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Staff meetings. Minutes and assignments,  
October 1996-December 1996.

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For  
Staff of Morday

Jim Wooster - Suppl. Schol Initiative

ALOKA MTG (OEF 20)



TEL 212-532-2360  
FAX 212-532-2646

*Josie Mowlem*

JK

Please add to  
the Monday guide -

Brad Semina  
Attendance

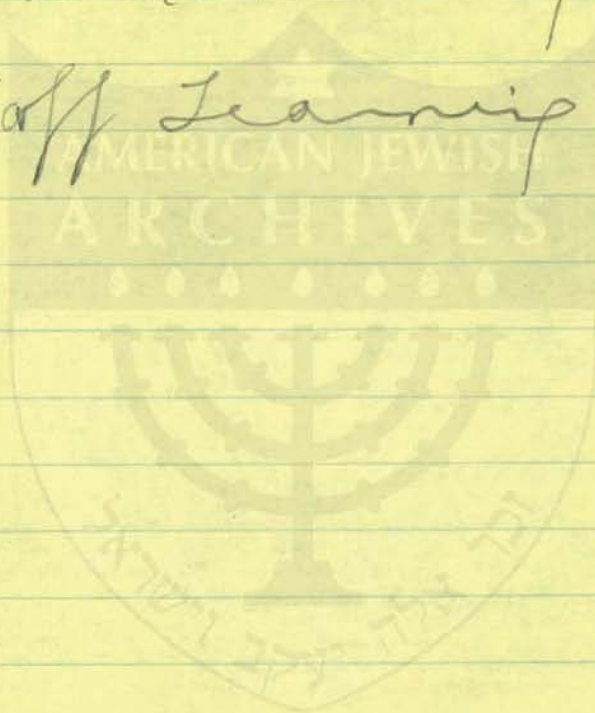
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Agenda for Staff Telecon  
October 7, 1996

I Brandeis University Update

II Steering Committee and  
Board Meeting Books

III Staff Learning





Agenda for Staff Telecon  
October 7, 1996

- I. Brandeis University Update
- II. Steering Committee and Board Meeting Books
- III. Staff Learning
- IV. Board Seminar Attendance
- V. Jon Woocher - Supplementary School Initiative
- VI. Aloha Meeting (OCF 20)
- VII. Luncheon Seminar policy
- VIII. GA
- IX. Rabbi's mailing



Agenda for Staff Telecon  
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- VIII. GA
- IX. Rabbi's mailing



**CONFIDENTIAL**

**MINUTES:** **CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** **October 7, 1996**

**DATE MINUTES ISSUED:** **October 11, 1996**

**PARTICIPANTS:** **Karen Barth, Gail Dorph, Alan Hoffmann, (via telephone)  
Barry Holtz, Josie Mowlem, Nessa Rapoport, D'vorah Levy (secy.)**

**CC:** **Sheila Allenick, Adam Gamoran, Sarah Feinberg, Ellen Goldring,  
Joella Klinghoffer, Virginia Levi, Mort Mandel, Daniel Pekarsky,  
Dalia Pollack**

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**I. Review of Previous Minutes**

- A. Minutes and assignments were not reviewed.

**II. Brandeis University Update**

Assignment B. BWH to circulate most recent papers on Brandeis to staff prior to next staff telecon.

**III. Steering Committee and Board Meeting Books**

- A. Steering Committee books:  
-the following will be enclosed:

- Agenda
- Brandeis piece
- Minutes
- Material on strategic plan workshop
- Grid for adding members to Steering Committee

- B. Board books  
-the following will be enclosed:

- Table of contents
- Agenda
- Board list
- Devora Steinmetz's 3 texts which she will be teaching at board meeting
- Dan Pekarsky's "Visions" which he presented for Goals Seminar
- Our GA forum (NR will try to have before Monday, October 14 if not ready, we will give out at meeting).

Assignment JM to give copy of agenda for Steering Committee to KAB/ADH.



#### **IV. Staff Learning**

- A. On next staff meeting agenda

#### **V. Board Seminar Attendance**

- Assignment A. NR reported that as of today, we have 27 people not including the Steering Committee members or staff. There is a conflict due to the Bill Moyers gathering. If we do not receive more positive responses, we will have to use other methods to ensure we have a respectable sized audience. ADH suggested we advertise at HUC that Larry will be speaking at our Board Seminar. He has a following there. NR will monitor the situation and keep staff informed.

#### **VI. Board Meeting Attendance**

- Assignment A. ADH suggested JM send staff updates on attendance every 2 days.

#### **VII. Jon Woocher-Supplementary School Initiative**

- Assignment A. GZD/ADH/BWH telecon on Thursday, October 10 at 11:00 am to discuss how much energy and time CIJE will have to invest on this topic.

#### **VIII. Aloha Meeting (October 20)**

- A. GZD spoke briefly with Aryeh Davidson. GZD asked staff what issues do we share in common with JTS? GZD/ADH/BWH will have telecon on Thursday October 10 to discuss what the topic of conversation should be at Aloha meeting.

#### **IX. Luncheon Seminar Policy**

- A. NR/ADH agreed that this luncheon is for senior level people only. NR will monitor responses in which people have asked to bring guests or suggested alternates.

#### **X. GA**

##### **Forum on Wednesday from 1:00-2:30**

- BWH will be Master of Ceremony
- Lay person to discuss Best Practices in JCC's
- Lay person from community high school [preferable Atlanta]
- Betsy Katz discussing TEI

**CONFIDENTIAL****CIJE ASSIGNMENTS****October 7, 1996**

NO	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	BWH to circulate most recent papers on Brandeis to staff prior to next staff telecon	BWH	10/7/96	10/14/96
2.	JM to give copy of agenda for Steering Committee to KAB/ADH	JM	10/7/96	
3.	NR will monitor responses for Board Seminar to ensure we have a respectable sized audience. NR will keep staff informed	NR	10/7/96	
4.	JM will keep staff updated re attendance at Board meeting	JM	10/7/96	
5.	NR will monitor responses for luncheon seminar to check responses in which people have asked to bring a guest or send an alternate	NR	10/7/96	
6.	ADH will speak with Johnny Cohen, re: Jan/Feb Luncheon seminar	ADH	9/10/96	10/14/96
7.	NR/BWH-Workshops GA	NE/BWH	9/10/96	10/7/96
8.	KAB/GZD/ADH/BWH/JM/NR-to develop 3 topic agenda for November 7 Wexner meeting	Staff	9/10/96	10/7/96
9.	ADH will speak to MLM re: small presentation of Brandeis to Steering committee	ADH	9/16/96	10/7/96
10.	JM to contact AG to meet with ELR and Dan Bader	JM	9/20/96	10/7/96
11.	NR will follow up with Avi Decter-re: Abridged Annual Report	NR	09/25/96	10/7/96
12.	KAB will set up appointment with David Hirshhorn for sometime mid November re: Hirshhorn funding	KAB	09/25/96	10/7/96



NO	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
13.	KAB will follow up with Michael Ben-Avi and Amy Gerstein re: summarizing literature on change in education	KAB	09/30/96	10/7/96
14.	GZD/DNP will review with Devora Steinmetz re: teaching plan for Board meeting.	GZD/DNP	09/30/96	10/7/96
15.	NR will present to staff a written report re: Publication policy after meeting with KAB/BWH/JM.	NR	9/30/96	
16.	Avi Decter will interview :CIJE staff and draft proposal Hirshhorn	KAB/ADH	9/30/96	
17.	BWH will see if he can rearrange his schedule to attend/HUC conference on November 10	BWH	9/30/96	
18.	KAB/ADH will meet with Annette Hochstein in Israel in January re: Cape issues.	KAB/ADH	9/30/96	
19.	KAB will continue to negotiations re: space for CIJE	KAB	9/30/96	
20.	JM will plan CIJE move and share progress with staff	JM	9/30/96	12/31/96

# JESNA



JEWISH EDUCATION  
SERVICE OF  
NORTH AMERICA, INC.

החברה למען החינוך היהודי  
בצפון אמריקה

730 BROADWAY  
NEW YORK, NY 10003-9540  
(212) 529-2000  
FAX: (212) 529-2009  
E-MAIL: jesna@ix.netcom.com

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To: Alan

## MEMORANDUM

For our phone  
Conversation

TO: Gail Dorph  
FROM: Jonathan Woocher  
DATE: July 10, 1996  
SUBJECT: Enclosed concept paper for an initiative on supplementary Jewish education

I would appreciate your reaction to the enclosed concept paper. Over the past few years I have been wondering whether it might not be possible to mount a "full-scale assault" on the problems of supplementary Jewish education by linking the efforts of many actors who are working in this area into a single coordinated initiative. As funders have begun to step forward who appear willing to contemplate major grants to improve Jewish education, I have begun to think about how such an initiative might be designed and organized.

The concept paper is my first cut at this. I would like to get your reaction on two counts: First, do you think the idea of a collaborative initiative focused on supplementary education is worth pursuing? Second, I'd welcome your specific thoughts about the approach taken in this document and, especially, about alternative approaches that you can envision.

If there is any enthusiasm among a significant group of key people for working further on the general idea of an initiative, I will be happy to take responsibility for organizing some type of follow up.

You can fax your reactions to me at (212) 529-2009, call me at (201) 762-2535, or email me at [dr.\\_jonathan\\_woocher@cjfny.org](mailto:dr._jonathan_woocher@cjfny.org).

Thanks for taking the time to read this and sharing your reaction.



For: Staff Telecon

## **REINVENTING SUPPLEMENTARY EDUCATION FOR THE 21ST CENTURY: A CONCEPT PAPER FOR A CONTINENTAL INITIATIVE**

### **Objective:**

To develop and disseminate successful strategies for substantially improving supplementary Jewish education for children and youth.

### **Rationale:**

Approximately sixty-five percent of Jewish youth who receive a Jewish education do so in so-called "supplementary" settings, primarily in or attached to synagogues. For decades, supplementary schools have been subject to strong critiques suggesting that they are by and large ineffective in achieving serious educational goals in either the cognitive, affective, or behavioral domains. A variety of prescriptions have been offered to change this situation, ranging from more or less traditional approaches emphasizing better curricula and more intensive teacher training to a complete remaking of supplementary "schools" into family education centers or informal educational programs.

In fact, a range of initiatives is and has been underway to reform supplementary education -- only some of which are widely known outside the settings in which they are taking place. Some of these initiatives appear to hold considerable promise; at the least, they are based on plausible hypotheses as to what could make a dramatic difference in the effectiveness of supplementary education. Still, there is no consensus regarding a "master strategy" for improving supplementary schooling, or even whether one exists. We have never documented in a systematic way what the impact of specific interventions is, what works, to what effect, under what circumstances.

If we are to do more than nibble at the edges of the apparently intractable problems of supplementary Jewish education, we need an effort at once more expansive and more focused than the generally well-conceived, but limited initiatives currently underway. The dramatic improvement of supplementary schooling must become the collective project of a broad coalition of institutions and agencies, local and national. Only such a coalition has the ability to mount a concerted, well-coordinated effort to identify (or, where needed, design), test, disseminate and institutionalize the most promising strategies for improving supplementary education.

### **The Initiative**

We propose to establish a consortium consisting of the Jewish education departments and professional educator organizations of the Reform, Conservative, and Reconstructionist movements; the academic institutions which train Jewish educators and serve congregational schools; the central agencies of Jewish education of North America; CIJE; the Jewish Education Department of JAJZE; and JESNA to reinvent supplementary schooling for the 21st century.

This consortium will undertake an initiative encompassing three phases over a five-year period:



### **Phase one: Documentation and selection of strategies and interventions (Year one)**

In the first stage, the project will document current initiatives to improve supplementary education and make an assessment of their promise as strategies or elements of strategies for achieving substantial, widespread change. Building on work previously done (e.g., research done by Joe Reimer and the CIJE Best Practices Project) and using the knowledge and resources of the consortium partners, a large number of projects underway at the institutional, community, and movement levels will be catalogued and reviewed by a team from the sponsoring institutions. The goal will be to identify the impact of various interventions (from introduction of particular curricula to whole school restructuring) in terms of specified, self-identified objectives. (Because of the diversity of educational philosophies, the project will *not* attempt to select among the objectives themselves, though it will encourage dialogue about goals and objectives.) On the basis of this documentation and assessment process, a limited number of strategies/interventions deemed most promising will be selected for further development and testing.

### **Phase two: Model building and testing (Years two and three)**

In the project's second stage, a set of selected strategies/interventions will be refined and implemented with maximum support from the consortium in approximately twenty congregations or community schools that will be invited to become partners in the process. Some of these will be settings already engaged in planned improvement work, while others will not have been involved previously in specific change initiatives. Each school/congregation will work with a team of personnel drawn from among the institutions comprising the consortium to develop (or refine) and implement a strategy incorporating one or more specific initiatives that appear likely, based on the work done in phase one, to lead to more positive educational outcomes in that setting. (The specific outcomes to be sought in a given setting will be identified jointly by the school and its support team as part of the process of selecting the interventions to employ.)

The initiatives may include such items as introduction of specific curricula, intensive teacher training, family education, incorporation of retreats and other informal activities, creating a "magnet" school emphasizing a single subject (e.g., Hebrew), changing the congregational climate, high level professional development for the principal, changing the schedule of classes, etc. The support team will help the school or congregation to implement its chosen improvement strategy by providing ongoing guidance, training, materials, and other assistance needed to give the interventions a good chance of success.

The overall aim of this phase of the project is to test a number of improvement strategies, ranging from highly specific to systemic, in order to determine the outcomes each is in fact able to produce under close to "optimal" conditions. This cannot be a true controlled experiment. But with careful monitoring by consortium-selected evaluators, it should be possible to say with greater certainty than ever before which intervention strategies are worth seeking to implement



on a large scale, what outcomes they are likely to produce, and what resources are necessary to implement each strategy successfully.

### **Phase three: Dissemination and institutionalization (Years four and five)**

The knowledge that is gained in phases one and two of the project will make possible phase three: a significantly wider dissemination and implementation of the various improvement strategies. Schools and congregations that wish to engage in a planned improvement process will be able to choose among the documented models in keeping with their own goals, resources, and situation. They will know what they need to do to have a reasonable chance of success and what outside support they will require. The consortium institutions that are in the business of providing this support will be able to target their activities more effectively and work with institutions in a climate of partnership and mutual confidence. It is conceivable that in this third phase of the project up to one hundred schools/congregations might be involved.

Given the realities of limited resources, it will not be possible to provide fully adequate support for every school or congregation that wishes to improve, nor will every institutionally initiated change effort succeed. However, by being able to identify more clearly what is needed from the schools/congregations and the support institutions in order to maximize the chances of success, it will be possible in this third phase

- a) to expand the number of institutions involved in providing support for improvement initiatives and their capabilities to do so (e.g., by training central agency staff);
- b) to institutionalize some of the supports required (e.g., through using regional or movement-wide frameworks) so as to make them available efficiently to multiple schools; and
- c) for the consortium institutions to develop specializations, partnerships, and other vehicles to enhance the sum total and quality of supports available.

