking about.

O.K. Is there anything that hasn't been mentioned, or anything to which you want to say amen.

Howard: Well, I suppose something. In terms of training groups, and I think Baltimore may have mentioned it in terms of teachers' institutes. I think I mentioned last night, we have 200 teaching positions in Milwaukee, only thirty percent are full-time, that echos what _____, you have bits and pieces of different jobs, they may work at one synagogue two days a week another synagogue one day a week, _____. I think there needs to be something that pulls together the profession before the benefit package _____. What we have begun doing in the way of a teachers' institute, is to train teachers specifically for congregational school classrooms. _____. There has been networking amongst the nursery school and pre-school to upgrade basically beyond day care or babysitters what nursery schools can do _____. There is a

Hebrew language training program for all educators in the community given by our _____. So those things are available in terms of training. Almost all communities _____. In terms of salaries and benefits some of the things that we've talked about we've begun working with is sending professionals to Israel _____, and trying to get our JCCA group went two years ago, and the staff of _____ summer _____ collective effort by the federation. I'm not real familiar, Barry, with this but I think JCCA has outlined the program, it's a JCC national program. And I think its the basic for us is how we take back some of the elements of Israel to enrich the program. So that's about us. We have a certification program in Milwaukee, which basically says that if you take x number of classes you will get x dollars more, a bonus, and that's been adopted by some of the synagogues but not all of the synagogues. There is some buy in. I'm back to the same question that Seymour raised before we're talking about salaries and benefits and what commitment will there be, because certainly through our campaigns we're not going to be able to raise those dollars that are going to make incremental differences in people's salaries to the level of which you reported. And I don't know how we deal with that. We can plug in as many _____ as we want to but until there is some base that's created, or standard salary that people accept, our bureau came up with a very nice salary scale, that was presented to each of the synagogues, I don't know that they ever did anything _____, and they had no sanctions with which to exercise _____. So that whole basis for salaries, until there is the willingness of institutions to share or be a part of paying those salaries, and to be quite honest there is _____ the economy as anybody else.

I tell you this I think was very helpful in terms of getting the scope of some of the issues across to _____. Obviously there are some commonalties that we really don't want to take the time now to try pull this piece together. But why don't we spend a couple of more minutes about how we try for all of this to tease out some of the thinking, and obviously we're concentrating. I think maybe what we should do is stick with the building of the profession as a focus for what we're going to hold on the community support, so that we can spend the next ten minutes _____ on specific issues at the community level into some of the overarching principles. I've tried to keep good track of all the things that were mentioned, let me just review what I have, _____. The personnel issue as it cuts across all areas of community concern, is certainly itself basic to this discussion. Atlanta, _____, and I think that that was part of

where how Baltimore got to where it is was through this master plan. Howard suggested _____ a master plan with the buy in, that no matter how many recommendations you have there's no power behind _____. The role of resources is something we have to consider as a principle, what is the principle there, and the buy in and support of educators is something that Lauren mentioned as something that we have to keep an eye on are really principles for the building of the profession. Jon.

Jon: One of the things that strikes me and I want to come back to Seymour's comment earlier is that I think the lead communities context provides an opportunity to look at these issues which communities, as we well know, have been dealing with for years and I think Howard as you indicated, many communities have come to very similar types of programmatic responses. But to try and push to look at them in a little bit more systematic way. I was intrigued Marshall, for example, that you were saying, we've got a whole list of programs, now we have to spend some time figuring out what the principles are.

Marshall: No, these are recommendations.

Jon: Yeah, recommendations, exactly. And what the criteria are going to be by which we judge which recommendations. That's something that I would personally that I would urge be a central part of the thinking of each of the lead communities as you approach these issues.

Sure, absolutely.

Jon: For example, and I'll just give one example here. To me a critical underlying issue comes up again and again here. What relationship exists between all of these personnel initiatives and any significant change in the delivery of Jewish education would not be at the grass-roots level. Can we demonstrate, for example, that in service training produces a different quality of teaching. If not, we're again at the level of system inputs but we're not following through and looking in any systematic way at the outputs that come out of the system. And to me what makes it more intriguing is then to ask the question, well which of these varieties of system inputs, the training, the bringing in new bodies, the raising of salaries, the empowerment and status issues, since it's likely that no community is going to be able to do all of them at once at a sufficient level of

satisfaction. Which of them is likely to produce the greatest impact? What makes the most differences taking the people we've got? Is training the matter, or is it getting new people in? And I don't know that any community has ever approached the issue with that degree of rigor.

Marshall: The major leader in our community who was a part of the commission and the council has evaluation as his top priority, it happens to also be ours. The problem that we have is not only how do you measure it but if you measure it, when do you see, when would those benefits be measurable. In other words, if we have a three year time line maybe we'll begin to see change in the third year, but where we have to show in a three to five year demonstration project visible successes, and that's a very real concern for all of us. I can tell you in Baltimore the major question we have is, we can talk about the principles and get to those principles and still have right on the table that conflict between the measurable and the immeasurable, and everybody knows that Jewish education is always, you know, beaten down because you can't prove success. Enrollment is up, all kinds of things are up anyway. Someone could make the case that this is the wrong time to check success based on enrollment figures and attendance because people are there. We may not know that return on this project for a long time and any evaluative pieces that we could, and I'll speak for Baltimore I'm sure it's true for every community, that is one of the major resources that the CIJE think group could provide to the communities.

Very helpful.

I think that part of the issue, _____, has to do with conceptions _____ in lay leadership on how do you evaluate anyway in education. That doesn't have anything to do with Jewish education really, it has to do with education in general, and any field of that sort which is very hard to evaluate the long-term impact of something in a short amount of time and everybody's very aware of that. You could make the same claim about psycho-therapy. (tape end)

(continues) of what this, you know, what evaluation really means in terms of education. The biggest problem, I think, that we have, and I feel extremely sympathetic toward it because I think everybody here is _____, is that what is driving a lot of the current impetus has to do with the 1990 population survey and the _____ about

intermarriage, etc. And I think we all know that, firstly, we don't have proof that education is going to solve that problem, and secondly even if education can solve that problem, it will not be known for a long time. So that that is an issue that people, I know that there are lay leaders that have grown much more aware and sensitive to this matter, that's a real interesting and important process, but I think that there are things that can be done in a more limited, I don't know if that's the right word, in a more confined sort of way in evaluation. And I think that that's something that would be a really interesting focus, something that we could do something with. I think that enrollment figures are probably not the way to go, but I think that one could begin to see certain things that certain kinds of evaluations bring as far as the quality of instruction in the classroom. And I think that trained people in education are able to say something about the quality of instruction, the atmosphere, the sense that, the sense of enthusiasm, learning, etc. and I think that's something CIJE is very interested in helping out with. And then there are other sort of middle range, you know, retention after bar-mitzvah that kind of thing, middle range kinds of evaluating. So that's something that we should spin out. We have, I think we have something that we can talk about.

Seymour: I think that if the boards, either the CIJE or the local community, face such a problem in their business or in the country. I think they would commission some McKenzie or _____ to produce alternative strategies and then look at them. I don't think that it's possible for people to sit around a table if they all were the best people in the world and not end up with blue sky. You get the best people in the room and as hard work as they've done, and people see alternative strategies put on the table and they see what the impact and the trade offs are, then I think they have a chance. Now, it would seem to me that one of the things we would need would be for someone to come along and say, if you do x in personnel then y is likely to result. I'll come to a very very powerful point about evaluation in a moment. If you did z, a is likely to result, and y. And I think if the communities don't ask for that, insist on it, they will be short changed, and if I have any influence with CIJE, I will urge them to do that, or I think they will short change their own goal. I mean I don't see how the conversation could take place, somebody says I think we should train principals of day schools. Somebody else would say I think we should train teachers. Somebody else would say, I think we should make full-time _____. I can't think of anybody that can answer that question without a well reasoned paper.

Does that exist?

Seymour: It could be presented very quickly.

No. I mean there are facts that say if you do x you will get y.

Seymour: But that's with facts, I'll come back to this. Yeah those papers could be produced. Yeah, absolutely. I want to say something, though I'm going to end up agreeing with Barry, I want to appear to disagree with him at first, and I'm sure he'll permit that at least for a while. He might permit it _____. There is a story about that education cannot be evaluated. I don't know who produced that bubbemeise but it is common in its use. The lay people don't want to hear it anymore. If it's true, then they don't want to hear it. I'd like to waste two minutes of your time to tell you a story. I once went on a road show with the minister of education and I spoke in Canada, and I gave a speech, and I thought it was an impressive speech. When I got done the minister of Ontario got up and said, Mr. Fox, how long does it take for you to do that? I said eight to ten years. He said well you know I get elected every four, so I build building. And I thought that was a profound statement. I thought he had put me exactly where I, where I deserved to be. There is no way to delay communities that have put real money into Jewish education, if the story is going to be it's soft and you can't evaluate it, but they should trust me? They should put twenty million dollars into me because I said it's a good idea, and then said how do you know what is hard to evaluate. I don't think that's going to fly. More seriously, I don't think it should fly. Now a group of us commissioned what we think is the smartest man in this field in the world, Jim Coleman, and _____ is part of that group, to deal with the question of how do you evaluate in messy situations which education is. You can't do an evaluation of a typical educational situation, who said it a moment ago here very powerfully? Enrollments are up, so why is it up? Because the weather changed? Because of this method? So you can't evaluate those terms. So we turn to the conventional, "scientific" evaluators and say to her how do you evaluate this, it can't be done, which when we turned to Coleman and said just a minute, supposing the policy maker said to you, I want the best of your wisdom I have to make decisions now, what would you say? At that point his position changed, just a minute, then we can say something. Now Barry, I think what you're pointing to is what can we say to lay people, and I think two things, or to the

community, to the policy maker, two things we must say. This there is no way to evaluate, you don't want to do it otherwise don't do it but we cannot bu__. This there is a soft way of evaluating, here is the basis for it and it's open for discussion and you're assessment of that statement. And here is pretty hard stuff, I think that has to be laid out to the community. Those papers can be produced quickly too. But I think that if you want to go into a new era of Jewish education, and pull all this hard earned money together, my limited experience in fundraising tells me, that there will be money available when people believe that it is a reasonable gamble. That's a technical term by the way, that term reasonable gamble in education, and people ___ theory have something to say about when something is a reasonable gamble. The Israeli airforce spends a lot of money figuring out about why it was a mistake to shoot down that Lybian plane by virtue of ___ law. In other words, you have a plane coming over, it's moving toward the demona reactor, when do you shoot. Well that is not a problem that nobody thought about. There is a whole discipline dealing with that, now when is it a reasonable thing to gamble on something in education, there is an emerging literature on that. And I think for us to sit back and invent the wheel, and for us to say that I think we should do this instead of that, I think the lay people will not buy it. I can tell you the one that I deal with is a very tough man, and he will always say to you why? Why is that a good idea? And I think we have to answer that question and so the press for principles ought to be responded to not, as you said very well, by virtue of us sitting around table and I vote for this one and you vote for that one, I know my contribution will be limited. I think the issue is could we with a reasonable amount of time get a series of alternative positions on the issue of personnel as to why going in direction x is likely to yield a, and why going direction y is likely to yield b. And if we could come out of here requesting something like that and then discussing it, because I want to tell you something, those I chose two examples McKenzie and Brookings for a reason. Any McKenzie idea is good if it is appropriate to the culture, to the institution, to the structures that it's suggesting, and the experts there are the culture, the institution, the structure, and so on and so forth, and we hope that McKenzie would be smart enough to not make the suggestion without knowing that Baltimore is not in California and therefore thinks they're a little different, etc. But to be serious for a moment the Brookings McKenzie model would be sure to ask itself what is likely to be appropriate to those communities, is there anything in common between them, and why. Now in answer to Jack's question, I guess I think that one could make

a very powerful argument, in North American Jewish education today that there are certain pilot projects that could be adopted universally, even though there is major difference among the communities. I'll say it another way, there are certain things that could be suggested world-wide. I shall give one example, and offer it up to be shot down, or I put my neck out and would like the community to chop it off, this community to chop it off. And that is, senior, senior personnel is an area which you've not invested in, which system will not moved forward. You've talked about three positions, or was it Atlanta that talked, pardon me if I forgot, that you wanted to hire.

Atlanta.

Seymour: Yeah, three positions. I suggest that my expert, our expert, Jon will tell you that you are not likely to find those three positions well staffed easily within the next six months because there is a tremendous shortage of personnel.

Seymour: I would think that my, I would, nothing would please me more than to be here today, let's put it that way. I think there would be a strong argument, immovable I think, that in each community you'd have to ask yourself, how many senior positions do you need to move the system? Is it two or three in the community at large? Is it by denomination? Is it by educational settings? In other words, is it some combination of settings? But that's an example of a position which is, you don't have to accept it, but I think the argument can be made for it as to why senior senior in a field like education, a lot of the chips fall that way. I need a strong argument could be made why at this point, today, the investment should not be made in the front line teacher, and the front line teacher there is no question determines what happens, but why it is infeasible for that to be your major investment in 1992, but that's open to debate, you know that's not, I'm not, I'm not determining statements of Jewish law by any conception of _____. These are just suggestions. So what I've suggested is that we try and work out a setup where we can get alternative conceptions of what should be suggested for a community in the area of personnel, alternative suggestions of what can be evaluated, and try and put these two together in a package to be presented to the community.

Just in response now to Seymour's remarks and to Barry's, you know I would be saddened to think that we are motivated both as planners and as educators by the interest on the part of lay leaders for us to evaluate what we're doing. I think it behooves us as planners and educators to take the lead and evaluate these programs in the absence of lay interest. Having said that, just picking up on Barry's comment, I think there are causal relationships. I think that there is a lot we could learn from the general education. The relationship between what happens in an in service training environment and how that's translated into the classroom. The problem with that, we folks in Jewish education just haven't taken those models and applied it to the Jewish educational community. And there's a plethora of research on this area. And I think maybe what we have to do, including myself, is to begin to really delve into some of these research finding, begin to tease out some of these indices and see how some of these models are currently enforced in the United States in the general education system, could be super-imposed on the Jewish educational community. Again, why reinvent the wheel? Models do exist, whether it's clinical supervision, whether it's on sight, etc.

(female speaker, completely inaudible)

I want to thank you, for a very good discussion. And __ I'm going to suggest that we reconvene around a table at 10:15. The ladies rooms are this way, (tape cut off)

Jack: The focus of this next session is on how CIJE can help the communities in this four way partnership. The, we are going to focus on two major subjects, and through the third only if there are questions. The thing we want to start with is best practices and consultation, and I'm going to ask Barry Holtz to introduce that and then basically to present where we are in our thinking about best practices and how to introduce them into the community, and hopefully we can get some discussion going, surely from the community perspective on how this process can be the most useful both in terms of what kinds of materials, what kind of format, what timing etc. The second thing we want to talk about in some detail is the, where CIJE stands with regard to foundations and financial resource development, and Shulamith is going to do that. We are not going to review the monitoring evaluation feedback process because that's been reviewed, introduced, but we will entertain any questions particularly around the issue of the feedback loop, which I think is

probably the crucial piece that still need some fleshing out. But the primary focus is going to be on best practices, consultation, and the foundation. So unless someone has something else they'd like to add in on this section of the workshop, we can go to work. I will point out that in the spirit of trying to make sure that we keep our eye on the ball, that we put up at least one person's restatement of Steve's little introduction this morning, it was neither forgotten nor ignored, and it was neither ignored nor forgotten, the better order. But it is there, and our goal is to make sure that we hit each of those towards the end of the day. He was a step I guess, which was Marshall's suggestion, that we try to come out with a project which we should then if possible, at least an idea, common idea for a first project in the three communities.

Jack, I want to applaud the fact that they're up there. And second to say that it actually was a consensus recommendation of the three lead communities. So, I think that's real important and thanks.

Jack: No, I commence being the spokesperson _____. O.K. Barry. I assume the agenda is o.k. for this part of the meeting. Go ahead.

Barry: What I want to do just to make sure that everybody is on the same wave length here is to review fairly rapidly, since I think everybody has heard something about the best practices project well before today, what this project is about, where it's at right now, and to explore with you some ideas that we have had here about the way that best practice can serve the interests of the lead communities. And to start by the way of getting things up and running in the lead communities. I think it's correct what people are suggesting that best practices project may be the best wedge into the beginning of action and I think we have some opportunities here to look at some successful programs that are going on elsewhere around the country in different places, and to try to talk about the introduction of these programs into the communities. As you all know, the idea of the best practices project appears in the report of the commission. And the goal of the best practices project is really two-fold, and we look at it as a kind of two-fold project. One, and the first and most important and most relevant to the lead community is to create an inventory of best practices in Jewish educating to aid the work of the lead communities by providing models of excellence and models that can be adapted and adopted and introduced into the lead communities. There is a second aspect of the best practices project, which is of less relevance here, and that is to fulfill at least in part, one of the other

mandate of the commission, which was to create a greater knowledge base about North American Jewish education. There is some research that has been conducted in various ways through JESMET through some universities through some academic, and the sense was the more research the better and best practices is one cut at research that would aid in the practical sense of Jewish education and would be an important thing for us to begin to develop. Now, we began this project by carving out, or dividing up a set of areas within Jewish education that we would examine. There were many possible ways of looking at best practice in Jewish education, and I won't rehearse the various scenarios that we thought about. We came to a kind of practical decision, and that was to look at best practice within what we came to call the venues in which Jewish education most often took place. Because of that there are certain areas that we may have missed and certain areas that cut across more than one area that we were hoping to pick up within specific areas. I will give you the question that people most often ask me as regards to what we ask it of ourselves. You will notice that of the areas that we divided up there is not an area called family education, even though everybody now a days talks about family education. And that's not because we forgot about but because we thought from a practical point of view the family education most often occurred within one of the venues that we have already identified. So we have family education programs that take place in the synagogue setting which is one of our areas, in the day school setting which is one of our areas, and in the community center area, etc. So that's one of the, we could have looked at it slightly differently but essentially we stuck to those areas, the venues of Jewish education. We begin by looking at the supplementary school area which is in most places the synagogues. We do that for obvious reasons, one being that the largest percentage of kids are educated in the supplementary school. And secondly because, as everybody knows, there is a perception among many lay people and many supporters of change in Jewish education that the supplementary school is extremely problematic, and that if something is going to happen to change Jewish education, the supplementary school has to be attacked because it has not been a success story. And then we turn to a set of other areas. Let me just give you an update on where we're at, and then more rapidly move to what one could do with the results of best practices in terms of having an impact on the lead communities. We now have, let me just back up the tape for one second and say a word about this term best practices. The origins of the term best practices are somewhat mysterious. Everybody knows what it means when you say it. I had

a conversation with _____ a consultant from McKenzie and he said that they use that term in the business world all the time and they didn't know where it came from either, but they found that it was a powerful term. All of us I think admit a certain hesitation about the term because there's something about saying best which is a very powerful idea and yet an idea that is complicated. There are many bests, and by identifying a particular, let's say supplementary school as a best practice available. We're not saying it's the only one, that there aren't other ones, or that it is a perfect place. Rather we're saying this is an exemplary kind of a program. This is a model that has something to teach us in other places. And although certain deficiencies can certainly be found in any place that one identifies, there are strengths that outweigh those deficiencies by a considerable amount. Now we have currently, we took a quick cut at the supplementary school. We knew that this was not a project that we had five years to study supplementary schools in a kind of academic fashion, but we wanted to do a kind of quick and dirty attack on the area of the supplementary school to see if we could identify success in that area. We used a group of academics by in large that deal with the field of Jewish education and asked them to come together and talk about what would constitute a successful supplementary school. What would it look like? And I drew up a very short kind of check list which describes the wisdom of this group in terms of what one might find in a successful supplementary school. And that group's which was supplemented by a few other people, went out to identify some sites around North America in which exemplary practice was going on. We have about eight or nine reports written by those people, each person wrote one or two reports, in which they wrote up programs. By in large what these reports do is they give a short kind of portrait of a particular school and focus in on the aspect of that school, that supplementary school, which seems particularly outstanding. Most of those we did in our discussion talk about the possibility, that I think everybody will recognize, that one could find a really good program let's say for teaching the Jewish value of Tsdaka, a really good program in a school that isn't so great overall, like in all the other things that they do. But what we, what was interesting is although we saw that as a real possibility that was legitimate for someone to write up _ for what we came to call a stand alone program, that in fact when the researchers wrote up places they tended to write up schools that were not generally proficient and had one great thing, but rather schools that they thought were quite good overall and had certain strengths and certain weaknesses, but they could highlight some of

those strengths even though, and the school was a whole was a pretty good school and sometimes a very good school. We have reports written up that are descriptive of those places. What could we do with those reports and how we might use those reports to change the lead community, I will come back to specifically talking about the supplementary schools in a minute. Let me just run through the other areas and where we're at and then we'll come back to the supplementary schools. The second group we watched was in the area of early childhood Jewish education. Early childhood, and we got together a group of similar experts, BJE people and academics that work in the area of early childhood education from around the country.

