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Subseries 1: Meetings, 1990–1998.

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Staff meetings. Minutes, assignments, and planning notes,
January 1995-March 1995.

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MINUTES: CIJE NEW YORK STAFF MEETING
DATE OF MEETING: JANUARY 3, 1995
DATE MINUTES ISSUED: JANUARY 6, 1995
PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz,
Robin Mencher (sec'y), Nessa Rapoport
COPY TO: Morton Mandel, Virginia Levi,
Sheila Allenick, Sandy Blumenfeld

I. Staff Meetings

All CIJE New York staff meetings will now take place from 10:00 am - 1:00 pm.

II. Revised Agenda for Extended Staff Conference, January 5, 1995

- A. PRESENTATION OF 1995 WORKPLAN ADH (15 min.)
- B. BUILDING THE PROFESSION - PLANS FOR 1995 GZD (1.5 hrs)
Presentation on regional training work group Walter Ackerman (WA)
and other related projects.
- C. CONTENT AND PROGRAM (1.5 hrs)
Best Practices 1995 BWH
Goals Project (introduction by BWH) DNP
- D. COMMUNITY MOBILIZATION NR
- E. MEF (1 hr)
Review of MEF workplan ADH
Research projects WA
- F. NEW ADMINISTRATIVE ARRANGEMENTS SFA, ADH, RAS (.5 hr)
- G. PLANS FOR FEBRUARY STEERING COMMITTEE MEETING ADH (1 hr)
1. training for senior personnel in North America
2. dissemination of the policy brief, press
3. module
4. CIJE - Harvard Principals' Center Seminar
- H. PLANS FOR APRIL BOARD MEETING ADH (1 hr)
1. community personnel action plans
2. senior training/capacity

3. version of generic personnel action plan
4. follow up on AG's presentation on Educators' Survey at October meeting
5. report on CIJE-Harvard Principals' Center Seminar
6. Scheffler and Fox article
7. report on Atlanta High School Goals Seminar
8. format for presentations in committee meetings

One approach to connecting the projects of CIJE with the issues framed in the CIJE workplan may be to begin with a report of CIJE activities and show how they exemplify the issues.

example: report on programs related to personnel (seminar at Harvard) to bring to the table issues of capacity and developing senior personnel

III. April Board Seminar

Several potential themes and names of speakers were proposed for the seminar to take place the evening before the April Board Meeting.

<u>Name(s)</u>	<u>Subject</u>
Daniel Hartman	role of Jewish educator in JCCs
Ted Sizer and Arnie Eisen	
Howard Wexler and GZD/EG	
Jonathan Sarna and Arnie Eisen	turning points in American Jewish life
Ted Sizer	building capacity/what we have learned from problems of change
Ted Sizer and Susan Shevitz	
Ted Sizer and Marshal Smith	change, values and religious education

The latter options seemed most exciting to the staff. It was also suggested that change could become a theme of the April Board Meeting.

IV. Dissemination of the Policy Brief

NR presented her proposal for dissemination of the CIJE Policy Brief for staff consultation. She identified the most important professional and lay constituencies to whom she believes the brief should be sent. She suggested that a letter from a CIJE staff or board member with the most credibility for each particular constituency should accompany the brief. NR will include staff suggestions in a final proposal and has already begun assembling the first lists toward our data base.

V. Correction from minutes of December 27, 1994 staff meeting

NR will also attend the Wexner Heritage meeting on February 1.



CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Camper calls with written report to ADH.	STAFF	October 12, 1994	December 1994
2.	Create proposal for the next board seminar.	NR	October 12, 1994	January 3, 1995
3.	Contact Rachel Cowan about Spielberg Foundation meeting January 19-20, 1995.	NR	December 1, 1994	January 3, 1995
4.	Check with Michael Paley about CIJE presentation for February 1 meeting with Wexner Heritage.	BWH	December 27, 1994	January 3, 1995
5.	Follow up on regional colleges planning team meeting.	ADH	December 27, 1994	January 3, 1995
6.	Complete the Educators' Survey module.	AG, EG	December 7, 1994	February 1995
7.	Explore Agnon School's relationship to the Goals Project and CIJE.	DNP, BWH	December 7, 1994	TBA
8.	Develop proposal to the Cummings Foundation about developing capacity.	GZD, BWH	December 7, 1994	TBA
9.	Explore meeting mentioned by Rachel Cowan sponsored by the Covenant Foundation.	NR	December 7, 1994	TBA
10.	Manage staff time allocation monitoring.	SLB	December 12, 1994	Ongoing

updated: January 6, 1995

MEETING/WORKSHOP BUDGET REQUEST

CANCELLED

1-4-95

no. 1.3
effective 7/2/93
page 3 of 4file
Staff
Intgo
CITE

Entity

CISE

Project

Responsible Person/Meeting Coordinator

VIRGINIA F. LEVI

Purpose

STAFF MEETING

Date(s) of Meeting

1-5-95

Time of Meeting

From: 8:30A To: 5:00P

Meeting City/Airport

CLEVELAND

Arrival Date and Latest Suitable

Arrival Time

1-4-95

Departure Date and Earliest Suitable

Departure Time

1-5-95

Meeting Agenda Attached? Yes

No

Location: Where?

JCF

Phone

Address 1750 EUCLID AVE

Fax

Is the location already reserved? Yes

X

No

* ATTENDEES (if more space needed please attach separate sheet)	AIRPORT DEPARTURE CITY	TRAVEL		ROOMS	MEALS	TOTAL
		AIR ¹	DRIVE ²			
ALAN HOFFMANN	NEW YORK, NY	153.-	TAXI 50.-	47.30	25.50	
GAIL DORPH	NEW YORK, NY	153.-	50.-	47.30	25.50	275.80
BARRY HOLTZ	NEW YORK, NY	153.-	50.-	47.30	25.50	275.80
NESSA RAPOPORT	NEW YORK, NY	153.-	50.-	47.30	25.50	275.80
SANDRA BLUMFIELD	NEW YORK, NY	153.-	50.-	94.60	51.-	348.60
DANIEL PEKARSKY	MADISON, WI	401.-	50.-	47.30	25.50	523.80
RICHARD SHATTEN	CLEVELAND, OH				6.50	6.50
STEVE HOFFMAN	CLEVELAND, OH				6.50	6.50
SHEILA ALLENICK	CLEVELAND, OH				6.50	6.50
WALTER ACKERMAN	BEACHWOOD, OH		7.25		6.50	
VIRGINIA LEVI	CLEVELAND, OH				6.50	6.50
ATTENDEE COST		\$ 1166.-	\$ 307.25	\$ 331.10	\$ 211.-	\$ 2015.35

¹ Meeting manager should complete all elements of this form except air fares. This form should then be sent to the Corporate Travel Department who will insert estimated air fares and return the form.
² CARRY TOTAL FORWARD TO REVERSE SIDE
 If there are other attendees who will cover their own

MEETING/WORKSHOP BUDGET ELEMENTS

ATTENDEE COST: (Brought forward from front side)

\$2015.35

DESCRIPTION

MEETING ROOM(S): JCF

\$ - 0 -

GROUP MEALS:

(CHECK APPROPRIATE BLOCK(S) AND INDICATE THE PER PERSON COST AS WELL AS THE TOTAL)

☐ BREAKFAST \$ ☒ LUNCH \$5.00 ☐ DINNER \$

PER PERSON

PER PERSON

PER PERSON

EQUIPMENT:

FLIP-CHART - N.C.

\$ -

GROUP REFRESHMENTS:

COFFEE, TEA, WATER (ALL DAY)

PASTRIES

\$ 25.-

OTHER (SPECIFY):

\$

\$

TOTAL MEETING/WORKSHOP BUDGET

Submitted By: <i>[Signature]</i>	Date: <i>1/8/95</i>	Financial Approval:	Date:
Air Fares Estimated		Operations Approval:	
Knowledge Center Approval: <i>[Signature]</i>		Final Approval:	

*Required for budgets allowing less than 30 days notice.

MEETING/WORKSHOP

Post-It™ brand fax transmittal memo 10/11/93

active 7/2/93
3 of 4Entity CJ

Project _____

To <u>Carol Keil</u>	From <u>Mariellen</u>
Co. _____	Co. <u>IVI</u>
Dept. _____	Phone # _____
Fax # <u>391-5430</u>	Fax # <u>881-0554</u>

Responsible Person/Meeting Coordinator VIRGINIA F. LEVIPurpose STAFF MEETINGDate(s) of Meeting 1-5-95 Time of Meeting From: 8:30 AM To: 5:00 PMMeeting City/Airport CLEVELAND Arrival Date and Latest SuitableArrival Time 1-4-95 Departure Date and Earliest SuitableDeparture Time 1-5-95 Meeting Agenda Attached? Yes _____ No XLocation: Where? JCF Phone 216-566-9200Address 1750 EUCLID AVE Fax _____Is the location already reserved? Yes X No _____

* ATTENDEES (If more space needed please attach separate sheet)	AIRPORT DEPARTURE CITY	TRAVEL		ROOMS	MEALS	TOTAL
		AIR*	DRIVE			
ALAN D. HOFFMAN	NEW YORK, NY	153.00				
GAIL E. DORPH	NEW YORK, NY	153.00				
BARRY W. HOLTZ	NEW YORK, NY	153.00				
NESSARAPPOORT	NEW YORK, NY	153.00				
SANDRA BLUMENFELD	NEW YORK, NY	153.00				
ELLEN GOLDSTEIN	WASHINGTON, DC	80.00				
DANIEL PEKARSKY	MADISON, WI	40.00				
RICHARD SHATTEN	CLEVELAND, OH	X				
SHEILA ALLENICK	CLEVELAND, OH	X				
STEVE HOFFMAN	CLEVELAND, OH	X				
VIRGINIA LEVI	CLEVELAND, OH	X				
WALTER ACKERMAN	BEACHWOOD, OH	X				
ATTENDEE COST		\$	\$	\$	\$	\$

* Meeting manager should complete all elements of this form except the total. This form should then be sent to the Corporate Travel Department who will forward estimated air fares and return the form.

** CARRY TOTAL FORWARD TO REVERSE SIDE

all other attendees who will cover their own

1

January 3, 1995

Dear CIJE Colleagues:

Below you will find my effort to summarize where we are in the Goals Project and to look ahead, with special attention to the "building capacity" theme. In the back of my mind were questions posed by Alan and Barry concerning the kinds of people we should be recruiting to serve as coaches and resource people and the kind of preparation they will need. In considering these matters, I found that it was impossible to proceed without at least some, even if very crude, characterization of the nature of the work we imagine them doing -- something which requires, in turn, some reflection concerning our views on the nature of the change-process at the level of institutions. So....I ended up trying to say something concerning these various matters; and though the account is lacking in adequate depth and detail, I think it may help to move some of our thinking along (as much through the questions it may provoke and the omissions it suggests as through what it does say). Since I have not had the opportunity to see a hard copy of this draft, there are probably various errors (stylistic and other) for which I apologize in advance.

I welcome your feedback and am hopeful that this proves helpful in thinking together in Cleveland about the next stage of our work.

Dan Pekarsky

PS to Ginny Levi: Please make copies of this document for participants in our meeting on Thursday. If it's possible to get the document to participants prior to the meeting, this would be desirable. (If I can get my own copy on Wednesday around 4 pm - which is when I believe I will be meeting with Alan - I would be grateful. Than ks.

January 1995

THE GOALS PROJECT'S "BUILDING CAPACITY" AGENDA

BACKGROUND

The Goals Project Agenda. CIJE's Goals Project assumes that progress in Jewish education depends significantly (though by no means exclusively) on the ability of educating institutions to become clearer concerning their major educational goals and to use these goals as a tool for organizing and assessing their educational practices and policies. The challenge of the Goals Project is to encourage and actively support efforts in this direction.

Past, continuing, and projected activities. Against the background of work done in Israel under the auspices of the Mandel Institute's Educated Jew Project and serious discussions in the first part of 1994 between CIJE and the Mandel Institute concerning the direction of the Goals Project, the Goals Project launched its work with communities through a seminar in the summer of 1994 designed for lay and professional educational leaders from a number of communities in the United States. This seminar was designed to educate the participants concerning the important place of goals and vision in Jewish education and to encourage them to engage their local educating institutions back home in a process of becoming more thoughtful concerning their goals and the relationship between these goals and educational practice.