These steps will, in turn, significantly enhance the likelihood that relatively large numbers of schools and congregations can undertake improvement initiatives simultaneously, receive the support they need, and have a reasonable chance of success.

### **The Outcome**

By forging a combination of more extensive and detailed knowledge of what works, when, why, and how with an institutional infrastructure built and honed to help schools improve, this initiative will make possible a major, system-wide transformation of supplementary Jewish education in North America on a scale never before achieved.



## Agenda for Staff Meeting

October 14, 1996

- I. Brandeis University Update
- II. Staff Learning
- III. Agenda for Wexner Meeting - 11/7
- IV. GA Program
  - GA - Plane Reservations
  - GA - Mailing
- V. January Professors Seminar
- VI. Board Seminar
  - Board Meeting
  - Steering Committee Meeting
  - Executive Committee Meeting
- VII. Work Plan. FAX to Steering Committee
- VIII. Strategic Plan update
- IX. GA meetings with LC folk plus
- X. Update on space
- XI. Rabbis

**CONFIDENTIAL**

**MINUTES:** **CIJE STAFF MEETING**

**DATE OF MEETING:** **October 14, 1996**

**DATE MINUTES ISSUED:** **October 19, 1996**

**PARTICIPANTS:** **Karen Barth, Gail Dorph, Alan Hoffmann, Barry Holtz, Josie Mowlem, Nessa Rapoport, D'vorah Levy (secy.)**

**CC:** **Sheila Allenick, Adam Gamoran, Sarah Feinberg, Ellen Goldring, Joella Klinghoffer, Virginia Levi, Mort Mandel, Daniel Pekarsky, Dalia Pollack**

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**I. Review of Previous Minutes**

- A. Minutes and assignments were not reviewed.

**II. Brandeis University Update**

- A. BWH gave report on Brandeis' planning process in Jewish education. Staff was provided with copies of minutes from September 6, 1996 "Task Force on Jewish Education at Brandeis" and copies of the "Overview: Planning Process in Jewish Education at Brandeis."
- B. J. Reimer's paper on "A Focus Area in Youth and Adolescence" written for Brandeis was presented to staff and reviewed.
- C. ADH/BWH/MLM have a meeting at Brandeis on Friday October 18 they will be discussing the planning processes for Brandeis and expanding on the idea of creating and developing center for Jewish education, with the center focusing around issues of youth and adolescence.
- D. ADH stated that CIJE's impact on institutions in the Jewish planning processes is having the desired effect at Brandeis.

Assignment E. ADH/BWH will give an update of their October 18 Brandeis meeting at staff October 21 meeting.

**III. Agenda for Wexner Meeting-11/7**

- A. Agenda will be discussed at October 21 staff meeting.



#### **IV. Staff Learning**

- A. GZD/BWH brought in text for Parashat Noah, but time did not allow for study at this meeting.
- B. KAB suggested staff learning be first on agenda at each meeting. Also for the next eight weeks each staff member should bring in a subject to be studied. Staff will review and choose topics to be studied, which can then be prepared and put on agenda for staff meeting.

Assignment

#### **V. GA Program**

- A. Plan Reservations
- Staff to make own reservations, preferable to arrive Tuesday night.
  - NR reported that Arnie Eisen will be keynote speaker at forum.
- B. GA Mailing
- ADH suggested that staff should make list of people KAB/GZD/ADH should meet with. DL will contact and set up appointments.
  - Dalia Pollack will give NR list of people who should receive mailings.

Assignment

Assignment

- C. JM will find out if Lester Pollack will be going to the GA.

#### **VI. Data Base**

- A. NR reported that Chuck will be at October 21 staff meeting to discuss CIJE's data base.

#### **VII. January Professors Seminar**

- A. Staff agreed to have professors seminar during the week of January 5, 1997. The exact 3 days have not been decided on, only that it should not be over the weekend. ADH suggested we have meeting in Cleveland.

#### **VIII. Board Seminar Attendance**

- A. NR reported that approximately 75 people will be attending the Board Seminar.

#### **IX. Board Meeting Attendance**

- A. JM reported as of today, 32 people will be attending board meeting.
- B. Agenda for board meeting was reviewed.

**X. Board Meetings and Board Seminar**

- A. ADH advised staff that there will be a CIJE education seminar.

**XI. Steering Committee Agenda**

- A. Steering committee agenda was reviewed.
- B. KAB will circulate 1997 Strategic Plan at the end of her presentation. Using slides and discussing information which appears on each slide.

**XII. Workplan**

- A. Budget regarding workplan was discussed.
- B. What is included in the workplan that we do not perform? How much staff time is allocated to preparing for board meetings. This needs to be addressed and incorporated into workplan.
- C. KAB/ADH will meet in November to discuss budget and workplan before presenting to the Steering Committee in December.
- D. GZD would like to meet with KAB/ADH regarding Building the Profession and Below the Line.



**CONFIDENTIAL****CIJE ASSIGNMENTS****October 14, 1996**

NO	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	BWH/ADH to give Brandeis update re: their October 19 meeting.	ADH/BHW	10/14/96	10/21/96
2.	Each staff member to bring in a subject for staff learning for the next 8 weeks.	STAFF	10/14/96	
3.	JM to find out if Lester Pollack will be attending the GA	JM	10/14/96	10/15/96
4.	DL to get list from staff re: who they would like to meet with at the GA and set up appointments.	DL	10/14/96	
5.	ADH will speak with Johnny Cohen, re: Jan/Feb Luncheon seminar	ADH	9/10/96	10/14/96
6.	NR/BWH-Workshops GA	NR/BWH	9/10/96	10/7/96
7.	KAB/GZD/ADH/BWH/JM/NR-to develop 3 topic agenda for November 7 Wexner meeting	Staff	9/10/96	10/7/96
8.	ADH will speak to MLM re: small presentation of Brandeis to Steering committee	ADH	9/16/96	10/7/96
9.	JM to contact AG to meet with ELR and Dan Bader	JM	9/20/96	10/7/96
10.	NR will follow up with Avi Decter-re: Abridged Annual Report	NR	09/25/96	10/7/96
11.	KAB will set up appointment with David Hirshhorn for sometime mid November re: Hirshhorn funding	KAB	09/25/96	10/7/96
12.	KAB will follow up with Michael Ben-Avi and Amy Gerstein re: summarizing literature on change in education	KAB	09/30/96	10/7/96
13.	NR will present to staff a written report re: Publication policy after meeting with KAB/BWH/JM.	NR	9/30/96	



NO	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
14.	Avi Decter will interview :CIJE staff and draft proposal Hirshhorn	KAB/ADH	9/30/96	
15.	BWH will see if he can rearrange his schedule to attend/HUC conference on November 10	BWH	9/30/96	
16.	KAB/ADH will meet with Annette Hochstein in Israel in January re: Cape issues.	KAB/ADH	9/30/96	
17.	KAB will continue to negotiations re: space for CIJE	KAB	9/30/96	
18.	JM will plan CIJE move and share progress with staff	JM	9/30/96	12/31/96



## TEXTS FOR PARASHAT NOAH

### Genesis Chapter VI:

5. And God saw that the wickedness of man was great in the earth, and that every imagination of the thoughts of his heart was only evil continually.
6. And the Lord repented that he had made man on the earth, and it grieved him at his heart.
7. And the Lord said, I will destroy man whom I have created from the face of the earth; both man, and beast, and the creeping thing, and the birds of the air; for I repent that I have made them.
8. And Noah found grace in the eyes of the Lord.

### *Parashat Noah*

9. These are the generations of Noah; Noah was a just man and perfect in his generations, and Noah walked with God.

וַיֵּרָא יְהוָה כִּי רַבָּה רָעַת הָאָדָם בָּאָרֶץ  
וְכָל-יֵצֶר מַחְשַׁבַת לִבּוֹ רָע כָּל-הַיּוֹם: ו וַיִּנָּחֵם יְהוָה כִּי-עָשָׂה אֶת-הָאָדָם  
בָּאָרֶץ וַיִּתְּעַצֵּב אֶל-לִבּוֹ: ז וַיֹּאמֶר יְהוָה אֲמַחֶה אֶת-הָאָדָם אֲשֶׁר-בְּרָאתִי מֵעַל  
פְּנֵי הָאֲדָמָה מֵאָדָם עַד-בְּהֵמָה עַד-רֶמֶשׂ וְעַד-עוֹף הַשָּׁמַיִם כִּי נַחֲמַתִּי כִּי  
עָשִׂיתִם: ח וְנֹחַ מָצָא חֵן בְּעֵינֵי יְהוָה:

### פרשת נח

ט אֵלֶּה תּוֹלְדֹת נֹחַ נֹחַ אִישׁ צַדִּיק תָּמִים הָיָה בְּדֹרֹתָיו אֶת-הָאֱלֹהִים  
הִתְהַלֵּךְ-נֹחַ:

### Midrash Rabbah - Genesis XXIX:1

BUT NOAH FOUND GRACE IN THE EYES OF THE LORD (VI, 8). He delivereth him that is innocent (i naki), yea, thou shalt be delivered through the cleanness of thy hands (Job XXII, 30). R. Hanina<sup>1</sup> said: Noah possessed less than an ounce (unkia)<sup>2</sup> [of merit]. If so, why was he delivered? Only 'Through the cleanness of Thy hands'.<sup>3</sup> This agrees with what R. Abba b. Kahana said: For it repenteth Me that I have made them and Noah. But Noah was left only because he found grace; hence, BUT NOAH FOUND GRACE IN THE EYES OF THE LORD.<sup>4</sup>

### Midrash Rabbah - Genesis XXIX:3

BUT NOAH FOUND GRACE IN THE EYES OF THE LORD. R. Simon said: The Holy One, blessed be He, found three treasures<sup>6</sup>. And Thou foundest his [Abraham's] heart faithful before Thee (Neh. IX, 8); I have found David My servant (Ps. LXXXIX, 21); I found Israel like grapes



in the wilderness (Hos. IX, 10). His colleagues objected: Surely it is written, BUT NOAH FOUND GRACE IN THE EYES OF THE LORD?-He found, replied he, but the Holy One, blessed be He, did not find.<sup>7</sup> . . .

#### Notes

(1) Var. Iec.: R. Hanina of Anathoth said.

(2) This is a play on *i naki*, as though it read *unkia*: He delivereth him that hath an ounce of merit.

(3) Referring it to God-i.e. as a special act of grace.

(4) Supra, XXVIII ad fin.

(6) Lit 'finds' -with whom He was pleased. Mah.: He found these three when the moment was opportune: Abraham, to introduce the worship of the true God; Israel, to receive the Torah; and David, to wield sovereignty over Israel.

(7) God did not find grace in him, because he was not actually righteous save by contrast with his contemporaries.

#### Midrash Rabbah - Genesis XXIX:4

R. Hunia and R. Phinehas, R. Hanan and R. Hoshai do not explain [what grace Noah found]; R. Berekiah in R. Johanan's name, R. Simeon b. Lakish, and the Rabbis do explain. R. Johanan said: Imagine a man walking on a road, when he saw someone whom he attached to himself. To what extent? Until he was knit to him in love. Similarly, 'grace' is said here, while in another passage we read, And Joseph found favour [grace] in his sight (Gen. XXXIX, 3).<sup>2</sup>

R. Simeon b. Lakish said: Imagine a man walking on a road, when he saw someone whom he attached to himself. To what extent? So much that he conferred dominion upon him. Similarly, 'grace' is said here, while elsewhere it says, And Esther obtained favour in the sight of all them that looked upon her (Est. II, 15).<sup>3</sup>

The Rabbis said: It may be compared to one who was walking on a road, when he saw a man whom he attached to himself so strongly that he gave him his daughter in marriage. Similarly, 'grace' is said here, while elsewhere it is said, And I will pour upon the house of David and upon the inhabitants of Jerusalem the spirit of grace (Zech. XII, 10).<sup>4</sup> How far [did God's favour to Noah extend]?-Until he knew which animal was to be fed at two hours of the day and which beast was to be fed at three hours of the night.<sup>5</sup>

#### Notes

(2) 'Favour' and 'grace' are the same in Hebrew (*hen*).-Thus Noah found as much favour in God's sight as Joseph in his master's.

(3) The result being that Ahasuerus made her queen so that she enjoyed honour and power.

(4) Which will unite them as though in wedlock with the Almighty. Each successive comparison connotes a higher degree of favour and intimacy.

(5) V. Sanh. 108b.



א. (ו.ה) וְנִחַם מִצָּא חֵן בְּעֵינֵי ה' - כְּתִיב: (איוב כב, ל) \*יִמְלֹט אִי נָקִי וְיִמְלֹט בְּבֵר כַּפִּיד, אָמַר ר' חֲנִינָא אֵינוּנִיתָא: אוֹנְקִיָא אַחַת הָיְתָה בְּיַד נֹחַ, אִם כֵּן לָמָּה נִמְלֹט? אֵלָּא 'בְּבֵר כַּפִּיד'. אֲתֵיָא כִּהְיָא דְאָמַר ר' אָבָא בַר כְּהֵנָא: ב' כִּי נִחַמְתִּי כִּי עָשִׂיתִם וְנִחַם מִצָּא חֵן בְּעֵינֵי ה' - אָפְלוּ נֹחַ שְׁנֵשְׁתִּיר מִהֶן, לֹא שֶׁהָיָה כְּדֹא, אֲלֵא שֶׁמִּצָּא חֵן בְּעֵינֵי ה', שְׁנֵאמַר: 'וְנִחַם מִצָּא חֵן בְּעֵינֵי ה'.

ב. ר' סִימּוֹן פָּתַח: (ישעיה סה, ח) 'כֹּה אָמַר ה' כֹּאֲשֶׁר יִמְצָא הַתִּירוֹשׁ בְּאֲשָׁכּוֹל וְאָמַר אֵל תִּשְׁחִיתֵהוּ כִּי בִרְכָה בּו' - מַעֲשֶׂה בַחֲסִיד אֶחָד שִׁיָּצָא לְכַרְמוֹ בַּשָּׁבָת, וְרָאָה עוֹלָלָה אַחַת וּבִרְךָ עָלֶיהָ, אָמַר: כְּדֹא הִיא הַעוֹלָלָה הַזֹּאת שֶׁנִּבְרָךְ עָלֶיהָ, כֵּן: 'כֹּה אָמַר ה' כֹּאֲשֶׁר יִמְצָא הַתִּירוֹשׁ בְּאֲשָׁכּוֹל וְאָמַר אֵל תִּשְׁחִיתֵהוּ כִּי בִרְכָה בּו'.