(inaudible question)

Barry: This has all been done over the past eighteen months. The supplementary school was done at the end of last year, the beginning of this year mostly the end of last year. The early childhood study is being done right now, that is we just have the first three or four reports in now, but there will be about ten. Early childhood Jewish education takes place in a number of different settings, in synagogues, in day schools, and in Jewish Community Center and Y's. Those are the three main settings and we tried to get a mix of some of those settings in these reports. Those reports are coming in now and will also be descriptive of programs and settings that are outstanding. Third area is the area of the JCC, here the JCC system is very different from those other areas of Jewish education, it's much more centralized, and there's a rather highly trained and very efficient staff in place right here on this floor. And we had a meeting with the JCCA staff and a couple of JCC directors in the New York area that came to the meeting and we have a different cut in on the JCC world, and that's also in process now. JCC world three things are happening. Each of the lead communities has a JCC, and one thing that will happen in each of the lead communities is that the JCCA will provide its staff expertise to come in and do a diagnostic look at your local JCC. To see in the area of Jewish continuity, what are the strengths and weaknesses of the local JCC, and what "best practices" might we introduce. If in your community, for example, they have a really, there seems to be a really great weakness in the area of let's say teen programming, that might be an area that we would want to, that the JCCA staff person would come to us and you obviously, and say look teen programming is done really successfully in a couple of JCC's around the country, let's try to introduce that best practice into

our JCC, or adult Jewish education, or Israel experience programming, etc. That's one thing, diagnostic. A second area is an identification through outside experts of the eight or nine best JCC's in the country in the area of Jewish continuity and Jewish education programming as models that can be looked at. And the third area is we are sending out in the first week in December, a letter is going out to the JCC's around the country asking them to submit to us, to our projects, examples of program that they think are very successful in their community, in their JCC, which they think are exportable type programming. We're going to get such an inventory and do some examination with the staff here of what those programs are. And that's another available resource that we would be able to provide to the local JCC in the lead community. So that's the JCC area. The fourth area that has been launched but I have to say in a slightly different fashion is the Israel experience. The reason why I say it's different is it's really an area that we are watching but it's not an area that we ourselves are, we being best practices, has initiated because as I'm sure everybody knows, the CRB Foundation has put a lot of its own investment into the Israel experience and trying to improve that in many different dimensions. There has been a research paper that has been done by Steven M. Cohen and Susan Wall on what constitutes successful Israel experience programming, and that is a document that isolates principles and gives specific anecdotes about successful Israel experiences. We think that the CRB staff is interested in being involved in providing its expertise to the best practices project to the communities and as an area that we are working in tandem with them. There are four other areas we will be looking at. This year we've just started on something in the day school area and that project is going to be done by asking various day schools to describe within what they believe are programs of success within a set of areas that we are identifying such as in service staff training or the teaching of Hebrew or textual studies, that kind of thing. And they will have a kind of check list or menu which we're asking them to identify for us what they think is good in their school, and then we're going to take a look at that and try to identify and get a sense with some of our people of what they have identified, and in what way what they've identified is something that is really exportable to other places. The three other areas that we still need to get up and running, not all of them this year, but I'll just put them on the table is the area of Jewish camping, that will probably be the next area that we look at, the area of the college campus, and finally, the area of adult Jewish education. Those are the, that is, those are essentially the eight areas that we want to

explore. Now the issue that is the crux key issue in best practice vis-a-vis the lead communities is the issue of what does it mean to take something from one place and introduce it in another place. I think that there has been some serious thought given to this question outside of the field of Jewish education, and there has been a lot of discussion here among the CIJE staff on this particular issue. And I think that it's an area that we see as a real partnership kind of endeavor with the lead communities. We all know to begin with, the first principle is that you cannot pick up a program in Albuquerque and drop it into Milwaukee. Things don't work like that in education and probably don't work like that in most areas in which there are too many human dimensions that would change and redirect the project. What really has to happen is what we view as a kind of an educational project in the larger sense of the word between the lead communities and the best practices ideas. And we believe that educational enterprise has to do take place both at the area of communal leadership and in the area of the educational practitioners within your community. Now let me try to address both of those things. In some ways you could take the origins of the best practices project to a question that was asked to me some years ago by a lay person who was a member of the Mandel commission who said, I really think we have to improve supplementary schools in our community but I don't believe that there are any, any good supplementary schools anywhere. If you could show me just one good supplementary school it would make all the difference in the world. Now I think that that idea is a very powerful idea, the idea the GA a year ago when we had a session on the whole work of the CIJE, _____ of Stamford talked _____ existence proof from the theological phrase. And he said existence proofs that best practice is about. In other words, if we can prove the existence of a successful supplementary school, seeing that successful supplementary school would give at least the lay leadership and in many ways the professional education providers a sense of the possibilities that could happen. Now seeing it, seeing that it can work in Albuquerque does not, also does not mean that it is going to work in the three lead communities, but it's a starting place. It gives people a sense of imagination and a sense that they can say a ha if they can do it in Albuquerque, can we do it in Atlanta, Baltimore, or Milwaukee? And one of the areas of discussion that we would like to engage in with the lay people in the community and with the educators in the community around best practice is what, let's try to understand what that practice really is as deeply as we can from the inside. This is not, you know, a machine form of insurance that we can move from

Albuquerque and put in our insurance fund business in Baltimore, this is a complicated educational idea that works in that community for a set of reasons because of lay support or not consequently, because of the nature of individuals in the community, because of the money in the community, whatever. What we would hope to do with the best practices as we introduce ideas into your communities would be for the community people, the lay people and the professional educators in different ways, to get a deeper understanding of what these projects are that are working out there, so that they can begin to say a ha, you know we have a very different community from Albuquerque but if we try it in Atlanta, we would have to do the following things. That this is what that project is really about, this is what they try to do. I think there is tremendous potential for this in a number of different ways. One there will be good ideas here that people will be interested in. Secondly it will raise the level of conversation both among the lay people and among the professional educators in terms of practical thinking about Jewish education. What does it mean to run a successful supplementary school the way they do it there? And is it because they have one fabulous charismatic educator in Albuquerque and we don't have that fabulous charismatic educator, or is it something else that we can begin to work with in the community in terms of introducing change.

Barry, throughout these documents could you define what you mean by success?

Barry: Yes. In this sense. We have, what we decided to do, what we have decided to do in the interest of doing a workable project rather than a project that would take a decade to do, is we have decided based on some counsel that we've had from outside academic experts that to rely on the wisdom of our observers as experience Jewish education people who within a set of criteria would be able to evaluate that success is happening. We will not have for you by in large, except in certain areas which I will describe, we will not have for you hard figures. We will not be able to say yes the achievement school in x school are like this. We will be able to say something, for example, one of thing that we've noticed in the supplementary schools that we've looked at, that almost all of them have one of the things that they have in common which I think is a powerful idea is retention of students after bar-mitzvah. O.K. Seventy percent of the kids in this congregation go on after bar-mitzvah. This is, I think, an important idea.

Is it an idea or is it a result of being a good school? It's an outcome rather than a

Barry: Yes.

(everybody talking)

You've established criteria of success.

Barry: We believe that that is true. We believe that that is true, as evidence that this kind of work, you know, the correlation with causality is a complicated one and it's possible that there are other factors that lead people to stay on. We don't believe that, we think that these schools seem to show that because they're very exciting, because they're very engaging, because the kids love being there, etc., etc. That that's why it happens. For example, another thing, I asked all the researchers that went into the supplementary schools one of the things for them to look at that everybody cares about is is this a school that has discipline problems? Are the kids like off the wall, are the kids focused, are they really engaged? And that's one of the things that people identified to make it into this group it has to be a place where the kids, where you don't walk into what we unfortunately see as a more typical experience in the supplementary school. So those kinds of things are things that we can say something about. We can also say something about specific things that are happening there, and that's

Steve: Could you tell us exactly what format of what information we're going to have and what the time frame is.

And I have a question also. What is the relationship, for example, in the supplementary school study to the work of Joe Weaver, who was a _____.

Barry: Joe Weaver was one of the researchers that worked with us. He wrote up one of the places that's actually rated as the second place for _____. And his input, his paper was the starting point to the discussion of the supplementary schools.

In addition to your data analysis based on _____, have you looked at _____ background of the students as far as training _____.

Barry: We have not done that. We have not done that because we felt that that issue which has been mentioned here a number of times as an educator's survey is an issue that is its own project, although it could tie in with best practices very nicely. We also felt that to develop that instrument and to do that job would be a complicated matter. We wanted to get some examples so people could actually go and see something.

Annette: Let me just complete maybe your response. If your question relates to have, for example, in service pieces and identify that part of best practice I believe the answer is positive. In other words we will come and say in that school one of the things that characterizes that best practice is that there is in service training at that time.

For the following reasons?

Annette: As part of the way the school works

If you look _____ the schools in research you begin to really _____ out what makes for effective in service teacher training, through a series of events that take place. Exactly. Well those things _____.

Barry: What we didn't do is we don't have a profile of the teachers in the school of what was there educational background, we have a portrait of what it looks like when you walk into a classroom from an outside observer. We don't have, and I should say something else about what these schools in particular _____ supplementary school. So that we could get a running start here, and get something that we could feel was pretty reliable I asked the researchers essentially to go to places that they knew. In other words there were people in our original group of conversation and people.

(inaudible question)

Barry: Oh, yeah. I don't have may list here but it was Lisa Aaron from ___ in L.A., and Jerry from ___ here in New York, Sam Hileman from Queens college, Joe Reemer, Gail Gore from the University of Judaism, Carol Ingall from Providence, Rhode Island, that's

May I just mention one word since I think we owe Steve an answer to his question which we have so not to slough it off as not answered.

Here's an example of a project working by principle, where did he come off with the idea that you could work this way. In answer to your question, there's a great deal of research in the social sciences, and here our expert was a very distinguished social scientist by the name of Professor Michael ____ called expert opinion. How do you read those reports all the time on the best ten medical schools in America, that's chosen by virtue of the deans being asked by x criteria to choose the best medical schools. And you get, or you find out that the experts choose, you know, by the way the one that's most ____ is the second one, we'll find out that ____, but you get a great degree of consensus about what's a first time medical. And this led to a whole bunch of research in the field of sociology about expert opinion and the power of expert opinion. ____ this kind of principle which was used as a guide when we began to plan the best practice program, and I hope Barry before you finish you'll get a chance to mention about what I've learned from Annette as a planner iteration number two, iteration number three on this, what is going to happen with this later beyond the answering your ____ question because ____ question is really the crucial one. How quickly will you be able to say something to Atlanta?

Yeah. And I think the answer is _____. (group laugh)

Barry: O.K. One word on the iteration

Eh, we _____.

Stop. Answer Steve's question.

Steve what was your question? You were talking about

Steve: I wanted to know what the content and the time frame was going to be for best practices.

Barry: O.K. O.K. Here's what we have. We have these reports. The reports run from about ____, running from about six to twelve pages. We made a decision that, I have to admit when someone contradicts my own academic bias but I think ____, my inclination was once I got the reports was to do a kind of editing job, and to produce a document that would have in it ten or twelve reports that would look a lot alike, and to really go in that direction. Other people here with a more practical bent were pushing me in a different direction, and felt that what mattered was what would the lead communities need.

In other words this was, Seymour said to me, you don't know what the reports should look like till the lead communities tell you what they want. Maybe they don't want reports at all, maybe they want something else. So that seemed to me a fair case. What we have is, I prepared just one example, this is a report which I'll be happy to circulate around, which is twelve pages long single spaced, written by Stu Schoenfeld who's a professor at York University about one supplementary school, describing that school. This what we called on Jack's recommendation a _____, an executive summary which is a page and a half long which puts together Stu's stuff without all the anecdotal matter. Now, these reports can be used in a variety of ways. Here's what we had in mind. One thing that we had in mind was the executive summary. We thought it was unlikely, although it's perfectly legitimate if people were interested, we thought it would be unlikely that the lay leadership that's also part of this picture that has to be addressed, the members of the commissions in the various communities etc., we thought it was unlikely that most of those people would want to read twelve pages times ten reports right, of all the best practices. We thought it was more likely, and maybe even very likely, that they would read one page summaries, or a page and a half summaries times ten reports. So they would get a sense of here is something out there in successful supplementary schools that you could learn from and that we could explore with you. That's one of thing right here. The educators in the community, the other group to deal with, the educators in the community we felt would be more likely to want to read the longer pieces, although it's quite possible given the part-timeness of educators in the community that they will not be interested, and that's something we're going to have to play out. Obviously, people like Chaim who want to read the long section.

So what you're saying is first of all that there is not uniformly a format.

Barry: That's right.

That's fine. Is there uniformity of content?

Barry: Yes. All of the best practices work, all the reports in the supplementary school area were written according to a pretty similar format. The writers differ in style and in detail, but I prepared something which I'm happy to share with the group, as we get to the next step here which was a check list, you know, a walk through. A

best practices supplementary school should be a place . . . and then we had different areas. This was the result of two day meeting with supplementary school folks, I mean, Joe Weaver, etc. And these, this is what the people walked in those schools with and they wrote their reports walking along this list, like systemic issues, the support of the rabbi, the support of the stake holders, the shared communication, how do they do such a thing. They were asked to address each of these things in a fairly ____ way. How do they share the vision? How do the stake holders get involved? How is curriculum defined? What kind of in service is done, etc.? So there is a great deal of uniformity in terms of the areas that the people looked at. We did not say to people, go into a supplementary school and write us a portrait, that we decided against. We wanted to give strong guidance of how to write reports, which virtually everybody went along in the same path.

(everybody talking)

Have they, educational planners or local educators people who actually implement programs taken a look at some of these and dealt with the validity question as far as what it is that you're producing?

Barry: Well, I would say that most of the people that worked on this project were people who have a considerable amount of experience in the practical work of Jewish education, in other words some of the people, Carol Ingall is a former UJA director in Providence for a decade. Sam Joseph trains teachers.

That's fine, I was just curious. And lastly, when are we going to, what's the time frame for getting these things out ____.

Barry: I think that we have to talk about what does it mean to " get it out, how to get it out"

That's what we really want to focus on.

Barry: I think that's the key issue.

You have a question, Seymour.

Seymour: I speak because I think that there is a great deal that Barry has told me about how he would come into a community with this material and what the method of dialogue would be between a

community, a community would have to decide whether it wanted all the principals, the lay people, what order and how, and that's the process that he was talking about that's the key of the innovative idea here. Because the Albuquerque idea is now coming to Atlanta and the question is how is Atlanta, and that's what Barry is doing his work on, how is Atlanta begin to respond to this and decide we want report number three, this is the way we're going to attack point number three, the introduction of point number three requires, if they adopt it, the in service education program would be, the modificational report would take place in the following way, the cost would be, and it will take place over a six month period of time. The evaluation of the process of introduction of it will be, and we expect to launch it on day x.

Is that process committed to paper?

I'm trying to get my arms around this Jack, and _____ trouble.

I'm going to say what I think we're all feeling. I think

The goal today is to collectively get _____. This is a complicated topic as Seymour has said.

Steve: I think all of us have been patient listening to what's going on. All of us have been patient listening to a lot of things. We all have respect for what each of us is bringing to the table and trying to accomplish, but we're not getting down yet to the stage that those of us that work in the local community understand how this might work. So it's fine for us to talk at the level of the knowledge generator and conceptualizer, and it's fine to talk about the research end, and it's fine to talk about a bunch of the other pieces that are going to be taking place, but if those of us who actually have a role in making sure that it actually gets done locally don't comprehend how we're going to move from here to there, then there's a piece missing. So the questions that I'm asking are an attempt to help me get my arms around that piece of the whole picture which is my responsibility and I don't want to move on. I'm happy to let Marshall jump in, but I don't want to move on from this subject

I think Marshall is on the same subject.

Marshall: As a matter of fact let me say what Steve was saying in slightly different words and try and move it to this list here in the

context of what Barry's presented. There is some remarkable brain trust working on the same _____ and are represented around this table, and some are in Israel, and some are in New York, and some are in the lead communities, and each of us represents a whole different little brain trust working at the same thing. The time table seems to me to be different, and I find myself feeling the way in a federation agency relationship they say to us, you know, you talk about outside experts, you talk about reports, you're talking about all this research, and we're talking about direct service. We've got our boards working on this and we've got our budget committee, we're coming in for allocation now and you're talking about things, we just want to know what can we go back and say is going to be there. Now we have done some thinking in each of our respective brain trusts, I think there's a, if you could graph this, there's a tension right not between what I would call the communal learning curve and the communal confidence curve, and the confidence curve that we're dealing with in our community is a great deal of excitement about having been selected as a lead community. Coming back from the major gathering in New York, and I think we all should know that we're being asked to report back not just did you guys have a good meeting and was it a meeting of the minds? What is happening and where does it go? So one level of understanding is what is the best practices program and where is it going, but we're beyond that, and we're beyond that really comes down to this. I'd go to point number seven there but it's all connected. If the best practices funding is possible, or funding already exists, or new funding could happen around one consensus issue where we all have been working for years on this in our own ways and certainly for the past months, that if we could come up and go back reporting we have a long way to go, a year from now we'll have all these reports and everybody is going to look at this and that's going to be wonderful. But funding wise as we gear up in our local federations to make this planning process possible, and direct service wise we are going to deliver to some segment of our education community a direct project that is hitting the ground running, which we need to do, _____ to even come out of this day and not having identified it exactly what that was to have _____ the possibilities and maybe go back talking with that kind of excitement. What Steve was asking in his comment, when are we going to get it, what's it going to look like, how's it going to be used? And there's a basic question here that we didn't address, that I'll guess we'll wait till Art gets back to address is, you talk about putting things into the community, I go back to the federation agency relationship. We could say at the federation level, we've planned

this for your agency. Well when you get back into the community, the we is really a we, that's what we've got to do and the process there can be complicated. You can, however, implement programs that already have communal consensus and through building on successes the immediate and intermediate goals are going to be achieved. But something immediate has to happen coming out of this meeting.

Annette: We are in full agreement

Just on the we issue, I think we were careful not to call it ____ , a lot of us have worked at agencies, federation, and we're not putting anything in _____ used the word introduced because there is a notion of presenting some possibilities which have to be tested in the communal context, and Steve part of, you know, you want to put your arms around it, you're exactly right. We need to be as concrete as possible, but also part of the we is your sharing in the design of it. We need to get from you your view of how we move from. We've got a bunch of knowledge, it's partly dark ahead, and I think there really is an image in an unfocused setting, it isn't a bunch of reports a year from now, and some memory stuff is virtually ready to go. You tell us, what do we do here. We've got a bunch of stuff. what do we do?

I want to suggest just as a matter of working together in the

It's not that complicated a

a communication system, we should have things to look at in advance, we should have the material to look at in advance, we should have some time to bring some thought to it before we get here. And certainly while we're here looking at something as your going over what these things include, it's very hard to comprehend the whole thing from the first time to then give you back what, how it would most digestible to the community.