CIJE promised to support such local efforts by means of a series of seminars in the local communities aimed at key stakeholders in their educating institutions. It was assumed that the clientele for these seminars would be generated by these communities. It was also assumed that among institutions participating in these seminars, some would decide that the goals-agenda did not meet their needs; others would use the opportunities provided by these seminars to improve their educational efforts; and that from among the latter group of institutions a few would emerge as candidates for intensive work beyond the period of these local seminars. These institutions might become the nucleus of a kind of coalition of institutions seriously striving to be vision-driven.

Since the time of the 1994 Summer Seminar on Goals, all 3 of the major communities that were represented in Jerusalem have embarked on Goals-related efforts. In Baltimore, a set of seminars organized around goals is scheduled to be launched with a special program in the late spring. Moreover, a Baltimore institution that participated in the Jerusalem seminar reports that the seminar has catalyzed some fruitful efforts at self-improvement over the last

several months. In Cleveland, a seminar organized around the theme of goals and led by Walter Ackerman has become a vehicle for bringing together key lay and professional leaders in the Jewish education from across the community for regular meetings. In addition, Rob Toren has been hard at work with his Drisha Project, which is designed to engage local educating communities (schools and congregations) in a serious self-improvement process in which issues pertaining to goals play a very prominent role. Finally, Cleveland's Agnon School has approached CIJE with a proposal for collaborative work around a goals-agenda, a proposal to which we have yet to respond. In Milwaukee, a four-session seminar on goals is scheduled to begin in February for a constituency that will include two Day Schools, the JCC, and possibly also one or more congregations.

Alongside these efforts, CIJE has agreed to organize an all-day seminar on goals in Atlanta for the key stakeholders of a new Hebrew High School that is now being developed there. There have also been conversation concerning Goals Project involvement with a number of JCC camps and possibly with one or more congregations (for example, in Baltimore) that seem particularly interesting.

The "building capacity" challenge. Based on its work to date, CIJE is well-equipped to develop and run the kinds of seminars that it will be holding in the months ahead. Such seminars have the promise of helping representatives of participating institutions become substantially more aware of the important role that goals ought to play - but usually do not - in guiding our efforts at Jewish education, as well as of stimulating a lot of reflection concerning the status of goals and vision in their own institutions. If successful, these seminars will also generate a serious desire on the part of at least some participating institutions do launch into a serious effort at self-improvement that takes the goals-issue to heart.

CIJE is, however, not yet adequately positioned to move the Goals Project agenda beyond the stage represented by this year's local seminars. If CIJE is to be able adequately to support the efforts of educating institutions to become substantially more goals-sensitive than they now are, it needs to do much in the way of building capacity in this area. Specifically, capacity needs to be built up in two areas: first, we need to develop more of the kind of knowledge and know-how that are necessary if serious educating institutions are to be adequately helped in their efforts to implement a goals-agenda. Second, since CIJE's core-staff cannot itself work with individual institutions around the country in any sustained way, there is a need to identify, recruit, and cultivate a cadre of resource-people who will be available to work with educating institutions.

So important and pressing is this matter of building capacity that it needs to be viewed as the Goals Project's pre-eminent

challenge and priority in the months ahead. We must use the period between now and the fall of 1995 to become "tooled up" for the next stage of the Goals Project.

BUILDING CAPACITY: A SKETCH OF THE PLAN OF ACTION

Building our knowledge-base and know-how. With respect to the development of the right kind of knowledge-base and know-how, our strategy is fairly straight-forward. We are aware of the major literatures and resource-people in areas that concern the Goals Project agenda.

1. Within the orbit of Jewish education, we need to do what we can to continue working with and learning from the individuals associated with the Mandel Institute's Educated Jew project. Special attention needs to be paid to the "curricularization" of the "Educated Jew" ideals.

2. We need to learn what we can from other instructive efforts going on in Jewish education that are related to our agenda - for example, the project Isa Aron has undertaken (both its conceptualization and the experience to date).

3. As a staff, we need to fully digest and assess the relevance to our own work of the pertinent efforts in general education (and organizational development). This includes the work done under the auspices of the Coalition of Essential Schools and of the Accelerated Schools movement; it also includes the work of change-theorists like Michael Fullan, Peter Senge, and related literatures. In addition to studying the relevant literatures, we need to continue the process initiated in our recent conversation with Amy Gerstein (of the Essential Schools Coalition) of arranging meetings and/or seminars with key individuals representing different approaches to reform. The aim of meetings with such individuals will be not just to better understand their views but to encourage them to reflect with us concerning how their approaches might lend themselves to work in our arena.

4. Intellectual energy and time need to be given to the effort to pull together the results of the efforts described in #s 1 - 3, to integrate them into an approach that will be adequate to the training of resource-people and to the work they will need to be doing. As will be discussed below, our work to date already suggests quite a lot in this area; but there is reason to hope the process of learning described above will continue to refine our understandings and skills.

Developing personnel. With respect to the other part of "capacity-building" - the part that concerns personnel, our plan of action, roughly speaking, is as follows:

1. to identify from 5 to 10 individuals who will be recruited and trained to serve as coaches/resource people to communities and institutions. (January, 1995)

2. to hold a one-to-two-day workshop in the late spring, probably right after Pesach, for these individuals, which will be used to "bring them up to speed" with the work of the Goals project - to initiate them into the project's concerns, universe of discourse, core-literature, and agenda. This workshop will be an opportunity for both CIJE and each of the individuals we've recruited to make an assessment of whether a continuing relationship is desirable; that is, in addition to educating the participants concerning the rudiments of the Goals Project, the workshop will also provide an opportunity to identify obvious mis-matches.

3. a week-long seminar for the same set of participants (CIJE staff and the resource-people) this coming summer, probably in July. At this seminar, the participants will have the opportunity to develop understandings and tools that will enable them to enter into working relationships with institutions as coaches/consultants.

It is anticipated that the seminar will include sustained day-long opportunities to meet with thoughtful representatives of approaches to educational reform which seem most closely related to our own efforts; opportunities to initiate participants into a CIJE approach that draws on these various approaches; opportunities to acquire a repertoire of strategies and skills that will be useful in working with institutions; opportunities to struggle with concrete cases that require decisions concerning the appropriateness of different strategies.

4. Precisely because the cadre of resource-people will be "out in the field" after the summer, it will prove important to have periodic follow-up seminars during the 1995-96 year. This will provide all of us with an opportunity to continue our learning. The next paragraph develops this point.

Building capacity through work with institutions. It is important not to draw a sharp distinction between "building capacity" and "work with institutions". In fact, one of the ways, and perhaps the most important way, in which our knowledge-base

concerning such matters as goals, the change-process, the traits desired in the coaches/resource people who will work with institutions, etc. will expand is through the actual process of working with institutions. This, of course, will only happen if we do what we can do view and use our work with institutions as experiments from which there is a lot to learn. This in turn entails serious efforts to keep track of what happens in the institutions we work with. Note that this is not intended to suggest that we or our cadre of coaches will enter into work with institutions without substantial knowledge and know-how; but it is to acknowledge that there is much that remains to be learned, and that much of this learning can only arise out of work "in the trenches".

ARTICULATING AND ADDRESSING AN OBSTACLE TO THE IDENTIFICATION AND CULTIVATION OF COACHES/RESOURCE PEOPLE WHO WILL WORK WITH INSTITUTIONS

"The problem." As already noted, our challenge this spring is to identify a cadre of coaches/resource people who, after a suitable initiation into the work, can carry forward the Goals Project agenda with educating institutions. But in order to identify the right kinds of coaches/resource people to work with institutions and in order to develop an adequate curriculum that will serve to initiate them into their work with institutions, we need to understand the nature of that work, and this, in turn, requires us to have an understanding of the ways in which fruitful change in educating institutions can be catalyzed and guided. Unfortunately (and as evidenced by our insistence that our effort to build capacity this spring needs to focus heavily on the development of understanding and know-how), we don't yet have as much knowledge in these areas as we need. In view of this, it would thus seem that an attempt in the near future to identify coaches/resource people and to develop a curriculum for them is a good example of "putting the cart before the horse."

Putting "the problem" in perspective. There is, it is true, a measure of truth in this characterization of our situation and in the objection that it implies; and certainly it would be better if we had a clearer theory than we now do of the conditions of institutional change and the ways in which coaches/resource people can contribute to it. But the objection is not decisive; and the reason that it is not decisive is that we have in fact been developing considerable lore concerning the work to be done with institutions. This lore falls way short of a full-fledged "theory" or "approach", but it includes significant familiarity with the approaches identified with different reform movements, as well as a number of fundamental beliefs that are jointly sufficient to guide us in selecting coaches/resource people and in developing

fruitful working-relationships with institutions -- relationships that will both benefit them and offer us opportunities to deepen our own understandings of the work at hand. The critical point is to organize our efforts in such a way as to maximize our learning and to feed it back into our work.

I want, in this connection, to stress that we do not need to feel any embarrassment concerning the fact that we don't have a full-fledged theory or approach to guide our efforts. In point of fact, it is far from clear that anyone has an adequate theory or approach to the kind of work at the level of institutions that we want to encourage. If, for example, we look at the most prominent movements (like the Essential Schools Coalition), we discover that: a) studies of their efforts show very mixed results; b) the approaches associated with such movements are themselves fluid and evolving; and c) these approaches are in many ways very open-ended and depend on a whole lot of "seat-of-the-pants" intuition on the part of the participants.

This said, I want to illustrate the claim made above that we already have a quite a few ideas concerning the nature of institutional change process in which we would like to engage institutions. I will do so by summarizing some of these points. Then, in the concluding section, I will speak briefly about some of the implications of these ideas for the identification and cultivation of coaches/resource people to work with our project.

SOME GUIDING PRINCIPLES IN OUR WORK WITH INSTITUTIONS

As just suggested, in this section I identify some of the basic assumptions that can guide our work. I have not attempted to develop an exhaustive list of assumptions but to articulate enough of them to offer some guidance in thinking about identifying and cultivating a cadre of coaches/resource people for the work ahead. Some of these assumptions have been explicit or implicit in our conversations; in some cases I go beyond these conversations, drawing on insights gleaned from other arenas. These assumptions are tentative in two senses: first, they may be revised or withdrawn based on our own conversations; second, even if they "pass muster" among ourselves right now, they may need to be dropped or revised in light of experience. And, as noted above, even if reasonable, this list of assumptions will need spelling out and augmentation. In any event, here is the list:

1. Under the best circumstances fundamental change is difficult to achieve and cannot be guaranteed in advance; but there will not even be "a fighting chance" unless an institution's key stakeholders and a substantial element in its core constituency are committed to the effort.
2. The identification of compelling educational goals, as

well as serious efforts to organize practice in their light and to assess these efforts at regular intervals, must play a prominent role in the process of institutional self-renewal.

3. As part of its efforts to clarify the goals and the vision that are to inform its work, the major stakeholders of a Jewish educating institution should unearth and struggle to give voice to their own most heart-felt convictions; but the process should also include a serious opportunity to encounter and struggle with other visions of a meaningful Jewish existence, for example, those emerging from the Educated Jew project and from denominational ideologies.

4. Institutions that enter into the CIJE goals-process will undertake a careful survey of what they are presently doing: special attention will focus on the identification of the institution's avowed goals and how they are and are not expressed - and with what effect - in the life of the institution.

5. To suggest that thoughtful attention to goals needs to be at the heart of the process of change in Jewish education is not intended to imply that the process of improvement necessarily begins with a "visioning-activity" or any other institution-wide effort to articulate underlying goals. On the contrary, there are many possible roads an institution might travel in its efforts to clarify and better achieve its fundamental goals. Which road to travel depend on an array of local circumstances that need to be assessed on a case by case basis. A measure of intuition and eclecticism, informed by a thoughtful survey of the situation at hand and an awareness of a range of possible strategies for "cutting into" the situation, is indispensable to the enterprise. The appropriate plan should be determined after careful deliberation by the institution in collaboration with CIJE staff.

6. In order to enter into a partnership with CIJE around a goals-agenda, an institution will need to identify a team of key stakeholders who will be responsible for overseeing and guiding the institutional process. The institution will need to make it financially and otherwise possible for this team to participate in periodic and sometimes extended seminars and workshops organized by CIJE for teams of institutional representatives. Opportunities for such teams to meet on-site with teams representing other institutions for purposes of give-and-take consultations will also be provided.