ג. \*אָמַר ר' סִימּוֹן: שְׁלֹשׁ מִצְוֹת מִצָּא חֵן בְּעֵינֵי ה' הֵנָּה: אֲבִירָה, דְּכְתִיב: (נחמיה ט, ח) 'וּמִצָּאֶת אֶת לִבָּבּוֹ נֶאֱמָן לְפָנֶיךָ'; דְּוִיד, דְּכְתִיב: (תהלים פט, כא) 'מִצָּאֶתִּי דָוִד עַבְדְּךָ'; יִשְׂרָאֵל, דְּכְתִיב: (הושע ט, י) 'כַּעֲנֻבִים בְּמִדְבָּר מִצָּאֶתִּי יִשְׂרָאֵל'. אֲתֵיבּוֹן חֲבֵרְיָא לְר' סִימּוֹן: וְהָא כְתִיב: 'וְנִחַם מִצָּא חֵן בְּעֵינֵי ה'! אָמַר לְהוֹן: הוּא מִצָּא, הַקְדוֹשׁ בְּרוּךְ הוּא לֹא מִצָּא. וְהָא כְתִיב: (ירמיה לא, א) 'מִצָּא חֵן בְּמִדְבָּר'! - בְּזִכּוֹת דּוֹר הַמִּדְבָּר, 'וּמִצָּאֶת אֶת לִבָּבּוֹ נֶאֱמָן לְפָנֶיךָ'.

#### עין הדרש פרשה כט

א. א. ילק' ר' מ'ז, ילק' איוב ר' תחקה, תנחומא מ"ב נח ט' י"ד. ב. לעיל פכ"ח ט'.  
ג. א. ילק' ר' מ'ז, ילק' הושע ר' חקביה, ילק' תהלים ר' תת"מ, ילק' נחמיה ר' אלף ע"א, ילק' מכירי תהלים פ"ט ס' ל"ד.

#### פירוש

ימצא - 'ונחם מצא חן'. הקדוש ברוך הוא הציל את נח לא בזכותו הוא, אלא בזכות שעתיד לצאת ממנו, בזכות אברהם, או ישראל. והחסיד יצא לכרמו בשבת, ואין בידו לקטוף את העוללה וליתגות ממנה, ובידו עליה באשר עתיד הוא ליתגות ממנה אחר שבת.  
ג. שלש מציאות וכו' המשך למאמר הקודם: כה אמר ה' כאשר ימצא וכו', ואומר: שלש מציאות מצא הקדוש ברוך הוא - אברהם כתוב בו מציאות, כאשר מצאו הקדוש ברוך הוא בנות דויד, מצאו הקדוש ברוך הוא בלוט, שעתיד דויד לצאת ממנו - רות המואבית ומצא את ישראל, וברא את העולם בזכותם, כמ"ש לעיל פ"א ד'. והא כתיב: ונחם מצא וכו' ואם כן ארבע מציאות מצא הקדוש ברוך הוא? ומיישב - אומר: ונחם מצא היינו שנה הוא המוצא, ואילו בשלוש המציאות, הקדוש ברוך הוא הוא שמצא. והא כתיב: מצא חן

#### פרשה כט

א. ימלט אי נקי וכו' דורש את הכתוב הזה על הקדוש ברוך הוא ועל דור המבול, וקשה 'ימלט אי נקי', אלא ימלט אוֹנְקִיָא, הקדוש ברוך הוא ימלט את נח אף שאין לו אלא אוֹנְקִיָא של זכות, ובשביל בור כפיו של הקדוש ברוך הוא. אין הקדוש ברוך הוא מקפח אפילו זכות מועטה. ר' חנינא אינוניתא - מ"ה 'ובעל המאמר הוא ר' חנינא ענתרניה (ענתרניא, ענתרניא) המוזכר בירושלמי פאה פ"א ט"ז ב'. 'אוֹנְקִיָא' - uncia, חלק השנים עשר של ליטרא, וגם מקובלת בלטינית כביטוי ל'משהו' - דבר מועט ביותר. ופשוטו של הכתוב אלישו התימני אומר לאיוב שבבור כפיו ימלט הקדוש ברוך הוא גם אי נקי - מחשש פגיעה בנקי, לא יפגע גם באי נקי.  
ב. כה אמר ה' כאשר ימצא וכו' הגרירה: כאשר

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## PLANNING PROCESS IN JEWISH EDUCATION AT BRANDEIS

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### OVERVIEW

#### Background

"The Jewish community of North America is facing a crisis of major proportions. Large numbers of Jews have lost interest in Jewish values, ideals, and behavior, and there are many who no longer believe that Judaism has a role to play in their search for personal fulfillment and communality. This has grave implications, not only for the richness of Jewish life, but for the very continuity of a large segment of the Jewish people." (*A Time to Act*, 1990)

With this heartfelt cry, the Commission on Jewish Education in North America called for the Jewish community to place Jewish education at the top of its priority list. The Commission identified a series of concrete steps that the Jewish community should take to respond successfully to the challenge of revitalizing the education of its people. These steps included building the profession of Jewish education and developing a capacity for researching and evaluating Jewish education.

As the only non-denominational, Jewish-sponsored research university in North America, Brandeis would welcome to opportunity to meet this challenge. The university has been deeply involved in Judaic scholarship and service to the Jewish community since its founding in 1948. More Brandeis graduates pursue careers in the rabbinate and other areas of Jewish communal service than graduates of any other institution of higher education except Yeshiva University, and Brandeis graduates involve themselves in the full spectrum of American Jewish life, Orthodox to Reform. Its longstanding commitment to the highest level of scholarship in all fields and the training of Jewish educators and other communal professionals has prepared it for a serious, sustained effort to address some of the most critical needs in Jewish education. [See "About Brandeis" for a general introduction to the university.]

#### The University's Goals for Jewish Education

Brandeis's administration and faculty believe that now is the appropriate time for the university to focus its many strengths on the great needs in the field of Jewish education ("the field" represents the entire constellation of Jewish educational activity). In a field where existing resources are inadequate, Brandeis has the potential to make a significant impact on specific problems. Toward this end, the university proposes to create a center for Jewish education that can respond to urgent needs, develop long-term criteria and models for Jewish education, and at the same time apply itself to the immediate tasks of strengthening the field. The planning process will conclude in the Fall of 1997 with a full report and proposals for the center. This center would bring to bear outstanding intellectual forces to work toward these major goals:



- To bring the finest practitioners and academics together to learn from each other about the key questions in Jewish education and formulate plans for action. Education as a field cannot change until there is true dialogue between the worlds of scholarship and practice. Part of our intent is to create opportunities for reflection and active collaboration between these two groups.
- To develop new approaches to addressing the problems of Jewish education, and train professional and lay leaders to use these approaches in their communities, schools and agencies.

To accomplish these, the center will focus on the following ways of putting Brandeis's strengths to work to meet specific needs in North American Jewish education, including:

- the formulation and dissemination of ideas, policies and programs aimed at reinvigorating American Jewish education and the American Jewish community,
- an increase in the number and quality of professional Jewish educational leaders,
- an increase in the knowledge, interest and support of lay leaders for Jewish education.

Brandeis is currently considering how most effectively to implement its plans. Any effort undertaken by the university will entail broad university involvement in a coordinated, focused and evaluated initiative. As part of the planning process's research component, the steering committee has examined university-based research and policy centers around the United States to assess the range of possibilities for funding, structuring, and governing such a broad-based, impact-focused enterprise. One powerful model, located on the Brandeis campus, is the Volen National Center for Complex Systems, an interdisciplinary center formed to study the brain. It aims to increase knowledge within each of its individual component disciplines, as well as to foster interdisciplinary interactions, giving rise to new scientific initiatives. It is this sort of cross-fertilization, leading to entirely new endeavors, that the proposed Brandeis center for Jewish education could provide for the Jewish educational enterprise.

### Brandeis's Planning Process

In the spring of 1995, Brandeis began a series of conversations with the Council for Initiatives in Jewish Education (CIJE) about the expansion of the university's capacity and influence in the field of Jewish education. Following these discussions, Jehuda Reinharz, President of Brandeis, submitted a funding proposal last November to the Mandel Associated Foundations requesting support to plan for Brandeis's future in Jewish education. The foundation responded with a grant encouraging the university to develop its plans in detail. President Reinharz then established the task force on Jewish education at Brandeis, under his direct chairmanship, to serve as the primary deliberative body of the planning process. It met for the first time in December 1995. Composed of Brandeis faculty from a wide range of disciplines, Jewish educational leaders from the



Boston area, and two consultants from the CIJE, the task force is charged with setting a future direction and design for the university's Jewish educational involvements. Five task force members serve as a steering committee, overseeing the planning process with the CIJE consultants. [See Task Force Roster for a list of task force members.]

The task force has been exploring the following questions:

- What are the educational needs of the North American Jewish community?
- What are Brandeis's current involvements in Jewish education, and how can it develop its assets further to meet the Jewish community's educational needs?
- What are the University's priorities in focusing its resources to serve those needs?

The planning process involves a valuable collaboration between the university and the CIJE. CIJE consultants work closely with the task force on identifying the Brandeis resources most appropriate for addressing the community's educational needs, targeting areas for immediate attention, and developing a framework for the university's Jewish educational initiatives.

### Needs of the Field

The needs of the field are considerable and varied. Chief among them are the following:

1. Increased opportunities for involvement: Jewish education has relied too heavily on its elementary schools to serve as the primary point of engagement for most Jewish children and their families today. The field needs many more points of entry, offering ways to enter and re-enter the realm of Jewish learning throughout the life cycle.
2. Better-trained professional educators: The challenge of presenting Judaism convincingly cannot be met until the Jewish community has far greater numbers of highly qualified professional educators who can work in a variety of settings. They must be well informed from a Jewish perspective and trained in educational methods that are effective with children and adults in today's rapidly-changing environment.
3. Better-trained educational leadership: Our educational institutions cry out for leadership that can guide them in the contemporary world. The community needs new ways of recruiting and training professional and lay leaders who can work together to create institutions that can have maximum impact on the field.
4. Enriched Judaic materials: It remains a great challenge to present the richness of Jewish tradition to Jews of all ages in ways that make the contemporary audience respond. Part of that challenge is the constant need to update the curricular materials we use and explore the uses of new media so that educational materials authentically reflect the tradition and also speak powerfully to today's concerns.



5. Research that informs: There are many questions about the nature and effectiveness of Jewish education that the field cannot answer. The field must build a research capacity that provides lay and professional leadership with the information and ideas they need to guide the field into the next century.

### **Brandeis's Resources**

From its beginning, Brandeis has been strongly committed to high-quality undergraduate and graduate education, and rigorous, nationally recognized research and policy analysis. These simultaneous commitments prepare the university for sophisticated, impact-oriented approaches to problems in the field of Jewish education. Characteristics of the university that foster such approaches include:

- a preference for interdisciplinary problem-solving methods that bring together experts from across the university,
- a substantial existing research capacity in a wide variety of disciplines,
- a history of collaborative approaches to problems, involving partnerships between Brandeis and locally- and nationally-based groups,
- a strong commitment to pluralism, both religious and intellectual,
- a community of diverse Jewish expressions, a neutral meeting ground where Jews of all backgrounds interact.

The university is currently involved in Jewish education and leadership development through a variety of departments, programs and activities, including:

- The Department of Near Eastern and Judaic Studies (NEJS), the most comprehensive Jewish studies program in North America, with 18 faculty members. It offers undergraduate and graduate degrees in fields ranging from ancient Near East studies to contemporary Jewish studies. [For a full overview of all of Brandeis's Jewishly-related activities, see "Brandeis University and its Service to the Jewish Community."]
- The Benjamin S. Hornstein Program in Jewish Communal Service, the first and largest university-based program for the training of Jewish communal professionals. In addition to its general master's degree in Jewish Communal Service, the program also offers a joint degree (with NEJS) in Jewish education, and a joint degree in Jewish communal service and human service management with Brandeis's Heller Graduate School for Advanced Studies in Social Welfare.
- The Hebrew Language Program, the largest university-based program in the Diaspora. A recipient of multiple awards from the National Endowment for the



Humanities, the Brandeis program offers instruction to over 300 students each semester and trains teachers of Hebrew for other institutions.

- The Maurice and Marilyn Cohen Center for Modern Jewish Studies/Institute for Community and Religion, which conducts research and provides technical assistance in crucial areas in American Jewish life, such as philanthropy and volunteerism, intermarriage and assimilation, the changing American Jewish family, women in the Jewish community, and Israel-Diaspora relations.
- The Tauber Institute for the Study of European Jewry and the Goodman Institute for the Study of Zionism, which focus on the history and culture of modern European Jewry and the history of Zionism and the State of Israel.
- The Master's Degree Program in Jewish Women's Studies, the only program of its kind in the world. This collaboration between NEJS and the Women's Studies Program offers training to individuals interested in the intersection of Judaic studies and gender.
- The American Jewish Historical Society and the National Center for Jewish Film, two independent archives located on the Brandeis campus.

In addition to these programs, Brandeis offers an extensive array of leadership development opportunities to professionals and lay people in the Jewish and general communities. The Hornstein program alone offers a range of programs such as the following:

- The Sherman Seminar for Outstanding Young Professionals, a three-day seminar for mid-level professionals who have demonstrated great potential for leadership;
- The Distinguished Leaders' Institute, an annual opportunity for the leaders of the North American Jewish community to pursue intensive study for its own sake. This institute features the finest Judaic and other scholars from Brandeis and other renowned colleges and universities from North America and Israel;
- The Consultation on Professional Development in Jewish Educational Leadership, a 1996 conference that for the first time brought sustained, in-depth attention to problems in building the profession and developing the professional in Jewish education.

Other areas of the university, including the Rabb School for Summer and Continuing Education, and the Heller School, offer programs that have had significant impact among their constituencies, including:

- The Program in the Humanities and the Professions, which offers professionals such as judges and physicians the opportunity to participate in literature-based seminars



which offer insight into ethical dilemmas, role tensions, their power to affect the world around them, and other aspects of their professional lives.

- The Summer Institute for teachers of the Waltham, MA public schools. This program can serve as a model for future collaborations between Brandeis and Jewish schools. Planned through a collaboration between Brandeis faculty and Waltham school leaders, this program strengthens the partnership between the university and the schools while providing teachers with challenging interdisciplinary content, innovative applications, and opportunities to translate lessons learned into classroom practice.
- The Genesis Program, an interdisciplinary summer program designed to foster Jewish knowledge, identity and involvement among high school students. Funded by Steven Spielberg's Righteous Persons Foundation, the program will welcome its first students in the summer of 1997.

### **The Role of an Advisory Board**

It has been clear from the beginning that a strong connection to the national Jewish community and its leadership will be crucial to the success of the planning process and the range of ventures that will result. To aid in this effort, Brandeis is actively seeking to create a lay advisory board whose members will contribute their expertise and advice. The lay board's input will be sought around questions such as:

- What are the existing, outstanding models of university-community partnerships, either in the business world or elsewhere?
- What areas in Jewish education most need long-term attention?
- How can Brandeis maximize the impact of its activities on Jewish education?

### **Conclusion**

With its incomparable resources and its unique place in American Jewish academic and intellectual life, Brandeis University is poised to make a serious, high-profile commitment to Jewish education and to the vibrancy of the North American Jewish community in the years ahead. No effort can succeed, however, unless it is closely coordinated with the central institutions and lay leadership of the Jewish community. With that coordination and support, the university can address the community's needs for educational leadership in its broadest sense and make a major impact.