Yeah but, I think that in a way, my understanding of what the next step is very much comes out of what Jack was saying in a sense. We had an idea about, let's just stay on this one topic of best practice in supplementary schools, rather than cutting into the other _____. We have an idea that here we have some examples of programs and projects and sites, and we want to work with the lead communities on introducing some of this knowledge into the community. Now I think that what you can help us do, and what we can do together is

figure out in a very _____ way what would that process look like. So, for example, we have some ideas about this, but this may not be the way your local community will best operate. We had in mind the following things, I _____ say what I said before: If we have these reports, which we do, and the summaries of those reports which will you have before the _____, we can come to a meeting in the local community in which you and we would talk together about who should be at that meeting on those communities, perhaps we had suggested, I did, suggested one thing, and I didn't want to push this too hard because I don't know your community, so you have to respond to me. I had in mind that a few months ago Jack and I had talked about a meeting which would include one unit of the professional working educators, another meeting somehow in the leadership lay people area for building support and excitement about this idea in which we would present what we had learned from best practices. Show people at the executive seminar some of these reports, talk to people about what is going on in these best practices' examples, and talk about what your community would like to explore in terms of introducing in the local community. Now there are other stake holders here that we haven't talked about, and particularly if we deal with the supplementary schools, we cannot not deal with the rabbi. That's a supplementary school synagogue school we have best to deal with that, and that may be a separate group. But we saw this as a kind of a conversation that would lead to a specific action. So I don't disagree at all with what Marshall was saying, I think that that's the way to go, to introduce a project, but we first have to work with the community in terms of figuring out what project we should introduce.

Steve: Last night when I was talking a little bit about Atlanta's history, I mentioned that our demographic data collected in 1980, which then led to a strategic plan and almost ten years later yielded fruit. The process of change on the communal level, Barry, is relatively slow and is relatively arduous, and it depends upon a lot of (tape end)

(Tape 6)

Steve cont.: we have to somehow marry that to the way things get done at the local level, and I'm not sure that based upon the time frame that I believe CIJE has in mind, I might be wrong, that it's feasible to do that. I don't know when you're thinking about coming in for the first time to a community; I don't know how often these

innovative best practices may be available to us. There are a myriad of questions and what I want to do at least for myself is try to get an understanding of the overall CIJE goals, and put all these other pieces that we're talking into the puzzle so that there's a picture here that makes sense to me when all is said and done. So I'm not asking questions in an effort to be antagonistic, but what I'm trying to do is raise questions in a pointed direct way to make it easier for me to figure out what's going on. And it's only by me understanding what's going on that I can go back to my president in Atlanta, and the guy who's chairing this effort in Atlanta and make it clear to them what's going on.

What I'd like to do, and we're putting up a calendar right here.

It's very important.

What I'd like to do is addressing your next to last sentence if I got it right which is the relationship between broad goals and specifics. That's a process of both up down, bottom down, bottom up?

Up down, bottom up.

And I think there needs to be talk. I'd like to work with best practices as sort of a bottom up as a specific, and I think you could relate to that. There's a very concrete set of issues here, and you folks have got to give us some more feedback. Let me start very concretely. What did you want, you being the planners, want to see when. We have a batch of stuff on supplementary schools, we have reports, we have summaries almost done. and then I think Barry is going to do a summary of the summaries _____. What do you want to see? What do you want to see and when? And then what do you want to happen? And let's talk about what ought to happen quite concrete.

I can answer from my perspective.

I didn't hear the question that way. In order for them. I don't think it's a fair question for Steve or anybody else to answer unless he knows what we have. Now we do not only have reports, a series of questions were asked. When is Barry Holtz and team ready to come into Atlanta, for how much time, at what intervals, and what kind of work are they going to do? If they have that plus if he has the reports and he has the answer to that question then he can tell you,

you can't come in every week, you've got to come in every two weeks. In order to work with the, the decision is taking the following way. I think a very legitimate question is being asked here, what can be done, how quickly, with what materials, with what resources? Is that the question that you're being asked? How far off is that from the chart you put up on the board yesterday which had dates on it. That was one thing, that was the purpose of those dates last night. Quite correctly put up the point of hey where are you, we don't have a context for it. And at this point that might be the proper point to introduce that. Secondly, I think the other question that is being asked here by Baltimore is very legitimate. Within those things let's assume Barry is ready to move in February the first, and that the local community tells him they are, you can come in once every two weeks to meet with the principals, once every two weeks to meet with the rabbis, so on and so forth. Who is going to do the in service education? Do you have those people available? If a community decides to choose x, are the people available? Who will pay for it? How often? When can it begin? Those things I think can be answered like this if the question is asked. That's number one, that's what I think is being asked here. Number two which is being asked which I thoroughly support as an individual nothing else, and that is, tell me, in all of this which is going to take six months, eight month, ten months, twelve months till they get it going, is there anything we can start tomorrow? And I think there's a definite answer. There are some things we can start tomorrow, and those should be put on the table. And I understand the people from the communities saying, when we come back to our community we want to be able to say, there were a series of ideas we thought they were __, we thought they were good, we thought they were great, or a mix. Those ideas, category number one can start February 1, but you won't see results until October 15th; however, there are three things which we can choose one from which could start tomorrow. And it looks to me like all the lead communities might do it. On the fifteenth of March in Madison Square Garden the following basketball game is going to take place, basketball is the way that we're going to sell Jewish education. I think that's the question that's being asked, and I think we either ought to be able to say we can answer it, or we can't. I think we can.

I think there's a third question which goes back to the other half of the equation which is who is the community in the local communities and I guess one of the pieces that has been missing when we've proceeded past this morning without the clarity of the lines of

communication and the different roles. In our communities, we were selected as lead communities, and were told now we're going to create a committee, and we're going to staff up at the federation levels. So when you talk about coming and convening a community, or convening the stake holders, I think there's a very important piece of the equation that we have ongoing relationships and processes, and without our defining who the community is, that may vary from community to community, but that was really what I was asking around the issue of with what resources at the top.

Beyond cost and with what resources, if we come together with an addition to it, that will be a _____ the community _____, but I can tell you that Baltimore, which I understand is farther ahead in the process than the other two lead communities in certain ways, does not yet have the community ready and together, and that's why I talk about learning curve versus confidence curve. There's a lot of confidence and momentum and all this really good stuff, but the learning curve, if you come in with a lot of information it could kill the confidence and momentum. That's where (speaker interrupted)

I want to ask Steve and Marshall something, because I'm hearing, I don't think you're saying contradictory things, but you have to clarify this for me a little bit better, and that is, on the one hand, I thought Marshall before you said, let's come out of this meeting today so that we can go back to the community and say we've got something, we're going to get it up and running, and not bla bla bla the way that so much of that happens in the Jewish communal _____. Is something really going to happen? A project is getting launched and this is it. At the same time I heard Steve say, and then Marshall say just now, that don't you guys realize it takes a lot of time for the local communities, we've got processes, we've got people to deal with, don't go too fast,

You're absolutely right and they are not contradictory, and they come around the issue of vision and strategic planning and community building. I'll put two premises out here and if they're not accepted then we ought to discuss it a little because my system falls apart if these aren't a part of it. First is that in order to envision the ideal, you have to see the real. So you have a point of reference, you have some groundwork.

I'll _____.

The second is that small successes breed big successes and that if you shoot for the big success and you don't get that small success, you're probably never going to get the shot at the big success. So if we're talking about grounding ourselves in the real, I'm acknowledging and agreeing a thousand percent with Steve that the communities where they stand now have a lot of building to do and research and all kinds of things, but where they also stand is ready to change, ready for an investment in a small visible success where funding is brought and the brain trusts come together, I think your basketball idea is exactly right. If we say beginning March 15th, which happens to be my birthday, that

(everybody talking)

and it's happening in three communities and funding was brought to this, then other _____ other _____. So it's not contradictory, I think it's an integral part of the strategy.

I think that was the concept of the pilot project.

Exactly, I think we're all saying the same thing.

Is to get something on the ground, so that _____. And the idea of having similar parallel lines in the lead communities is an interesting idea.

Jack, I'd like to answer your question, and I met Gary _____. We need to do two things at the same time. One thing we need to do is come up with a planning process in local communities in collaboration with you guys to develop the CIJE project, and that needs to be part of the ongoing planning process each one of us has going. Marshall may be in one place, Howard may be in another place, we may be in a third place. But we need to have a planning process because the only way we're going to do something in a rational way is to plan for it, but simultaneously in order to keep our lay leadership engaged, to make Mort happy, to make ourselves happy, is to accomplish something. And there's no reason we can't identify something to accomplish. If it's not the same thing in each community, fine it will be something different, but there's no reason we can't work on a parallel course coming up with a framework for planning as well as a specific outcome for the _____.

Could we come back to best practices, and lets just take the microcosm of the best practice piece of this planning process, there's like

In terms of best practices.

You know what would be helpful for me, is one to be able to see the picture, two to have your comments in terms of _____. May be we could have some of that today in terms of some ways that you envision that things _____. I can go back, I can discuss with my leadership and select educators, share some of that with them. I will get some feedback from them and I will be able to share that with whomever, and we will make the arrangements to go from there, but before seeing it _____.

Let me just start

Marshall

put on the table three areas that I think all three communities and I know because we discussed it at breakfast, all three communities have reached community consensus that these are areas where any addition to this would probably be embraced and _____. Specific programs would need to be looked at, but those three areas are in no particular order, Israel experience, supplemental schools/in service training, and third is Jewish family education. Now if any programs were funded, co-funded, however we do it, then they could start very quickly in the communities. There would not need to be a process to endorse that those are important areas.

Let me just mention one idea that we talked about. We found some ____ on some other areas too. You need to think about it, and how it applies to you. I've had the same experience Barry did, I find the term best practice popping up all over the place in general management discussion is so interesting, I think it's a term that has its day right now. But one of the things that we have found very very powerful that is the other side of this ____, and in another totally different field when we ran into things very parallel to Barry's question, is there such a thing as a good supplementary school? Came up with the nursing home, where somebody in the lay committee working on nursing home strategies said I wonder if this home is the same as another, which is an appalling notion to me, and that the community had accepted a very low standard and gotten

used to it. So we stopped the work program. We said o.k., next month is models of excellence, which is a parallel idea. We are going to take lay leadership to the best nursing homes in the community, and in any big community we can get our hands around, and it totally changed the quality of the dialogue. And it seems to me that one of the things that needs to be thought about is when you look at the array of different kinds of examples of very good supplementary schools which are in the set and relate it to sort of where you are in the community, that at the appropriate time, and we do have to weigh out that, taking a small group of top lay leadership to a nearby community to observe a first rate school can have an almost magical impact on them. And I think its something that would be very very helpful at the right time in the right place. Right now the descriptions are anonymous, that's for a whole lot of reasons, the name of the school is a type. We're really saying here are eight or ten or twelve types. Obviously the point of which you go to the site somebody better tell you where the school is, but up to that point the image is a very anonymous description.

It also suggests possibilities for the communities to work together. There are best practice sites within the three lead communities that might be community leadership, which really ____ in the same kind of thing, we might go to the same place together. We ought to think about community building also in terms of interaction. Not right now.

Seymour.

I'd like to make a motion that the CIJE consider saying to the three lead communities, and the three lead communities decide whether that's a good idea, and I'm getting off the kidding, that in the areas of supplementary schools and the Israel experience the following be suggested to the three lead communities: one, that on date x by Barry Holtz and his staff will follow the following procedure that is suggested either by all the communities or individually, read examples of, meet with the top lay team, meet with the principals' group, meet with whatever it is, two percent a, b, and c, they may decide to take a site visit, they may not decide to take a side visit. The possible ways that that could be played out from that visit are in the following ways, and that that could be this coming summer implemented in the following training programs for staffs to consider the following best practices that could be introduced. The funding for that will be a, b, c. CIJE is ready to undertake the entire what do

you call it, expert system that goes in there. The following other items have to be priced out and a search should be made as to what other funding could be undertaken. The actual question of the funding is a question of the CIJE board member and your local champion. In other words, Mr. Mandel dealing with Atlanta, if he's, I don't know which one, Mr. Bromfman dealing with Baltimore, and Mr. Ratner dealing with Milwaukee, with your guidance we'll meet with whatever people and work out what the funding for that is. I imagine that funding is going to be pennies in terms of funding. In terms of the Israel experience steps should be taken for the actual presentation of a proposal to the CRB foundation for what will be carried on as an exemplary program in each one of these communities in the Israel experience for the following reasons, e.g., because of Steve Colt's research Atlanta has decided that this kind of a youth program fits into what they've already done and therefore we would like to adopt this program. We are running the following proposal to CRB and we are saying would you offer dollar for dollar or would you pay for it all. Then in Baltimore the following program fits in. Both of these sets of programming every attempt should be made to put the two together, e.g., that even at a small level, Israel experience should be related to supplementary school if possible, this may be pie in the sky, but I don't think necessarily. And supplementary school could be related to the Israel experience because we have a hypothesis that two plus two equals five in a lead community. And then maybe we might be able to put some other pieces in which is such a JCC plus supplementary school plus Israel experience. One thing that we do know about the Israel experience, introduction of the Israel experience for the six months before they went either in the JCC or in the supplementary school, follow up afterwards in the following institutions that would be what would take place. Now I think that kind of a program could be worked up with the staff that I know exist here within in no time. It is a legitimate assignment to give to the staff and to say that by x date they will come in with it. I think the planners have to tell us x date should be tomorrow, three months from now, two days from now. The planners have to work out together with the leadership of CIJE what call does Mr. Mandel have, or what does Mr. Mandel have to see x in your presence or with your associate's presence in order to begin to present as much of this as necessary and to get to the specifics and explain why the specific is so crucial. I mean it's the CIJE's job to prepare Mr. Mandel, Mr. Bromfman, Mr. Ratner, and I think it's your job to prepare the other side of the shitach with Mr., Roy ____ if he's the person, x, y, and z. And I think all of that can be

timed out. That is what I heard last night as the plan out there. The partial list of projects was supposed to do exactly that. Furthermore, I happen to know that the available personnel to carry out these projects are not on the North Pole. Mainly that let's assume that you pick supplementary program x, there is a Carol Ingall that he could get to lead the program next summer in Atlanta if that's where it is, or next summer in New York, if that's where it is. Or it's possible to say to the Jewish Theological Seminary for the conservative movement or Hebrew Union College for the reformed movement, and Yeshiva University for the orthodox, or whatever, I'm not talking pie in the sky, I've been holding these meetings this week. And say to them would you send your staff every Monday afternoon or every other Monday afternoon to Atlanta or Baltimore so that they can do the following if they ask you for it. In other words those institutions are gearing up in order to be able to respond this way. Now I actually, I am thrilled with what I hear today for one reason, because what you said as your principle are the principles that I speak about from a very very different field called philosophy of education. As a practical field you do not cause revolution, you _____, that's the definition of the practical compared to the theoretical. Little successes breed big successes not only because that's the way people's psyches work because only on the basis of a little success can you take the decisions to what the next step might be. You can't sit here and say I'm going to build the Empire State Building, you can say, I'm going to build this and from this you'll then decide to go to the left or to the right. So I am utterly thrilled with what I'm learning here from a very different discipline, that speaks a different way that reinforces the things that I bet on.

You know I'll just say that this is the kind of direction that I think creates a planning process that is focused on smaller areas that leads to resource development local, national, continental, and involves the people around the table in that kind of focused discussion. The concern is that we're going to have a lead community's committee in whatever name in each of the communities and they are going to need to go through the learning curve. We feel that every meeting that we had with you has made us advocates for this project. The piece at the GA with the _____ get together was also a very important elbow rubbing and confidence builder

Literally

Literally. And it was very important. What has not yet been done at the local community level is even the empowering of that lead community committee and this is the kind of an agenda, and I can tell you the way it works in Baltimore, it's the specific charge, what's going to happen, in those three to five years. But if we create something like this with this degree of focus then the people, I think will be advocates for financial resource development _____. The bottom line for all of us and we wanted the top leadership involved in an expanded base of volunteer involvement but if we do not expand the resource base toward Jewish education in our communities. CIJE has been very open about it from the beginning which is we are not the bank, we can't fund all of this, we can provide all kinds of resources, access to resources, so this is a way to deliver early and focus the planning process as well. I would like to know if it's possible already, you mentioned two areas that are possible, even one would be enough, that's probably

It's a plus knowing there are two, _____ Seymour talked about the possibility of linking. What's the laying the foundation _____, that's the next subject which will lead right into. The only thing I want to make sure in terms of closure, that at some level because I didn't hear anybody disagree with this approach, and a lot of nodding around the table, the next step is in your court because _____ as Seymour said, you have to give us the fill in the x in the day.

One little thing. I think a formal rewrite of this has to be described with an official offer to the local community which answers the question that Steve and Baltimore have asked, I mention Baltimore because in this case _____, Atlanta Baltimore. I think the CIJE has to write such a letter, brief whatever it is, and say this is what we are prepared to do. Would you please fashion this for us

Action ____.

Absolutely, I don't know the terms. The other thing that you've said and I think it would be useful if you could elaborate on it. You seem to be suggesting a mechanism that keeps this going so that it's not a one time occasion where the heads are put together this way, and CIJE doesn't go off into left field with its suggestions when you're telling us look you've got to go that way, and we're saying to you look we can't produce in this area, we can't produce in this area. Is that a legitimate suggestion? So I think if you are suggesting a mechanism, I'd like to at least understand it.

Steve: What I'm suggesting is that there be a planning process, now maybe in a discipline in Marshall and Howard and I are in the nomenclature is obvious to us of what a planning process is, maybe in another discipline it's not quite the same, but what we need to do is identify our objectives and how we're going to get there and then everything else gets plugged into that. If we don't have some kind of a plan we're going to be going in all kinds of different directions. We've already agreed I think that we can go in one direction without a plan. We can come up with something doable in the short run, but if we don't (speaker interrupted)

And that is part of a plan too, trying to _____ mobilizing at the same time you're, so it's part of a plan ____.

I think. O.K. Annette.

Annette: I think I'd like to continue along that line. If you're talking about the planning process I heard what was being said at two different levels of planning process, and tell me if I understood well. One is the planning process that is going on between the CIJE and the community and that will continue the conversation that is going on today and going on before, and might together build a joint conception of what objectives and how we're going there. And the other is the one internal to the community based upon community building and all the elements that you've mentioned this morning, introduction of the idea in whatever way or form we decide, or you decide is the most appropriate to the _____. Is that what you're talking about. Now when we talk about two processes that meet of course. One that is the joint one among ourselves, among group or whatever form of this group you might take, and we should maybe put it as part of the agenda of how we go on with this conversation because obviously at 4:30 this afternoon the amount of frustration that each one will go home with about what is not said, and what has not been, nobody expects for, intends I think today to cover everything. So if I hear that then maybe we should decide where it comes up on the agenda. And the other is to get back to the questions about the internal process and how we might want to have some input into understanding

By internal process you mean within each community.

Annette: Within each community.

Jon: I wonder Jack if we ought to get some guidance from the group before we break for either the caucuses or lunch or both on how we move this along this afternoon. There have been as is always the case, there had been an initial projection which actually was not that distant from where we've come out in terms of saying, well this afternoon let's talk about what's the work plan, what are we going to do year one, and even the categories I think are not that different. The planning process, the introduction of pilot projects, and this whole issue of the community. Is that still a productive way to use the afternoon, ought the focus to go immediately to determining a project?

The way I read the _____

(everybody talking)

_____ says to me that we're going to talk about the planning process within each community, share perspectives, and roman numeral five said talk about a planning process at this broader level, another level of CIJE _____. I don't think we have to change anything, in order

(everybody talking)

I just want to do a reality check.

Lauren: Well, I found what Seymour said very interesting except a concern about the Israel experience and the role of CRB, Atlanta has been engaged in discussions with CRB for over a year about an idea we have, and CRB, you know, very recently has gone in a particular direction which they are not easily plugging ourselves into and I have concern with this group even if we all agree that they have an _____. They have to be buying into it also, so that we go together in one direction and not (speaker interrupted)

I'm sorry, I didn't understand that. Are you saying that this idea that I was ____ for is unrealistic.

(everybody talking)

How we work with having been selected by CRB to be one of their

But that's marketing

O.k.

Not necessarily.