7. When CIJE agrees to work with an institution, it will appoint a coach identified and trained by CIJE to serve as a consultant to the institution and as a liaison to CIJE. The job of the coach will be to help the institution to identify and keep focused on central questions, to encourage appropriate forms of study and self-study, to identify and to help in deciding among and implementing strategies for advancing the reform-agenda, to access appropriate CIJE-resources, and to encourage periodic self-assessment.

In addition to the initial training provided by CIJE, coaches will participate in periodic seminars and workshops in which they will continue their learning and will share what they are learning in the field with their colleagues and with CIJE.

8. The coach and the institutional team will have shared responsibility for keeping and sharing with CIJE a record of its efforts.

IMPLICATIONS OF THE GUIDING PRINCIPLES FOR THE IDENTIFICATION AND CULTIVATION OF COACHES/RESOURCE PEOPLE

Based on the foregoing, we can begin to identify the kinds of individuals who would make good institutional coaches. For example, a) such individuals would need to have a familiarity with a variety of subject-matters ranging from the Educated Jew Project to different approaches to institutional reform; b) they would need to have at their finger-tips a number of different strategies that, at different stages, might be used by an institution to forward and to assess its efforts; c) they would need to have an in-depth grasp of the role of vision and goals in the process of education and of ways to work towards strong coherence between goals and practice; d) and they would need to have a solid grasp of the kinds of goals that are likely to figure prominently in Jewish education and of competing interpretations of these goals. But such skills and understandings, while important, will prove no substitute for the savvy and thoughtfulness needed to size up a situation and arrive at a judgment concerning what is needed at a particular juncture, or for the interpersonal skills needed to develop fruitful working relationships with the diverse stakeholders that make up an institution.

Some of the characteristics identified in the preceding paragraph can be nurtured through seminars, workshops, and other CIJE-sponsored initiatives; but others, and particularly those that pick out traits of character - savvy, thoughtfulness, good judgment even under pressure, and interpersonal skills, may well be beyond our capacity to cultivate. In looking for appropriate individuals for the work of the Goals Project, we need to seek out individuals

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who already seem to have these characteristics.

CONCLUSION

Time permitting it would be possible to go on to do two very important things: first, to offer a fuller characterization of what adequate coaches would look like; and second, to more fully discuss the implications of the foregoing analysis of the organization of the projected summer-seminar. Such matters will, however, need to be deferred



MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: January 5, 1995

DATE OF MINUTES ISSUED: January 9, 1995

PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz,
Nessa Rapoport, Robin Mencher, Virginia Levi

COPY TO: Morton Mandel

Assignment The purpose of this meeting was to plan for the February 14 Steering Committee meeting, which was part of the agenda of the cancelled staff meeting scheduled for this same date. VFL will prepare a note from Alan to those expected to attend the meeting who were not on this telecon, enclosing draft 3 of the workplan and Daniel Pekarsky's current notes on the Goals Project.

Assignment Ginny will prepare a cover letter from Alan to Lester Pollack reminding him of the February 14 meeting and enclosing a schedule of steering committee and board meetings for the entire year.

Assignment The lay members of the Steering Committee will convene as the search committee at 2:30 p.m. on February 14 for a meeting with The Phillips Oppenheim Group. Alan is working with MLM to notify search committee members of this arrangement.

Committee staffers should be in touch with their chairs about the workplan as it relates to the appropriate committee. Committee chairs should be familiar and comfortable with the workplan as it relates to their committee prior to the Steering Committee meeting.

Following is the proposed agenda for the meeting.

CIJE STEERING COMMITTEE: 1995 WORK PLAN

10:00 - 10:20	I. Minutes and Assignments	VFL
10:20 - 10:45	II. Reporting and Community Mobilization	ADH, NR
	A. GA	
	B. Harvard Leadership Institute	
	C. CJF Relationship	
	D. Communications	

10:45 - 12:15	III. Capacity Building	
	A. Building the Profession	
GZD	B. Content and Program	BWH, DP
	C. Senior Personnel	ADH, ARH
12:15 - 12:25	IV. Overview of Board Meeting	ADH
12:30 - 1:45	V. Committee Chairs and Staff meet over lunch to prepare for April Board Meeting.	
1:45 - 2:15	VI. Research and MEF	AG/EG
2:15 - 2:30	VII. Wrap-up	MLM

The primary goal for this meeting is for Steering Committee Members to be familiar with recent and current activities of CIJE and comfortable with the 1995 workplan.

The following miscellaneous points were made:

1. It is not yet clear that we want to switch Isadore Twersky to the Building the Profession Committee, but he will be invited to participate with that group in April.
- Assignment 2. Nessa is preparing a memo and packet of sample press coverage from the GA for distribution to members of the Board. She will consider distributing it to the Steering Committee members either prior to or at the February meeting.
3. While the search committee meets at 2:30, the staff will meet separately.

bcc: Sheila Allenick
Richard Shatten



- ☒ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

FUNCTION	CIJE STAFF TELECONFERENCE		
SUBJECT/OBJECTIVE	ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	1/5/95

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNM'T STARTED	DUE DATE
1.	Prepare note enclosing draft 3 of workplan and DP's notes on Goals Project.		VFL	1/5/95	1/9/95
2.	Prepare cover letter to Lester Pollack reminding him of February 14 meeting.		VFL	1/5/95	1/9/95
3.	Notify search committee of February 14 meeting.		ADH	1/5/95	1/9/95
4.	Prepare memo and sample press coverage from GA to Board members.		NR	1/5/95	1/13/95
NOTE: THESE ASSIGNMENTS ARE IN ADDITION TO THOSE GENERATED IN NEW YORK, AND UPDATED 12/30/94.					

MINUTES: CIJE NEW YORK STAFF MEETING
DATE OF MEETING: JANUARY 9, 1995
DATE MINUTES ISSUED: JANUARY 25, 1995
PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz,
Robin Mencher (sec'y), Nessa Rapoport
COPY TO: Morton Mandel, Virginia Levi,
Sheila Allenick, Sandy Blumenfield

I. Review of Minutes and Assignments

A. CIJE CALENDAR

1. Extended Staff Conference

The cancelled meeting of January 5, 1995 will be rescheduled for March.

2. January 23 NY Staff Meeting

The staff meeting on this date has been cancelled.

3. A meeting will be held with Adam Gamoran and Ellen Goldring in Chicago on February 9 to update them on the current status of CIJE.

4. Communities Consultation Meeting

The next set of meetings about personnel action plans with the communities will take place in New York on March 8 - 9.

5. April Board Meeting

As the Board Meeting is scheduled just a few days after the end of Pesach, we will prepare all necessary materials for the meeting by April 5. VFL will construct a backwards map, detailing all preparation needed between now and April 5.

Assignment

B. ASSIGNMENTS

1. Camper Calls

ADH reminded the staff that written reports of the calls are helpful to everyone.

2. CIJE - Wexner Heritage Meeting

BWH reported that CIJE will only be listening at the February 1 Wexner Heritage meeting.

3. Regional Colleges Planning Team

ADH reported on his meeting with consultant Walter Ackerman who is

developing a plan for regional in-service training capacity building upon the resources of the professionals in the surrounding communities. .

Assignment
Assignment

4. Educators' Survey Module

GZD will ask AG and EG about the timetable for the completion of the module. RJM will set up a telecon between ADH, AG, and EG.

5. Agnon School and the Goals Project

ADH met with Ray Levi of the Agnon school to discuss the possibility of holding a goals seminar with the school. Levi shared Agnon's plans for both physical and programmatic expansion and expressed his continued interest in the CIJE Goals Project. ADH asked him to explain how the Goals Project could be part of the process of the work in the school.

Assignment

BWH will call to Tzippi Shor as a follow up to the letter she sent.

6. Cummings Foundation

Assignment
Assignment

The staff agreed to the importance of keeping up momentum on the project on building capacity. To prepare, GZD and BWH will write a three page document on capacity. NR will schedule a meeting with Rachel Cowan on February 2nd or 3rd.

II. CIJE 1995 Workplan

Assignment

As the next iteration of fleshing out the CIJE workplan, each staff member should draft an operating document. This document should detail the work to be accomplished in sequence as well as provide the amount of time it will take to accomplish each project.

The operating document is necessary for the intersection of the workplan and budget. It will serve as the best way to communicate the domain of the workplan to committee chairs.

III. April Board Seminar

In light of the fact that the CIJE Board Seminar falls on Yom Ha Shoah, the seminar will be based on this theme. Several potential names of speakers and related themes were proposed for this evening. It was decided that the presentation for the evening be based on the theme of memory and loss in Jewish life, with an educational bend. The program will include both a lecture and an artistic presentation.

The list of possible speakers includes:

James Young	Hillary Putnam
Lawrence Langer	Alan Mintz
Michael Walzer	Yoseph Yerushalmi
George Mosse	Ruth Wisse
David Roskies	Cynthia Ozick
Geoffrey Hartman	

It was suggested that a presentation by Liz Swados or some other appropriate musical performance would end the seminar.

IV. Policy Brief dissemination Plan

Assignment

The dissemination plan for the policy brief was distributed to the staff to review in order to operationalize the document.

Particular attention was paid to identifying credible, relevant people to sign the cover letters. The actual format of the letter may begin with a general introduction to the policy brief and the Educators' Survey, and continue to specifically address particular constituencies.

CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Create proposal for the next board seminar.	NR	October 12, 1994	January 3, 1995
2.	Contact R. Cowan about Spielberg Foundation meeting January 19-20, 1995 and arrange meeting with her about the Cummings Foundation for February 2nd or 3rd, 1995.	NR	December 1, 1994	January 3, 1995
3.	Set up telecon with AG, EG, ADH.	RJM	January 9, 1995	January 10, 1995 Done
4.	Construct backward map of work to be completed for April Board Meeting.	VFL	January 9, 1995	January 23, 1995
5.	Talk with AG and EG about time table for completion of Educators' Survey Module.	GZD	January 9, 1995	January 23, 1995
6.	Call T. Shor to follow up on Agnon letter.	BWH	January 9, 1995	January 23, 1995
7.	Camper calls with written report to ADH.	STAFF	January 9, 1995	January 30, 1995
	Create operating documents from the workplan.	Staff	January 9, 1995	January 31, 1995
9.	Review policy brief dissemination plan.	Staff	January 9, 1995	January 31, 1995
10.	Develop proposal to the Cummings Foundation about developing capacity.	GZD, BWH	December 7, 1994	February 1, 1995
11.	Manage staff time allocation monitoring.	SLB	December 12, 1994	Ongoing

updated: January 25, 1995

MINUTES: CIJE STAFF TELECON
DATE OF MEETING: JANUARY 12, 1995, 10:00 am
DATE MINUTES ISSUED: JANUARY 25, 1995
PARTICIPANTS: Sheila Allenick (Cleveland), Sandy Blumenfield,
Gail Dorph, Barry Holtz, Robin Mencher, Nessa Rapoport
COPY TO: Morton Mandel, Alan Hoffmann, Virginia Levi

The purpose of this telecon was to brief the staff on payroll, benefit and pension plans for CIJE. Additionally, expense report and reimbursement policies were reviewed.

I. CIJE Benefit Plans

SFA reported on CIJE health, dental, life and disability insurance plans as well as Section 125 and pension plans. The details of these benefits will be available once the policies have been approved.

II. Expense Reports

The expense report form and reimbursement process is being reconfigured both to provide a faster turnaround and more complete information correlating to our new budgetary categories. The new form may take more time to fill out, but the total reimbursement process will be expedited.

A. MEAL EXPENSES

On the revised expense report, there will be a space for the maximum allowable reimbursement for each meal, as stated in the expense policy, as well as a space for the actual cost of the meal. CIJE staff members will fill out this portion of the form including all necessary calculations. SFA reminded the staff that liquor is not a reimbursable item.

B. ACCOUNTING CODES

The accounting codes for the expenses will not be completed by those submitting the forms.

C. NON TRAVEL EXPENSES

There will be a place on the form to list non-travel related expenses such as telephone and fax calls and lines, journal and book purchases, etc.