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**TASK FORCE ON JEWISH EDUCATION AT BRANDEIS**  
**MINUTES FROM SEPTEMBER 6, 1996**

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The steering committee and the CIJE consultants met on September 6 to discuss the focus areas and core seminar, the October 18 meeting of lay advisors to the planning process, and Brandeis's plans for the development and start-up of the center. Alan Hoffmann joined us via speaker phone.

**Focus Areas**

We discussed the need for the focus areas to be broad and inclusive, organized around both a set of needs and a set of clear goals. The steering committee proposes that the first focus area center around issues of youth and adolescence, followed by a focus area in school leadership.

Youth and Adolescence: As Joe pointed out, Brandeis already has extensive involvement in this arena, in the form of BBYO, the Bronfman program, Genesis, and the new Jewish high school. These last two are intended to become permanent parts of Brandeis's activities. The unique advantage to locating such programs here is that Brandeis's non-denominational character allows for rich collaborations and interchanges that would not be possible within the movements. This gives Brandeis the opportunity to create community within a pluralistic environment.

Barry pointed out that the youth and adolescence concentration, as currently conceived, focuses on teens to the exclusion of university students, despite the task force's great interest in serving this population. There was agreement that something more concrete will need to be developed. Alan suggested that the focus area be defined as a continuum from early adolescence through college, even if it is acknowledged that not all of the projects are fully developed.

We discussed others with whom we can consult in the development of activities for this focus area and about the role of the university. These included various practitioners and Richard Joel of Hillel International.

Barry asked about the long-term life of focus area projects and initiatives. Susan replied that focus areas, each of which encompasses multiple activities, will last a significant length of time, though they may not be permanent. The life-span of individual projects within focus areas will vary, depending on funding, community interest, and other factors. In some cases, Joe thought, community entities might take on long-term responsibility for some elements. In other cases, projects will become self-supporting or even income-producing, such as consulting. Alan suggested that such consulting could be defined as part of the job description of center staff, ensuring that when they do consult, it's under the center's auspices. In order for this to succeed, though, they need to be paid well enough that there is no incentive for them to augment their incomes.



School Leadership: Susan noted that she conceived this focus area in terms of impact on the serious and chronic shortage of trained personnel, through serious, sustained, supported work with various groups of school leaders, starting with principals. Rather than offering short-term experiences outside of the person's home community, she envisions multiple points of contact over a longer period of time, with training in Judaica and administration/management/leadership.

Alan asked whether Brandeis expects to run more than one focus area at a time. Dan reminded him of Barry's past comment that it is multiple areas of activity that make a center and communicate a broad mission.

Alan asked whether Brandeis can really expect to be a leader in this area. He questioned what resources Brandeis could bring, and stressed that outside expertise would need to be brought in. As a starting point, he suggested folding in CIJE's work with principals (carried out to date in collaboration with HUGSE), and consulting with Ellen Goldring. Susan also suggested summer institutes with outside consultants (practitioners and academics) and Brandeis faculty. She noted that while there is much literature on school leadership, none of it asks, "what does Jewish educational leadership look like?" Alan agreed that school leadership is a burning need in the field, but questioned whether this could be done in the way it should at the same time as the youth and adolescence area.

Implementation of Focus Areas: We agreed that a gradual phase-in was most feasible. As Alan noted, "we don't want to describe something that's so ambitious we don't know how to get there." Susan expressed the desire to initiate 2-3 action research projects relating to leadership issues in Jewish contexts. Alan felt that the interdenominational aspect is a powerful dynamic, but he is concerned that the two focus areas are qualitatively different. Barry suggested that the planning document ask, "what would the ideal outcome for Brandeis be in this domain?"

He also wondered whether Brandeis's lack of a school of education was a handicap. Is there a lack of expertise among the faculty? Susan felt that there is considerable expertise available within Brandeis and the Boston community — it's just not currently gathered together under the rubric of an education program. She noted that we are open to the development of consortia or other arrangements with outside agents to bring in expertise. The need is to bring these people together. Barry suggested that identifying such a resource would be wise, as donors will want to see evidence of it.

We discussed the attraction for faculty members of pursuing projects of interest through the center instead of on their own. Among the benefits could be financial compensation and access to a wide field of expertise. The focus areas should be defined in such a way that other topics of interest can be refracted through them. For example, Alan Mintz might pursue an initiative on Hebrew education through a focus area on adolescence or leadership. The key will be challenging faculty to fit their interests into the current agenda.

#### Core Seminar

We discussed how to integrate the core seminar into the center, and how to link the activities of the core seminar and the focus areas. Alan said that exciting intellectual work needs to go



on in the focus areas, not just in the core seminar. In addition, the center will need a central faculty committee. Joe agreed, but added that it will be important to be able to have an ongoing, somewhat free-floating future-oriented conversation less tied to outcomes than the focus areas, to get the best thinking on goals not yet envisioned. Dan felt that the center will need a long-term, regular process for generating and nurturing new ideas. Susan noted that in the previous day's meeting with the Homstein professional advisory committee, one of the task force members spoke with passion about the core seminar, a sign that it's something to which some of the faculty task force members are committed.

#### Oct. 18 Lay Advisors' Meeting

There was concern over the low attendance that is expected at this meeting. We decided to go ahead with the meeting regardless of the number attending, as it is very important to bring Mort Mandel to Brandeis, perhaps with Richard Shatten and Karen Barth. The agenda for the meeting will vary, depending on who is present. Alan said he would discuss with Jehuda and Mort how best to proceed. Joe said that he would continue to work over the next several months on meeting in person with a wider range of potential lay advisors. It was agreed that preparation for the meeting will be very important, regardless of who attends. Susan suggested speaking to Jehuda about expanding the list; Alan thought this might be a good thing to discuss on the 18<sup>th</sup>.

Dan felt that the issue of lay leadership should be in the proposal, independent of the school leadership initiative. We spoke about the possibility of reconstituting the Distinguished Leaders' Institute as part of this, particularly since the Homstein faculty is ready to let it go. Alan saw this as a potentially exciting way to build Brandeis's lay leadership cohort and have an impact on the field.

#### Work plan

Joe and Susan noted the strong message received from the Homstein advisory committee to slow down and consult more with people outside Brandeis. Susan wondered whether Phase II should be longer, given the need to line up more lay and professional advisors. Alan saw the need to break down tasks differently, separating educational and organizational tasks and giving more specificity for the next 12 months. He was very confident that Mort would renew funding for more planning.

We agreed that the task force should be brought to a successful conclusion by May of 1997 (with a final September 1997 meeting if necessary). While the faculty will need to give formal approval to the plan for a center, funding for individual initiatives may be sought sooner, to avoid a lag in timing. Dan suggested extending Phase III to three years. Funding in this period would include pilot activities, initiated with the university's declared intention of building a center up front. This allows the opportunity to continue consulting. Marc felt that the core seminar would take more time than money, and could be part of a "center without walls" in the early phase. Another good "pilot" candidate would be an initiative smaller than a focus area, such as a program for Brandeis undergraduate concentrators in Jewish education. Addressing the question of how to hire a director for a center not yet approved, Alan suggested getting the position funded for three years, separate from other proposals, and conditional on university approval of plans for the center.



J. Reimer

9/96

## A FOCUS AREA IN YOUTH AND ADOLESCENCE

### WHAT IS A FOCUS AREA?

The field of Jewish education in North America is vast. To have effective influence, Brandeis University has to select several strategic cuts into the field. Each cut should reflect:

- (a) a genuine need in the field,
- (b) a coherent map/sense of the field,
- (c) an area of strength where Brandeis can make a lasting contribution,
- (d) an area not already covered/served by many other institutions.

A "focus area" represents an interdisciplinary approach by Brandeis faculty to a given cut into the field of Jewish education. The faculty in a focus area, in consultation with professional and lay leaders in the community, will:

- (a) conduct and review research that reveals the present state of Jewish educational services available in this given area;
- (b) develop a set of defensible educational policies and goals for intervention strategies;
- (c) design in light of (a) and (b) a set of collaborative intervention strategies;
- (d) seek sites and partners to implement these interventions;
- (e) set up evaluation procedures to monitor and offer feedback on these interventions;
- (f) write up the process and outcomes of the intervention strategies;
- (g) seek other partners to adapt successful aspects of interventions to other sites.

To accomplish these steps a focus area team would need to work together on a direction for a number of years. One purpose of the center at Brandeis is to allow for this sustained approach to change in Jewish education.

### WHY A FOCUS AREA IN YOUTH AND ADOLESCENCE?

We propose that the first focus area - to be followed by others - of the center at Brandeis should be in youth and adolescence. Why?

- (a) After two decades of small numbers of adolescents in the Jewish community, the mid-

*Isaac  
Hill  
Ice*

*Savvy  
Team*

*BRANDEIS  
CIR w/lowall  
SCHWARTZ*

*NAT CTR for Y.A.J &  
JEWISH AD*



1990's represents a demographic turning point. There are increasing numbers of Jewish children who are reaching their adolescence, and this trend will continue for at least the next decade. At the same time the Jewish community has allowed much of its youth services to atrophy so at present there are very few trained professionals to offer high quality services to this population.

(b) The age cohort of 13-18 is a coherent unit in American Jewish life. Bar and bat mitzvah represents an important marker on one end as graduation from high school does at the other end.

The next cohort of 18-22 is equally coherent as it represents the normative age of attendance at college.

(c) The recently revived Hillel movement represents a coherent effort on the part of the Jewish community to service this older cohort. However, no parallel movement exists for the high school years. Here, services are divided into smaller movements - none of which is very successful in reaching beyond a relatively small circle of adolescents. Very few Jewish communities have a unified or coherent approach to this age group. Indeed, outside of the Israel experience and some summer camps, there are very few models available of quality Jewish education for this age group.

(d) Yet there is a recognition of the problem and an interest in developing new educational models. Witness the sudden spurt of interest in the communal day high school. Witness the efforts of the CRB Foundation in promoting the Israel experience for teens and of the Righteous Persons Foundation in sponsoring new educational programs, including BBYO University and the Genesis Program at Brandeis.

(e) Youth and adolescence is an area of strength for Brandeis.

(1) There are numbers of faculty from different departments who do research in this area.

(2) Brandeis has been successfully running a summer science high school program and will begin the Genesis Program next summer. (3) The Hornstein Program and the NEJS Department have been successfully collaborating in running BBYO University over the past two years. (4) Hornstein has recently received a three year grant from CRB to promote education for the Israel experience among this population.

(5) The new community day high school in the Boston area - to open in a year - will be located adjacent to Brandeis and be working closely with Brandeis faculty.

#### HOW WILL THIS FOCUS AREA FUNCTION?

This focus area will greatly benefit from all the activity cited above. However, the focus area is far more than the sum of these parts. For a lot of disparate projects - even in the same area, but running parallel to one another - will not by themselves produce a coherent approach to the questions of servicing Jewish adolescents. To create and test this approach is the primary work of the focus area faculty.

(1) The focus area will run an on-going seminar that will explore the primary question: given current realities of adolescent life, what are the goals that adolescent Jewish educators should be aiming for in their diverse programs?



- (2) The focus area will run a forum to which leaders of the most innovative adolescent programs will be invited to work together to translate "goals" into concrete objectives that researchers can explore. The practitioner-researcher dialogue is crucial for the exploration of what on the ground works with this population.
- (3) Some faculty of this focus area will work with teachers in the high school programs to develop more enriched and imaginative curriculum for instruction.
- (4) The focus area will explore ways that Brandeis students -undergraduate and graduate - can be trained to become professionally adept at working in these programs with this population.
- (5) After appropriate evaluation research has been conducted, the focus area will seek partnerships in other communities to adapt what has been learned at Brandeis to other settings. The adaptation to other communities is a crucial step that cannot happen without the creation of the center and this focus area.



October 21 Staff Meeting  
Agenda

10:00 - Demonstration by Chuck of CIJE Database

I. Brandeis Update

II. Staff Learning

III. Agenda for Wexner Meeting

- Recruitment of Professionals

IV. Update on Space

V. MLM's Board Idea

VI. Meeting of Community Day Highschools

VII. Aryeh Rubin

VIII. Barbara Schneider Memo

IX. Phoenix School





FROM: Alan, 73321,1220  
TO: D'vora abLevy, 73711,2575  
CC: Karen aBarth, 104440,2474  
DATE: 10/10/96 4:12 PM

Re: Data base

DVORAH,

THIS NEEDS TO BE ON THE AGENDA AND THE MEMO IN THE FOLDER  
FOR THE MEETING.

A.

----- Forwarded Message -----

From: Nessa Rapoport, 74671,3370  
TO: Alan, 73321,1220  
Barry, 73321,1221  
Gail, 73321,1217  
Karen, 104440,2474  
CC: Josie, 102467,616  
DATE: 10/9/96 11:09 PM

RE: Data base

Josie and I have had two meetings with Chuck in order to create a system that would manage CIJE's information on our steering committee and board; alumni of all our programs; key contacts; key rabbis; and other people in our communications orbit.

On October 21, in the first hour of our staff meeting (from 10 to 11), Chuck will join us to explain the way we have conceptualized the data base. There are a number of specific questions that require staff input. In addition, it is very important that everyone understand what this "information manager" can do in each domain. It is equally important, at this theoretical stage, that you give us feedback on what we've done before we begin serious data entry.

(There will be a second, technical session later on how to call up, enter and change data. Even if there is a support person managing this process, it is critical that people feel unintimidated about using this system when and if they need it.)

If I can understand it, and I think I now do, anyone can!

Nessa

**This is the interview list as agreed at our meeting. Please get back to D'vorah with the scheduled date as soon as it has been arranged**

<b>Interviewee</b>	<b>Location</b>	<b>Interviewer(s)</b>	<b>Contact Person</b>	<b>Scheduled Date</b>	<b>Notes Complete</b>
Saul Berman	NY	Shlomo/Nessa	Shlomo	after Simchat Torah	
Peter Berger	BO	Barry/?	Dan	10/2/96	
David K. Cohen	MI	Gail/Karen	Alan		
Steve M. Cohen	JR	Alan	Alan	Complete	Complete
Rachel Cowan	NY	Nessa/Barry	Barry	10/24/96	
Arnie Eisen	SF	Nessa/?	Nessa	@GA	
Peter Geffen	NY	Karen	Karen	11/6/96	
Ari Goldman	NY	Karen/Gail	Nessa	10/8/96	
David Gordis	BO	Karen/Dan	Gail	10/2/96	
Art Green	BO	Karen/Dan	Dan	10/3/96	
Fran Jacobs	BO	Dan/Karen	Dan	Complete	Complete
Roger Kamanetz	NY	Dan/Nessa	Nessa		
Michael Lerner	SF	Nessa/Bettina	Nessa	11/5/96	
Roly Matalon	NY	Barry/Gail	Barry		
Sharon Feiman-Nemser	MI	Postpone to Nov	TBD		
Joe Reimer	BO	Karen/Dan	Dan	Complete	Complete
Mike Rosenak	JR	Alan	Alan	10/9/96	
John Ruskay	NY	Karen/Shlomo	Karen	Complete	Complete
Israel Scheffler	BO	Karen/Dan	Dan	Complete	Complete
Marvin Schick	NY	Karen	Alan	11/6/96	
Dan Shapiro	NY	Karen/Alan	Alan	Postponed	
Barry Shrager	BO	Karen/Dan	Dan	Complete	Complete
Harold Shulweis	LA	Karen	Gail	10/23/96	



Interviewee	Location	Interviewer(s)	Contact Person	Scheduled Date	Notes Complete
Bernie Steinberg	BO	Dan/Karen	Dan	Complete	Complete
Marjorie Tabanken	LA	Karen	Karen	10/25/96	
Isadore Twersky	BO	Karen/Dan	Gail	after 10/31	
Micahel Walzer	NJ	Dan/Nessa	Dan		



**CONFIDENTIAL**

**MINUTES:** CIJE STAFF MEETING

**DATE OF MEETING:** October 21, 1996

**DATE MINUTES ISSUED:** October 23, 1996

**PARTICIPANTS:** Karen Barth, Gail Dorph, Alan Hoffmann, Barry Holtz, Karen Jacobson, Josie Mowlem, Daniel Pekarsky, Nessa Rapoport, D'vorah Levy (secy.)