It's more

The concept that CRB has served us, I think Lauren your basic point is absolutely correct, there needs now to be an additional discussion with CRB and the group at CRB is brought together about whether these two things can be meshed a little bit better. They're not meshing. Now what CRB has said in principle is that they want to work with communities on developing systematic plans in the community to get more kids to Israel on better programs with more preparation and follow through, which sounds great; however, you're also correct Seymour, that the emphasis has weighed heavily on what I'll call the marketing and recruitment piece with a sort of vaguer notion that the educational pieces will also be developed etc. I guess at this point I think you put an important question on the table and I'm assuming from the evolution at the process at CRB that there is room for additional discussion, but by no means at this point is there an integrated approach along the lines that you described.

Seymour: First of all let's get one thing out. CIJE would never agree Baltimore should do anything that in anyway would derail, cause problems, not encourage what a community is now talking to CRB about. There is a long history about the relationship between Mr. Mandel and Mr. Bromfman

I was not suggesting that _____

Seymour: Then what am I missing.

That they are on a certain practice.

Seymour: I understand that, that I certainly understand.

And I know in the case of Atlanta, although they have come to us and been responsive to our interest in developing Israel experience, we are not necessarily at this time on the exact same wave length, whereas I think CRB has a very strong role to play here, I would be

concerned with our collective group going off in one direction when in a week or so they'll have a meeting in Montreal in a different direction.

Seymour: I don't think that this is the place for us to strategize how Mr. Mandel should speak to Mr. Bromfman; however, there has been a history, I'm reporting on a history like you're reporting on a history. The CIJE has been speaking to the CRB foundation for two years about how would you like to work in these communities. That has not gone anywhere because CRB said what are you talking about? And CIJE could not say what they were talking about. So it was left that when you know what you're talking about please come back. Now that does not mean that there is any reason to assume that there will be success. That is not being said. What is being said though that I do believe that it would be, and Annette was given that assignment, it would be by CRB who has served up until recently as a consultant, and by the CIJE when she was given the assignment of please produce the proposal. That proposal was postponed until the moment came where CIJE could make one. It seemed to me that I heard here today that this could be in one, two, or three of the communities an ideal time to come to CRB and say, hey listen folks, you have an ideal opportunity, pull a lead community which wants to find out how far can this thing be pushed. They've got corner number one they want to start on what do you think about that? And I think that the conversation between after like you have to sell your's locally, we'd have to sell the CIJE board, and Mandel and Bromfman talking to each other. Mandel would say even though this may not fit into what you decided last week, this is something that we'd be willing to consider additionally. Now I have no idea whether that would fly or not, but I certainly would not give up before I tried. But I think your point has to be very carefully watched.

Was that helpful?

Lauren: Yes.

All right. I really would like to spend some time on the foundations.

I know, but I want to ask a question. There are a lot of things that we're saying, there are a lot of people ____, and a lot of people asking questions, and the one thing together, I just want to make sure I know what's going to come out of it. I mean whether

(everybody speaking)

Who's going to do what to who next?

Annette: If I heard right, then what is going to happen now is that the CIJE will very rapidly come back to you with a document that will outline (speaker interrupted)

Yeah, that _____

Annette: that will outline a proposed pilot work plan for this coming year. It will leave the dates open and add to that proposal a list of questions for you to respond to such as, when would you like us to come in with the first presentation to whom? When did you think, what should the time line be? ____ At that point the CIJE in the person of Barry Holtz probably will amend the document and will be ready to get going on the best practices pilot project or two or three. And then we would say, but what about all the other pilot projects? O.k., if I understood well this is a common understanding.

I'd also like to get a copy of the best practices __ that you have.

Well this is what I had here with me today.

Annette: _____. So that is the one piece. At the same time we said that we still wanted to deal with the issue of the joint work plan between the CIJE and lead communities, that is our joint work plan for the planning process and the planning process in the community which should be the agenda for this afternoon. We will come back to it.

Seymour: I thought there was one additional piece that everybody ____ even on this preliminary level and that is when are the board members of the CIJE going to interact with the leadership of the local community, and what dates do you want that? Because yesterday the board membership of the CIJE agreed to do this, I mean yesterday literally, I don't mean yesterday

Annette: Sunday.

Seymour: Sunday, no Monday they agreed. So I think that has to be decided upon too. You have to tell us who are the people and what can be done?

Is there an assignment of specific people? In other words, you mentioned.

Seymour: Art Rotman should answer that question, but I know that Mort Mandel volunteered to be one and to get two others, and that they thought, the plan was to at some point divide the communities amongst themselves as they did in the selection process. In other words, I think Charles came to Baltimore, I don't remember, I think Chuck came to Atlanta, and I think Mort went to Baltimore, and that shows.

I'd like to move onto the foundation issue. Shulamith do you want to give us an update.

Shulamith: _____ I want to lead off the discussion by telling you that Friday afternoon there was a _____ to say that the Macy Cummings foundation had in fact awarded CIJE \$150,000 as a response to a proposal that we submitted for the introduction of best practices into the lead communities. (clapping) Particularly in the area of supplementary school education. As you so well know with your grants process on the local level, that this phone call was the result of the cultivation, information, meetings, conversations, etc. you know, over a period of time. I just want to tell you a little bit, to flesh it out a little bit because I want you to appreciate what the larger foundation agenda is, in some of this work that you do all the time so you're familiar with it. The original approach to the Macy's Cummings foundation, and ____ will remember this as part of the history, came early on in the work of the CIJE in the form of a request for general support of both the work of the commission and CIJE. The programmatic thrust of the Jewish life division of the Cummings foundation had already identified certain areas about which the foundation was concerned, and they felt that they really wanted to invest their money in a particular programmatic way. With a little help from our friend Lisa Aaron and conversations that eventually involved Barry, we were able to link our notions of what could happen in supplementary school education with the foundation interest in working in an area where some 80% of the children who are educated are in fact educated within that setting. Well close. Art _____, who is now working with us in the area of the development of foundation support for CIJE, was able to come with me to, you know, to close the deal. There was, you know, a period of time, you know, a good period of time, and I certainly am pleased to have the

opportunity to make this announcement, although I could certainly not take the credit.

What does it mean in terms of

All right

Does that mean that now CIJE has funding with which to ___ bring Barry Holtz to the three communities, or

Shulamith: Here's the research topic as well as the practical. As Seymour, Annette, and others are so fond of saying this is a project that has never been done before, o.k. We don't know a whole lot about what it will take to translate this, o.k., into Prospect Avenue in Milwaukee. What we do know that we have to do, is we have to experiment, we have to ask questions, we have to get into the issues, as well as into the projects. But yes, it will bring Barry to Milwaukee, it will also bring with him the Carol Ingalls and the Sam Josephs and the other resources that the community feels appropriate. I feel that what can happen here is that, I'm hoping that this announcement will energize people a little bit by saying that, you know, we think that this is now on the level of _____. We talked a little bit before about the importance of small successes in order to bring about larger successes. So I do want to tell you a little bit about what's on the foundation plate at the moment, without, you know, saying that these are in fact commitments. And I do want to once again mention that Art ___ is really the one who is carrying the portfolio at this time for the CIJE.

I think it would help people whether this is public or not at what point can we share the specifics of _____?

I just don't know how, what it's for? Is it for something to be developed? Is it something to fund initiatives or match initiatives? You know whatever.

(inaudible statement)

Shulamith: It's for the funding was asked for a three year period of time. What we set out was the work plan for the first year. Because we thought that in the first year we had to address this issue of how do we get it, how do you get it into the community? The work plan and the issue of implementing at the local level was touched on in

the proposal without the development of a specific work plan for year two or year three, but it was very clear that the development approach to doing this without a chance to develop _____. It was a congratulatory phone call, _____ received an official letter, but I feel good about saying this to you, you can certainly go out and _____ within the context of the community. Marshall gave an example and I don't want to belabor the point, of the local foundation that to assert to the extent finally sign and seal a proposal on the local level on the strength of the fact that they would be a partner within a larger process. We have had conversations with the covenant foundation around a project that would in fact work with three communities simultaneously, that project has not been crafted because we think it's very important that the communities be participants to the planning. What we do know are certain programmatic thrusts in which the foundation has expressed interest and part of how we move along in the development of that proposal will be based on perhaps something that we cook up here today. Or if not in individual consultations that Art and I will have with each of the communities about the _____. We are taking a look at foundations both great and small, so the fact of the matter is that there may be some small curriculum development kinds of things that we could do at a local level to help create these small successes. I think I know as well as anyone in the room what some small money at the level of a local institution can do, you know, to pump energy into the system. At the same time, Art has made some overtures to some of the larger foundations, the Lilly Foundation, for example, and the Spencer around some of the very interesting educational research issues that relate to this project which we also feel at the appropriate time will be translated to the level of community.

(inaudible question)

Shulamith: That's right, we have the general foundation, secular foundation that are interested in thinking about education. The Lilly foundation is interested in the development of religious leaders. And so we've explored the Jewish foundations that are very familiar. The National Education Foundation, and we're interested in working with you at the local level to see what we can do to help you with your efforts to get funding on this project. So this is not a report that suggests that there is closure on any issue, but just to let you know a little bit about the direction we're moving, and also to welcome your initiative, support, _____.

Shulamith, have you given any thought about some kind of _____ relationship, a funder relationship _____(inaudible)

Shulamith: Here's our resident expert on the subject.

I think it is an area that has not been sufficiently explored, largely because of the, as you well know, the period of transition within the educational structures there. But, clearly there are some areas that we can identify as priorities for the joint authority for the Jewish alliance in education, that could lend themselves to relationships. One of those clearly is professional training in Israel, the notion of seminars for people from the lead communities, educators from the lead communities is one that could be aggressively pushed within existing budgetary perimeters, it's been identified as a _____ the Israel experience pieces again are clearly a priority. Some of that is being done in tandem with CRBF, some of it is being done separately. Hebrew language, if and when it becomes a live issue in the communities, and curriculum around Hebrew, the teaching of things of that sort. But I think it probably would be as you begin to develop your sense of what are project areas, that that is worth dealing with. There are some funds within the joint authority that are suitable for innovative projects and I think that working with the appropriate channels could produce some results. Just one other comment, because you reminded me of it, and you when talking about the joint authority. One of the other things that I suspect we need to do, and I address this to my colleagues completely, is we need to help with putting together inventory for the lead communities of existing initiatives, things that are being done that lead communities could potentially plug into, whether they be projects funded by other foundations like Wexner, or things that are going on vis-a-vis resource data bases in Israel that could be immediately brought into your communities. Or projects that are being undertaken by other communities that might be suitable for the lead community.

(inaudible question)

Shulamith, they can't hear you.

Shulamith: Oh, I'm sorry. We've been very pleased to have a close working relationship with JESMA as we have gone about our business especially the past several months, and Jim and I had a

lunch meeting with the senior staff of JESMA about a month ago now I guess it is, and had an opportunity to have dialogue with them around where we are going in terms of our program and how to the best of their experience. So when Jon suggests that we tap into other resources _____. We need Barry to help with the best practices project. I'll just say one more thing about the foundations. Each of the foundations with whom we've met have been very excited and enthusiastic about the prospect of doing similar work in three communities at the same time. It gives them a marvelous opportunity to plant seeds and have them grow in a way that they could never have in terms of contour to work on __ experience. And when the other foundations _____ between the three communities, there are a wide variety of day schools at every level, we are representing all the various ideological streams, and that they in fact want to impact the day school in the system. This is doing something with three communities around this _____. So we'll keep you posted.

Let me just throw one issue on the table where I think some interaction would be very helpful. One of the images that we've talked about in the CIJE framework is a broker in relationships. And a broker in relationship has a _____ quality. And Jon mentioned _____. And I know that I've been on different sides of _____. If I were sitting where you're sitting that you tell us what the opportunities are there, the shopping list, and then we'll tell you what we want to pick. On the other side I would say, you tell us what you want and we'll tell you what's out there.

I would do inventory I don't care. (everybody talking)

There is a. I think we need to explore that a little bit and try to figure out a way this will be sufficient for everybody but I don't want to derail. ____ Part of the question was is an agreement sure if we find out what the foundations _____. The other question I had is in terms of that broker and relationship I wanted to get a sense of when initiatives do get developed who writes the proposal? Do we write the proposal? Do we talk to you and you write the proposal? Is it something that the three communities write together or is it different in all, or it may be all of the above.

Good questions.

As we look at the afternoon and the structure for the afternoon, I just like to put a strong recommendation in that the more talking to each other around this work plan and generating the kind of specific work plan so that we can go back with action plan components is going to be much more important right now than talking at and in _ emerge context of the discussion. Because so much of the important stuff is on the table, and if we could, for example, maybe around an issue like the Cummings' grant relate to a best practice _ the supplementary schools. Take that one issue, put our minds to it, and it will be a part of the work plan in each of the communities _____. So that would give some structure and energy to the afternoon.

Except that there has to be a certain level of information here and we can't talk about Cummings until somebody says ____.

That's why we said it.

We could stay with that one and I hope we can do more interacting and less talking at this afternoon.

There's one last reason here. The three communities as a team, you know we have teams in the communities, and we're all interacting sort of as individual communities with the members of CIJE. It very much has the possibility to be a team of three communities as well. We have the ability to communicate, we communicate all the time, but we also have some professional conferences and quarterlies and things where if we use that as a real asset of the CIJE initiative it's going to help us to plan together and to get these things done.

That's a good point. We ought to make sure to get that calendar _____.

(everybody talking at once)

While we're waiting for lunch to come in, I would like, do you want to spend a couple of minutes on this brokering issue or do you want to call it quits now and grab it up later?

What issue?

Brokering.

Why don't you answer it now and then we'll come back later.

I'll give you my sense and then the others can _____. I think this is the, it's going to be back and forth, and I think we can share with you right now what we know, but then I think you need to share with us as your thinking evolves in the community, where your major interests are so we can do some more looking. I think it's back and forth and I know from my point of view we can certainly share with you who we're talking to and what they're interested in. AS a way to start that ball but then we've got to hear from you what your interests are so you can say to us, can you find somebody who is interested in x or y. I think it has to be like a dialogue, and we can start it right now.

Shulamith: I have a very practical suggestion and that is I'm going to get together with Art _____, and I think what we will do is schedule individual meetings with Art speaking to the communities and then perhaps to get _____. Who likes this proposal, I think it will really depend, in the case of the coming proposal Art and I did it _____. And I think that we're _____.

(everybody talking)

I was thrown by not seeing the copy of the proposal that was going to come to _____. I think that as we talk about the proposal writing and brokering and all of this that it's very important, I don't know how to state this strongly enough, that the lead communities are the test laboratories for these new initiatives. We are the brokers to those communities. You have bypassed us in certain ways while you've engaged us in other ways and now we have to make sure that it doesn't happen any more that any of these things are missed. And I think one of the ways we can guarantee that won't happen is that even in shaping the five year plan, for example, one of the pieces you're going to want in that five year plan is a list of the major initiatives of what we would like to see in our communities, what's already happening in certain areas. Because I think when you sit knowing the whole relation of foundations and their interest areas, we might not see the positive connection. There might be something that is being funded in New York and could hook into one of the lead communities, rather than Atlanta, Baltimore, or Milwaukee initially. Therefore I think that the focus of that plan, I mean we would shape it differently based on knowing that you might look at it with that kind of an eye, and a wish list as part of it. You know it's not just we're going to move in three major areas maybe you want a side list

of the other areas of interest or initiative possible. All that's holding back a lot of the ____ is funding.

Let me just say on the first point.

Sorry.

Let's remember we are in the start out. The conversations with Cummings started before the communities were selected. A lot of things happening in parallels, and of course if this were initiated today there's no way in hell that you wouldn't be involved, but it was initiated before, so

All I'm saying is that with copies of proposals I can go to a local foundation and say can you match this? Or I can get, I'd love to introduce _____ to Mr. Bromfman because he has the same interest that he does, and I'd love to be able to make a mesh in that type of thing, but I won't know it unless I know it, but now I'll know it.

On that positive note, let's adjourn for lunch.

I think to come back and relate directly to what we said this morning, is the top list that has to get accomplished before the end of the day, so people feel that they can go home well armed for the next steps. And that is to talk in some more detail about year one, meaning what happens from now through the end of the first phase of this project, and secondly, what is the working relationship going to be between CIJE and the lead communities both collectively and one on one. As Jack indicated in commenting towards the end of the morning session, though we want to devote the bulk of the time to an exchange around the issues involved in moving this process ahead and during the first year, there is some context setting that probably needs to be done so that again as with the best practices or the projects or the other things that we've talked about you all in the lead communities have an idea of what the initial thinking of the CIJE staff etc. was about what is this five year plan, what does that mean. What do we mean by introducing the project into the community? What kind of assessment of the educational system is being envisioned? And how have the projects been thought about? So I'm going to turn to Jack and ask Jack really to with some help from Shulamith as she wishes to, to talk about the three items that we have not really spent much time on yet. And that is the preparation of the five year plan, and somewhat in conjunction but also separately from that the notion of the assessment of the educational system, and there's a sort of ongoing feature of the CIJE project as envisioned the lead communities project as envisioned. And then the specific issue of what's involved from our point of view at least in terms of what the issues involved in introducing the project about which we've already begun. Then I think Seymour you're going to come back with the time that remains to revisit this question of the first year projects and what that might be. Jack, I'll turn to you.

Jack: Thanks very much. I'm going to ask Shulamith to scribe for me because if I write nobody can read it.

I have that same problem.

Jack: What I would like to very quickly do is suggest what we see as a six step planning process, it's a very very broad model, so this is not in preparation for the planning guide which is kind of a generic statement, it isn't graphed, and there are rough graphs still. And hopefully we're going to learn things from each other today that's going to enrich that document before we circulate it. The purpose of

the planning guide is to establish a common vocabulary (end of tape side 1)

(tape begins again mid-sentence) the steps here. Jim Meier has done a lot of the work on this, so Jim pop in whenever. It is a six step process and basically a two part product. Starting with the product what's envisioned as we said several times is a five year strategic plan in which the first year would also have a specific action plan. And we'll come back and discuss together what should be in that plan. But let me talk about the process of developing it. We've all seen and worked on strategic plans, I think in broad terms we know what should be in this. We can agree together on what specifically should be in this. As we framed the steps, the first step and it may be obvious but it's a very crucial one, which is what we call start up. And this has a number of sub-pieces and I think it would be helpful to kind of share in a little more detail than we did last night what everybody is up to. We're talking about the formulation of a commission or a committee; we're talking about a process for informing and involving the stake holders by which I include groups that have been mentioned already, the educators themselves, both senior educators and line educators, rabbis, congregational leadership, and learners themselves.

What about lay leaders?