III. CIJE Payroll

The first CIJE payroll period is on January 13, 1995. Everyone should make sure the information is correct. The \$1.30 NY Disability tax was an incorrect deduction and will be reimbursed in a future pay period.



MINUTES: CIJE STAFF MEETING
DATE OF MEETING: JANUARY 17, 1995, NEW YORK
DATE MINUTES ISSUED: JANUARY 25, 1995
PARTICIPANTS: Sheila Allenick, Sandy Blumenfield, Gail Dorph,
Alan Hoffmann, Barry Holtz, Robin Mencher,
Nessa Rapoport
COPY TO: Morton Mandel, Virginia Levi

I. CIJE Benefit Plan

SFA spoke briefly about the CIJE insurance policy being developed. More information will become available once the plan is approved.

II. CIJE Pension Plan

The CIJE pension plan is a TIAA CREF 403-B plan. A representative from TIAA CREF will meet with the NY staff on Wednesday, January 18 to discuss the plan in full.

III. Role of Sheila Allenick in CIJE

ADH formally introduced SFA to the NY staff of CIJE. As controller, she is responsible for the fiscal management of the organization. Over time, SFA will be reviewing the basic operating procedures CIJE has adopted from MAF and Premier and will make recommendations for revisions so as best to suit the needs of CIJE. These procedures will become part of the CIJE Operations Manual.

As a member of the core staff of CIJE, SFA will be in regular contact with the NY staff and will be present at extended staff meetings. ADH encouraged the NY staff to keep SFA up to date on their projects as it will aid her in the management of our budget.

IV. CIJE 1995 Budget

The CIJE budget for 1995 has been approved. The total is \$75,000 less than the sum originally budgeted for all projects and activities.

ADH challenged the staff to find these funds within our budget and without effecting any approved activities. We will regularly review the savings made.

MINUTES: CIJE NEW YORK STAFF MEETING
DATE OF MEETING: JANUARY 27, 1995
DATE MINUTES ISSUED: JANUARY 30, 1995
PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz,
Robin Mencher (sec'y), Nessa Rapoport
COPY TO: Morton Mandel, Virginia Levi,
Sheila Allenick, Sandy Blumenfield

I. CIJE Travel

Assignment All CIJE travelers are responsible for keeping track of their own unused portions of airline tickets. Tickets are to be mailed to Carol Keil in the Cleveland office.

II. Preparation for meeting with the Righteous Persons Foundation (Spielberg)

The staff discussed potential proposals to present to Margerie Tabankin and Rachel Levin of the Righteous Persons Foundation.

NR suggested three possible approaches:

1. CIJE as consultants to the Foundation--providing general context on issues in Jewish education.
2. Aspen Renaissance-type retreat for lay leadership
3. project closely related to the CIJE workplan

CIJE should position the idea within the context of the two major domains of our work.

The meeting might begin with questioning Tabankin and Levin about what they have found during their meetings with organizations across the country. Next, CIJE could present a comprehensive, brief synopsis of our goals. From there, it was suggested that CIJE spin out ideas related to building the profession and community mobilization.

By the end of the discussion, the staff developed three proposal ideas, in the event that the Righteous Persons Foundation would ask for a specific proposal.

- program to create community educators
- renaissance retreat weekend for lay leaders
- a national center for Jewish teaching and learning, for which CIJE would be the architect

III. CIJE Calendar

The staff reviewed the calendar for the coming months.

1/30	CIJE New York Staff Meeting	10:30 am - 1:00 pm
2/1	Wexner-Heritage Meeting (GZD not scheduled to attend)	2:00 pm
2/3	Cummings Foundation Meeting Meeting with Cindy Chazen of Hartford	
2/6	National Board of License Meeting CIJE New York Staff Meeting Righteous Persons Foundation Meeting	2:30 PM
2/8	Goals Project Meeting (SF, ADH, BWH, Howard, DNP, Sheffler)	6:30 pm, Boston
2/9	MEF Advisory Committee Meeting Meeting with Joe Reimer of Brandeis University	Boston
2/13	CIJE New York Staff Meeting	2:00 pm - 4:00 pm
2/14	CIJE Steering Committee Meeting CIJE Executive Committee Meeting	10:00 am - 2:00 pm 2:00 pm
2/23	CIJE New York Staff Meeting	10:00 am - 1:00 pm
2/27	CIJE New York Staff Meeting	12:00 pm - 2:00 pm
3/8-9	Communities Meeting	
3/12	JCC Camping Meeting with Jay Roth	
3/14	CIJE New York Staff Meeting	1:00 pm - 4:00 pm
4/5	"CIJE Board Meeting" CIJE New York Staff Meeting	10:00 am - 1:00 pm

CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Create proposal for the next board seminar.	NR	October 12, 1994	January 3, 1995 Done
2.	Contact R. Cowan about Spielberg Foundation meeting January 19-20, 1995 and arrange meeting with her about the Cummings Foundation for February 2nd or 3rd, 1995.	NR	December 1, 1994	January 3, 1995 Done
3.	Construct backward map of work to be completed for April Board Meeting.	VFL	January 9, 1995	January 23, 1995 Done
4.	Talk with AG and EG about time table for completion of Educators' Survey Module.	GZD	January 9, 1995	January 23, 1995 Done
5.	Call T. Shor to follow up on Agnon letter.	BWH	January 9, 1995	January 23, 1995 Done
6.	Camper calls with written report to ADH.	STAFF	January 9, 1995	January 30, 1995 Done
7.	Review policy brief dissemination plan.	Staff	January 9, 1995	January 31, 1995 Done
8.	Develop proposal to the Cummings Foundation about developing capacity.	GZD, BWH	December 7, 1994	February 1, 1995 Done
9.	Create operating documents from the workplan.	Staff	January 9, 1995	February 28, 1995 In Progress
10.	Manage staff time allocation monitoring.	SLB	December 12, 1994	Ongoing
11.	Keep track of unused portions of back-to-back airline tickets.	Staff	January 27, 1995	Ongoing

updated: January 31, 1995

MINUTES: CIJE NEW YORK STAFF MEETING
DATE OF MEETING: JANUARY 30, 1995
DATE MINUTES ISSUED: FEBRUARY 7, 1995
PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz,
Robin Mencher (sec'y), Nessa Rapoport
COPY TO: Morton Mandel, Virginia Levi,
Sheila Allenick, Sandra Blumenfield

I. ORTNET

ADH and BWH reported on their meeting about ORT's new on-line Jewish educational programs. Literature about this program is being circulated amongst the staff.

II. CIJE Steering Committee Meeting, February 14, 1995

The primary goal of this Steering Committee is to bring our lay leadership up to date on the projects of CIJE. Each chair should know the details of his or her committee's work before the meeting.

At 2:00 pm, the Steering Committee will split into an executive session and a staff meeting.

Executive Session	
funding meeting	2:00 pm - 3:30 pm
executive search report	3:30 pm - 4:00 pm
Staff Meeting	2:00 pm - 4:00 pm

It was recommended that in the future there should be an additional meeting of the CIJE Steering Committee between the GA in November and the regularly scheduled February meeting as too much time has passed since our last Steering Committee.

III. 1995 CIJE Publications Release

The staff discussed the need to create an integrated matrix of projects as outlined in the operationalized versions of the workplans. NR stressed the need to coordinate the timing of CIJE publications. A planning matrix for 1995 will be worked out by the New York staff to include all projects for the year.

IV. Community Consultation Meeting

Committee chairs should be invited to the Community Consultation Meeting on March 8-9 as a way of involving them in the work of CIJE.

V. CIJE Calendar

A. ALL DAY NY STAFF MEETINGS

March 17	8:00 am - 3:00 pm
May 4	9:00 am - 5:00 pm
May 31	9:00 am - 5:00 pm
June 6	

B. EXTENDED STAFF MEETING

March 27	Cleveland
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C. RESEARCH COMMITTEE MEETING

June 11	Stanford, CA
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VI. Minutes and Assignments

A. COMMUNICATION WITH COMMITTEE CHAIRS

Assignment CIJE staff members should arrange meetings and telephone appointments with their chairs. Each chair and staff member should both meet and converse by phone on a monthly basis.

B. WEXNER HERITAGE FOUNDATION

It may be possible to build a relationship with the Jewish community of Seattle by involving Seattle lay leaders who are currently in the Wexner Heritage program. This idea should be explored at the meeting with Wexner Heritage on February 1.

C. MODULE FOR THE EDUCATORS' SURVEY

Assignment The due date for the completion of the module is March 1, 1995.

D. TZIPPI SHOR

Assignment BWH should call Tzippi Shor by February 6 to follow up on the Agnon letter.

E. CAMPER CALLS

Assignment Written reports should be submitted to ADH by February 6.

F. 1995 OPERATIONAL DOCUMENTS

Assignment The documents to operationalize the CIJE Workplan should be completed by February 2. These documents will be used to create the planning matrix noted in section III above.

VII. April Board Seminar

Assignment It was decided to ask Professor Jonathan Sarna of Brandeis University to speak at the Board Seminar this April. BWH will call him.

CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Create operating documents from the workplan.	Staff	January 9, 1995	February 28, 1995 In Progress
2.	Complete Educators' Survey module.	AG/EG	January 30, 1995	March 1, 1995
3.	Meet and telephone committee chairs.	Staff	January 30, 1995	Ongoing
4.	Manage staff time allocation monitoring.	SLB	December 12, 1994	Ongoing
5.	Keep track of unused portions of back-to-back airline tickets.	Staff	January 27, 1995	Ongoing

updated: February 7, 1995



MINUTES: CIJE NEW YORK STAFF MEETING
DATE OF MEETING: FEBRUARY 2, 1995
DATE MINUTES ISSUED: FEBRUARY 7, 1995
PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz,
Robin Mencher (sec'y), Nessa Rapoport
COPY TO: Morton Mandel, Virginia Levi
Sheila Allenick, Sandra Blumenfield

I. The Cummings Foundation

A proposal for transforming the supplementary school through in-service education was reviewed in preparation for the meeting with Rachel Cowan of the Cummings Foundation on February 3, 1995.

II. In-service Training Programs

GZD lead a discussion on building capacity for in-service training programs on both continental and local levels.

Such a project would involve both developing quality "trainers" in local communities and working with national denominational institutions.

ADH outlined a process by which in-service training capacity could be developed. He suggested five steps in creating a program for trainers:

1. Identify: categories of trainers and types of training
2. Scan: In each category, an expert group would need to be developed to identify the first cohort
3. Data base: to continue the training program, new trainers would need to be added on a constant basis
4. Assessing need: of the demand for the type of training needed
5. Supply: staying a certain percentage ahead of the projected demand

A. ISSUES TO BE ADDRESSED IN THE CREATION OF A TRAINING PROGRAM FOR IN-SERVICE EDUCATION

1. Translation

From subject matter into pedagogy. A training program must take into account the need to teach teachers both subject matter knowledge and pedagogy.

2. National vs. Local

CIJE will have to decide in which area to begin (possibly in both, in parallel).

B. COMPONENTS OF A TRAINING PROGRAM

A training program would contain several components. It would work on both national and local levels, with both teachers and principals, and apply to a multiplicity of settings such as the supplementary school, early childhood educational settings with a general content base, and day schools with an emphasis on subject matter.

The training program could contain a classroom component and a beit midrash. The study part of the program will also have to translate into pedagogy.

Jewish studies should be present at all levels of the training program.

C. ROLE OF CIJE IN TRAINING PROGRAM

1. The work of CIJE should concentrate on building capacity on local and national levels.

2. CIJE should be able to offer communities a range of consulting options.

3. CIJE should actively identify senior educators that could help identify missing areas in our in-service training programs and enlist them as an association of consultants for teacher training.

4. CIJE should develop lists of potential junior faculty members of the training program.

5. CIJE should decide on categories of need for the training programs. These decisions may be specific to particular communities. It would involve creating portfolios of educators in communities. This process may require new consultants to implement the plans.

6. CIJE should create a systematic way of translating the knowledge from senior or expert educators to other Jewish educators in the field through an in-service training program.

C. MODEL OF IN-SERVICE TRAINING PROGRAM

The creation of a "virtual" college of Jewish educators was proposed as a model for a systematic in-service training program. This training model would consist of three tiers. The first tier would be the senior faculty of the college. Tier two would be the associated members of the college. Tier three would consist of affiliated members.