**CC:** Sheila Allenick, Adam Gamoran, Sarah Feinberg, Ellen Goldring, Joella Klinghoffer, Virginia Levi, Mort Mandel, Dalia Pollack

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**I. Review of Previous Minutes**

A. Minutes and assignments were not reviewed.

**II. Brandeis University Update**

A. BWH gave report on Brandeis meeting attended by ADH/MLM, Chuck Ratner and Esther Leah Ritz. BWH said it was a very good meeting.

**III. Staff Learning**

A. Will be on next staff meeting agenda

**IV. Agenda for Wexner Meeting-11/7**

Assignment A. KAB will speak with Larry Moses re: agenda for meeting.

**V. Update on Space**

A. KAB reported that the space configuration is not adequate for CIJE. Linda Kier Handman will design a floor plan based on CIJE's needs and the landlord is willing to gut and reconfigure. If CIJE decides against taking this space, KAB will continue to explore other possibilities.

Assignment B. Alan asked JM to investigate availability of cubicles in the present JCCA offices, so that CIJE consultants have work space including a telephone when they come into office.



## **VI. MLM's Board Ideas**

- A. ADH reported that MLM is concerned that if the Steering Committee expands to 20 people this would change the ambiance. MLM is considering a model of a 3 times a year board that would be much smaller. MLM suggested that the Steering Committee should consist of 12-14 people. CIJE should have a board in formation of 20 people.
- B. ADH/KAB will meet with MLM on November 19 to discuss board ideas.

## **VII. Data Base**

- A. Chuck explained in brief terms the concept of our data base which uses the "Filemaker Pro." Chuck distributed xerox copies of the file to the staff which showed what information is to be put into the data base. Chuck explained some of the data links involved in creating the data base and what CIJE can expect to derive from same. The staff will think about what data they expect to be sorting on within this data base and how it can be further refined to suit their needs.
- Assignment B. NR continue to work with Chuck and will get input from the staff individually. After staff interviews, data base will be put back on agenda for staff discussion.

## **VIII. Meeting of Community Day High schools**

- Assignment A. ADH suggested staff should schedule a dinner meeting at CIJE inviting senior principals of community day high schools. DNP will contact Danny Lehman.

## **IX. Board Meeting of November 17**

- Assignment A. GZD will make phone call thanking those who came to board meeting. JM will send out letters of thanks.

## **X. Aryeh Rubin**

- A. ADH reported Aryeh Rubin wants to donate the funds for a discussion guide to send out to Rabbis in America, based on Art Green's essay. Aryeh wants to curricularize "how could this article can be used by Rabbis"? Prior to ADH calling Aryeh, ADH needs to have the following information:
  - How much to ask Aryeh for because he will be responsible for total cost of this project.
  - If this project has the approval of Art Green.
  - GZD/BWH will recommend someone who can curricularize this essay.
  - NR will keep staff updated on any progress
  - ADH suggested we keep this on agenda until resolved.
- Assignment

## **XI. Barbara Schneider Memo**

- A. ADH feels CIJE staff should schedule a conversation regarding Barbara's memo.
- B. ADH had a conversation with Bethamie Horowitz today after re-reading Barbara's memo. ADH discussed the idea of the possibility of CIJE becoming the first to generate a major longitudinal study on "*Jewish Education and its Impact*". Bethamie and Barbara could work together on this together on this. ADH idea is as follows:
  - This project would need funding over 20 years.
  - Find a sponsor
  - Five books should be written
  - From this study CIJE would have qualitative samples, a statistical longitudinal study which could be followed over time.

Assignment C. KAB volunteered to keep this idea alive.

## **XII. Put Agenda for October 28 Staff Telecon**

- A. Phoenix School
- B. Publications Policy
- C. Aryeh Rubin
- D. Finalize list of interviewees
- E. Cohort 3

## **XIV. Dates to hold Open**

- A. Monday, December 9, 1996 10:00am-4:30pm "*Consultation on Jewish Educational Change*" to be held at the JESNA offices.
- B. March 2, 3, 4, 1997 for the Stern National Educational Symposium in Philadelphia: "*The Challenge of Jewish Secondary Day Schools*"

## **XV. Staff Calendar**

- Assignment
- A. KAB suggested staff have all day meeting re: strategic planning processes prior to next Steering Committee meeting. The date will be on Monday, November 25 from 10:00am-5:00pm at Wave Hill. KAB will arrange.
  - B. KAB will make appointment to meet Dr. Ackerman at the University of Judaism, while she is in LA.



**CONFIDENTIAL****CIJE ASSIGNMENTS****October 21, 1996**

NO	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	JM investigate additional space in JCCA offices with telephones for our additional staff.	JM	10/21/96	11/4/96
2.	DNP to contact Danny Lehman re: meeting of Community day high schools	DNP	10/21/96	11/4/96
3.	KAB will speak with Larry Moses re: agenda for Wexner meeting of November 7	KAB	10/21/96	10/29/96
4.	GZD/JM will telephone and send thank you notes to guests who attended CIJE's board meeting	GZD/JM	10/21/96	11/4/96
5.	NR will monitor Aryeh Rubin project	NR	10/21/96	11/04/96
6.	KAB will make arrangement for staff meeting of November 25 at Wave Hill	KAB	10/21/96	11/4/96
7.	KAB will make a list of subjects for staff learning	KAB	10/14/96	11/4/96
8.	ADH will speak with Johnny Cohen, re: Jan/Feb Luncheon seminar	ADH	9/10/96	11/4/96
9.	KAB/GZD/BWH/JM/NR-to develop 3 topic agenda for November 7 Wexner meeting	Staff	9/10/96	11/4/96
10.	ADH will speak to MLM re: small presentation of Brandeis to Steering committee	ADH	9/16/96	10/7/96
11.	NR will follow up with Avi Decter-re: Abridged Annual Report	NR	09/25/96	11/04/96
12.	KAB will set up appointment with David Hirshhorn for sometime mid November re: Hirshhorn funding	KAB	09/25/96	10/7/96
13.	KAB will follow up with Michael Ben-Avi and Amy Gerstein re: summarizing literature on change in education	KAB	09/30/96	11/4/96

NO	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
14.	KAB/ADH will meet with Annette Hochstein in Israel in January re: Cape issues.	KAB/ADH	9/30/96	
15.	KAB will continue to negotiations re: space for CIJE	KAB	9/30/96	





October 28 Staff Telecon  
Agenda

- I. Staff Learning
- II. Agenda for Wexner Meeting
  - Recruitment of Professionals
- III. MLM's Board Idea
- IV. Aryeh Rubin: Preliminary Report
- V. Aloha Meeting Update
- VI. Publications Policy
- VII. Phoenix School
- VIII. Cohort 3
- IX. GA Mailing
- X. Torah U'mesorah



CONFIDENTIAL

MINUTES:CIJE STAFF TELECONFERENCE

DATE OF MEETING: October 28, 1996

DATE MINUTES ISSUED: November 1, 1996

PARTICIPANTS: Karen Barth (via telephone), Alan Hoffmann, (via telephone)  
Barry Holtz, Karen Jacobson, D'vorah Levy (secy.) Josie Mowlem,  
Nessa Rapoport

CC: Sheila Allenick, Gail Dorph, Adam Gamoran, Sarah Feinberg, Ellen  
Goldring, Joella Klinghoffer, Virginia Levi, Mort Mandel, Daniel  
Pekarsky, Dalia Pollack, Chava Werber

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I. Review of Previous Minutes

A. Minutes and assignments reviewed, corrected and accepted

II. Add to November 4 Staff Meeting Agenda

- Staff Learning
- Publications Policy
- Phoenix School
- Cohort 3
- Torah U'Mesorah

III. Agenda for Wexner Meeting-11/7

- A. BHW suggested CIJE lay the ground work at this meeting about a relationship between Wexner money for support of *In service work* rather than *Pre-service work*.
- B. ADH feels Wexner is interested in how to expand their pool of people who are in Wexner fellowship programs with fellowships for *Jewish Education*.
- C. KAB will have a discussion with Larry Moses regarding the agenda, perhaps suggesting to Larry a meeting around *recruitment, training and placement*.

Assignment



#### **IV. GA Housing Assignments**

Assignment

- A. DL will contact staff regarding housing assignments for the GA and make table of where staff members will be staying.

#### **V. GA Mailing**

- A. NR reported that the Jonathan Sarna essay will be distributed in kits for the all day institutes. The Art Green essay will not be distributed. NR decided to suspend idea of mailing Sarna and Green to all the people who attended last year's Institute because Sarna will be distributed at the GA.

Assignment

- B. ADH will contact Carl Sheingold to see if he can persuade CJF to put Art Green essay into kits to be distributed at the GA.

#### **VI. January Professors Seminar**

- A. ADH spoke with GZD about the dates for the Professors Seminar which have been selected based on telecons GZD had with the professors. These dates were common for all of the professors: January 31 through February 2. The location has yet to be determined.
- B. These dates are problematic for KAB/ADH, both will Israel and NR will not be able to attend.

Assignment

- C. GZD will give a more detailed report on Professors Seminar at next staff meeting.

#### **VII. Aryeh Rubin**

Assignment

- A. NR spoke with Aryeh Rubin and he informed her that the deadline for grants from his foundation is December 31. NR will continue to follow up on all relevant questions which need answers and report back to staff.

#### **VIII. Community High Schools**

Assignment

- A. DL to contact Dan Pekarsky regarding his conversation with Danny Lehman and give report to staff at November 4 meeting.

2. I had a good conversation with Danny Lehmann on Tuesday. We discussed the idea of bringing together a group of professional educational leaders associated with two kinds of enterprises: a) leading an existing community high school; b) in process of building a community high school.

We talked about two other constituencies who would probably not be part of the core-group, but who we thought might be invited to specially organized meetings of the group. These constituencies were 1) the lay counterparts of the the professional leaders, and 2) individuals spearheading efforts to launch a community high school effort.

The group would be convened initially with the agenda of reflecting together on issues and concerns that apply uniquely or powerfully to

non-denominational community educational institutions. Participants who have a chance to deepen their understandings of the issues, to hear from one another about different ways of approaching these issues, etc. Beyond this, participants would have the opportunity to identify issues and questions that they hoped a group like this might take on in possible subsequent meetings.

We thought it probably unnecessary to decide at this stage whether this group should be a short-term or long-term venture, although DL, who sees a real need for it, clearly hopes it it will turn into the latter. We felt that after an initial meeting we'd be in a better position to decide this.

DL has a very strong interest in this project and is willing to put in real work to make it a reality. His hope is that we do something sooner rather than later. Initially, he spoke of December, which to me seems too soon. By the end of the conversation, we were speaking about February. Though this could create problems for me (given my Wisconsin schedule and commitments), in principle, it makes sense.

Though even February seems all-too-close (given other commitments), it might be doable if we assume (as we tended to in the conversation) that this would not be a heavily conceptualized and planned venture. Rather, it would be more in the way of a forum or context for folks struggling with the same kinds of issues to think together and to learn from one another. This said, I'm still concerned about how much of our capacity it will take to pull this off.

DAN PEKARSKY'S REPORT ON HIS  
CONVERSATION WITH DANNY LEHMAN



**CONFIDENTIAL**

**CIJE ASSIGNMENTS**

**October 28, 1996**

NO	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	DL will contact staff regarding housing assignment and make chart indicating hotels and locations	DL	10/28/96	11/4/96
2.	ADH will contact Carl Sheingold regarding Art Green's essay being distributed at the GA	ADH	10/28/96	11/4/96
3.	DL to contact Dan Pekarsky regarding his conversation with Danny Lehman and report to staff at next meeting	DL	10/28/96	11/4/96
4.	GZD will report to staff regarding dates and location for the January Professors Seminar	GZD	10/28/96	11/4/96
5.	JM to investigate cubicle in JCCA offices with telephone for our additional staff.	JM	10/21/96	11/4/96
6.	DNP to contact Danny Lehman re: meeting of Community day high schools	DNP	10/21/96	11/4/96
7.	KAB will speak with Larry Moses re: agenda for Wexner meeting of November 7	KAB	10/21/96	10/29/96
8.	GZD will telephone and JM will send thank you notes to speakers who attended CIJE's board meeting	GZD/JM	10/21/96	11/4/96
9.	NR will monitor Aryeh Rubin project	NR	10/21/96	11/04/96
10.	KAB will make arrangements for staff meeting of November 25 at HUC	KAB	10/21/96	11/4/96
11.	KAB will make a list of subjects for staff learning	KAB	10/14/96	11/4/96
12.	ADH will speak with Johnny Cohen, re: Jan/Feb Luncheon seminar	ADH	9/10/96	11/4/96
13.	NR will follow up with Avi Decter-re: Abridged Annual Report	NR	09/25/96	11/04/96

NO	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
14.	KAB will set up appointment with David Hirshhorn for sometime mid November re: Hirshhorn funding	KAB	09/25/96	
15.	KAB will follow up with Michael Ben-Avi and Amy Gerstein re: summarizing literature on change in education	KAB	09/30/96	11/4/96
16.	KAB/ADH will meet with Annette Hochstein in Israel in January re: Cape issues.	KAB/ADH	9/30/96	
17.	KAB will continue to negotiations re: space for CIJE	KAB	9/30/96	





**Contact****Affiliation****Dr. Gail Z. Dorph****Salutation(s)** Gail

Gail

**Home**

Dr.	Gail Z.	Dorph
<b>Honorific</b>	<b>First Name</b>	<b>Last Name</b>

588 West End Avenue, Apt. 2A

**Address**

New York	NY	10024
<b>City</b>	<b>St.</b>	<b>ZIP Code</b>

Country	USA	Status
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<b>eMail</b>	73321.1217@compuserve.com
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**Preferred Mailing:** ☐ Home**Spouse** Shelly Dorph