Jack: And lay leaders which I think, lay leaders who are not involved in the ___ process itself. The core of the lay leadership is going to be on the committee. The second, so the start up is really getting the committee organized, agreeing on a mandate, setting up and implementing a process group, forming _____ stake holders, some assembly of very simple base line information. The second step has been variously described as a profile or a self study, and it's basically an assessment of where the community is at the beginning of the process from the point of view of the quantity and quality of Jewish education. This would include an analysis of personnel, an analysis of each of the major settings. The bottom line or result of this would be some assessment of what appear to be strengths and weaknesses of different parts of the system, including the extent to which the system is working as a system. Several people last night describing communities talked about components being in place but then not necessarily hanging together very well. The third step we envisioned is identification of the critical issues, which we defined as the major crossroads, strategic choices the community faces which are often built up out of real debates in the community about how to

proceed. And issues they range from very broad issues, i.e., debates about what kind of Jewish education system do we want to have in this community to rather specific arguments or debates, choices of direction within specific program areas. We view support staff as developing the initial vision statement which is the resolution of the largest and most important strategic issues. Now many strategic planning processes start with initial vision statements. It is our experience that it does not make sense to talk mission or vision, I'm using them interchangeably for shortening purposes, until you've had some opportunity to think about together what's going on in the community, what your needs are, to look at the major choices of direction the best major option. A good mission or vision statement should not only tell you what you want to be but what you don't want to be. And most mission statements fail that test. Most mission statements are motherhood and apple pie, but a useful mission statement is one that includes the resolution of some of the debate often implicit about choice of direction. That's harder to do, but it's much more valuable. The fifth step is essentially defining the strategy in terms of the broad and major recommendations and broad priorities. What is the community action program going to be in the area of personnel? What is going to happen in the major settings? What is going to happen in terms of major client groups? What are the basic choices of program, policy and program that the community is going to implement? The sixth piece is programs which are specific programmatic interventions that are anticipated typically new initiatives, and they also involve reorganize or reconceptualize initiative. For example, their may be a commitment, people may identify Jewish camping as a very important setting. The assessment may indicate that while there is Jewish camping in Maine there is not in fact Jewish camping in fact and that one of the problems may be that the quality, the Jewish content quality of the staff. A specific program might involve recruitment and training counselors for the existing Jewish camping frame work. So your going from the very broad sense of directional strategy then to the concrete. The last piece is a strategy for human and natural resource development, which is how the community plans to maximize, to develop the resources to implement the program. Now, there's a lot, I'm laying these out sequentially but there's also a lot of back and forth on a little different planes. Ultimately, the capacity to develop resources itself is going to have some impact on initiative programming. So these last pieces tend to run more parallel. Now the evaluation piece, I mean we've talked about two different types of evaluation or assessment. There is the evaluation project that

we're doing now and then there is the assessment project where we're talking about developing over some period of time better measures of impact, better data bases, which I see as an ongoing exercise, not necessarily a part of the process of producing initial _____. Let me just say one more thing, I wanted to sort of go back if you look at this theoretical model in relationship to where the communities really are, and if you get a look at this in terms of time frame, we have a dilemma which is processing through a community process, which we've all been through, in order to get effective engagement and buy in from the multiplicity of the constituency that need to buy in. We're talking about a considerable time frame. On the other hand, whether we have one, two, three, or four pilot projects off the ground, that's not going to totally deal with the need to continue to have, and decision will be made in most communities starting in the spring and summer, they're going to frame in effect what can and can't happen on the ground next year. So that on the one hand if you said, how long does it take to do a strategic plan like this, and we've been through dozens, in a number of different program areas including Jewish education but not limited to it. What I say to communities when they ask me that is I say you got to figure a minimum of nine months but that's related to the time period of gestation of humans or not I don't know, but that's our experience. You're probably talking nine to twelve months even in less complicated arenas than this one. So we have this kind of dilemma which it to produce a credible document should take approximately a year in our experience, on the other hand, if you don't develop some framework for action by this spring you're going to lose all of next year beyond the pilot programs. And that's an issue that means different things in each community. My reading is that Baltimore has a commitment, internal commitment to a strategic plan by the spring. Atlanta is some place in the middle. Milwaukee is really just getting geared up unless I'm reading it wrong. So we may need to invoke the notion of an outline or a sketch plan for Atlanta, at least in terms of Atlanta and Milwaukee where there is some framing, enough framing of direction by this spring so that you can use it to implement decision related to next year, but that the planning process goes on. Let me stop because I really don't want to do any more talking at this point and see if we could get some engagement going. Jon.

Jon: Marshall.

Marshall: It raises a number of issues one of which is on the tip of my mind so I'll just throw it out, is the staffing issue. And I'd like you to talk for a minute about that because I don't think I can overstate the importance of this in Baltimore, but I'll let my colleagues from Atlanta and Milwaukee chime in. But I think there are a couple of big issues. First is that just to create the five year plan is a major staff intensive, meeting intensive enterprise, and in fact, Jack, you're talking about nine to twelve months which I think is realistic, the question is how many meetings can you cram into nine to twelve months. We've gone through some strategic planning processes and this while it's limited to Jewish education is no less complicated than everything we did in our entire strategic plan. For the strategic plan of Baltimore, we actually used the entire professional staff of the federation and engaged 200 and 300 lay leaders, and then we got to implementation and _____. If this is going to work at the federation level, I'm talking now about home base for us, we're understaffed. We're understaffed with flat campaigns at best I guess is the story going about the country, and to add a position is something that comes at the cost of existing positions elsewhere in the federation. It's not do this instead of another initiative, it's let's take away a position that already exists. And things have been down sized and made lean and mean over the past several years. So that's the first reality. The second is that in order to deliver a quality product and _____ to relate to the kind of, I talk about brain trust that seems to be going within CIJE we need additional personnel. The minimum is one additional professional in federation. I'd like to talk about _____ for a minute. I'm going to advocate for this because it is that important. The fact of adding one person to the staff really does not even speak to the change in the job descriptions and the allocation of professional resources within a federation to be able to undertake all the task forces and sub-committees and planning committees to come up with a consensus plan. I mean we're not talking about just a labor plan here, the buy in is part of the conceptual plan. So without doing that properly at the federation level you go back to the pre-lunch discussion. I don't think the buy in happens and you come and talk to the community and you probably come and talk to a splinter of the community or a _____ within a federation, we need our top leaders to be on board. By the way they're on board now, we need to keep this train going. So that's the first piece. Second piece is where to fund it from, because I think it's a given that we need the additional staff. And if we were to go to our own foundations, I think what we're talking about here is what's at stake with the credibility of the CIJE and of our own

federations in the arena of Jewish education, I'll just speak for Baltimore, and I'll let Nancy and Chaim amplify what I'm saying if they agree. If our first rule coming out of CIJE is to go to a foundation in our community, get dealers to increase the bureaucracy of the federation, you know, we'll staff it beautifully and we'll get that position, but we'll lose the stake holders. We'll lose everything that you've been talking about in _____. Therefore it would seem that we need a letter of understanding that might lead, _____. Maybe different communities have different needs and different resources, _____. The line where it says there's up to \$40,000 per year consulting line of credit, maybe what that could be made flexible that the communities could decide to use that towards staffing and or consultation to keep this going. I just want to propose that you're talking about a three year commitment. To bring staff on and have them be functional and learning and really get the return on that investment as well, a three year time is a wonderful way to bring in somebody, to train them, make them part of that team. But also, it's a way for us to share those resources if the project calls for it. There may be for example in the beginning more need for this kind of planning process, and later more need for the consultation, and so while we would want the flexibility of the line of credit, I think that working together we could clearly decide the best way to use it. But going home from this meeting, one of the things looking at time lines is going to be how will you get this done? We are right now in the middle of a fiscal year, we do not have the funds, but we do have this letter of understanding and the need to get going. I can't ask strongly enough, or communicate strongly enough at least for Baltimore that I don't see how we can deliver on the kind of expectations, promises, and everything else without this piece. And the only way we can guarantee it is if it comes from CIJE. Last sentence, I think it speaks well also to CIJE's understanding of the local process by saying we have funded real researchers, international think tank, national structure, and we have infused the local process with the necessary infrastructure. Nancy's going to be impacted tremendously by this

Nancy: You said it all Marshall, I just want to amplify it. I only know having been in our own strategic planning process, as Marshall said we deployed thoroughly the entire staff way beyond the planning staff. We had campaign staff, we had endowment staff all working in some way. And I see this as as ambitious an undertaking as our strategic planning process was. We already know we're working with sub-committees, anyway, we know what we have to do with

those. And I know what Marshall said, I see it with the existing staff list, really not getting the attention _____, and sort of mine as well.

There may be other issues as well. I'll give you some initial reactions to that.

Is that just Baltimore? I'd like to stay on that, Howard?

Howard (mostly inaudible): essentially right now I'm the only person at the federation in Milwaukee in planning and I can't give up the rest of it _____. But beyond the reasons Marshall stated two other advantages. One is that what Marshall is proposing obviously _____ who contribute to some of the costs and would be helpful to us in leveraging other parties from other places that we could find _____. I would also suggest too that our circumstances as these are learning laboratories, our circumstances in getting this part of the process going has been very very similar to what other communities are going to have to face and confront. And to the degree that we are able to put the appropriate staff in place is a part of a learning lesson of what communities need to do to make this thing work. So _____.

Steve: To give you a little perspective on how federations are staffed for these coming things. In Atlanta there are four individuals who have planning responsibilities, I'm one of them and I do a lot of other things besides planning including campaign. Lauren has other planning assignments besides Jewish education including two campaign assignments. Our third planning person is primarily a program developer who works with the agencies developing programs and raising money for those. And the fourth slot is unfilled, and I can't find anybody to fill that slot. Atlanta like Baltimore is in the third year of implementing its strategic plan. And we're about to start on our 1993 campaign. We're trying to figure out what the new national resettlement program is all about and how much it's going to cost us, because the initial promises made to us are not being fulfilled. It just gives you a flavor of what we're looking at back home as we try and decide how we're going to staff this and how we're going to make it work. We are no less committed to anybody around this table about making this work. We want everybody to look good from Mort Mandel on down including ourselves, but the only way that we're going to be able to make that happen is if we have some assistance on the planning end. And the

last point I'll make is that local philanthropists, foundations, don't I think are going to be thrilled to jump on the bandwagon of funding new and creative programs. They are not going to be thrilled about bringing on any more staff in an enterprise that from their perspective may be doing a great job but really has enough staff that are being paid for from _____. So in essence I'm just echoing what my colleagues have said.

Those are very eloquent statements and _____.

(speaker inaudible)

. . . presented very forcefully and _____ reality that at this particular time the economy being what it is and we have the pressures of flat campaigns and those needs _____ that would be an appearance that federation was increasing its own bureaucracy as a first step in this _____. And that of course would be counter-productive. So I think that we now face the realities but we have to look at it very seriously.

Are there other issues in the model that Jack laid out? I think it's, obviously I don't know if you want to go back and talk about something in more detail?

I just have some question about it. Again it will come down to how we work together on it but on the issue of self study, the instruments of self study, who actually does the self study, does the analysis, right down the line. I mean the other ones are a little bit easier to get my hands around, but is there an anticipation that we would go back and design an instrument to assess where we are or are we supposed to work with our EJE or do you have something you want to share with us or is someone else going to do that?

Well, there are, assuming that the overall model at the level of generality, it was very general, makes sense to people then what the planning guide will do is suggest some ways of doing each of those pieces incorporating

last point I'll make is that local philanthropists, foundations, don't I think are going to be thrilled to jump on the bandwagon of funding new and creative programs. They are not going to be thrilled about bringing on any more staff in an enterprise that from their perspective may be doing a great job but really has enough staff that are being paid for from _____. So in essence I'm just echoing what my colleagues have said.

Those are very eloquent statements and _____.

(speaker inaudible)

. . . presented very forcefully and _____ reality that at this particular time the economy being what it is and we have the pressures of flat campaigns and those needs _____ that would be an appearance that federation was increasing its own bureaucracy as a first step in this _____. And that of course would be counter-productive. So I think that we now face the realities but we have to look at it very seriously.

Are there other issues in the model that Jack laid out? I think it's, obviously I don't know if you want to go back and talk about something in more detail?

I just have some question about it. Again it will come down to how we work together on it but on the issue of self study, the instruments of self study, who actually does the self study, does the analysis, right down the line. I mean the other ones are a little bit easier to get my hands around, but is there an anticipation that we would go back and design an instrument to assess where we are or are we supposed to work with our EJE or do you have something you want to share with us or is someone else going to do that?

Well, there are, assuming that the overall model at the level of generality, it was very general, makes sense to people then what the planning guide will do is suggest some ways of doing each of those pieces incorporating we have reviewed the early graph just with certain people, _____, what's looked at by the senior research person at JCCA, so we're getting into _____ other people, so again we don't reinvent the wheel. But the notion is that we would suggest a general model, not as general as I laid it out but a how to do it piece for that so that you would pretty much have the benefit of other people's experience and then we would have

And then we'd do the analysis.

You would do it with whatever help we could provide. One of the issues is that the data base is different, the existing information is different in the three communities. Some communities know a lot about other areas and not some other areas. Annette mentioned the issue of a personnel survey which I don't think any of the three communities have a piece. I think Baltimore has

(everybody speaking)

We've collected those and we'll make them available.

One of the concerns, and I want to underscore what Jack said. There is no implication here that communities are starting from total ground zero and that this is how we're going to tell you how to do some of your planning. But I think the kind of thing you're talking about, how do we fit where a community actually is. We've done this part, we have this piece but we don't have that piece into a common framework so that there is a sense that all the communities are proceeding along a similar path with the same ground that has been laid in terms of understanding, etc. past the

Jon, it relates to what Steve asked Barry before. Are they the same reports? Is it the same content, the same format? It's critical that we go through this _____ all sorts of sense to follow this kind of a progression. One other reaction. I think that it was very positive that you said that we did not want to throw in mission and vision and all of those things in this one, because we've been stuck on that for a very long time. We've seen it in some of our Jewish continuity discussions, we'll want to define it in twenty different ways and even afterwards _____. I think this is a very productive way to meet _____.

I just want to make a note. One of the things we did not have a chance to talk about this morning but will need to talk about obviously over time is a different take on dealing with this issue of vision and goals etc. Because I think there's a sense that that it is far from being irrelevant though it is one that community's often like to avoid, and we'll have to get back to that at some point.

I'm not suggesting

Don't start that with me, we've got to get going.

And just one other comment and this is general discussion. The _____ and then _____ at the end. How do you take this process and marry it together with kind of like a _____.

I'm not sure how to do that and I was going to ask what the group's feeling is about how we deal with that issue.

Well one suggestion that was made to me _____ best practices _____ we have the mechanisms to gather people together _____. That's one possibility, another one is if there are already some things on the drawing board right now look at those. And a third one is if there are commonalities between the three communities in terms of perceived need _____.

In concrete terms, Milwaukee, when do you envision having the commission ready to start work.

Howard: I expect it will be January.

January o.k. So that means that by May your allocation and grant system, _____ if the thing is _____ for some guidance about next year's expenditures on Jewish education.

Howard: well

It means February, March, April, May four months. Are you on a July 1 fiscal year?

Howard: We're on a July 1 fiscal year, we're on a two year funding period.

Which year are we in?

Howard: The first year. So we have

You have more ____

Howard: _____ on adjustments to allocations but that's one of the reasons why we're on a two-year cycle was to be able to take a look at new initiatives and act on them.

Is Atlanta on a July 1? And Baltimore is I know. That's just one plus. You could have been on three different fiscal years, that would have been fun. So you have a little more flexibility vis-a-vis the allocations.

Howard: We have a little more flexibility on allocations but we would still expect to have thing initiated through other means

Of course.

Steve, so where are you in Atlanta in terms of, I know you made a major investment in terms of the restructuring. What is your sense in terms of sort of substantive beyond the restructuring in terms of the commission, the timing of the commission, this image of the work project.

Steve: Our council on Jewish continuity which is new is going to be the parent body to the CIJE project has met a couple times. People are actually fighting to get onto this thing. And while we have an outstanding group of people who are on it and they're just chomping at the bit to get going.

Now do you envision that that's the group that would take responsibility for this planning, the strategic planning.

Steve: That would be the parent group. A group like that couldn't work with staff in planning.

How big is it?

Steve: About thirty people. But it's not just how many people, it's who the people are. And there are some Jewish education professionals plus rabbis plus lay leaders who there selection of people for example, we all know they have the answers to pretty much everything. So when you bring that niche of people together and you have that many people's strong wills who have something to say it's not a forum where you can get down to a planning agenda. So a smaller group needs to do the work and then feed it to this group to react.

Are you thinking of a steering committee?

Steve: I'm not thinking of anything yet because I was hoping by the end of today I would have a better sense of what direction we were all headed in. But a steering committee is certainly something to

What are you doing in Milwaukee?

Howard: We have a a steering committee, and the steering committee will organize the commission.

Everyone feels comfortable then at this point that this planning process can work in your community as that piece.

Let me just amplify again. When you got to number seven to talk about your strategies for _____ funding, you're not talking _____.

(group laugh)

Oh absolutely, we're not. I'll take just one piece of it, it's the most time driven.

In some ways it has to start, having something start outside of the allocation process as a pilot project that will demonstrate to the system that something is worth sustaining.

Steve: There have been times in the past where we have needed money for something and when we weren't ready to say to the world what that funding was but there's a willingness to set aside an amount of money, and we go back to the board and say now we got it, here it is, and what do you say? That works in Atlanta, I don't know if it will work any place else.

It doesn't work in Baltimore? Too bad.

Marshall: There's really no money to put aside.

Baltimore doesn't have a learning capacity? They don't acknowledge that other communities may occasionally have a good idea?

Marshall: What happens is that all the good ideas that are already on the table take up the money. But as soon as you have one, bring it, and we'll consider funding it. We're trying to get to the table.

Do you anticipate that that's going to be problematic?

Marshall: The way that Baltimore works is really beginning this total resource development model where endowments and campaign allocation and foundation grants, that everything is coordinated in a way that if there were a challenge grant that came up or some initiative, we talk on a regular basis with our different foundations and philanthropic contract, and we're increasing the number of those funds. They are held by the federation so we know where things are in coordinating those kinds of initiatives.

Jon: Jack do you want to go on then and hit some of the other pieces? We had talked about, I think we're beginning to gel in terms of what this first year is, but I think maybe you want to elaborate.

Jack: Maybe we should go back to the issue of introducing the project in the community because there are so many different sets of stake holders that you could easily consume three months just going from group to group saying what this project is. There needs to be a more efficient way of doing it, and I know Shulamith touched on it a little bit, and I think we need to brainstorm together. I don't think there's any magic here in terms of _____. The commission, the committee, its own task forces I think that part is something we all have a lot of experience with. To start we federations have often not been very good at listening to stake holders. We talk about it but we don't do it, in most communities, I'm sure not in these three communities. But in most communities, we talk about it but then we don't do it or we don't do it very well. And where people do it it's often very awkward. Like you hold a big open public hearing and people with vested interests turn up, and the people who are the silent majority don't turn up. Or you hold focus groups. There are a lot of different ways to do this but I think we need to brainstorm together on what's the best way to be spreading the word and involving people in the process are very closely related.

(inaudible question)

Jack: You try to find a way to plug them in, and I don't think again there is any magic answers. Shulamith.

Shulamith: Well maybe this is something since you all have had the experience of introducing new ideas and new concepts _____. I think what we ought to do is to get _____ who is the community gets back

to the question that Marshall raised earlier. _____ play with some of these ideas for a short period of time beginning with who is the community?

If you look under start up there, the stake holders list there is pretty solid. It does not include the professionals at the federation. I think that when we're talking about the community in a broader sense for this project that the same way Seymour said before, take you senior senior professional and change him and get him excited and things will happen. Around this table are the change agents in the true sense for this kind of a _____. So I think the community that we ought to be looking at involves those key pros. as well as the other two on there.

Shulamith: Maybe what we can do is just generate a list, and then we can either sort and maybe even at some point, I'm not sure we can do this today, find the best strategies to do that. Certainly federation staff are key pros. the people with whom you work the people for whom you work, within the professional. O.K. We have the lay leaders. At the level of the community and at the level of specific institutions. So that would be the people who are already involved, the people who are on the boards of _____ synagogues, JCC's, etc.

Educators.

Shulamith: Educators. Once again here we're talking about the people who hold, let's just call them leadership positions. And the various levels of staff and then take a look at educators in terms of the various settings. You have educators who work in central agencies; you have educators who work in informal education settings, people throughout the community. So all types of educators at all levels at all settings in the system.

Rabbis.

Shulamith: Rabbis, all kinds.

Learners, parents.

Shulamith: Lets take learners. And we can call them the clientele here. In some cases they are parents of learners, in some cases they're (everybody talking)

They're your constituents.

These are all constituents.

They're all constituencies.

Shulamith: We talk about the various publics that the Jewish community could be the people who are not involved at all and that might be some sort of

What does the Baltimore Jewish Times and the Atlanta Jewish Times have to say about this process and how are you going to

(everybody talking)

I think the whole media is really very important.

I think the underlying idea here is that when you begin to make the list you begin to say, oh wait a minute, this isn't something that's going to happen sort of haphazardly and accidentally. There better be some sort of plan for how these various groups are going to be introduced to this project and since not all of them will be _____ involved how are they going to be reintroduced during the course of this initial year as critical decision points or limitation points begin to arise.

_____ keeping in touch to and that is what concept communication linkage is and strategies that you develop throughout the life of this _____ presentations would also get attention. And the various means that we might use, whether we bring Barry in or, you know, a speaker for a public forum, or whether you introduce the boards and you provide briefings, you know, at different settings and that whole business of developing the appropriate strategies to meet that goal with each of the constituent groups.

Anyone else?

The real issue to me is the how, because you have so many groups and such major communication burden, because you're dealing with very complex stuff.