1. senior faculty members

These educators will serve as a cadre of senior educational trainers and advisors. They will feel that they are part of a large project that keeps them interested and involved in the work for its own sake.

2. college associates

These educators will work in local communities. They will receive enrichment training from the faculty of the college and would be considered part of the pool of potential future faculty members.

3. college affiliates

These educators will be taking part in the work being done in local communities. They may never reach level one.

MINUTES: CIJE NEW YORK STAFF MEETING
DATE OF MEETING: FEBRUARY 6, 1995
DATE MINUTES ISSUED: FEBRUARY 15, 1995
PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz,
Robin Mencher (sec'y), Nessa Rapoport
COPY TO: Morton Mandel, Virginia Levi
Sheila Allenick, Sandra Blumenfield

I. Review of Document: "Create Capacity for Teacher and Leadership Training"

The staff reviewed the document (attached) presented by GZD and discussed what would be required to implement this proposal.

A. FACULTY MEMBERS OF THE VIRTUAL COLLEGE:

There are three levels of faculty members: full faculty, associate or junior faculty and affiliated or junior/junior faculty. Candidates for the college faculty will include prominent talented Jewish educators, people from bureaus of Jewish education, rabbis interested and invested in these issues and some educational leaders from denominational movements. These educators would also be identified by subject matter and knowledge of Jewish studies.

B. WORK IN COMMUNITIES

The faculty members will spend a large amount of their time working with communities. The design of their supervision will be centered around:

1. building skills in education
2. building skills in subject matter
3. geographic regions

Additionally, level I faculty will assist in the recruitment process of level II faculty members.

C. CONVENING THE COLLEGE

The staff discussed methods of convening this faculty of educators for the "virtual" college, what CIJE could offer them, and how to encourage them to participate in this program.

The college will first convene with a seminar planned by CIJE to clarify the work of the faculty and to build excitement for the college project.

1. Letter

ADH suggested a draft of a letter to the potential college senior faculty members. Such a letter would include:

- Educators' Survey and need for teacher training
- As North American Jewish community begins to put Jewish education on the agenda, more and more communities will be involved in planning processes and work in this field.
- CIJE is creating a national faculty...
- As a first step, we would like you to participate in a meeting/seminar where we will discuss...
- A closing line would include emphasis upon feasibility and communities

2. Seminars

Three seminars for full faculty trainers of trainers (12-15 people) to be held in 1995 were suggested. Themes for seminars may include:

- a. differences between pre-service and in-service training
- b. learning about planning from successful communities

D. CALENDAR FOR COLLEGE

1. Spring 1995 - three day meeting
2. Summer 1995 - five day meeting
3. Fall 1995 - three day meeting

Before the Spring seminar, these trainers will be identified, asked to participate, and sent related materials on the college project.

Throughout the year, junior faculty members would be selected so that by December of 1995, a group of 30 junior faculty will be established. By this point, the senior faculty members will already be tutoring the junior members.

CREATE CAPACITY FOR TEACHER AND LEADERSHIP TRAINING

1. Develop and implement a plan for a finite pool of high quality educators who can implement in-service education in communities and institutions.

Read: Create a virtual college of trainers who can advise, consult, plan with communities

- a. Identify and recruit appropriate candidates (e.g., people like Rivka Behar, Sherri Blumberg Bissell, Carol Ingal, Vicky Kelman, Ruth Pinkenson Feldman, Lifsa Schachter, Moshe Sokolow).
- b. Design appropriate seminars for these people to orient them to CIJE and our plan and to discuss together "latest takes" on changing teachers' practice.

2. Develop and implement a plan for a pool of teacher trainers who can support in-service initiatives in their own institutions and communities

Read: Create junior faculty positions in our virtual college

- a. CIJE together with communities would identify appropriate candidates
- b. CIJE together with top ring consultants would create a series of seminars, retreats, learning opportunities to create a cadre of mentor teachers/coaches

(Here we are thinking about people like Marci Dickman, Amy Wallk Katz ---In their own right, these people are on the way to being senior faculty and might be able to take on the in-service task)

3. Junior/junior faculty

There are people in the field who are not there yet. I am thinking about places that we are talking about involving ourselves:

Seattle: Beth Huppin, Joanne Glosser
Boston: Judy Israel
Hartford: Sandy Dashefsky

(In some cases, it's a question of lack of theoretical knowledge themselves as opposed to that people are not "mesuga l'davar")

TWO MODELS WERE DISCUSSED:

In order to decide what kind of people we are interested in recruiting and what kind of interventions we would like to see, two different approaches were discussed

1. Model One:

Beit Midrash l'Morim
Seminar on Principles of Translation
Workshops applicable to your own setting/ age groupings
Classroom Support Component

(Question: what kind of subject matter competence do "trainers" need if BMM is in the hands of rabbis/ Judaic studies teachers?)

2. Model Two:

Cadre ^{of} Master teachers who can do it all
(they know the subject matter and pedagogy etc. for certain ages or settings or subject matters --as the case may be)

(Question: do we think about trainers in terms of setting/age/sm competencies all rolled into one?)

ADH suggested an approach to planning:

1. Categories: of trainers
2. scan: in each category we need a college
3. data base: constantly adding new people
4. Assessing need: we have to estimate demand
5. supply: ____ % ahead of the projected demand

2/27/95

To: ADH

From: VFL

Re: Today's telecon (I'll call at 4:00 and press 444 unless otherwise notified.)

Possible Schedule for Board Meeting, 4/27/95

9-10 am Refreshments, conversation

10-11:30 Plenary

A. Overview of 1995 Workplan: Rationale for focus on in-service ADH

B. Presentation on in-service Some expert

11:45-12:15 Lunch as a group

12:30-1:45 Committees meet to discuss in-service from their perspectives

2-3 pm Plenary - Reporting and d'var Torah

Other possible topics for today's discussion:

Guest list for seminar

Any additions to committees/board?

D'var Torah giver - relate somehow to in-service?

Materials to distribute in advance (Depends on agenda)

How are we doing on our backwards map?

MINUTES:	CIJE STAFF TELECON
DATE OF MEETING:	FEBRUARY 27, 1995, 4:00 pm
DATE MINUTES ISSUED:	MARCH 1, 1995
PARTICIPANTS:	Gail Dorph, Alan Hoffmann, Barry Holtz, Virginia Levi (Cleveland), Robin Mencher (sec'y), Nessa Rapoport
COPY TO:	Morton Mandel, Virginia Levi, Sheila Allenick, Sandy Blumenfeld

The purpose of this telecon was to create the theme and agendas for the April CIJE Board, Steering Committee, and Executive Committee Meetings.

I. Theme for Meetings

A. CIJE ACTIVITIES SINCE OCTOBER BOARD MEETING

It was suggested that we inform the Board of all major CIJE events that have transpired since they last convened in October. Staff members would report on the following events and engage Board members in a conversation on the projects including:

1. CIJE-Harvard Principals' Center Seminar
2. possible partnership with the Wexner Heritage Foundation
3. Atlanta Goals Seminar for a community high school
4. work with new "CIJE affiliated" communities

B. LEADERSHIP DEVELOPMENT IN GENERAL EDUCATION

To add a broad context to the current work of CIJE, we may want to invite an education expert, such as Linda Darling-Hammond of Teachers College, to present on current trends of teacher training in general education. CIJE could highlight the training gaps in Jewish education and explain how we are creating change in the field. In connection to this presentation, CIJE may want to have members of our laboratory communities speak about how they are addressing personnel issues-- paying specific attention to their work on community personnel action plans-- focusing on recent progress and challenges.

C. COMPOSITE PRESENTATIONS: "THE FIELD SPEAKS"

CIJE may want to focus on current and emerging projects in our communities as a segway to issues and ideas presented in the workplan. Focus could be placed on, for instance, Machon l'Morim in Baltimore and Cleveland College of Jewish Studies as a regional teacher training center and its relationship to Milwaukee.

From presentations on these projects, CIJE could explicate how we have helped to facilitate this work, emphasizing our actions throughout North America.

Both options B and C offer a case-study approach to building capacity.

II. Outcomes of the April Meetings

A. STEERING COMMITTEE MEETING

The content of the Steering Committee Meeting should be different from the main focus of the Board Meeting the next day.

B. BOARD MEETING

It was agreed that at the end of the April Board Meeting, all CIJE Board Members should be familiar with the current projects of CIJE, leaving the meeting with a sense of ownership of the material covered.

We must bring our work with potential affiliated communities into the picture, but we should be careful to make sure that CIJE is not presented as only about lead or affiliated communities.

III. Board Seminar

It was suggested that CIJE invite Stephen Solendar, Executive Vice President of UJA/Federation of New York, as a respondent to the talk by Professor Jonathan Sarna of Brandeis University. Part of the evening will be dedicated to a program for Yom haShoah.

IV. Mailing for the Meetings

The mailing for the Board meeting should include:

- a cover letter
- media coverage
- document about the work of CIJE
- seminar invitation

At the same time, invitations to everyone invited to the seminar should be mailed. NR will compose the invitation for the seminar, introducing the speaker and noting the date as Yom haShoah.

All responses should be handled through the New York office.

V. Schedule for the April Board Meeting

Because we must adjourn by 3:00 pm (instead of our usual 4:00 pm) the meeting may begin at 9:30 am.

A caucus of CIJE Board Members may be scheduled at the end of the meeting.



CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Create operating documents from the workplan.	Staff	January 9, 1995	February 28 <i>April 15</i> In Progress
2.	Speak with N. Broude and E. Spack about symposium or institute at CAJE.	GZD	February 27, 1995	March 13 <i>April 7</i>
3.	Give list of projects to RJM for calendar grid.	Staff	February 27, 1995	March 14
4.	Construct new calendar grid.	RJM	February 27, 1995	March 21 <i>April 7</i>
5.	Compose invitation for Board Seminar.	NR	February 27, 1995	March 8
6.	Manage staff time allocation monitoring.	SLB	December 12, 1994	Ongoing
7.	Keep track of unused portions of back-to-back airline tickets.	Staff	January 27, 1995	Ongoing

updated: March 2, 1995



MINUTES: CIJE NEW YORK STAFF MEETING
DATE OF MEETING: FEBRUARY 27, 1995
DATE MINUTES ISSUED: MARCH 1, 1995
PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz,
Robin Mencher (sec'y), Nessa Rapoport
COPY TO: Morton Mandel, Virginia Levi,
Sheila Allenick, Sandy Blumenfeld

I. Cummings Foundation

CIJE submitted a grant proposal to the Nathan Cummings Foundation for a project on transforming the supplementary school educator. In order to get into Cummings' spring funding cycle, the deadline for submitting the grant was accelerated, forcing CIJE to quickly submit the proposal.

II. CAJE

The staff discussed CIJE's involvement in this summer's CAJE conference. GZD and BWH expressed interest in leading a seminar with David Behrman of Behrman House and Susan Shevitz of Brandeis University on leadership.

Assignment

A larger symposium or special Institute co-sponsored with the Harvard Principals Center was then proposed. GZD will explore this possibility first with Nancy Broude of Harvard and then with Eliot Spack of CAJE.

III. Walter Ackerman

GZD and ADH will meet with Walter Ackerman on Friday, March 3 to discuss his work on the regional college plan.

IV. CIJE Calendar Grid

Assignment
Assignment

The calendar grid was reviewed. RJM will make a new grid, allowing one page for each domain, listing all of the projects for the year and marking the amount of time it will take to complete each project. Each staff member will supply her with a list of all projects and outcomes in his/her domain for 1995.

V. New CIJE Affiliated Communities

It was decided that the staff should hold a meeting on this subject to develop clear criteria before our meeting with Hartford on March 23rd.



CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Create operating documents from the workplan.	Staff	January 9, 1995	February 28 In Progress
2.	Speak with N. Broude and E. Spack about symposium or institute at CAJE.	GZD	February 27, 1995	March 15
3.	Give list of projects to RJM for calendar grid.	Staff	February 27, 1995	March 14
4.	Construct new calendar grid.	RJM	February 27, 1995	March 21
5.	Manage staff time allocation monitoring.	SLB	December 12, 1994	Ongoing
6.	Keep track of unused portions of back-to-back airline tickets.	Staff	January 27, 1995	Ongoing

updated: March 2, 1995



SUMMARY OF GAIL'S CONVERSATION WITH CINDY CHAZAN

2/21/95

Our meeting will last from 10:00 to 5:30.