Work	212-532-2360 x445
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Home	212-769-0725
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<b>Phone Type</b>	<b>Phone Number</b>
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**Business**

CIJE

**Business Name**

Senior Education Consultant

**Title**

15 East 26th Street

**Address**

New York	NY	10010
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<b>City</b>	<b>St.</b>	<b>ZIP Code</b>
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☒ Business**Occupation****Spouse's Occupation****Date Created** 7/29/96**Modified** 9/25/96**By** Joella



Dr. Gail Z. Dorph

Salutation(s): Gail

Gail

## CIJE

## Camper

## Committee

## Mailing Lists

- |                                             |                                              |
|---------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Current Activities | <input type="checkbox"/> Board Meeting       |
| <input type="checkbox"/> Annual Report      | <input type="checkbox"/> Steering Committee  |
| <input type="checkbox"/> Newsletter         | <input type="checkbox"/> Executive Committee |
| <input type="checkbox"/> Luncheon Seminar   |                                              |
| <input type="checkbox"/> Board Seminar      |                                              |

## Relationship

- |                                                        |                                              |
|--------------------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Officer                       | <input type="checkbox"/> Foundation Officer  |
| <input checked="" type="checkbox"/> Steering Committee | <input type="checkbox"/> Donor               |
| <input type="checkbox"/> Board Member                  | <input type="checkbox"/> Program Participant |
| <input type="checkbox"/> Executive Committee           | <input type="checkbox"/> Consultant          |
| <input type="checkbox"/> Committee Member              | <input type="checkbox"/> Key Contact         |
| <input checked="" type="checkbox"/> Staff              |                                              |

## Community

Professional

Community Position

Networks

Occupation

Denomination

## Notes

Event	Date	Notes

Donors



Field Name	Field Type	Formula / Entry Option
Business City	Text	
Business Name	Text	
Business State	Text	
Business Street	Text	
Business Title	Text	
Business ZIP Code	Text	
Camper	Text	Value List (Custom Values): Alan Hoffmann Karen Barth Gail Dorph Adam Gamoran Ellen Goldring Barry Holtz Josie Mowlem Daniel Pekarsky Nessa Rapoport -
Committee	Text	Value List (Custom Values):
Community Position	Text	Value List (Custom Values): Lay Leader Professional Principal Teacher -
Contact ID	Number	Indexed Serial Number with Current Value: "456" Increment: "1" Indexed
Country	Text	Auto-enter: "USA" Value List (Custom Values): USA Canada Israel - Indexed
Created By	Text	Auto-enter the: "Modifier Name"
Date Created	Date	Auto-enter the: "Creation Date" Prevent data that is automatically entered from being changed.
Date Modified	Date	Auto-enter the: "Modification Date" Prevent data that is automatically entered from being changed.
Denomination	Text	Value List (Custom Values): Officer Steering Committee Board Member Executive Committee Committee Member Staff Foundation Officer Donor Program Participant Consultant Key Contact -

Field Name	Field Type	Formula / Entry Option
EMail Address	Text	
First Name	Text	Indexed
Full Name	Calculation (Text)	= If(Personal Title <> "", Personal Title & " " & First Name & " " & Last Name, First Name & " " & Last Name)
Home City	Text	
Home State	Text	
Home Street	Text	
Home ZIP Code	Text	
Info	Global (Text)	
Last Name	Text	Indexed
Letter Body	Global (Text)	
Mailing Business Name	Calculation (Text)	= If(Preferred Address="Business", Business Name & If(Business Title>"", "&" & Business Title,"" ), "")
Mailing City	Calculation (Text)	= If(Preferred Address="Business", Business City, Home City)
Mailing Lists	Text	Value List (Custom Values): Current Activities Annual Report Newsletter Luncheon Seminar Board Seminar Board Meeting Steering Committee Executive Committee -
		Indexed
Mailing State	Calculation (Text)	= If(Preferred Address="Business", Business State, Home State)
Mailing Street	Calculation (Text)	= If(Preferred Address="Business", Business Street, Home Street)
Mailing Zip	Calculation (Text)	= If(Preferred Address="Business", Business ZIP Code, Home ZIP Code)
Networks	Text	Value List (Custom Values): ALOHA Jerusalem Fellow Jewish Funders Network Melton Senior Educator Network for Research in Jewish Education Wexner? <i>lay - alumni graduates</i> -
Notes	Text	
Occupation	Text	Repeating field with 2 repetitions →
Personal Title	Text	Indexed
Phone Number	Text	Repeating field with 3 repetitions
Phone Type	Text	Repeating field with 3 repetitions
Preferred Address	Text	Value List (Custom Values): Home Business Required value
Relationship	Text	Value List (Custom Values): Officer Steering Committee Board Member Executive Committee Committee Member Staff Foundation Officer Donor

bdf  
prof. of Jewish Ed.

principal  
teacher  
rabbi  
JCEA

bje

fed.

academic - genl  
academic - Jewish



Field Name	Field Type	Formula / Entry Option
		Program Participant
		Consultant
		Key Contact
		-
		Indexed
SaluCalculation	Calculation (Text)	= If( Salutations>"", Salutations, Personal Title & " " & Last Name)
Salutations	Text	Repeating field with 2 repetitions
		Indexed
Spouse	Text	
Status	Text	Value List (Custom Values):
		Deceased
		Moved
		Unknown
		-



## November 4 Staff Telecon

### AGENDA

1. Staff Learning
2. Publications Policy
3. Cohort 3
4. Torah U'mesorah
5. B. Schneider memo
6. Milwaukee Lay Leadership Project
7. G.A. Arrangements





## CIJE Calendar of Upcoming Events November 1996 - December 1997

Revision 16  
10/31/96

DATE	EVENT	PLACE	STAFF PERSON
November 4, 1996	Telecon	NYC	ADH
November 7, 1996	Strategic Planning Meeting	NYC	ADH
November 7, 1996	CIJE/Wexner Staff Meeting	NYC	
November 11, 1996	Staff Meeting	NYC	ADH
November 11, 1996	Torah Umesorah		
November 12-16, 1996	GA	Seattle	JM
November 15, 1996	Panel of papers for Research Network due		AG
November 25, 1996	Strategic Planning Meeting	NYC	ADH
December 2, 1996	Staff Meeting	NYC	ADH
December 5, 1996	Steering Committee	NYC	
December 9, 1996	Telecon	NYC	ADH
December 11, 1996	Luncheon Seminar	NYC	NR
December 15-18, 1996	TEI Cohort I & II	Cleveland	GZD
December 19, 1996	Telecon	NYC	ADH
December 23, 1996	Telecon(?)	NYC	ADH
December 30, 1996	Telecon(?)	NYC	ADH
January 15-16, 1997	Video tape meeting	NYC	GZD
January 19-20, 1997	Harvard Leadership Seminar	Boston	GZD
January 30 - February 2, 1997	Professors Seminar		GZD
February 6, 1997	Steering Committee	NYC	
March 2-5, 1997	TEI Cohort II		GZD
April 9, 1997	Steering Committee	NYC	
April 10, 1997	Board Meeting	NYC	
May 4-7, 1997	TEI Cohort I		GZD

June 1-4, 1997	TEI Cohort II		GZD
June 26, 1997	Steering Committee	NYC	
August 7, 1997	Steering Committee	NYC	
October 13, 1997	Steering Committee	NYC	
November 14-19, 1997	GA	Indianapolis	
December 3, 1997	Steering Committee	NYC	
December 4, 1997	Board Meeting	NYC	

C:\CUE\CALENDAR.WPD





To: Staff

From: Karen

Subject: Staff Learning - Revised Schedule

I propose that we do text study for 15 minutes at the beginning of each staff meeting. To help us decide what to study, let's start by experimenting with different types of texts and approaches. Each week a different person will choose the text. We will do this until we find something that we like enough to adopt on a longer term basis. Here is the proposed initial schedule:

Nov. 4 - Karen

Nov. 11- Alan

Nov. 25 - Schlomo

Dec. 2 - Barry

*Dec. 12*  
~~Dec. 9~~ - Nessa

Dec. 19 - Dan

Dec. 23 - Gail

Dec. 30 - Karen

Jan. 6 - Alan

Jan. 13 - Barry

Jan. 27 - Nessa

Feb. 3 - Gail



**CONFIDENTIAL**

**MINUTES:CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** November 4, 1996

**DATE MINUTES ISSUED:** November 8, 1996

**PARTICIPANTS:** Karen Barth (via telephone), Alan Hoffmann (via telephone), Barry Holtz (via telephone), Karen Jacobson, D'vorah Levy (secy.) Josie Mowlem, Daniel Pekarsky (via telephone), Nessa Rapoport

**CC:** Sheila Allenick, Gail Dorph, Adam Gamoran, Sarah Feinberg, Ellen Goldring, Virginia Levi, Mort Mandel, Dalia Pollack, Chava Werber

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**I. Review of Previous Minutes**

A. Minutes and assignments reviewed, corrected and accepted.

**II. Add to November 11 Staff Meeting Agenda**

- Staff Learning
- Publications Policy
- Phoenix School
- Cohort 3
- Torah U'Mesorah
- Strategic Plan

**III. Agenda for Wexner Meeting-11/7**

KAB spoke with Larry Moses and reported that Larry liked the idea of organizing the meeting around *recruitment, training and placement* and how they interact.

- A. They will speak for about 20 minutes to describe their thinking on recruitment, training and placement to date, his research, and what he has learned;
- B. Then a set of issues, which are common to CIJE as well as to Wexner in these particular areas will be listed on a flip chart and we will go through the issues together and discuss them.



#### **IV. GA Housing Assignments**

- A. Staff will be staying at the Westin Hotel, Seattle.
- B. There will be a staff dinner on Wednesday, November 13 at 7:00PM.

#### **V. January Professors' Seminar**

- A. GZD reported that all the Professors will be attending the Seminar which is scheduled for January 30 through February 2. The location is still to be determined. Hopefully, Moshe Halbertal, Moti Bar-Or and Melilah will be our teachers.
- B. KAB/ADH will discuss if KAB will attend Professors' Seminar. She is scheduled to be in Israel at that time.
- C. GZD/ADH/BWH will discuss which additional professors should be invited to the Professors' Seminar.
- D. GZD will give a more detailed report on Professors' Seminar at next staff meeting.

Assignment

#### **VI. Aryeh Rubin**

- A. NR/BWH spoke to Art Green and Joe Reimer re: a discussion guide for rabbis as a companion to the Green publication. Art thinks highly of this idea. He would like to work with Valerie Sandler, a Wexner student, who is very interested in working on this project with or without pay.
- B. ADH is concerned re: human cost to CIJE core staff of this project.
- C. NR reported that RC Direct has a list of 4,000 Rabbis or of 2,000 pulpit Rabbis, which can be included in this mailing.
- D. BWH reported that Joe Reimer and Art Green have agreed to supervise Valerie's work on this project as training tool for Valerie.
- E. GZD/BWH/NR will think about Alan's concern re: using graduate student for this project, and may propose someone who is familiar with curriculum material. It could be an outside person or someone from the BJE in Boston, to help supervise this project.

#### **VII. Community High Schools**

- A. DKP reported on his conversation with Danny Lehman with whom we will set up a February meeting bringing together a group of professional education leaders associated with two kinds of enterprises:

- Professional educators leading an existing community high school
- Professional educators in the process of building a community high school

Assignment

- B. ADH/DKP will speak and decide on a date and time for a telecon with KAB/ADH/DKP and Danny Lehman.

### **VIII. Staff Learning**

- A. KAB submitted the schedule of assignments for staff learning.
- B. KAB led a discussion of the text she had prepared for today's learning session.

### **IX. Staff Meetings**

- A. Staff meeting scheduled for Tuesday, November 19 has been canceled.
- B. Strategic Planning Meeting scheduled for Monday, November 25, will be held at Hebrew Union College, 1 West 4th Street, 4th Floor Conference Room from 10:00 to 5:00.

Assignment

- C. KJ will project staff meeting dates through 1997.

### **X. Publications Policy**

- A. NR reported the following re: CIJE's Publication Policy:
- Best Practices; research papers; there will be a charge of \$6.00 each plus postage and handling
  - There will be a 50% discount for students
  - Seminar Papers will be free of charge
  - Our publications will be distributed at no charge at our own seminars and workshops
  - Sheila Allenick is checking on setting up process to accept credit card payments

Assignment

- B. NR will have policy approved by Steering Committee or MLM.

### **XI. Cohort 3**

- A. NR and BWH met with Rachel Cowan from Cummings Foundation. The grant is for only one year. CIJE can apply for an additional year. Refunding is not certain.
- B. Objectives of Cohort 3 were discussed. KAB stated concern that project might divert focus from ultimate objectives such as JEWEL.
- C. AH proposed the following conceptualization of JEWEL: Year 2 of Cohort 3 could



fold into JEWEL and some of the professors (particularly those in teacher education) will become part of the faculty.

Assignment

D. GZD will summarize at next staff meeting.

## **XII. B. Schneider Memo**

Assignment

A. KAB will be speaking with B. Schneider and keep staff up-to-date.

## **XIII. Strategic Plan**

A. KAB distributed list of potential interviewees. New list of 30 candidates was created.

- Concern that list under-represented Orthodox and women participants was noted.
- List will be finalized at 11/7 Strategic Plan Meeting.

B. KAB requested information on congregational education budgets for Strategic Plan Demographic Study.

C. Deborah Ball and David Cohen should speak with staff on educational change. In order to schedule meeting,

- AH will speak with David Cohen and
- GZD will speak with Deborah Ball

## CONFIDENTIAL

### CIJE ASSIGNMENTS

Staff Meeting of November 4, 1996

NO	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1	KAB will continue negotiations re: space for CIJE.	KAB	9/30/96	
2	GZD will give a more detailed report on Professors' Seminar at next staff meeting.	GZD	11/4/96	11/11/96
3	ADH/DKP will speak and decide on a date and time for a telecon with KAB/ADH/D/DKP and Danny Lehman.	ADH/ DKP	11/4/96	
4	KJ will project staff meeting dates through 1997.	KJ	11/4/96	
5	NR will have policy approved by Steering Committee or MLM.	NR	11/4/96	
6	GZD will summarize Cohort 3 developments at next staff meeting.	GZD	11/4/96	11/11/96
7	KAB/BWH will be speaking with B. Schneider and keep staff up-to-date.	KAB/ BWH	11/4/96	



# ● Education Matters, Inc.

P.O. Box 1656  
Cambridge, MA 02238  
617-868-0370

Page 1 of 11

To: Alan Hoffman  
CC: Karen Barth, Gail Dorph  
From: Barbara Neufeld  
Date: November 10, 1996

Attached is the revised proposal that I wrote for the Evaluation Institute. It incorporates suggestions that Gail Dorph provided when we spoke Thursday evening last week. Also attached is a revised budget without travel costs. This budget is larger than the initial one, but more reflective of the actual time demands of setting up the Institute and making sure that it sets in motion a process of developing capacity. I do not think there is much value in merely providing a series of workshops. In addition, I am quite sure that if too little time is allocated to key personnel, they will be too fragmented in their work obligations to give this CIJE work sufficient attention.