Annette: Well I would add a what to how because I would imagine that what you want to say and for the lay leaders to know is not the same thing as what you want the pros or principals to know.

Shulamith: You have to pick your audience with certain needs to know and certain capacities for learning and assimilating what it is that you're going to tell them and also I should say for the community people, what to be able to identify what you think the central statement ____ these individuals is the project and try to be able to match both your how what and who does this to where these people live their lives in Jewish education in the community. So one example is that you might say to parents at a Jewish Community Center pre-school about the project might in fact be different from what you're going to say to ____.

____ venues that means going to the rabbinical council's meeting, getting on their agenda, that was easy. Going and having meetings at the preschool at the JCC with parents, with preschool teachers, a separate group. And I think that you have to not only figure out where you are going to meet them and come to them and make sure that you're welcome, but also think about who you're starting with. Because _____ see themselves in the community. To create a plan for this up front, and also to ____ sensitivities around the issues because it also is going to reflect whatever priorities the community has selected. So it may be that (speaker interrupted)

You may not want to get

too close

too many people too turned on if you're not going to be in a position to address their issues.

Certainly.

How do you cross the ____ of the constituents, you may want to consider what you meant by _____ as well _____ it may be a critical selection.

Another issue that I think we're under

blue

You should keep that in red

(everybody talking)

Anything but red.

Shulamith: We should remember that and actually that's _____ because obviously the strategy we spoke about earlier in the day bringing lay people from the leadership at CIJE into a link to leadership at the local community level is something we have to think through very carefully here. Who are the right people to introduce to particular people in the community, where the communication might work.

Marshall?

Marshall: The question which community, if this is the local community level only then all of that applies, but as soon as we talk about the community influence. What I'm thinking of is that there is this CIJE the continental movement going to a local community but there's also the local community as fueling that continental initiative in non-lead community communities. For example, if something is happening in the community and it's picked up through the press, therefore one of the constituents or publics for the local community is in fact the whole (speaker interrupted)

Absolutely. And that's going to be a very practical issue and one that will need to be I think discussed as the process continues. How much are you obligated in the local community to field the questions and inquiries and requests for sharing of this or that from your colleagues.

_____ the community was selected.

Jack, please.

Jack: The fundamental problem still of this is endless, this could consume all of the available time and energy just doing this. Let me just share one, we've all been through this, and again I'm not suggesting that we go through more or less on this. Let me just share one approach to this that we used in a totally different project where the issue of a closed process versus an open process was very tough. And it was a priority setting, a federation priority setting in which

there was tremendous internal tension as to whether to get six of the top leadership in the back room to do the priorities versus opening up the whole community, and decided we wanted to come up the middle. And in effect what comes out of that is a three level strategy. One is there needs to be at least one open piece. There needs to be an opportunity, a well publicized opportunity for anyone who's interested to come some place to learn about the way the community is thinking about improving Jewish education, and ideally to have some opportunity to be heard. Whether that's a public forum or hearing or whatever. There needs to be so that nobody can say, I never had a chance to speak. And that needs to be publicized and so on, and yet you may only have to do that once but it needs to be invested in so you can fill the house, and people will say wow, there is excitement about Jewish education in the community, and people did ask me. And that sort of covers the broadest base. Then at the other extreme you need, which you're all going to do, make sure that the most important constituencies are represented either on the commission or the task forces of the commission. You probably, I'm sure you did this in _____ strategic planning which is to get more people on the sub-committees than on the _____ committee and that's the best way to involve the constituencies. So you really end up with a three tiered process: a small group which is the executive group or the steering committee; a commission which are the major players; and a set of task forces which brings in another ring of constituencies and opens up more seats. It's a pain to staff but it's the _____. So that's the second tier which is the other extreme. The toughest part is the middle. And what we did in this project was to hold a lot of focus groups. So that you basically invite, it's another tier of constituencies and effect groups or individuals who don't make it onto the task forces, you invite to a focus group. Which again would only have to run once, but at least you invite some people together and say, what do you see as the major problems and issues in the community, what do you see as the major opportunities for Jewish education. So people have some input or some opportunity to be heard. Now again that can be done earlier or later in the process, it can be done as a part of a process of building some support. If it's done later in which you basically try out ideas on people. But again in this one experience, and you'll have to see where this fits for you, there was kind of a three tiered approach to try to cover some widening circles of involvement, and even then you're not going to touch all the bases, and not everybody is going to be happy, not everybody is going to feel it _____.

Annette: Jack, it seems to me that we are speaking of two things, and we ought to distinguish between them. One you just mentioned which is to give people a chance of expressing their view of what they think the problems are. But we have a preliminary idea which I thought you put on the table which is that, how can we introduce the idea of this project which is meant to be something different because we hope that the impact will be very significant to those various constituencies. And it seems to me coming from the experience of the commission where the one to one mutual learning work was very intensive and the rewards very big, I think for all involved, it seems to me that we ought to ask ourselves for each one of those constituencies, _____, what is it that we would like them to know as they are coming to a conversation about what are the issues. Now the list of what we see there on the board is fairly content neutral. The planning process could apply to many views of what needs to be done, but we're bringing to this I think collectively, and will bring, and each community will bring, a fairly defined view of the idea of lead community as this very intensive base focusing on enabling options and working in a specific way. Now the question is, do we need at the top to engage, for example, ten, seven, six lay people in each community? What would it take to take the person who is now in the hierarchy of your community the very top lay person, and who perhaps today is not at the top of the educational endeavor, to engage them to come into it? What kind of as it were, I don't know what the correct word is, what is the content the substance of the curriculum maybe of the conversation that is would result in your key funders or your key leaders coming out of this process or coming into this process saying, this is where the priority is and therefore if you need one more staff person, or if there are implications for several million dollars down the road, this is what we intend? And I think that's a different issue.

Marshall.

Marshall: Let me answer it by starting with a very quick story that just happened in our community. We have a synagogue federation relations commission, it has a steering committee. Around the table in the steering committee are rabbis, lay leaders, federation staff, and we're talking for a long time about how the synagogues and federation haven't gotten together for years, it's time to get together, da da da da. And one rabbi says, it's all very simple, put a pot of gold in the center of the table and everybody will eat it. And everybody agreed so fully that no one even said anything to

counteract it and they said we need one successful project. Now I'm going to use that to come back just for a second. We can talk about the process and how to bring all the people. I would like to say where Baltimore is. Baltimore buys that the GA appropriately was about Jewish continuity and Jewish education within that. Baltimore buys that it's the highest priority within our entire community to move in this direction, we're way past that. The people who are the key leaders already buy it. They're saying, we've said it, we've done it. Shoshanna Cardon, by the way, chaired now fourteen years ago the task force on Jewish education in Baltimore. And until now some of those proposals have not been implemented. So people are ready. I think that the pot of gold if we could present to all these different constituents what that is in a redefined way would make the case. If you'd allow me to for a second. I was taking away from all these discussions of things that I think that CIJE can deliver from what we talked about, I just made a list that sounds very impressive to me that could go to anyone of these constituencies in any combination and lead us maybe to the kind of action plan that, to go back to Seymour's motion here, I think it sort of falls back in. Can I take a shot at this.

Sure.

Marshall: We get back to the community and the first thing that's asked about is what is CIJE, what is this partnership? I start with the concept of the action plan which will provide best practices reports in the

six areas

Marshall: and that they will be coming on a timely basis with executive summaries, and they will be provided, and that will be coming. There will be an evaluative or causal relationship studies that exist, that show us in certain areas, what works, what doesn't work, why it works, so that we'll have a basis for our discussion. We're going to get that from these experts who are consultant experts to this process that we've been floundering with in our local communities. There will be press releases that will be prepared by CIJE that say here is what the project is, here's where it's going, the kinds of things we've seen on overheads, and it will be a controlled, centralized, coordinated effort that we're getting the message about when and what and to whom, again not everybody making shabbas for themselves. There will be a list of demonstration projects and

grant seeking for multiple projects within the communities as a result of this kind of list, but there will be grant success in at least one area where there will be funding for a demonstration project in year one for this lead communities project. There will be sets of questions, or focus groups and for the kind of processes we need provided in the kind of systematic way, Jack, that you just laid out. So we'll have materials that will assist us in having the same kind of planning process. We'll be able to react to those materials and shape them together, but that will help us move our leadership and everybody else. There will be staffing at the local federation that will give the infrastructure that we need in order to take this forward. If all of that was done in the short term and the continued feeding us of materials and these things that are going to be generated on an ongoing basis, we could go to the schools to the rabbis to the lay leaders to everybody and choose different things.

Seymour: I want to thank you. It's a source of great encouragement to hear that because it's not only you know and _____ sounds that to me. It's powerful education for me. So, Annette was talking earlier, before about it not being content neutral that was content laden. I would like to ask you with the following suggestions and Art particularly, whether the following addition makes sense to you. I think you risk the agenda of the meeting between the CIJE board member and the local leadership. If this agenda were what our representative came to the local group and said listen folks, this is what we are prepared to do, that we would be modifying it. If we did it this is what it's likely to lead to. And the bill for this is \$222, how do we get that \$222? And there were a give and take between those two groups there, and an agreement to see how can we broker for you, what will you undertake, what has to be done? And maybe that's the place where you're powerful idea which as Art said nobody here that about, that the sum total amount of money that might come out of a lead community for this project might be a million dollars but the first step you can't come for a planner because if it does, it looks like the same thing all over again. As a layman in this area that sounds like a powerful argument to me. Whether it will fly or not, Art would know, and the board would know, our board would know. But I do think that it's a great staff and I want to just add to you. This is, you have seen only the tip of the iceberg as to what resources are available to you on the most expert level. When you mentioned the question of what was it again, about projects that work, what was that again, about

best practices

Seymour: No what works etc. I think that the top names in general education, you bet ya, are very much interested in looking at this project, whether it's _____ at Stamford or _____ at Harvard or _____ at Chicago or some of the people in Israel, these are people who would be considered a privilege to discuss openly with your lay people about why the lead community idea is a conception that is ahead of its time as a conception. Annette and I had the privilege of being at Stamford at a seminar, and one of the things that we did that we were fortunate, there was no way that this idea couldn't be sold to our commission, the lead community, without us being able to say that the idea had validity in the sense that you have been describing earlier. So for example, we ran two seminars with whom we thought were the best minds, the purpose of the seminars were please shoot it down if you can. The reason being that we didn't own any stock in this idea called lead community but we wanted to. When we came to Stamford and the dean of Stamford at that time, he just retired, he's one of the great educators in America by the name of Marshall Smith, had just been advocating something inching toward lead community by virtue of saying that school based change in North America has the weakness of not having a system behind it, or not being systemic, and therefore you better pick up a stake. When he heard this idea, he was very much excited and wanted to be involved, and Lee Shulman was there and some of the other people were there. So I think that what you are generating by this is a conversation in the community of why these ideas represent the new star and why they are state of the art in the field of education, not merely in the area of Jewish education. So I think you presented the agenda for the conversation between the two sides and have properly placed their competences and roles, because it becomes the assignment of lead community to be able to respond to the question of the community which is why is this likely to work, why is this any different, why is this worth this major investment? And what strategies are required to undertake it? And I think if that is the agenda it's an agenda that our board is highly likely to be excited about dealing with. I want to repeat to you again, I didn't say it to you straightly enough. Your community, David Hirshorn is waiting to be turned to, but exactly in these terms, because he want to know why and he expects to fund his local community. He did fund the CIJE very handsomely but that's not where he thinks his real investment should be, he thinks his investment should be in the

Columbus area (sneeze) god bless you. Why I make those slips. Those of you who know me know why, my life began in Columbus. So he thinks that Baltimore should be invested in not only because it's his home but because he's for the idea of lead community, ____ Baltimore then I have the right to argue with some place else. So I think that this is a wonderful list and should be fleshed out, there are some connections I would urge us or you particularly to consider. instead of causal we might add some other words, not to fudge but to make it more precise more able to fit into the language that is acceptable. But I think

Art.

Art (mostly inaudible): Well I think that we've had an extensive listing as Marshall presented it of a really incredible piece that would relate to _____. _____ taking into the account projects, it takes into account lead community involvement and focus groups -_____, by developing the proper infrastructure that we _____, what really needs to be done. I think that this has pulled together _____ for some time, last night and today. I would like to see maybe if we couldn't put it up on the board or wherever one by one maybe take a few minutes _____ see _____ Marshall outlined were all _____ maybe one or two are not, maybe there are one or two that we want to add triggered by the _____ here. And also since this is the real world we will probably not be able to, we altogether, be able to do everything at once that sometimes happens, perhaps some indication of priority.

Let me invite then some, can everybody see it?

Can we have it .

Marshall's list.

Marshall: By the way when I went for my hotel reservation, it was Martial, I said I'm a man of the _____.

(group laugh)

By the way did you notice that the (end of tape)

(beginning of tape 7)

(everybody talking)

Let's at least spend a few minutes making sure that this is something that makes sense to the other communities as well, everyone seated around the table. By the action plan you meant what?

Marshall: When we talked about

the overall

Marshall: we're taking back in essence, the whole thing is the action plan.

The whole thing is the plan.

Marshall: parts of the action plan, I think other pieces can fly into it if we pull it into it. The first piece that I was talking about had to do with picking up some of the discussion, I mean they can be taken in any order, the time table for this is very important because I think there's one piece here. When I said action plan, this is almost the reshaped letter of understanding. I think this is really whatever that contract of understanding, the discussion between CIJE and the communities now. It's moved forward. As I understand it no one has a signed "letter" and so there's some pieces here that might actually supplement in a very positive ways, the kinds of things already in it. I don't want to complicate that document unnecessarily, but there's one piece in here that I left for last which would be an impact on the existing letter of understanding. So, but the action plan is an overall piece. So

Isn't the action plan _____

The example of the

there's the whole best practices report

the materials

(everybody speaking)

Marshall: I was trying to get very specific that there are core materials that will give each of the local communities, each of the lead communities, the same starting point for these key processes.

An example would be, Jack laid out a very detailed six step plan, that would be a key piece. When Annette laid out the possibility that

(everybody talking)

There's a kit that CIJE is going to be providing, there's a template for this.

Marshall: There's a planning kit which would be those kinds of issues, there's another kit which is the best practices piece, which you mentioned a hundred times, well it's going to evolve. There will be a marketing piece of press releases and those kinds of things, communicating with our public. And I think this sets an agenda of where CIJE needs to prepare materials and put its energies. At the same time, I'm not saying that this is one way to say this is what CIJE provides, this is what lead communities provide. I think _____ provides the template and then we have the discussion. It's not, it's created and then handed down. So we might prepare some template, but these templates, clearly, coming out of this type of meeting, there should be those. And I think some of these are major CIJE visible contributions.

Seymour: What happened to the request for a more specific action project.

(everybody speaking)

Seymour: It's just not number one.

Marshall: And there are two different parts of that. One is that there are ongoing demonstration projects being conceived and grants being sought by that community, but then, and with the assistance of CIJE, I added one other thing, there will be grant seeking, but there will be grant finding. There will be at least one successful grant that is brought through the good offices of CIJE, and hopefully one project that would be for all three, that comes. Now the Cummings piece may satisfy that already, they have to shape those, but at least one area where we are really _____ through CIJE.

Marshall, I want to ask you though. On the best practices, I understand how Jack's planning guide, time table, p.r., I understand those aspects of the kit for your local community, because I understand very clearly what you would do with that. And I'm not

entirely clear what is the, what do you do with the best practices package?

Marshall: That's to be discussed together. What I'm saying is there are resources that you generated that exist that we haven't seen before we (speaker interrupted)

(everyone talking)

Seymour: That's that fancy term that Jon has introduced. That the best practice would be accompanied by the template that would say, here are the steps which we are suggesting that are likely to come, to help lead to successful introduction of best practices.

I think another point that Art has made that we have to keep on the table is part of this is establishing the credibility of CIJE as a tool, and (speaker interrupted)

and a broker

And we've got to give you the ammunition to do this marketing job to the local community. So, if for nothing else Barry, it seems to me that a high quality piece of work that Marshall can go back and can say, hey look what they've delivered to us.

Seymour: I think it will be useful not at these set of meetings but at the next set of meetings for us to share with you what groundwork we have done in other areas that we haven't discussed.

Fine.

Seymour: I'd like to just indicate a preview of coming attractions. The Mandel Foundation gave \$750,000 grants to four institutes: Yeshiva University, Hebrew Union College, Jewish Theological Seminary, and JCCA, each one of them. Every one of them had built in the notion that that would someday make a contribution to the lead community. We are now in the name of the Mandel Foundation having the kind of conversation, we've begun the conversation with those institutions ask them what would you be willing to deliver to lead community at the proper moment for your denomination or across the community. It has been a very encouraging set of conversations. Now that as a resource not to be taken if somebody wants it, not to be taken if they don't want it. There are four or five

like that that I think could result in the kind of conversation that produce such an interesting set of ideas here today.

I want to make sure we give a chance for some of the other communities to react to this. We have one framework for deliverables from CIJE, but are things, other things that Atlanta or Milwaukee?

Seymour: I'd like to hear the general lead plan.

(everybody talking)

I may not understand what we're doing but what I think is going on is that we are putting into a little bit more manageable form a lot of the things that we've already thrown out on the table in a more haphazard form. Is it anything more than that?

It's a little more concrete because it does, this does carry with it funding, it carries with it job description and moving forward initiatives back in the community, structuring the committees, charges to committees. One thing that's not up here is when we talk about questions of the focus groups or whatever those planning materials (speaker interrupted)

We haven't transferred everything. (everybody talking)

How does all this relate to Jack's six step plan?

I think that with those materials and with the discussion being focused on this kind of, focusing on a plan rather than a general concept of what is Jewish education and what are we going to do, then everybody will not go through what we went through last night and part of this morning until we got through and we all understood where we were coming from. I think that the danger we run into is going to a community that has high expectations and multiple interpretations of what CIJE is, and what is Jewish education, and what is working or not working, and who is JESNA, and all this stuff, and bring in outside people. We're going to end up having unsuccessful meetings, but focused on a common agenda, which is sort of the common vision, it's before we get to vision. This is, we all believe we've got to do something, here's what we're talking about doing now. I think they need to have a successful meeting. In Baltimore we could have a successful meeting with top leadership

around that _____. Without that plan and in those concrete pieces we would have a very nice meeting, Charles Bromfman would get back on the plane and everybody would say, now what do we do. And we can't have another meeting where (speaker interrupted)

Are you saying that number one is an import to the five year plan that Jack outlined?

In one of the components that Jack outlined talked about different components of start up. One of those components was the process of involving _____ stake holder. As a part of the ____ stake holders this is the list that we bring to the stake holders that says this is what we're, this stuff, to use Marshall's metaphor, the pot of gold that we're talking. Which is all of the things together _____. But the other thing is that you're going to have the same discussions in the three communities. If you don't have this kind of core material, I believe we're going to have three different discussions in the communities, we're going to come back at different places because we're different places (speaker interrupted)

When we strip away all the rhetoric, number one is an input into the development of a plan, but it's more than that.

It's more than that, it starts the actual work. You see it's a jump start. It's a jump start while the planning process is getting geared up. O.K.

I'm not saying that it's just that. It's not part one. It's when you put it all together this is part of what is being put on the table, and it's not just for year one. This stuff is going to be ongoing, important, structure and support throughout the three to five year plan.

Do you want to spend a few minutes, I don't know if we really have time for resolving substance issues, but do you want to look, do you want to put Marshall's list back up.

Sure.

_____ is a real important one. Is that too sensitive?

Well I heard earlier that you made the case that there needs to be some type of shared, tell me if I'm interpreting you correctly, some type of shared financial responsibility for this initial staffing so that

again, so that there's credibility that it's not CIJE coming and saying well you guys set it all up and then we'll fly in the consultants.

Marshall: And that if it's \$50,000, \$40,000, whatever it is, the understanding is that that is not even the cost, the full cost of the one position but what's really being provided here is all the resources and all the staff of the federation. As Steve mentioned in Atlanta, you have the assistant executive of federation who is going to have his job redefined for this kind of initiative.

I think our reaction

There's no question about that.

Marshall: But this needs to be

I said we would look at this very seriously.