It will divide into four parts: 2 small group meetings (One with federation professionals and lay chairs and one with professionals and lay chairs of the Commission on Jewish education), a lunch meeting which will include members of both small group meetings, and a meeting at the end of the day with Cindy and her lay chair.

PARTICIPANTS:

JEC: Jerry Unterman and Sandy Dashefsky
Bruce Stanger, chair; Gail Weinstein, vice-chair

FED: Marvin Catler, president
Arlene Neiditz, chair of CJC and synagogue-federation cabinet
Donna Divine, Arlene's successor
Tom Divine, active lay person (potential funder)
Arnold Greenberg, chair of task force on continuity (owned COLECO, gave \$100,000 to Melton Centre, impt. potential funder)
David Rosenthal, chair of Planning and Allocations committee
Andy Pallor assistant director of federation in charge of Planning and Allocations
Stephen Bayar, associate director of federation, works with CJC

SCHEDULE

QUESTION: DOES IT MAKE SENSE TO MEET FIRST WITH JEC AS A SMALL GROUP OR WITH "FEDS" AS SMALL GROUP? WHAT DO YOU GUYS THINK?
One of these groups will be at 10:30; the other, at 2:00.

10:00 Arrive: Touch Base with Cindy

10:30 - Noon

Lunch meeting with Everyone

2:00 - 3:30

3:30 - 5:30 Meeting with Cindy and Marvin Catler to discuss impressions of the day and next steps

CIJE Staff Meeting -- March 6, 1995
Agenda

From the perspective of the MEF team, the main purpose of this meeting is to settle the ambiguities described in the memo of February 9, 1995, which remained after the advisory meeting of that day. Accordingly, our top priority is to decide how to disseminate our module, and second priority is to decide what other sort of evaluation we will be doing this year.

I. The Module

A. Which model?

1. Communities on their own
2. Centralized agency
3. Comprehensive package

B. What is CIJE's role, given a decision on A? What resources are necessary for CIJE?

C. What steps does the MEF team need to undertake given decisions about A and B?

II. Evaluation

A. Development and implementation of personnel action plans

1. What approach to take in Atlanta, Baltimore, and Milwaukee?
2. Are we involved in this elsewhere?

B. Goals Project

1. What approach to take in Atlanta, Baltimore, and Milwaukee?
2. Are we involved in this elsewhere?

C. Is there a grander scheme? What else are we supposed to be evaluating?

E.g., what role can or should CIJE play in developing a capacity for evaluation across North America?



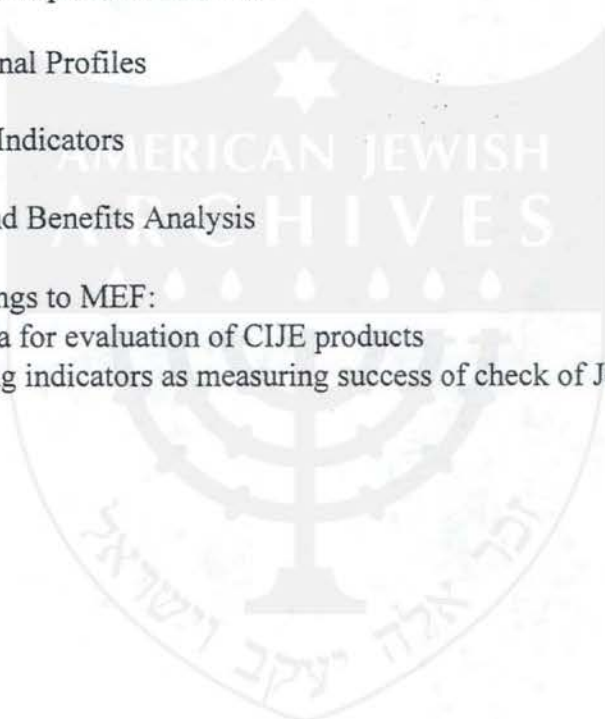
Produce the module

NOT file

CIJE Staff Meeting: MEF
March 6, 1995
Agenda

Questions about and suggestions for the agenda for the day:

1. Module: what form of apparatus?
2. Are we going to spend time on the Capacity Proposal?
3. Are we going to be involved in Building the Profession and Content and Program in the development of coaches?
4. Institutional Profiles
5. Leading Indicators
6. Salary and Benefits Analysis
7. Two Prongs to MEF:
 - a. criteria for evaluation of CIJE products
 - b. leading indicators as measuring success of check of Jewish education



MINUTES: CIJE NEW YORK STAFF MEETING
DATE OF MEETING: MARCH 14, 1995
DATE MINUTES ISSUED: MARCH 31, 1995
PARTICIPANTS: Gail Dorph, Barry Holtz, Alan Hoffmann,
Robin Mencher (sec'y), Debra Perrin, Nessa Rapoport
COPY TO: Morton Mandel, Virginia Levi, Sheila Allenick

I. New York Staff Meetings

Assignment ADH welcomed Debra Perrin (DSP), new executive assistant, to CIJE. DSP will coordinate and record all New York staff meetings in the future. Any additions to the agenda should be submitted to her before the meeting. As the entire staff will be present during New York meetings, RJM will check the office phones on an hourly basis. Assignment Cleveland will be informed of staff meeting times so as not to call New York.

II. Agenda

1. April Steering Committee, Executive Committee, Seminar, and Board Meetings
2. CIJE Staff Meeting with VFL - March 27, 1995
3. Hartford
4. CIJE Staff Meeting with SFA - March 21, 1995
5. Wexner Heritage Foundation
6. Lunch Seminar
7. MEF - AG Summary
8. CIJE Calendar Grid
9. Steven Cohen and JESNA

III. April 26-27 Meetings

A. CIJE STEERING COMMITTEE MEETING

The Steering Committee Meeting will take place from 9:30 am - 12:30 pm at the New York office of CIJE. It will end earlier than usual to allow the CIJE Search Committee to convene from 1:00 pm - 5:30 pm. Due to the shortened time period, it was decided that the agenda of the meeting should be dedicated to one or, possibly two issues. Possible agenda items for consideration include:

- a) Building evaluation capacity for North America
- b) CIJE initiatives to build capacity: the pros and cons of a short range approach to long range problems
- c) Criteria for adding new "essential" communities

B. CIJE EXECUTIVE COMMITTEE MEETING

The Executive Committee Meeting will take place from 6:00 pm - 7:30 pm at the UJA/Federation.

C. CIJE BOARD SEMINAR

Assignment The evening will begin at 7:45 pm at UJA/Federation. Light refreshments will be available beforehand. DSP and RJM will arrange this with VFL. The first event will be a short commemoration for Yom HaShoah arranged by Elizabeth Swados. In lieu of a performance fee, CIJE will make a small donation to a holocaust related organization. Assignment NR will research organizations. After the performance, there will be a short reading by a Assignment CIJE board member. NR and BWH select the reading and the member of the board. After the Reading, Prof. Jonathan Sarna of Brändeis University will deliver a paper. Discussion will follow with respondents selected in advance. It was decided that Irwin Kula and Nicki Tanner would be first choices for respondents. The evening will end with refreshments.

Assignment BWH will talk to Sarna about the publishing status of his paper. In the future, CIJE may publish papers from our lecture series.

D. CIJE BOARD MEETING

The CIJE Board Meeting will begin at 9:30 am with refreshments served from 9:00 am. The meeting will focus on building capacity and the work of CIJE from the publishing of the Policy Brief to today. GZD will orchestrate the majority of the agenda during the

Assignment morning plenary session. Speakers for the morning session may include an expert in general education and a leader of a community program for building the capacity of Jewish educators. ADH will call Lee Hendler of Baltimore to invite her to speak about the Machon l'Morim program. By lunchtime, the Board should feel that they are not only informed, but engaged in this issue.

Assignment After lunch, Board Committees will meet. The second plenary will focus on the CIJE Goals Project. It will include a presentation by Michael Rosenzweig of Atlanta and DP. ADH will call M. Rosenzweig about speaking at the board meeting.

Assignment The meeting will end with an D'var Torah by Board Member Gershon Kekst. ADH will call G. Kekst to confirm.

E. FUNDING MEETING

A meeting to discuss the financial situation of CIJE and future directions for financial support of CIJE will take place from 3:00 pm - 4:00 pm on April 27th at UJA/Federation. Selected members of the Board have been invited.

IV. Wexner Heritage Foundation

BWH reported on the CIJE meeting with Michael Paley of the Wexner Heritage Foundation of Friday, March 10. This Fall, they will hold a weekend on Jewish education for 400 graduates of their program.

The staff discussed Wexner Heritage's approach to the topic and the potential role of CIJE as consultants to the project. BWH characterized their planning process as a strong, rapid move to the practical side of the subject. The entire CIJE staff agreed that a "Goals Project" element could significantly add to the quality of the content of the weekend.

The next meeting between the Foundation and CIJE will take place on Monday, March 20.

CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Speak with N. Broude and E. Spack about symposium or institute at CAJE.	GZD	February 27, 1995	March 15
2.	Give list of projects to RJM for calendar grid.	Staff	February 27, 1995	March 14
3.	Arrange seminar refreshments with VFL.	RJM, DSP	March 14, 1995	March 27
4.	Construct new calendar grid.	RJM	February 27, 1995	March 31
5.	Call Gershon Kekst about giving the D'var Torah at the Board Meeting.	ADH	March 14, 1995	March 31
6.	Talk to J. Sarna about the publication status of his paper.	BWH	March 14, 1995	March 31
7.	Select seminar reading by board member.	BWH, NR	March 14, 1995	March 31
8.	Research organization for seminar donation.	NR	March 14, 1995	March 31
9.	Create operating documents from the workplan.	Staff	January 9, 1995	March 31 In Progress
10.	Call Michael Rosenzweig about speaking at the Board Meeting.	ADH	March 14, 1995	Done
11.	Call Lee Hendler to invite her to speak about Machon l'Morim at the Board meeting.	ADH	March 14, 1995	Done
12.	Check office phones during NY staff meetings.	RJM	March 14, 1995	Ongoing
13.	Coordinate and record all New York staff Meetings.	DSP	March 14, 1995	Ongoing
14.	Manage staff time allocation monitoring.	DSP	December 12, 1994	Ongoing
15.	Keep track of unused portions of back-to-back airline tickets.	Staff	January 27, 1995	Ongoing

updated: March 29, 1995

**CIJE STAFF MEETING
AGENDA
MARCH 17, 1995**

- I. Board Meeting/Steering Committee/etc.
- II. March 27th meeting
- III. Hartford
- IV. Sheila meeting
- V. Wexner meeting
- VI. Luncheon seminar
- VII. Adam's summary
- VIII. CIJE Calendar
- IX. Robin's grid
- X. JESNA seminar with Steve Cohen
- XI. Camps
- XII. Summer
- XIII. CIJE Report to the Board



MINUTES: CIJE STAFF MEETING
DATE OF MEETING: MARCH 17, 1995
DATE MINUTES ISSUED: MARCH 4, 1995
PARTICIPANTS: Gail Dorph, Alan Hoffman, Barry Holtz, Robyn Mencher,
Debra Perrin (sec'y), Nessa Rapoport (sick - by phone)
COPY TO: Morton L. Mandel, Virginia F. Levi

I. CIJE Calendar

Assignment DSP will now be in charge of the CIJE yearly calendar. It will be her responsibility to put the existing calendar into a usable form by meeting with each staff member and using their combined input to create a workable calendar for 1995. This calendar will be on our staff meeting agenda at regular intervals and will be used for backward mapping as well as to report the beginnings of new projects. First meeting on the calendar is Monday, May 1st.

II. JESNA Seminar with Steve Cohen

On April 10th Steve Cohen will give a paper entitled *The Impact of Varieties of Jewish Education upon Jewish Identity: An Intergenerational Perspective*. NR has the materials regarding this seminar. It was decided that at least one staff member should attend. The question was posed as to why this was not a CIJE seminar.