Let me know what you think of the revisions. Not all of them are reflected in Avi's proposal because he did not have them. In addition, he had to abbreviate the plans in order to write a focused and appropriately brief overall proposal. I want you to see the larger plan and rationale for the activities.

I should add that this proposal is not yet reflective of changes that might occur as a result of meetings with the proposed Advisory Board. It is my own, individual best thinking about what to do.

I remain excited at the prospect of getting this enterprise up and running. I remain unclear about the organizational arrangements with CIJE that will be involved and worry some about that coordination piece and the time that it may take. Sometime soon, we should probably deal with this and other loose ends.

I will be in my office most of tomorrow, Monday, November 11, if you want to talk. You can phone me at 617-234-4353, my direct line, and leave a voice mail about a good time before 5:00pm if you would like to talk.

Please give copies of this to Karen and to Gail. Thanks.



Proposal to Develop and Implement  
an Evaluation Institute  
for Jewish Education

Barbara Neufeld  
Education Matters, Inc.  
November 7, 1996

**Conceptualizing a Role for Evaluation in Jewish Education**

Research and evaluation designed to address questions of purpose, practice and outcome in Jewish education can create the capacity within Jewish schools, agencies, and communities to 1) collect, analyze and use systematic data to inform program development, and, 2) use such information to assess and improve educational impact in light of articulated goals. Therefore, it is with great enthusiasm that Education Matters, Inc. submits a proposal to develop an evaluation institute focused on these goals.

To accomplish its goals, the evaluation institute must establish **inquiry and data use** as integral parts of Jewish education and decision making. With this in mind, we believe that the evaluation institute will have as its initial task the development of a constituency for its services. It will have to create a desire for data and evidence that collecting and using such data is a) feasible, and b) more positive than negative in its impact. We propose a strategy for the initial 18 months of the institute designed to accomplish this task.

**Strategy for the Initial Phase of the Institute**

Before we present our design for the initial phase of the institute, we want to lay out our assumptions about the current conditions of Jewish organizations with respect to their likely interest in evaluation information.

First, we understand that significant numbers of educators, lay leaders and funders feel unsure about what is "working" with respect to their long and short-term educational goals. They may know, for example, whether students like or dislike a program, but this information does not tell them about the extent to which or for whom the program is achieving its goals. Jewish educators are not alone in this concern; those involved in general education are often puzzled about the impact of their own programs and practices.

Second, without information about the connections between programs, practices and outcomes, educators, lay leaders and funders have difficulty setting priorities, making decisions, and developing arguments with which to convince each other and constituents about their programmatic choices. They have difficulty answering at least three questions:

- ◆ How do we know whether, to what extent, and for whom our programs are working?



- ◆ How do we decide which programs/practices can be improved and which should be terminated?
- ◆ How do we decide what is worth funding?

Information generated from systematic program evaluation can provide information about the first of these questions. With that information, all interested parties can be in a better position to make informed decisions with regard to the second and third questions.

The difficulty in getting to the point of having and using information derives from traditional meanings/experiences associated with the term evaluation. For many, the term is synonymous with compliance and accountability and conjures up feelings of fear. Certainly, evaluation information can and should be used for such purposes. However, in proposing the establishment of an evaluation institute we are proposing a strategy that will enable educators, lay leaders and funders to value multiple uses of data.

We propose an evaluation institute that works to transform the culture of Jewish educators, lay leaders and funders into one that values learning from research; Jewish education that educates and is educated in the process of educating so that it can alter, expand or terminate programs and practices as necessary. The result should be Jewish education that is more effective in accomplishing the goals of those who fund and provide it.

Creating this learning enterprise may seem like a long route to a desired goal. One might ask, why not just let educators and lay leaders know that along with the funding for new programs will come an evaluation component? This would be simpler than creating the kind of inquiring community of educators that we propose. But, we argue, it will not expand the capacity of the Jewish education community to improve its programs because it will be an outside requirement rather than an educational strategy integral to educators' work.

What we propose is to bring those who provide education into the evaluation forefront so that they, as well as lay leaders and funders have a great stake in garnering information about their programs and making changes that will most likely lead to their improvement. We propose to do this by providing participants in the institute with the opportunity to a) use evaluation techniques to answer questions that they want to answer, and b) learn how to appropriately use evaluation findings to make decisions about programs and practices.

(Should we say something here to the effect that the Institute will be run out of Education Matters, Inc., but that it will be done with the collaboration and in-kind support (of human/financial resources) of the CLJE? Or, should the proposal be for an entirely free-standing enterprise? In either case, we need to build in some evaluation of the institute itself by the some credible agency, perhaps.)

**NOTE NEW TEXT HERE: Done in bold.**

Our strategy is two-pronged. First, we want to identify participants who are ready to



learn about evaluation and anticipate some benefit from the effort. Such individuals might come from the Lead Communities and from others that are participating in, for example, the Teacher Educator Institute. Involving participants who are already making changes in professional development or other aspects of their educational programs makes it likely that they will be able to develop evaluation questions they would like to answer with data. Such participants will likely also understand the developmental aspect of the evaluation institute and have an interest in shaping its work to be useful to participants. Finally, assuming positive outcomes from the institute, participants will have learned a great deal about evaluation and they will be able to serve as spokespersons for the benefits of evaluation and the evaluation institute for Jewish education.

Second, we want to identify individuals currently knowledgeable about evaluation but but relatively uninvolved in conducting evaluations in Jewish Education. These individuals, who we will call Evaluation Associates, will participate in a training program provided by the Institute and they will serve as evaluation support for the initial participants both during the Institute's workshops and between Institute workshops when participants are collecting their data.

In describing the Institute's planned workshops for Year I, we will talk about these two prongs one at a time. However, we stress that they are integrated from the outset and each serve to support the development of the other.

At the outset of the evaluation institute's work, we intend to create and then call a meeting of an Advisory Board to help design the initial program offerings in line with the ideas presented in this proposal. Prior to the advice of such a board, we suggest the following set of activities for the initial institute endeavors.

#### **Focus #1: The Communal Participants.**

1. We will develop some written materials about the Institute, its staff, and its initial purposes and distribute these to sites we wish to attract to the first series of workshops. These written materials will also describe the location, cost structure and dates of the workshops. We will identify between four and six communities that have an interest in participating in an evaluation institute seminar. Interest can rest at the community level and/or the individual institution level. Then we will obtain that community's commitment to send/fund a team of appropriate representatives (teachers, principals, lay leaders, for example) to a two or three day evaluation institute seminar where team members will learn the basics of evaluation as an enterprise. We will also obtain a commitment from a sample of funders connected with the attending site to attend the initial institute.

2. Next, we will send an evaluation institute representative to the community to help it generate a question or questions that it would like to address with data generated through evaluation. One of the important outcomes of this phase of the institute's work will be helping Jewish educators understand the kinds of questions that can and cannot be answered



with data, the kinds of questions that require multi-year studies, and those that can generate more immediate, usable information. For the purposes of the first institute seminar, we will help sites formulate questions for which they can develop evaluation strategies and collect data within a three to five month period.

3. With the support of the Advisory Board and in consultation with staff selected to conduct the first series of Evaluation Institute workshops, we will develop a curriculum for each of the workshops. Curriculum will focus on the dimensions and uses of evaluation as an introduction to the series of workshops, and it will include a series of structured activities designed to enable communal participants to develop a data collection strategy with which to answer their evaluation questions. Curriculum will be developed for the series of three workshops with the understanding that later sessions may be revised in light of participants' and Institute staff's experience with the early workshops.

4. The initial institute sessions will focus on evaluation as an enterprise designed to develop inquiry skills that can be used for improving programs and for making decisions about program impact and continuation. We will spend some time during these sessions considering the potential and limitations of using evaluation data for program and policy decisions. Our point in this discussion is that data, by itself, rarely is sufficient for making educational decisions. For example, data that demonstrate that a well-loved, well-implemented afterschool program has no measurable impact on Jewish identity or ritual practice after bar/bat mitzvah would not, by itself, suggest that the program ought to be terminated. Such information would have to be considered as part of a constellation of factors that might include a) whether the program could be improved, b) whether it might be continued as part of a long-term strategy to implement a more intensive program, or c) whether the funder was interested in funding it regardless of data-based outcome information. In contrast, data that demonstrate great program impact might be used to garner additional funds and it might provide useful information for other settings looking for information on what might be called "best practices."

4. A second, major component of the initial institute seminar would involve participants in designing a small scale evaluation to address the questions they brought with them. This work will be facilitated by the institute staff. (We anticipate including three staff members in this work, each of whom has expertise in a different area of data collection: perhaps, survey design, qualitative methods, and quantitative methods.) Participants will leave the institute with a data collection strategy. They will understand that they have the capacity to inquire, to ask systematic questions and gain information that will help them in their work. They will understand that although "outside experts" often do evaluation and can be necessary and helpful, "insiders" also have the capacity to design and implement evaluations that provide useful and valid information. They will leave with the idea that evaluation can be helpful in on-going program work as well as effective in identifying program impacts.

5. During the next three to four months participants will collect data according to their



evaluation designs and strategies. We anticipate that they will need assistance during this process as new issues arise and their knowledge and skill seems insufficient to their tasks. Therefore, we propose to provide the sites with access to the evaluation staff who were facilitating the initial institute and helped the participants design their initial studies. We do not intend to provide on-site help to participants; telephone conversations and staff's reviews of data collection instruments, for example, should be sufficient.

6. After the three or four months have elapsed, participants will return to a second working session of the institute. During this session, they will learn how to analyze their data and use it to draw conclusions. We do not anticipate that all of the evaluations will be sufficient to draw meaningful conclusions. After all, the participants will be learning a new set of skills. However, given the support provided during the design and data collection phases, we anticipate that all sites will have enough data with which to address their initial questions. Some sites will have trustworthy data with which to address their questions; others might understand how they could have improved their evaluation work. Both kinds of findings will be valuable for the purposes of the institute's work. This session of the institute will take the participants from their findings to the process of drawing implications from them. This, of course, is the ultimate purpose of collecting the data and we will explore fully the issues involved in using data to draw conclusions and make decisions. We will ask participants to return home and report to key constituents on their findings and their knowledge of evaluation.

7. To conclude this first series of workshops, we propose to convene a third meeting of the participants and the lay leaders and funders from the sites to share the experiences and outcomes of the work and to further elaborate and clarify the potential role of evaluation in Jewish education. At this time, we will also ask for feedback on the form and substance of the institute's work. This feedback will inform the content and design of the next cycle of the Institute's workshops.

Next Steps. After completing the first cycle of workshops, we anticipate implementing two more cycles with additional cohorts of participants. Participants might include a second team from the same cities that were involved in the first cycle, however, we would also like to increase the number of communities involved in the institute's work.

It is also possible that participants from the first cycle will want additional support in continuing to conduct local inquiries into their work. If that is the case, we anticipate providing them with the opportunity to hire the Evaluation Institute Associates. Institute senior staff would provide support to the Associates in this role.

Review of Desired Outcomes from the Institute's Seminars. First, we want practitioners to realize that they can be inquirers and can produce valid information that will help them with their work. We want them to understand that evaluation does not have to generate only fear; but that it can inform their work and improve it. Overall, we want to create a community of inquiry at the local level that includes funders, lay leaders, teachers (and anyone else



who should be named here?) Second, we want participants to realize that they can understand evaluation as an enterprise. It does not have to remain something frightening and incomprehensible that will be "done" to them by outside experts. We do not see participants taking full responsibility for all of the evaluations they might need; we see them involving so-called outside experts. What we hope is that their work with the institute will enable them to understand what they want from an evaluator and to feel that they can provide sensible input into the design of work that they may fund. Third, we want participants to develop inquiry as a habit of mind, as an on-going part of their daily work. Fourth, we want lay leaders and funders also to understand the multiple roles of evaluation and to see it as more than an accountability device. Finally, we would like these sites to encourage others to participate in the institute and value evaluation as a component of program design, development and assessment.

## **Focus #2: Developing Professional Capacity - Evaluation Associates**

We propose to begin the development of an evaluation capacity in Jewish education by creating knowledge, skill and a desire for evaluation information. If we are successful, as evaluation becomes integral to Jewish education, we assume that those providing educational programs will not have the time, skill, and/or inclination to add full-fledged evaluation to their daily work. Therefore, we will need a cadre of skilled evaluators interested in working in this arena. To fulfill this need, we propose that the evaluation institute work from its inception to develop expert evaluators for Jewish education. This focus will involve the institute in three distinct activities that will take place concurrently with the institute's initial and subsequent seminars.

First, with the assistance of an advisory board to the institute, we will identify individuals who are currently skilled in program evaluation methods and determine their interest in focusing some of their time on issues of Jewish education. (We are assuming here that the pool of researchers currently focusing on issues of Jewish education is insufficient to what we hope will be a growing demand. However, some of the people we identify might already spend a portion of their time engaged in research, albeit not evaluation, focused on Jewish education.)

Second, with the assistance of the Advisory Board, we will develop and implement for these individuals a training program that focuses on the special issues associated with evaluating Jewish education. Included in this training will be necessary information about Jewish culture, ritual, denominational distinctions, organizational arrangements, and educational program goals, for example. The first of these workshops will take place prior to the initial workshop of the series focused on communal participants. (Was anything like this done for TEI? If not, we need to select a person or two to meet with these Evaluation Associates and provide them with readings and a seminar for the better part of the day on what they might need to know.) This initial workshop will also describe the overview of the Institute's work, the objectives and strategies for the first



**cycle of three workshops, and the Associate's role in the workshops and follow-up support work for the participants.**

Third, we will involve these Associates at the Institute's workshops. They will serve as assistants to the core staff, and they will, with supervision, assist the sites with the implementation of their evaluation studies. The advantage to this approach is that it will support evaluation capacity development at the sites and in the developing cadre of evaluators for Jewish education. We anticipate that these Associates will take a more significant role in the implementation of the proposed second and third cohorts. We intend for them to become part of a growing infrastructure for the Evaluation Institute.

### **Developing a Continuing Role for the Institute**

We envision continuing these two foci -- #1 training communal participants, and #2 training Evaluation Associates -- for several cohorts of participants. During this process, we will assess the demand and effectiveness of this approach and make adjustments accordingly.

In addition, as the infrastructure of the Institute grows, we suggest that the Institute take on additional activities. For example, it might, (Note some new format here)

- ◆ design some cross-site studies on key issues pertinent to issues of Jewish learning, identity and continuity -- several evaluation studies with a common design implemented in different settings.
- ◆ develop an advanced Institute seminar for those at schools or agencies who want more advanced skills for themselves.
- ◆ monitor the use and usefulness and impact of using evaluation data in decision making in Jewish education.

### **Ideas About Staffing the Institute**

We know that staffing the Institute will be critical to its initial and on-going success. Therefore, one of its early tasks will be the identification and recruitment of core training staff. Our initial plans calls for involving some of the individuals who were at the Professor's seminar in Jerusalem who are knowledgeable. These include Ellen Goldring, Adam Gamoran, Barbara Schneider, Fran Jacobs. These individuals would bring a breadth and depth of experience to the enterprise.