Marshall: Well in terms of the nuts and bolts kind of issues

It has not been anticipated, but we will ____ very soon.

(speaker mostly inaudible)_____ letters of understanding for some reason shouldn't ____ the GA's time table, and if this is a front burner kind of issue, is this something that could be addressed in the next couple of weeks. And I'll tell you why it's so important, is that we actually have this on our agenda of the December 1 executive committee meeting where the letter of understanding is to be discussed, we can back that off that agenda, but right now it's on. If it were possible to get the kind of sign off and do it, we could sign that letter of agreement as of December 1 and get going. But I don't know where you stand on it, understand the whole ____ within CIJE. So you would know.

Well I'm not sure, I can say that _____. This kind of thing usually takes a couple of weeks so that December 1 would not be _____.

So we'll back it off.

By the way I'm going on your, the first statement of \$40,000

(group laugh)

We talked about thirty to forty. (everybody speaking)

I want to make sure that we are ready at 2:30 to move into this_____ which is critical, how we work together. So let me see if I can just pull together and try it. Marshall you may want to correct this. I think the other things that you identified on your list, there's a second category that includes I would say number six, and also to some extent number two, that really I would describe as an ongoing intellectual problem that there's an expectation that CIJE will be providing ongoing input of a high quality in nature, and I think that everybody part of CIJE, not only accepts but welcomes. We talked about the staffing piece which obviously is something which will be resolved separately. And then that leaves number four which we have a good bit about today, not in terms of picking the project but the concept that there will be a ____ start up of at least one project. You've added the element that you would like to see that project supported by outside grant funding, secured, brokered by CIJE, and that it seems to me has been heard, and is also an issue that need to be worked out in terms of the discussion with the lead communities. I don't think, unless we can come back to it later, but I want to turn it over to Art in a second, I don't think we're going to have time necessarily today to elaborate on what that project should be. I just want to remind, one thing on the table, which is that I think it's important, it's possible, it's feasible that the start up project also partake of the particular analysis and thrust of the CIJE and lead communities project. That is to say CIJE as we talked about last night, has adopted the perspective of the commission which says you create major change by leveraging two fundamental variable, those building blocks, though we have not talked about it, as a personal contribution to discussion. I would want to throw out on the table that I think the discussions that incline in the direction of initial project was not programmatic, but that was oriented towards the issue of profession building, is probably an important thing to talk more about before that's fixed. I think it would be critical that the lead communities' projects start with a preview of its fundamental direction. But I offer that as a personal comment.

Actually. . .

Seymour: I want to say something to make Art's job easier, or feasible. All the discussion today about money has been, and __ legitimately challenged the previous conceptions that in the light of

the present economic situation and what a planner means, wouldn't it be nice if the CIJE could find some way to help. And now I hear about this project also that you mentioned that the issue would involve the CIJE program. Everybody agreed and no one has questioned that but the CIJE, but the local community is going to have to put in significant funding in order to improve its educational system.

Absolutely.

I think the planners ought to think and the people at the local communities ought to think, what kind of encouragement will be given to the CIJE board members to begin this conversation with you about what's going to happen second and third, because all that is presented is that point number one is would you produce, supposing Art by a quasi-miracle is successful and gets someone to say \$40,000 per community ought to be helped. That I think don't think will fly (speaker interrupted)

Can I give you the answer? \$20,000,000 fund for Jewish education.

Seymour: good.

Major financial resource development, by the way which is already on the books, a \$300,000 challenge grant that just came in. . .

Seymour: Then let me make a suggestion about how you prepare your side of the conversation. That the response should be, listen, we've got the \$20,000,000 campaign going, and we've got \$300,000 here and we're going to go to this guy for that, and that guy for that

That's what we're

Seymour: If you could take forty and this and do that then we think it will electrify the campaign and the activity in this way. So we shouldn't lose. .

I don't think _____

Seymour: No, no

I think we thought we were chosen as a lead community because of that kind of a program. In fact.

Seymour: good

Art.

Art: (called a recess)

(meeting continued)

Art: Ukeles Associates that are offering a service in the area of planning. That is part time, and it involves Jack Ukeles or in some cases Jim Meir who _____. It's an issue of planing and I think that we saw Jack today in his role as planner and you can see the kind of things that Jack and Jim are involved in. We have Barry Holtz who heads up our best practices who up to now has been really part time, and I'm very happy to say that I have confirmed as of yesterday that he'll start with us half time as of January and full time as of June. So that Barry (clapping) I'm just the executive, you get the applause. You come on full time January 1?

(group laugh)

Might be worth it. How often do you think at any job do I get a ____

Art: We than have as consultants Seymour Fox and Annette Hochstein, who were the consultants and really the architects of the process which preceded this namely in the work of Jewish education. There as you know located in Israel, they will be coming here on the basis of once every several weeks, I'm trying to pressure them to _____. But let's at the moment say once every several weeks. But they are available by fax or by phone, if you have a question or a concern or a comment or a suggestion related to any area that you've heard them cover today, then call them _____. Shmuel and Dani are here for this meeting only really, I don't think they will be here on a regular basis. But they are here really as observers., they are working with the Mandel Institute and working with Seymour and Annette _____. The three researchers as you know are doing there work of monitoring and feedback and evaluation that they already do in each community they have been doing with us as a group and when they prepare their reports, whether it's a report for the individual community or a report for the CIJE as a whole, they will be including their observations on this meeting as well. Ginny Levy has been lent to us for the occasion. We wanted to be

sure that in addition to having a tape recorder, that we would be sure of everything that was said, that we still nevertheless needed someone who would be able to pick out the salient features and since Ginny has been doing this previously for the CIJE at meetings for the board and for the commission, ___ and is so exceptional at it that we borrowed her for the occasion. That describes the staff and the role of the people.

Do you want to mention Ellen and _____.

Art: Jon is a consultant at both the JESNA and the JCCA are involved with, were involved with really forming the commission to start with, and are involved with CIJE. CIJE never intended right from the beginning, they were very careful about it, not to supplant the role of any of the existing organizations. The kind of job that CIJE does is very different and very discrete from what the service organizations do, CIJE is not a program provider for North America the way the other organizations are. Its role is as we've been talking the last day and a half as a catalyst to demonstrate what will be no doubt a remarkable break through in the three lead communities which will serve as an example for the rest of North America, and indeed for the rest of the Jewish world. So Jon _____ wear my other hat sit here in that capacity. You'll also be interested to know that presidents of JESNA and JCCA and CJF are all three of them vice presidents of CIJE. And will play a leading role in the councils of CIJE. Have I left anybody out? Ellen _____ they are responsible for the research for the monitor evaluation feedback project out of _____ as a leading researcher who has set this up and is currently on sabbatical _____, and taking _ place in the meantime is Noel Green who's at _____ Vanderbilt. O.k.

All right I think what we'll do to be helpful to everyone is make a list of the names, addresses, phone numbers, and fax numbers of everyone, including the planners, everyone seated at the table, __ communication among everyone

I understand that there are those who are sort of in consulting roles and that can mean different things. What are there particular areas that they _____, or available _____ in this process?

I should have identified that. _____ best practices is _____. Seymour and Annette are consultants in a couple of capacities, first of all, because of their involvement with the commission and work

with CIJE to form _____ carry with them the background and the knowledge and the substance of what the commission has done. And secondly they are also available to us particularly as a resource as they have demonstrated last night, in some of the substantive educational content. _____.

Art: All right let's move ahead, working together. I know there were a number of questions that were raised earlier today about relationships with CIJE and the lead communities and how we work together and were some comments that were reported, are these the ones that you would say are questions, if you will, as to the nature of the relationship. We are in this together. The lines of communication and common divergent interests and common goals and objectives. We need to know what we're doing. Is CIJE a resource provider and _____ project. Anybody want to speak about any of those?

I just want to clarify the first briefly. It's not just a statement of philosophy, what it means is that we're doing this work as partners, equally together. And that needs to manifest itself at every level. When there's a future meeting, it's a joint agenda, it's not CIJE's agenda. When we talk about what our goals are for the future, not just CIJE's goal, it's our mutual goal. So I think that there is a strong basis without going forward now and that's just a clarification.

Art: Very good. There's no question _____ we're all in this together and aside from this first meeting, whenever we do get together, it's a jointly determined agenda. And I would _____ the initiative _____ could very well be just as much _____.

I ask that when there are materials that either come about local community work or work done through the CIJE that might warm us about that push us in our own processes, that we might _____ a habit of sharing those materials. So when we have a commission meeting, I'm sure you will want some kind of summary of those meetings.

Shulamith will be happy to act as the funnel. If you will provide Shulamith with whatever materials she'll distribute them, and similarly, whatever we come up across _____.

Or if you have proposals that you have on the table. This speaks a little bit to number seven since we didn't really get into that. That

perhaps we should be sharing among each other some things in our communities that there are already some initiation that's already taken place to craft some of these things that might be facilitated between the communities.

Marshall: Because in the course of talking we did get specific at least in one area which was the in hand grant from the Cummings Foundation, I think there is a lot to talk about linked to the supplementary schools and come up with some sort of a program. I wonder, it's not just decorative though, we have to begin to create that wish list of instantly implementable projects and I'll just throw in as an example, in the area of Israel experience we mentioned we got a challenge grant in Baltimore for that Israel experience that had to do with an Israel desk and scholarships for all the kids who want to go in the community. That's an easy one to do, it's a hard one, the money disappears real quick and real fast, but even to come up with some good, it seems to me that the timing of the first project may not work, may not wait until we get together again at a full meeting like this here in New York. So maybe what we could decide is the best way in which we could continue the discussion after we get out of here.

(inaudible)

Shulamith: One of the questions that I think we raised in terms of CIJE planning a while back and continues to be a question is, in what areas do we work the three communities out of the CIJE. What do you call it? One by one, two by two, three

I think the way it works is a foursome

Shulamith: It didn't work (group laugh). At any rate, not my league. I guess this is an example of something we have to think about this. Is this a conversation that I should have with each of the communities one on one? Is it a conversation that Barry and I should have with three communities? So I think that that's maybe something that has to go on our own planning agenda and that is setting up the best mechanism for collecting these ideas and thinking them through. And then what do we establish as a communications link, you know, between the communities.

If we quickly set up conference calls that would involve the debriefing and talking again and follow this meeting, get all three

communities together with whomever you feel should be on that call Shulamith.

Shulamith: Certainly. Art you want to

Because that action piece is going to be very important to the ____

Shulamith: It's more than just number three on that list.

right.

Shulamith: It's the trigger to a lot of other things.

Will you let us know that? ____

Shulamith: Yes, because I would like for Art to be involved with that. And maybe it would be a time, we have some schedule for some conference calls, maybe what we do is we kick the ____ into that.

Do you think it would be useful to schedule us all to be on the line together on a regular basis, once every three weeks, once every four weeks?

I'll go out on a limb. I think the conference calls are going to get too big become counter productive or non-productive, so I don't know that it needs to be scheduled on that basis. But I think we did talk about the three communities talking together on a regular basis, and you'll let us know how you want to involve

Shulamith: And it may also be even __ of the debriefing. Maybe the most helpful thing for you would be first a one on one debriefing, and then we should talk about that with ____.

What is the plan for the next ____? Do you already have a schedule for the times at which this kind of group will get together? Is there some sort of, no.

Art: We don't. I'll tell you the truth, _____.
(inaudible, someone is crumbling paper in front of the tape recorder)

I thought at some point I had heard something about three or four times a year that we would convene, sort of touch base, and maybe plan in this way.

Well the suggestion was that the various quarterlies and things that are coming up anyway, right.

Annette: One idea that we maybe want to surface at our next ____ whenever would be whether we want to go on maybe working jointly for a while until the concept, the general design is further clarified. I think there is an enormous amount of work your ____ last night. It's mind boggling to think where we started and where we are now. So one of the questions we may want to ask ourselves and some of the ideas we had toyed with was whether this or a different group would be for the initial period a joint planning group that would get together on a regular basis, I don't know if it's monthly or every other month or four times a year, but that is something that maybe should be an agenda item.

To relay your question. One of the questions that ____ think through together is at what point does it make sense to bring lay leadership in the three communities together. We talked about ____ called it the planning seminar or something we called it other things, we talked about different time frames, that's something we need to ____.

Art (very faint): Well we've come to _____. We had a sentiment that yes it will probably be useful to come together periodically. Having said that _____ could be desirable that there be some periodic _____ of lay people _____. Educators on the committees _____ that's a question mark. I know many of the lay chairs and some of the federation people were at the reception at the GA Friday morning and that it served that purpose of introducing people to one another, _____. My suggestion is now that that's out of the way, there be something _____. A different agenda for a _____ of time. Question.

Question. Would it be better to do that before or _____ and everybody _____ waiting _____.

Well let me just say this. That even if we were to decide to have such a meeting today. Knowing people's calendars, we're talking about having such a meeting in three months time. And chances are that in three months time there would be something to discuss.

I wouldn't suggest having a meeting of lay people until we have something of important substance to discuss. The worst thing in the world is to have volunteers give up time as well as resources to come to something that isn't a whole lot of something. So, I would counsel waiting, particularly since we still have a ways to go ourselves before things are a little bit firmed up. We've accomplished an enormous amount, maybe in another month or two of working together go by then we'll see a time in the future when we know we'll have something of substance _____.

Well agreeing with that, coming back to Art's point about timing, you know we need time in preparing such a thing. And I would, maybe what we should do is assume three months and then add a month or so _____. And start thinking now about

(everybody talking)

We don't have to have everything, you know,

Well I think that _____.

Something that you might want to give some thought to is while it may be getting people together in this type of a meeting with our lay partners may be premature, it certainly is not premature to make sure that they are on line and feel a part of taking the lead as we move forward and if that means looking for ways that they perhaps could meet or talk to or be called by whether it's Charles Ratner, Mort Mandel, or Charles Bromfman, or someone that where the shitach starts to become real between the CIJE award and the lay leadership in our local communities. Or that they start talking to one another, even if it's just on the phone.

All right.

___ the opportunity to discuss that. I thought Seymour had mentioned at one point that they might

maybe there could be some phone numbers that they could exchange with each other, or something like that.

We had talked about some kind of kick off in each community with visits that _____. Where does that stand now?

with CIJE to form _____ carry with them the background and the knowledge and the substance of what the commission has done. And secondly they are also available to us particularly as a resource as they have demonstrated last night, in some of the substantive educational content. _____.

Art: All right let's move ahead, working together. I know there were a number of questions that were raised earlier today about relationships with CIJE and the lead communities and how we work together and were some comments that were reported, are these the ones that you would say are questions, if you will, as to the nature of the relationship. We are in this together. The lines of communication and common divergent interests and common goals and objectives. We need to know what we're doing. Is CIJE a resource provider and _____ project. Anybody want to speak about any of those?

I just want to clarify the first briefly. It's not just a statement of philosophy, what it means is that we're doing this work as partners, equally together. And that needs to manifest itself at every level. When there's a future meeting, it's a joint agenda, it's not CIJE's agenda. When we talk about what our goals are for the future, not just CIJE's goal, it's our mutual goal. So I think that there is a strong basis without going forward now and that's just a clarification.

Art: Very good. There's no question _____ we're all in this together and aside from this first meeting, whenever we do get together, it's a jointly determined agenda. And I would _____ the initiative _____ could very well be just as much _____.

I ask that when there are materials that either come about local community work or work done through the CIJE that might warm us about that push us in our own processes, that we might _____ a habit of sharing those materials. So when we have a commission meeting, I'm sure you will want some kind of summary of those meetings.

Shulamith will be happy to act as the funnel. If you will provide Shulamith with whatever materials she'll distribute them, and similarly, whatever we come up across _____.

Or if you have proposals that you have on the table. This speaks a little bit to number seven since we didn't really get into that. That

perhaps we should be sharing among each other some things in our communities that there are already some initiation that's already taken place to craft some of these things that might be facilitated between the communities.

Marshall: Because in the course of talking we did get specific at least in one area which was the in hand grant from the Cummings Foundation, I think there is a lot to talk about linked to the supplementary schools and come up with some sort of a program. I wonder, it's not just decorative though, we have to begin to create that wish list of instantly implementable projects and I'll just throw in as an example, in the area of Israel experience we mentioned we got a challenge grant in Baltimore for that Israel experience that had to do with an Israel desk and scholarships for all the kids who want to go in the community. That's an easy one to do, it's a hard one, the money disappears real quick and real fast, but even to come up with some good, it seems to me that the timing of the first project may not work, may not wait until we get together again at a full meeting like this here in New York. So maybe what we could decide is the best way in which we could continue the discussion after we get out of here.

(inaudible)

Shulamith: One of the questions that I think we raised in terms of CIJE planning a while back and continues to be a question is, in what areas do we work the three communities out of the CIJE. What do you call it? One by one, two by two, three

I think the way it works is a foursome

Shulamith: It didn't work (group laugh). At any rate, not my league. I guess this is an example of something we have to think about this. Is this a conversation that I should have with each of the communities one on one? Is it a conversation that Barry and I should have with three communities? So I think that that's maybe something that has to go on our own planning agenda and that is setting up the best mechanism for collecting these ideas and thinking them through. And then what do we establish as a communications link, you know, between the communities.

If we quickly set up conference calls that would involve the debriefing and talking again and follow this meeting, get all three

communities together with whomever you feel should be on that call Shulamith.

Shulamith: Certainly. Art you want to

Because that action piece is going to be very important to the _____

Shulamith: It's more than just number three on that list.

right.

Shulamith: It's the trigger to a lot of other things.

Will you let us know that? _____

Shulamith: Yes, because I would like for Art to be involved with that. And maybe it would be a time, we have some schedule for some conference calls, maybe what we do is we kick the _____ into that.

Do you think it would be useful to schedule us all to be on the line together on a regular basis, once every three weeks, once every four weeks?

I'll go out on a limb. I think the conference calls are going to get too big become counter productive or non-productive, so I don't know that it needs to be scheduled on that basis. But I think we did talk about the three communities talking together on a regular basis, and you'll let us know how you want to involve

Shulamith: And it may also be even __ of the debriefing. Maybe the most helpful thing for you would be first a one on one debriefing, and then we should talk about that with _____.

What is the plan for the next _____? Do you already have a schedule for the times at which this kind of group will get together? Is there some sort of, no.

Art: We don't. I'll tell you the truth, _____.
(inaudible, someone is crumbling paper in front of the tape recorder)

I thought at some point I had heard something about three or four times a year that we would convene, sort of touch base, and maybe plan in this way.

Well the suggestion was that the various quarterlies and things that are coming up anyway, right.

Annette: One idea that we maybe want to surface at our next ____ whenever would be whether we want to go on maybe working jointly for a while until the concept, the general design is further clarified. I think there is an enormous amount of work your ____ last night. It's mind boggling to think where we started and where we are now. So one of the questions we may want to ask ourselves and some of the ideas we had toyed with was whether this or a different group would be for the initial period a joint planning group that would get together on a regular basis, I don't know if it's monthly or every other month or four times a year, but that is something that maybe should be an agenda item.

To relay your question. One of the questions that ____ think through together is at what point does it make sense to bring lay leadership in the three communities together. We talked about ____ called it the planning seminar or something we called it other things, we talked about different time frames, that's something we need to ____.

Art (very faint): Well we've come to _____. We had a sentiment that yes it will probably be useful to come together periodically. Having said that _____ could be desirable that there be some periodic _____ of lay people _____. Educators on the committees _____ that's a question mark. I know many of the lay chairs and some of the federation people were at the reception at the GA Friday morning and that it served that purpose of introducing people to one another, _____. My suggestion is now that that's out of the way, there be something _____. A different agenda for a _____ of time. Question.

Question. Would it be better to do that before or _____ and everybody _____ waiting _____.

Well let me just say this. That even if we were to decide to have such a meeting today. Knowing people's calendars, we're talking about having such a meeting in three months time. And chances are that in three months time there would be something to discuss.

I wouldn't suggest having a meeting of lay people until we have something of important substance to discuss. The worst thing in the world is to have volunteers give up time as well as resources to come to something that isn't a whole lot of something. So, I would counsel waiting, particularly since we still have a ways to go ourselves before things are a little bit firmed up. We've accomplished an enormous amount, maybe in another month or two of working together go by then we'll see a time in the future when we know we'll have something of substance _____.