III. Luncheon Seminar

ADH raised the idea of a monthly brown bag luncheon for a select group of people at which a major subject of interest in Jewish education would be discussed at the highest level. The purpose of these meetings will be to reach the highest level of those dealing with Jewish educational policy in the greater New York area. This group is not presently organized and would become a forum in which to explore, intellectually, some major issues in Jewish education. This will in turn establish a core group which will feel safe in bringing up topics otherwise impossible to discuss. The question was posed as to whether or not we might like to have this luncheon in conjunction with JESNA. It was decided that BWH and ADH will develop a list of people to be invited and ideas for the first five topics to be discussed. Examples of topics might be: Aliza Kurshan's dissertation, Jonathan Sarna's paper, Mike Rosenak's latest book, the "Holy Trinity" concept, etc.

IV. Sheila Allenick Meeting

Sheila will be in New York on Tuesday, March 21st to meet with DSP and RJM. New York Staff will have a full benefits meeting with her on April 6th. Benefits will begin as of May 1st. Please address any concerns regarding the benefits package directly to Sheila, in writing.

V. March 27th Meeting

The March 27th staff meeting will be held in the New York office with VFL participating. The main topic will be the CIJE 1995 work plan and its implementation schedule by the four domains of CIJE and the intersections between staff responsibilities. Each staff member should verify that the information given to RJM is correct. The two separate grids will depict 1) domain and 2) staff tasks. Monitoring, Evaluation, and Feedback must be checked in advance with Adam and Ellen.

Assignment

VI. Brandeis University

With MLM's assistance, Jehuda Reinharts has given the go ahead for a planning process for Brandeis University and North American Jewish education. Questions were posed as to whether or not there should be lay involvement in the planning process. The following three questions must be looked at more closely:

1. What are Brandeis' assets?
2. What are North America's needs?
3. What could best be located in a university like Brandeis?

VII. Wexner Meeting

What should our approach to the Wexner meeting be? ADH suggested that we impress the Wexner people with the substance of education. The discussion falls into two categories: 1) the lay seminar for Wexner graduates in December 1995 and 2) a continuing relationship with CIJE. Our goal for this meeting will be to listen and raise some of the bigger questions. BH will call Paley about how we might want to accomplish this.

Assignment

VIII. Hartford/San Francisco/Seattle/Cleveland

A. HARTFORD

S. Dashefsky, who is on the bureau staff in Hartford, had misgivings about CIJE's connection to Hartford. What it is that CIJE expects from the communities which we work with? The following ideas were addressed in reference to being a CIJE community:

1. What does it mean?
2. What do you have to be to qualify?
3. What do we have to offer?
4. What do we demand/expect?
5. Does this apply to all CIJE communities past and present?

B. SAN FRANCISCO

Part of the San Francisco plan is to move forward on the three of the components necessary to being an effective CIJE community:

1. Process (i.e. the holy trinity)
2. Outcomes (i.e. the educators survey & diagnostic)
3. Personnel Action Plan

Which of these things are absolutely necessary? Discussion continued over the Educator's Survey and the possible losses that Cleveland has suffered by not having had one. Questions were posed as to what it is we want from a survey. Do we want a survey to create a baseline for change? The Policy Brief would not reflect these changes except in numbers and attitude. Discussion centered around the question of what we should have in the survey that would reflect change over time. To what degree does the CIJE study make it possible over time to document actual change in that community? The following questions must be addressed:

1. Should we insist that the survey be implemented to start the process in the community, or to develop an association between communities?
2. Are there communities in which this process would be counterproductive?
3. Is CIJE committed to this template? *A Time to Act* was tailored to the Cleveland experience; should we experiment with other models?

Also discussed were the issues of what the communities get from us; our resources, what our expectations are from them (i.e. improving Jewish Education).

We should establish general criteria concerning what will link the CIJE communities:

1. personnel
2. community organization
3. change as something separate
4. priorities
5. evaluation of success
6. immediate benefits of our virtual college of trainers
7. evaluative capacity
8. coaches
9. assistance in the process of becoming these things

Assignment BWH and NR will establish a set of principles that we will in turn curricularize. NR brought up a concern about the lack of communication between ourselves and the communities. What is our role in the community mobilization issue and who is responsible for opening the roads of communication? This must be looked at as well as the mechanisms which could be put in place in order to make it work.

Assignment NR will write up the point of her question to be discussed with ADH.

C. ATLANTA

On March 30th there will be a meeting in Atlanta of the Rabbis and Educators to discuss the question of establishing minimum standards. The exercises will focus on creating a vision for a school and how one might achieve changes based on this vision. Focusing on this as a community organization project creates the beginning of education and mobilization which will eventually spin off into the Goals Project.

IX. Board Meeting/Steering Committee/etc.

Discussion was held over whether it is necessary to include the Press in the seminar. If so, we might want it to be exclusive to L. Yudelson at JTA.

Assignment Regarding materials for the Board Meeting, NR and RJM will mail packages including the brochure, Policy Brief, selected information and press coverage, and copies of the Reform Magazine articles. The materials should be out by March 26th. Each committee will receive a report and an agenda for the committee.

X. March 27th Meeting Agenda

The following will be included in the agenda for Monday's meeting:

1. Camps - the JCCA Project
 - summary of meeting with L. Rubin
2. Summer 1995 - Virtual College of Trainers
 - Goals Coaches
 - evaluation people
 - will these all be the same people
3. Virtual College - how many coaches, who, nominations?
4. D. Pekarsky Telecon (11:00am - 12:00pm)
5. 1995 CIJE Work Plan (a.k.a. Robin's Grid)
6. Colleges of Higher Education
7. Materials for the Board Meeting
8. CIJE Annual Report to the Board/November meeting - chapter headings

Assignment By the 27th we should have a 2-3 page update and an agenda for the Board Meeting.
Assignment ADH will talk to Adam and Ellen about what their agenda will be. A possible topic of discussion for the Steering Committee will be the development of new lead communities.

CIJE ASSIGNMENTS

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2.	Give list of projects to RJM for calendar grid.	Staff	February 27, 1995	Done
3.	Arrange seminar refreshments with VFL.	RJM, DSP	March 14, 1995	March 27
4.	Construct new calendar grid.	RJM	February 27, 1995	March 31
5.	Call Gershon Kekst about giving the D'var Torah at the Board Meeting.	ADH	March 14, 1995	March 31
6.	Talk to J. Sarna about the publication status of his paper.	BWH	March 14, 1995	March 31
7.	Select seminar reading by board member.	BWH, NR	March 14, 1995	March 31
8.	Research organization for seminar donation.	NR	March 14, 1995	March 31
	Create operating documents from the workplan.	Staff	January 9, 1995	March 31 In Progress
10.	Establish general criteria concerning what will link the CIJE communities.	BWH/NR	March 17, 1995	March 31, 1995
11.	Speak to Adam and Ellen about their agenda for the board meeting.	ADH	March 17, 1995	April 4, 1995
12.	Check grid tasks for MEF with Adam and Ellen.	RJM	March 17, 1995	April 7, 1995
13.	Develop point of question concerning community communication.	NR	March 17, 1995	April 15, 1995
14.	Develop a list of people to invite to the luncheon seminars.	ADH/BWH	March 17, 1995	May 1, 1995
15.	Mail materials for board meeting to board members.	NR/RJM	March 17, 1995	
16.	Call M. Paley about ideas for Wexner meeting.	BWH	March 14, 1995	Done
17.	Call Michael Rosenzweig about speaking at the Board Meeting.	ADH	March 14, 1995	Done
18.	Call Lee Hendler to invite her to speak about Machon l'Morim at the Board meeting.	ADH	March 14, 1995	Done

**CIJE STAFF MEETING
AGENDA
MARCH 27, 1995**

- I. Camps**
 - the JCCA project
 - summary of meeting with L. Ruben
- II. Virtual College**
 - number of coaches, who, nominations
- III. Summer 1995**
 - Virtual College of Trainers
 - Goals Coaches
 - evaluation people
 - will these all be the same people
- IV. Dan Pekarsky Telecon**
- V. 1995 CIJE work plan (i.e. Robyn's Grid)**
- VI. Colleges of Higher Education**
- VII. Materials for the Board Meeting**
- VIII. Logistics for the Board Meeting**
- IX. CIJE Annual Report to the Board/November Meeting**
 - chapter headings
- X. Taxi Policy**
- XI. Brandeis**

MINUTES: CIJE STAFF MEETING

DATE OF MEETING: March 27, 1995

DATE MINUTES ISSUED: April 4, 1995

PRESENT: Gail Dorph, Alan Hoffmann, Barry Holtz, Robin Mencher, Debra Perrin, Nessa Rapoport, Virginia Levi (Sec'y)

COPY: Morton L. Mandel, Richard A. Shatten

I. Calendar

Assignment

We agreed to hold two staff telecons during Alan's time in Israel: Tuesday, April 11, 9:30 a.m. EDT and Monday, April 17, 9:30 a.m. EDT. Alan will let Ginny know where he will be for each of the two calls and Ginny will place the calls. Nessa will provide Ginny with a Toronto phone number for the second call.

While Alan is in Israel, he is to be contacted via Compuserve, not Internet.

II. JCCA and Camps

Assignment

Alan and Barry met with Jay Roth, Alan Finkelstein, and Lenny Rubin on March 13 to discuss the development of a goals project to be held with residential camps. (There are approximately 22 JCC residential camps.) This would not involve day camps at this time.

They talked about holding a consultation in the Fall with four to six teams, each to include a center director, camp director, and full time Jewish educator. This would be limited to centers that have full time Jewish educators or their equivalent. A proposal will be submitted to the Covenant Foundation early in 1996 to support this project, for the purpose of raising the quality of Jewish content at JCC camps.

The next step is for Alan and Barry to work with JCCA to select the communities. It was suggested that Gail begin now to develop a similar pro-active approach to early childhood programs at JCCs. Gail should consider a role for Dr. Ruth Pinkenson-Feldman in this project.

III. Telecon with Dan Pekarsky

A telecon was held during the meeting with Daniel Pekarsky in order to discuss preparations for a summer seminar at which goals coaches will be trained. Dan is to summarize that meeting. The summary is attached to these minutes.

During the discussion it was concluded that the best dates for the seminar are most likely July 30 to August 2. Dan and Barry will put together a budget on the assumption that the seminar will be held in Cleveland. Ginny will assist in getting estimates of costs of Cleveland hotels and meeting space, as well as kosher food.

Assignment

IV. 1995 CIJE Workplan

The work plan was broken down by domains and staff responsibilities. During this meeting each staff person discussed how he/she will organize to keep tabs on these responsibilities. The breakdown of that organization will be completed shortly and distributed separately.

V. Preparations for the Board Meeting

A. Steering Committee - Wednesday, April 26, 9:30 a.m.- 12:30 p.m.

The two items which we propose to focus on during this meeting are:

1. Criteria for adding new communities.
2. MEF and capacity.
 - a. Evaluating informal education
 - b. A national training program for evaluators.

Materials must be ready to mail to the Steering Committee by April 19th. They should be submitted to MLM for his review by April 7. Likely materials include the following:

- | | |
|------------|---|
| Assignment | 1. Proposed criteria for adding new communities -- to be developed by staff March 31. |
| Assignment | 2. A document on MEF and capacity -- to be prepared by Adam and Ellen (ADH will discuss with them.) |

B. Search Committee Meeting - Wednesday, April 26, 1:00 - 5:30 p.m.

We do not yet have details on the number of candidates, but it is clear that there will be people for the search committee to interview on the afternoon of April 26.

C. Executive Committee Meeting - Wednesday, April 26, 6:00 - 7:30 p.m.

The agenda of the executive committee meeting is as follows:

1. Brief presentation on the search process by Phillips Oppenheim
2. Budget review
3. Fund Raising

4. Board expansion

There will most likely not be materials to mail in advance for this meeting.

D. Seminar - Wednesday, April 26, 7:45 p.m.

Refreshments will be available prior to the start of the seminar and again following the seminar. The agenda for the seminar is as follows:

1. Short commemoration for Yom Ha Shoah by Elizabeth Swados and Nessa Rapoport.
2. Short reading by CIJE Board Member
3. Dr. Jonathan Sarna
4. Discussion

E. Board Meeting - Thursday, April 27, 9:30 a.m. - 3:00 p.m.

The agenda is as follows:

- 9:00 a.m. Coffee available
- 9:30 MLM introduction and welcomes
- 9:45 ADH introduces the issues of "capacity." From the Policy Brief to today (2 slides).
- 10:00 a.m. State of the art in in-service training
Gail Dorph "orchestrates" several exemplars from our work:

Assignment

- (a) Harvard Principals' Seminar with a principal reporting. [To be invited.]
- (b) Milwaukee describing process of their Personnel Action Plan leading to Bader funding and program with the Cleveland College. [Louis Stein will present.]