Well agreeing with that, coming back to Art's point about timing, you know we need time in preparing such a thing. And I would, maybe what we should do is assume three months and then add a month or so _____. And start thinking now about

(everybody talking)

We don't have to have everything, you know,

Well I think that _____.

Something that you might want to give some thought to is while it may be getting people together in this type of a meeting with our lay partners may be premature, it certainly is not premature to make sure that they are on line and feel a part of taking the lead as we move forward and if that means looking for ways that they perhaps could meet or talk to or be called by whether it's Charles Ratner, Mort Mandel, or Charles Bromfman, or someone that where the shitach starts to become real between the CIJE award and the lay leadership in our local communities. Or that they start talking to one another, even if it's just on the phone.

All right.

____ the opportunity to discuss that. I thought Seymour had mentioned at one point that they might

maybe there could be some phone numbers that they could exchange with each other, or something like that.

We had talked about some kind of kick off in each community with visits that _____. Where does that stand now?

Art: Well let me just ask for a show of hand. How many of your lead chairs or other people whom you would want to have as lay people are likely to attend the April quarterly? Steve, you would have one or two? Milwaukee, no.

(everybody talking)

What difference does it make whether they're going to fly in for a special meeting some place or fly in for the quarterly?

I'm saying that it's nothing special to go to the quarterly.

Art: O.K. Howard, it looks like we've got two of the three communities who say that they will have people easily coming to the quarterly either because of location or because they come anyways. We might as well _____.

Midwest Express right from Milwaukee to Washington.

Art: To get to Lauren's point. Well there are, we are going to at one point or another, well sometime in the next two to three months, we are going to have one of our top lay people be prepared to visit your community. We haven't worked it out yet who it would be exactly, but it will be one of the three. He's going to _____ well I'm doing this, will you do this for another community? And hopefully we'll have _____. Once we've established that and we've started working on calendars, schedules, and what not then I would guess that some time in February probably there will be a visit by one of our, these top lay people to the community at which time we will jointly try and introduce _____ to be partly ceremonial, partly substantive. We might tie it in with religion in the lead community by _____ perhaps on who would _____ something that is very tangible in the best practices for a community school or whatever, so that yes, I'd also like to take advantage of that to see, if you're interested, _____ Mort Mandel to sit down with your chairman of your committee, but maybe with a couple of the potential donors in your community whom you are interested in getting to make a contribution to your plan, the same way Myerhoff was induced to make a contribution to JCCA. In that same way maybe sitting down with two or three such people in each community, and it means Mort Mandel's coming, we have to sit and talk to him, _____. Who knows you may be able to get _____ to come to something like that otherwise they might be _____. It gives

you a hook. So we would then have a little bit of a three-ring circus, several things going on around that visit. We've talked about this before. I think each one of us, and hopefully we'll be able to arrange it. And now originally we had talked about signing the letter of understanding taking place at that time. At this point I don't think the letter of understanding is looming as large in our thinking as it originally was. So it may or may not be as important.

(inaudible statement)

Art: What I mean is the signing of the letter.

Well but the letter will be signed well in advance of February, it probably won't be as critical at that point, but it's critical right now.

Art: Oh yeah, I don't mean to _____. All right I also would like to visit each of the communities before then, and see and have you share with me what _____. About timing and you and the federation exec., and whomever else in the community you think would be suitable, your chair, etc. I'm available on the ____.

In follow up to today's meeting, it would be very important I think for the lead communities to get a record of decision made today, but very fast because one of the things that will happen, I know we've all made our own jottings and will report back, but once again, sometimes different things in different ways. It's very important.

Art: _____ tapes and we do it tomorrow or Thursday. Two people's notes are not necessarily the same, and a good way of insuring that there really is consensus on the issues is to have one set that everybody looks at and says, yes, that's what we said. Ginny, the question is when would you guess would be

Ginny: I didn't bring my Dictaphone with me so you have to wait until after Thanksgiving. It depends on how many people have to look at a draft first. I can have a draft done

Art: There's only one I know of.

Ginny: I can probably do a draft by a week from today.

Art: Would you rather see the draft first before we send it out? Baltimore to Milwaukee? Or would you rather react to people?

Maybe you could fax it to us. You can fax it anyway.

I don't know that it needs to be more than decisions taken, not the whole discussion. Just decisions taken which probably would not be as

Art: formidable

it's not a document.

Ginny: Just a listing of decisions? I can

Well we had a few thing that were decided by the group. We just learned something, for example, that February time table is an important piece for us to be able to say, to plan toward that. That's the, those kind of thoughts.

Ginny: Maybe less than a week. I'll try.

Art: Next time we should invest a few dollars and have the foundation invest a few dollars in a telephone hook-up so that we could look immediately this afternoon possibly work on it.

Ginny: I'll think about it.

Art: All right. Let's move ahead. Anything else on working together, patterns of working together? Next steps. We talked about next steps in the lead community, we talked about getting ____ together, other next steps?

Annette: Am I correct that there is to go home with the sense that when each group goes back to their community what you had called community building, or getting community ready and growing for the commission process is something that you would naturally continue doing at this time, or are there, is somebody holding something up in that way. So you're going home with a very full plate.

I had a full plate before coming.

Art: they had a full plate before coming.

Annette: Yes, that's true, that's true, but you're still going home with a full plate.

There are pieces that need to be resolved before we can formalize the relationship between CIJE and each of our communities. And that's why this kind of action plan and the other pieces are very important, but we were, we will continue planning and doing Jewish education the way which we've always done it.

Can we get a sense of what the time frame would be for some of the items up there from your perspective?

Annette: Well the best practices, what we said is that we'd get to you with a — very very quickly for you to plug in dates and for us to then comment, and then to go back. Now I think that we're talking there of two to three weeks. We were talking of a document that would be formulated by you and that would lay out the steps for the best practices project to come into the community, and that would take two aspects. The one is the bringing the knowledge of the best practices to the community and the other is an actual pilot project in one or two specific areas as suggested. But what we said is that you would formulate this in more or less proposal form for the consideration of the community, you would plug in whatever information would be missing and respond in whatever way, and I guess we'll be talking, you'll be talking a fair amount with us at that time, whether that is appropriate or not, and then go back, so I think that there on the first one, we were talking about two or three weeks. Planning guide, I would imagine it's also a matter of a few weeks. Time table for the _____.

We talked about, let's go back, w_____

Annette: a document that will lay out the planning assignment as we understand it as a first _____ to define.

Yes but that will take a little while.

Annette: Several weeks.

Several weeks.

What we're saying is before the first of the week, we're going to have a significant amount of material from CIJE.

Annette: Yes, that's what we're saying. good.

Art: I'm glad. You sound very confident, ____ Jack and Annette ____.

I think from my insight here the thing that still needs, I need it clarified or think about, is how exactly the choosing of a pilot project happens by the community. In other words, we can, on your side and from my point of view, we can generate a number of ideas of different pilot projects and could be launched. How to land on one in particular, that's something that's still a little up in the air as far as I'm concerned.

See, the assumption is that in some of these things, I only speak for Baltimore, we're talking ____ that nothing currently exists. There are models ____ it's possible to take some of these models that we have already to a best practices document, superimpose those on already existing priorities. I think it's a natural. There are ____.

It could happen in one month.

Yeah, but we have to, the fact is that in each of the communities certainly things are happening, but different things are happening in each of the communities. So, earlier today we did talk about, we had this kind of idea like why don't you try this in three different places. But it may be that that same project in three different places is not exactly what's going to happen because if you are doing x in Baltimore and you want to sort of segue into something else that that would be very different than what's happening in Milwaukee.

Can you generate a list of things that are pretty much identified as best practices, flesh them out a little, send some brief summaries ahead of the conference calls.

I would send you something

to look at, but ahead of the conference call.

Barry.

(everybody talking)

We're ready to have that discussion I think is what we're saying right

I think we will have, we should have as I understand it _____ there will be two separate but possibly overlapping, it remains to be seen possible sources from which pilot project or project can be chosen. One is the best practices material that deals with supplementary schooling, the other is the list of pilot projects that Annette began to review last night that focus specifically on the areas of personnel and _____. It may turn out, and I know there's a longer list behind that short list, it may turn out that the initial projects will work along two tracks perhaps, making an individualized piece dealing with best practices and a parallel piece on personnel or vice versa.

And maybe a third with something that's neither best practices or on Annette's list but happens to be on all three of our's.

Right.

I think that, I think that it would be difficult in my thinking though I don't know the community to skip one step. And I don't think it's a telephone call. I think that a CIJE team which certainly has to include Barry has to come into the community, and you have to decide who the community is for that purpose, the community might be the people sitting in this room plus three or four educators plus two or three lay people, I don't know. And spend a day explaining the ideas and offering the fuller brush case and letting the community be able to respond with the people coming in having been prepared to what each of these communities are up to. Then they would negotiate together which of these are most appropriate and why, because to simply choose a best practice or one of the lists that's on Annette's, or one that comes from the community that has responded to by CIJE, only sets the assignment. You have to know what you're going to produce on the assignment, the assignment has to be one that can be responded to. So I think that we ought to say that a visit by that team should take place within the next month and that it should be well prepared, but that the purpose of that visit would be to be able to negotiate, and I don't mean negotiate in a typical sense, I mean negotiate in terms of what can work and what is likely to work in terms of what would it take for it to work in the community.

Marshall: I think there are a couple of concerns about that and the time table. I'd like to lay them out. The first one is that the community does not understand, I've said this a few times but I want to make it real clear, the community does not understand who or what CIJE is. There is a fear of CIJE dictating from the outside. It is not a warm welcome to this team that's going to come in and do wonderful things for us; it is let's first look at what it is and who they are. The trust in the relationships that exist at the federation level is a very important buffer, very important buffer to make things work; therefore, bringing in any team even with all the right names and all the right people within the next month, we're not there yet as a group ourselves. So I'm concerned about that.

I accept your opinion.

Marshall: But I think there's a way to do it. The way to do it I think is first of all, Barry as you've been speaking we're talking about a time table. It sounds like we're on a different time table maybe than you are in implementing this best practices. There's high expectation and our communities were geared to signing the letter of agreement very quickly toward the GA because this is going to happen. Our leadership is ready to go. And now for us to say, it's not such a rush is not going to fly that great. On the one hand some of the lay leaders will say, oh good then we can take it easy a little, but we will lose some very important momentum. Therefore, there's a plus side to the time pressure and to play that the best way we can. If we do that, one of the things we need to do is to have the kind of limiting the list of options for best practices, whatever, so that when we come into the community I think the idea of bringing the group into the community is important in writing, but maybe it's two months from now because we first have to agree among ourselves what the possible menu is. For example, what would really explode something in Baltimore is for us to bring people around the table who look and see dollar signs when they see CIJE, and we're inviting you to come and hear this team, and you will hear fifteen different opinions about why each of your fifteen best practices is the one to do and can we have the money tomorrow. And then you know what will happen? We'll go back to the federation and decide in a very small group which one should go first. It's almost easier for us to give a shorter list with the decision making team, and they'll say great, the first thing we're going to deliver is this, we'll all be happy to sign off on the key stake holders in that (tape side ended)

(side B, starts mid-conversation with another speaker) on the list, and you liked it, and all the three communities liked it. The question would still be, the question is how (problem with tape)

Marshall's not going to decide, I'm not going to decide, I'm going to take it and share it with a group of people

wonderful

And then they'll say we're interested in it, we will invite in Barry and whoever is supposed to come in

wonderful

and then we'll be rolling.

Then I misunderstood. But then you have to ask the question, how do you know which list is likely to strike their fancy? In other words, there are, we could put on the board today, Barry could put on the board, I think in all the six areas, and what Jon said is very important, more important than the six areas, are the two enabling options. And even if we go on those six areas, it's going to be through personnel in the community. Now, let's assume that ____ handle this on the board. How would you in Baltimore tell the CIJE in what form to present that list to Baltimore.

Marshall: The lead community committee would need first to look at what we've looked at and make some priority decisions. Then within those areas we would say here are, we would like to know the best practices in certain of these areas, or what the cost of certain initiatives would be. And they would probably choose three options that would be the first thing to go to, and we'd bring people in to discuss of the three options which are the first way to go.

In other words, you're saying that a document has to come to you.

Marshall: Yes.

That document would be an argument for which of things could be undertaken and why.

Marshall: Right.

You would pick

We'd take them through this kind of a process.

If you could do that, and you could do that, you could, of course you can. You would suggest that you do it locally in your community.

And I believe there's going to be a lead community's committee in each of the three

right. very good.

Marshall: They need a charge, that would be a very

but the local staff would carry that out, the local perso, with the local constituency.

Marshall: Right.

That then would come back to the CIJE and you would say, dear folks, we'd like a, c, and f, that's what we think is good. And then you would decide how to proceed from that.

Marshall: As Howard said, that's where the consultation and the pieces would come in.

Good. O.K. that was very helpful. I didn't understand that.

Art: O.K. very good. Well we've sketched some of our next steps both with the lay people and at the staff level, bringing Barry in and of course a lot of this is now contingent on getting the letter of understanding straight, which we will have in a couple of weeks. With the particular suggestion, we need, whatever it was \$30,000 - \$40,000, _____

I say a hundred

Art: all right. Unless there is anything pressing on the next step, I want to move ahead now to the evaluation of this day and a half. All right, how was it last night, today, general comments?

Steve: One of the things that I said to you all while we were meeting Art is that initial meetings of everything are always very difficult.

You start out with an agenda, but everything has got so many things to say and make sure it gets heard, concerns that the agenda isn't always followed. I was very pleased that there was an openness on everybody's part to listen to what everyone else had to say, which is not always the case in the Jewish community, and also to act on it. So while there were highs and lows with each part of last night and today, I think we made a great deal of progress, and I think we established a foundation for working together and accomplishing what we need to do in the future. So I'm very hopeful and I appreciate everyone's good job.

Art: Any other general comments before we go into the specifics?

I was real hopeful before coming. I was worried last night, and I'm real excited right now. I think we got to the joint planning — moving forward in important ways, positive message to go back to the community. There were just two things. One is that, I think, I know I could be more productive to the degree that I have some material to bring and look over beforehand. It will help, at least with some of the language. Sometime we use words like project and program and we mean three kinds of things, initiatives mean different things to different people, and it really does help to be able to put some context into what we're going to talk about. There are many things to be handed out it would just be very helpful.

federation, whatever you're going to see at the meeting, really you should see beforehand.

The second thing was and I guess in some ways a reaction to what began last night, was just the perception even though a lot of what you presented Annette was an illustration, what it appeared to be was almost like an agenda that was being put forth that we hadn't any relationship to. And it created a sense of getting caught off balance, it was kind of hard to catch on to. I think that we made up lost time during the course of today, but

If you were doing it over again

If I were doing it over again, I might even take what she was doing last night and put it at the end today to say, now that we've put all the structures together, how we're going to work together, here's an illustration of how this can work.

Hold on.

Here's an illustration.

(group laugh)

To start off with that kind of a presentation without

without having the context or without having an opportunity to really talk about, in a sense I guess in some ways, we're trying to present ourselves as opposed to talking to each other. And I think we have to, since for us it was the first time for meeting each other, and we needed to develop a relationship.

To amplify that. I think a few things I would have developed at first, the context setting, and just the establishing relationships. I was really clueless yesterday as to who everybody was in the room. You know, and it helped today, but it wasn't until this afternoon that we really got a sense of how you relate to Shulamith, and so on and so forth. I think it would have been helpful to start right off. Also I think just that we all came with a lot of expectations, a lot of pre-thinking, we started with a very open kind of thing talking about our various communities, I think it would have been helpful at that point to continue some open discussion on just expectations, feelings about being there, and said again, I think _____ off balance. _____. some of the things.

I think to go just one step further. If indeed prior to another meeting that we have together, there seems to be a new direction that needs to be explored, pursued or not, I think it would be helpful first to know about that even if it's not some kind of plan with a time line but just to frame the issue or the question and whether it's going to effect ____ or some other next step that we had originally foreseen, so that we can think about and perhaps we want to discuss it in the community before we come to the table together, that would also be helpful.

Maybe one other piece. I know like for example, Shulamith has been out to each of the communities several times, I think she's really getting a real good understanding of how each of them operate.

For better or for worse.

Better. I think that it's not only a pleasure working with her but I think that she provides the unity in this project

Right, she does.

And that when we come together as a group having her perhaps take that opportunity to pull the common threads, to help gel some of the issues, I think she's a resource that would be very helpful.

_____ Shulamith is the

glue

the glue.

Let me just say that the way that the communities understand the project at this point is really from Shulamith's representing the project and that has been very positive, uniformly positive because of the communication relationships, everything else. We, I think, are related to when no one from CIJE is there, we're there as the experts on the project and so when I think we talk about, we're in this together, and just to link this to the evaluative piece, we really are all advocates for CIJE, Jewish continuity. And it's a few times it was said in the course of the day and a half that this is so that we look good, or so we make our lay men look good, or so we raise money. I think we should just say that we're in this for Jewish future and for the success of the Jewish people and Jewish continuity in the broadest sense. Since that's the shared mission and vision, when you cut through everything else, and because we're asked to do that as planners, in whatever roles we have, I think that the joint planning as we go forward really requires that we get the benefit of the thinking that's gone into the pre-thinking for a meeting. And that we come with assignments and agendas and stuff. I would say, we don't have to worry about coming and not working. It's probably fine for us to have assignments and thinking coming in, so that we can come all ready to have the kinds of discussions we had, I would say for most of today. And that would be a real productive use of all of our time.

Very well said. I just want to get back to a point that Steve made, there was some inference about Shulamith _____ the communities at these meetings.

It was Howard.

Howard.

Oh, I was just thinking that when we do come together that as we start to frame the agenda for our joint meetings together is I think she's probably the most capable of pulling that together initially because she's been to all three communities. We talk to her regularly and she is going to know what some of the issues are.

She can staff the process in all three places marvelously well.

(group laugh)

So the suggestion is that there be, Shulamith should be more front and center in planning the meeting.

_____ The other people that I've experienced, helped elevate discussion to a level that perhaps we're not dealing with. So like for example, whenever I

but seriously, we get involved with the day to day, and sometimes we don't get involved with the broader conception of, broad mission that's tied to a commission, and similar things, and I think that that can come but we have to start where we're at.

Seymour.

Seymour: Annette will probably force the two of us to write a book about the commission. Not about the commission, but about the method that was used and how to develop the commission. And one of the things that we developed on early was the challenge of how you brought the first meeting and discussion. You had 44 presidents in that room, as Mort Mandel said, so how do you get them to talk at the first meeting? We came up with a device that I'd like to suggest may have some value here. Since the group is smaller and I have learned to respect is as it even have some opportunity to share it with many of my colleagues. We interviewed every single commissioner before the first meeting, we later did it after every meeting and before, but the first meeting, and we set it up, what do you think this discussion should deal with? And then we got a list of

all their ideas and we had the outrageous problem of trying to develop a conceptual structure for what they did. And we did. The paper that was sent out was the paper that said what the members of the commission, there were eight categories that they had developed. Mr. Mandel began the meeting by saying, gentleman, I understand that this is what you think this commission is about, am I correct? And the thing broke wide open. The ____ the translation into this group it seems to me would be, if Shulamith could interview every single member here before a meeting and say what do you think is supposed to happen? And produce a prospectus of the various points of view together with the assignment and have people sign off on it before we begin, we would then have some conception of what the feeling of the group is about what the meeting is supposed to be. And that would be a very, I think, honest way of getting at the agenda that everybody wants instead of simply saying we're going to cooperate or be partners. Here you're forced to deal with the issue, and nobody, if I were Shulamith, I can't suggest an item on the agenda that you said you don't want, or that you said you did want and leave it off. I have to explain at the beginning of the meeting, I did not put this item on the agenda because. So I think we might consider that as a method of working here.

Very good really on Howard's point, _____ for Shulamith.

When Seymour speaks he knows the Hebrew word for what he want to say, he just forgot the English.

Seymour: It's true, it's true.

Very good. All right, any other comments, because we're coming to the close, and if not, thank you again all for coming. I think it's

(clapping)