Assignment

- (c) A specific local initiative with national implications: Early Childhood training in Baltimore [Alan and Gail to invite Lee Hendler on 3/29.]

Assignment

- (d) Isadore Twersky talks about "Teachers Teaching Teachers." [Alan and Gail to invite Isadore Twersky on 3/29.]

12:00 - 1:00 Lunch

1:00 - 2:00 Committee Meetings

2:15 - 2:45 Michael Rosenzweig of Atlanta describes the process of creating a new community high school and how the goals consultation has impacted on that process. [Michael Rosenzweig has agreed to present.]

Assignment Dan Pekarsky then puts this in context of Goals "capacity." [Barry will ask Dan to present.]

Assignment 2:50 Gershon Kekst: Dvar Torah (Confirmed)

Materials to be sent in advance include the following:

1. Cover letter from Alan
2. Two page update from Alan
3. Policy Brief
4. Press clippings
5. Articles from Reform Judaism magazine.
6. Chart on press coverage
7. Possibly one additional brief piece on the subject of in-service training.
8. Under separate cover, the committee reports and their accompanying agendas will go to individual committee members. Each committee staff person is responsible for working with his/her chair to prepare materials

Assignment for this committee mailing. Alan will discuss this with Adam and Ellen.

F. Funders Meeting - Thursday, April 27, 3:00 - 4:00 p.m.

No materials were discussed for this meeting. There will be light refreshments.

G. A debriefing meeting is scheduled for 4:00 p.m. on Thursday, April 27 in the Borg Room.

H. Camper Calls

Assignment Each staff person is responsible for phone calls to members of the committee for which they hold responsibility. The camper calls are to discuss Alan's summary update on CIJE as well as the work of the committee. Gail and Barry will divide members of the MEF committee for calls.

ASSIGNMENTS

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Function:	CIJE STAFF MEETING	
Subject/Objective:	ASSIGNMENTS	
Originator:	Virginia F. Levi	Date: 4-4-95

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
1.	Prepare a draft budget for a summer goals coach seminar in Cleveland.		BWH	3/27/95	4/4/95
2.	Ask A. Gamoran & E. Golring to prepare a document on MEF and capacity for discussion at the next Steering Committee meeting.		AG /EG	3/27/95	4/4/95
3.	Invite Lee Hendler to talk with the board about early childhood training in Baltimore.		ADH	3/27/95	4/4/95
4.	Talk with AG & EG about preparing materials for the MEF committee mailing.		ADH	3/27/95	4/4/95
5.	Draft criteria for adding new affiliated communities.		GZD BWH/NR	3/27/95	4/6/95
6.	Complete and distribute workplan organization chart.		RJM	3/27/95	4/7/95
7.	Invite a representative from Harvard Principals' Seminar to report to board.		GZD	3/27/95	4/7/95
8.	Ask D. Pekarsky to put M. Rosenzweig comments in context of goals capacity at April 27 board meeting.		DP	3/27/95	4/7/95
9.	Speak with N. Broude and E. Spack about symposium or institute at CAJE.		GZD	2/27/95	4/7/95
10.	Get phone numbers from Nessa and Alan for April staff telecons.		VFL	3/27/95	4/10/95
11.	Follow up with Isadore Twersky regarding presentation to board.		GZD	3/27/95	4/10/95
12.	Make camper calls.		GZD BWH/NR	3/27/95	4/12/95
13.	Create operating documents from the workplan.		STAFF	1/9/95	4/15/95

SUMMARY OF MARCH 27 TELECONFERENCE CONCERNING NEXT STAGES OF THE GOALS PROJECT

INTRODUCTION

The purpose of our teleconference was to move towards closure concerning the Goals Project Agenda for the months ahead, with special emphasis on plans for identifying and cultivating coaches to work with designated Goals Project institutions. Though this summary is primarily concerned with these plans, other points were made that speak to the work of the Goals Project in the foreseeable future.

THE GOALS PROJECT AGENDA NEXT YEAR

The personnel and training needs of the Goals Project can only be meaningfully addressed with attention to what the Goals Project hopes to accomplish in 1995 and beyond. Hence the following succinct summary, which incorporates points made at our 3/27 meeting.

Work with institutions. In the 1995-96 year, the Goals Project will concentrate on working with select institutions (3 to 5) on a goals-agenda -- that is, around a serious effort to clarify their goals, to better embed them in practice, and to better assess their success in realizing their purposes. There is still some uncertainty concerning which institutions we will work with. It is likely that one or more of them will come from the ranks of institutions that were represented in the Jerusalem Seminar or that Pekarsky has been working with in the Milwaukee Goals Seminar.

Community goals seminars. In the 1995--96 year, the Goals Project will hold seminars that resemble the ones that have taken place in Jerusalem and Milwaukee for other communities that are involved in the CIJE process. It was suggested - though not finalized - that communities that sign on to be part of a Coalition of Essential Communities would agree to engage with the Goals Project agenda. Such communities would provide the clientele for these seminars. We expect that these seminars will enable us to identify educating institutions with which we will work intensively around a goals-agenda.

One way to approach such seminar would be to hold separate set of seminars in each of the communities we are engaged with (the Milwaukee-model). Another approach, and the one better suited to our present capacity, is to hold regional seminars -- perhaps one on the East Coast, a second on the West Coast, and a third in the Midwest; this would be closer to the Jerusalem model.

Work with JCCs. In the 1995-96 year, CIJE will sponsor an intensive seminar or set of seminars for JCC's interested in working through various issues concerning their fundamental Jewish mission and goals. It is envisioned that through this seminar we will identify JCCs or JCC programs (e.g. summer camps, Early Childhood programs) that will want to work intensively with CIJE on a goals-agenda.

Work with Day Schools. In the 1995-96 year, CIJE will sponsor a Goals Seminar for interested Day School Directors around the country. In addition to serving as publicity for the work of the Goals Project and building support for it, it is also possible that through this seminar Day Schools will be identified with which it would be fruitful to work.

Community-vision. Not discussed at our meeting but mentioned at previous meetings that focus on upcoming Goals Project activity is work focused on "Community-Vision", and the possibility of identifying and working with a designated community in this arena.

THE GOALS PROJECT AGENDA BEYOND 1995-96

As the foregoing suggests, the activities the Goals Project will be engaged in next year have a twofold purpose: first, it is hoped that they will be intrinsically worthwhile, raising issues, concerns and questions that participants can in various ways make use of in strengthening the work they do in education. The second purpose is to in effect seed the ground for Goals Project activities that will carry us beyond the 1995-96 year. More specifically, we are assuming that the various seminars and workshops we will run next year will give rise to a cluster of institutions (JCCs, Day Schools, and other) that we will work with in an individualized way on a goals-agenda. We are also assuming that the limited work with 3 to 5 institutions next year will strengthen our technical capacity to work with the broader array of institutions beyond next year.

PERSONNEL NEEDS

The preceding summary of the Goals Project agenda for next year and beyond is of relevance because it helps us to identify our personnel needs for the Goals Project. Two categories of personnel will be needed for the success of this project:

- a) coaches that will work with individual institutions on a Goals Agenda: In the coming year we will not need the services of many such coaches, the reason being that we will be working with only 3 to 5 institutions and the likelihood that Pekarsky and probably Marom will be working with at least two of them (with an eye towards refining their own understanding of the work at hand). But beyond next year, we expect to be working with increasing numbers of institutions drawn from the ranks of JCCs, Day Schools, and other kinds of institutions. There is therefore a need to begin identifying and cultivating coaches who will do this work.
- b) senior personnel who will serve two purposes -- faculty will be engaged in training coaches, and educational leaders with the ability to facilitate the kinds of seminars we've held in Jerusalem and, more recently, in Milwaukee. At this point, the major burden for this work has fallen on Pekarsky and there is a need to expand the pool of individuals who will be engaged in these efforts.

IDENTIFYING AND CULTIVATING PERSONNEL: THE PLAN OF ACTION

We recognize the long-term need to develop senior personnel, but also note that in the short run it is possible to organize community-wide seminars on a regional basis, making it less

pressing to immediately cultivate senior personnel for this project. Though not pressing, we thought it wise to begin identifying individuals who fall into this "senior" category and to schedule a consultation with them, for some time next fall. But there is an immediate need to begin identifying individuals who can serve as coaches and to begin working with them. We assume that two or three of them may be involved working with coaches next year, while others will be paired with institutions the following year. Below is a summary of tentative decisions we made:

1. From the list of individuals we identified as potentially able coaches, we agreed to narrow down to some 10 especially promising individuals (additional to CIJE-staff) whom we would invite to an intensive Summer Seminar that will last some 3 or three and a half days. As suggested in earlier memos, at this seminar, participants would have a chance to be initiated into the concerns, strategies, convictions, theories, and literatures that have informed the Goals Project and the Educated Jew Project; to consider the merits of this approach to change as compared with others currently in use; to have practice via case-studies in finding ways to catalyze progress at the level of institutions. See in this connection Pekarsky's March 8 document, growing out of conversations with Marom concerning the summer seminar. Training may well continue in the course of next year through opportunities to enter into designated educational settings wrestling with a Goals Agenda.

2. It is assumed that this group of 10 individuals represents the first tier of coaches. it is foreseen that next year other promising individuals will be identified.

3. Budgetary realities permitting, we felt it appropriate at this stage in our work to defray the transportation- and room-and-board costs of participants in the summer seminar. Pekarsky and Holtz were asked to develop a budget which takes into account these expenses as well as others (rental of space for programs, faculty- costs, etc.

4. We gravitated towards (but did not finalize) the idea of holding the seminar in Cleveland, beginning Sunday July 30. Beginning on a Sunday has the advantage of enabling people to take advantage of cheaper flights requiring a Saturday night layover. The date was arrived at after considerable uncertainty. One of its advantages is that it seems consistent with Marom's schedule (thought this will need to be confirmed); its disadvantages include the fact that Alan may have a scheduling conflict, as might Nessa.

Cleveland seems advantageous for a number of reasons: a) centrally located; b) the presence there of at least three individuals who we're hopeful will serve as coaches; c) the presence of sites and human resources that could be useful to us; d) everything considered, probably less expensive than other communities we've considered. We spoke about the possibility of meeting at the JCC, but also of the possibility of staying at Glidden House and using the facilities of MSAS at Case Western Reserve.

5. Attracting the right people:

a. we realize that we may not be able to get our top ten candidates and may need to move

further down the list.

The likelihood of attracting "the best and the brightest" is higher if we get to them very soon. We agreed that telephone-contact should be made with them as soon as possible in order to judge their interest and availability. It was felt that the initial contact should come from someone who already knows them well (and is familiar with the project). It was agreed that Holtz and Pekarsky would generate the top candidates from among the lengthy list that we jointly brainstormed during the teleconference (See Appendix at end of document for the long-list.)

a. In generating the top candidates, it was stressed that we should look for individuals who are "representative" along important dimensions: gender, denomination; kind of institution (JCC-world, congregational school, Day School)

b. faculty for the program: we need as soon as possible to determine the availability of Scheffler, Greenberg, and anybody else we thought appropriate to bring in. Amy Gerstein falls in this category; and - if he is available - so does Michael Fullan of the University of Toronto. Pekarsky agreed to follow up on these matters.

6. Though it was understood during our teleconference that we had not finalized the decisions we were gravitating towards, the sense of the group is that we need to finalize very quickly; otherwise we run an increasingly high risk of not getting the people or the sites that we want at the time we want them.

APPENDIX -- BRAINSTORM OF INDIVIDUALS TO SERVE AS COACHES

Elaine Cohen
Steve Chervin
Marci Dickman
Kathy Green
Danny Margolis
Rob Toren
Tzivia Blumberg
Elissa Kershann
Deborah Kerdimann
Stuart Seltzer
Susan Shevitz
Kyla Epstein
Alvin Confer
Shelley Meltzer
Jodi Hirsch
David Ackerman
Harvey Shapiro
Beverly Gribbetz
Michael Paley
Bernie Steinberg

Daniel Marom
Jay Goldman
Cindy Levine