We will also have to identify our Advisory Board. At this point, we might include people from the Hornstein Center such as Susan Shevitz and Amy Sales, key people in some of the day schools, and so forth. (Any other suggestions?)



### **Initial Cost Figures**

**Attached is a revised budget. It now lists, I hope, key items that will cost money!**

**First, here is a list of tasks that will have to be completed.**

- ◆ **Select Advisory Board**
- ◆ **Meet with Board to get help with selecting sites, evaluation associates, core staff and curriculum for first cycle of workshops. Discussion will include the fee structure for communal participants as well as scholarship support for Evaluation Associates**
- ◆ **Recruit Evaluation Associates and core staff for first cycle of workshops**
- ◆ **With core staff, plan and implement a two day training workshop for the Evaluation Associates -- to be held either in Cambridge or in NYC**
- ◆ **Visit potential participant communities to select participants and assist them in developing their evaluation questions**
- ◆ **Finalize curriculum for the series of three communal participants' workshops. Assume that the first workshop lasts 3 days, the second 2 days, and the third 1 day.**
- ◆ **Implement the series of workshops for communal participants**
- ◆ **Keep Evaluation Associates at the workshop site for another day for feedback, debriefing and discussion of additional training needs for them and for the communal participants. Develop a plan and timetable for providing support to the communal participants as they collect their evaluation data.**
- ◆ **Provide support to communal participants**
- ◆ **Meet with Advisory Board for feedback on Workshop #1 and advice about on-going work**
- ◆ **Refine plan and Curriculum for second workshop**
- ◆ **Implement second and third workshops**
- ◆ **Review the entire cycle one activities for purposes of evaluation and revision.**
- ◆ **Conduct cycle two and three in the next two years**
- ◆ **Plan for continuing Institute work as suggested above.**

November 7, 1996

## Today's Agenda

1. Interview Logistics 9:00 - 9:30
2. Cost of Education 9:30 - 10:00
3. Content Issues Strawman Vision 10:00 - 11:30
  - Steering Committee Discussion
  - Dan's Issues
  - Other Issues
4. Presentation Issues 11:30 - 12:30
5. Does It Work For Us? 12:30 - 1:00



This is the interview list as agreed at our meeting. Please get back to Holly with the scheduled date as soon as it has been arranged

Interviewee	Location	Interviewer(s)	Contact Person	Scheduled Date	Notes Complete
Saul Berman	NY	Shlomo/Nessa	Shlomo	10/29/96	
Peter Berger	BO	Barry/?	Dan	10/2/96	
David K. Cohen	MI	Gail/Karen	Alan		
Steve M. Cohen	JR	Alan	Alan	Complete	Complete
Rachel Cowan	NY	Nessa/Barry	Barry	10/24/96	
Arnie Eisen	SF	Nessa/Karen	Nessa	11/13/96	
Peter Geffen	NY	Karen	Karen	11/6/96	
Ari Goldman	NY	Karen/Gail	Nessa	10/8/96	
David Gordis	BO	Karen/Dan	Gail	10/2/96	
Art Green	BO	Karen/Dan	Dan	10/3/96	
Fran Jacobs	BO	Dan/Karen	Dan	Complete	Complete
Roger Kamanetz	NY	Dan/Nessa	Nessa	Complete	Complete
Michael Lerner	SF	Nessa/Bettina	Nessa	11/5/96	
Roly Matalon	NY	Barry/Gail	Barry	11/20/96	
Sharon Feiman-Nemser	MI	Postpone to Nov	TBD		
Joe Reimer	BO	Karen/Dan	Dan	Complete	Complete
Mike Rosenak	JR	Alan	Alan	10/9/96	
John Ruskay	NY	Karen/Shlomo	Karen	Complete	Complete
Israel Scheffler	BO	Karen/Dan	Dan	Complete	Complete
Marvin Schick	NY	Karen	Alan	11/6/96	
Dan Shapiro	NY	Karen/Alan	Alan	Postponed	
Barry Shrager	BO	Karen/Dan	Dan	Complete	Complete
Harold Shulweis	LA	Karen	Gail	10/23/96	
Bernie Steinberg	BO	Dan/Karen	Dan	Complete	Complete
Marjorie Tabanken	LA	Karen	Karen	10/25/96	

Interviewee	Location	Interviewer(s)	Contact Person	Scheduled Date	Notes Complete
Isadore Twersky	BO	Karen/Dan	Gail	after 10/31	
Micahel Walzer	NJ	Dan/Nessa	Dan		
Stanley Horwitz	NY				
Dan Bader	WI	Karen	Karen	11/21	
Mort Mandel	CL	Karen	Karen	C	
Richard Shatten	CL				
John Woocher	NY	Schlomo/Karen	Karen	?	
John Colman	CH	Karen	Karen	C	
Lee M. Hendler	BT	Karen	Karen	C	
Steve Hoffman	CL	Karen	Karen	C	
Chuck Ratner	CL	Karen	Karen	C	
Esther Leah Ritz	WI	Karen	Karen	C	
Charles Bronfman					
Alberto Senderay	PA	Karen/Alan/Nessa	Karen		



This is the interview list as agreed at our meeting. Please get back to Holly with the scheduled date as soon as it has been arranged

Interviewee	Location	Interviewer(s)	Contact Person	Scheduled Date	Notes Complete
Irwin Kula					
Stephen P. Cohen					
Michael Brooks					
Michael Steinhart					
Reynold Levy					
Zalman Schacter					
Arthur Hertzberg					
Yitz Greenberg					
Susan Shnurr					
Joel Zaimon					
Kyla Epstein					
Sara Lee					
Isa Aron					
Joel Grishaver					
Amy Gerstein					
Lee Shulman					
David Cohen					
Sharon Feiman-Nemser					
Michael Hammond					
Hank Levin					
Larry Cuban					
Barbara Dobkin					
Rabbi Vernon Kurtz					
Philip Margolius					
J. Ezra Merkin					

Interviewee	Location	Interviewer(s)	Contact Person	Scheduled Date	Notes Complete
Rebecca Newman					
Morris Offit					
Janice Weinman Shorenstein					
Louise Stein					
Judith Stern Peck					
Daniel Shapiro					
Philip Spertus					
Bennett Yanowitz					





## Staff Meeting Agenda

November 11, 1996

1. Staff Learning
2. Publications Policy
3. Phoenix School
4. Cohort 3
5. Torah U'mesorah
6. Work Plan
7. Strategic Plan
8. Professors
9. Steering Committee
10. AJC Consultation - Dec. 1
11. Avichai Conference - Jan. 19-21
12. Josh Elkin memo on Harvard
13. Hirschorn Proposal



**STAFF MEETING LIST**  
**Addendum to 1997 CIJE Calender**

**Staff Meeting Dates Projected through 1997**

1/6	Mon.	Staff Telecon	10-11:30				
1/13	Mon.	Staff Telecon	10-11:30				
1/22	Wed.	Staff Telecon	10-11:30				
1/27	Mon.	Staff Telecon	10-11:30				
2/3	Mon.	Staff Telecon	10-11:30				
2/10	Mon.	Staff Telecon	10-11:30				
2/18	Tues.	Staff Meeting	10-1:00	(ADH in US)			
2/24	Mon.	Staff Meeting	10-1:00	(ADH in US)			
3/6	Thurs.	Staff Meeting	10-1:00	(ADH in US)			
3/10	Mon.	Staff Telecon	10-11:30				
3/17	Mon.	Staff Telecon	10-11:30				
3/24	Mon.	Staff Telecon	10-11:30				
3/31	Mon.	Staff Telecon	10-11:30				
4/7	Mon.	Staff Telecon	10-11:30				
4/14	Mon.	Staff Telecon	10-11:30				
4/21	Mon.	Staff Telecon	10-11:30				
4/30	Wed.	Staff Telecon	10-11:30				
5/8	Thurs.	Staff Telecon	10-11:30	(?)	9/2	Tues.	Staff Telecon 10-11:30
5/12	Mon.	Staff Telecon	10-11:30		9/8	Mon.	Staff Telecon 10-11:30
5/19	Mon.	Staff Telecon	10-11:30		9/15	Mon.	Staff Telecon 10-11:30
5/27	Tues.	Staff Telecon	10-11:30		9/22	Mon.	Staff Telecon 10-11:30
					9/29	Mon.	Staff Telecon 10-11:30
6/5	Thurs.	Staff Telecon	10-11:30	(?)	10/6	Mon.	Staff Telecon 10-11:30
6/9	Mon.	Staff Telecon	10-11:30		10/14	Tues.	Staff Telecon 10-11:30
6/16	Mon.	Staff Telecon	10-11:30		10/20	Mon.	Staff Telecon 10-11:30
6/23	Mon.	Staff Telecon	10-11:30		10/27	Mon.	Staff Telecon 10-11:30
6/30	Mon.	Staff Telecon	10-11:30				
7/7	Mon.	Staff Telecon	10-11:30		11/3	Mon.	Staff Telecon 10-11:30
7/14	Mon.	Staff Telecon	10-11:30		11/10	Mon.	Staff Telecon 10-11:30
7/21	Mon.	Staff Telecon	10-11:30		11/20	Thurs.	Staff Telecon 10-11:30
7/28	Mon.	Staff Telecon	10-11:30		11/24	Mon.	Staff Telecon 10-11:30
8/4	Mon.	Staff Telecon	10-11:30		12/1	Mon.	Staff Telecon 10-11:30
8/11	Mon.	Staff Telecon	10-11:30		12/8	Mon.	Staff Telecon 10-11:30
8/18	Mon.	Staff Telecon	10-11:30		12/15	Mon.	Staff Telecon 10-11:30
8/25	Mon.	Staff Telecon	10-11:30		12/22	Mon.	Staff Telecon 10-11:30
					12/29	Mon.	Staff Telecon 10-11:30



**CONFIDENTIAL**

**MINUTES:CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** November 11, 1996

**DATE MINUTES ISSUED:** November 26, 1996

**PARTICIPANTS:** Karen Barth, Gail Dorph, Holly Hallmark (secy.), Alan Hoffmann, Karen Jacobson, Josie Mowlem, Nessa Rapoport

**CC:** Sheila Allenick, Adam Gamoran, Sarah Feinberg, Ellen Goldring, Virginia Levi, Mort Mandel, Dalia Pollack, Chava Werber

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**I. Review of Previous Minutes**

- A. The November 4 Minutes and assignments were reviewed, corrected and accepted.

**II. Press Coverage of TEI**

- A. NR introduced the topic of press coverage for TEI.
- B. If Boston TEI Group in 2nd Cohort comes to Harvard Principals meeting, someone from the Boston Jewish Advocate could do a write up on Principals and TEI.
- C. ADH: Good idea for all local press; we should provide a press release for all the papers in which we have TEI people.

**III. April Board Seminar and Meetings**

- A. NR: Paula Hyman has declined with grace our invitation for April. She's overwhelmed. She didn't say 'no' forever, however.
- B. JM: UJA doesn't have enough space for the Board meeting. Jewish Museum is reserved for April 9th for the Seminar.

**IV. Staff Learning**

- A. ADH led discussion for today's learning session.

## **V. Publications Policy**

- Assignment A. NR will discuss policy with SFA and will write up the Publications Policy and distribute.

## **VI. Phoenix School**

- A. ADH outlined the objectives of the Phoenix School: To create a day school/high school which will become the organizing anchor of the community, pulling in 25/30 day school graduates plus graduates from other schools.
- B. ADH: Important for CIJE to continue contact with Phoenix.
- C. ADH/KAB/GZD/NR to meet with Fred Zeidman, Phoenix's professional planner, and perhaps with Deborah Harris (an interested, intelligent lay person) at the GA in Seattle.

## **VII. Community Day School Consultation**

- Assignment A. DNP and ADH are arranging a Community Day School Consultation in February for a limited group. It will be a simple, day-long session (with lunch only) for perhaps 6 principals of current community day high schools. Purpose of consultation is to create a support group for the community day school/high school.
- B. DNP is setting up the Consultation tentatively for February 3rd. As soon as a date is fixed, he will advise.
- C. Two professors who could help them around the educational issues are: (1) Dan Chazan with his extensive experience in day school, and (2) Mike Rosenak whose expertise is in teaching Jewish text to young students who do not have *a priori* commitment to the tradition at the high school level.

## **VIII. Wexner Meeting Update**

- Assignment A. KAB: The flip charts from that meeting show the gist of the meeting and they will be typed up.
- B. GZD: Maurice Corson expressed a turnaround in attitude about CIJE. "Four years ago I would not have seen any reason to be spending time talking to CIJE, but I have to say these things have been very valuable and I hope we continue talking."



## **IX. January Professors' Seminar**

### **Assignment**

- A. Location: GZD reported there are two possibilities: 1) in Atlanta at the Sheraton Colony which has kosher catering space. The problem is price for single occupancy. 2) In Miami, Florida at the Crown Hotel. The hotel has meeting space and kosher catering but no rooms. Hotel is looking for rooms in the area and will send a proposal.
- B. We are not considering the NY area because of concern about the weather.
- C. ADH suggested Harvard Square Inn and Harvard Hillel just nearby. GZD to call Bernie Steinberg to see if this is an option.
- D. GZD: If we choose a facility in Atlanta or Florida, somebody needs to visit them firsthand.
- E. Additional people to be invited: GZD: Sam Wineburg, Debby Kerdeman, Pam Grossman and Dan Chazan.
- F. ADH asked about Sam Meisels and Richard Cohen, both early childhood people.
- G. GZD spoke with Moshe Halbertal and he's delighted to join us. She E-mailed Moti; it's not clear when Moti and Melilah will come. Also, they want to know how much we pay.
- H. GZD: Meeting with BWH on Nov. 13 at GA to discuss: (1) The curriculum; and 2) Peabody College Journal issue (on educational leadership/piece on TEI's leadership) (with Ellen's help).

## **X. Aryeh Rubin**

- A. NR: Project is underway. Aryeh Rubin will pay Valerie Sandler.
- B. Aryeh needs budget by December 15. Nessa's time and Barry's time should be figured in.
- C. ADH suggested a letter from Aryeh Rubin Foundation saying, "Dear so and so, I attended the board meeting at CIJE at which this paper was presented; it was a very powerful paper when I saw it in print and I'm delighted that the Council has cooperated with my foundation developing the Study Guide and I hope you'll find it as useful and provocative as I found it."

Assignment

- D. It could be mailed in an Aryeh Rubin envelope and CIJE will do everything.
- E. NR will get Aryeh Rubin budget and report back.
- F. ADH: Mike Rosenak has a whole critique and he'd like to speak at a board seminar. He's ready to write a paper.

**XI. Cohort 3**

- A. ADH: CIJE needs to do Cohort 3.

**XII. Torah U'mesorah Consultations**

- A. ADH stated objective as: to help them to build a team of people who will be teacher educators for their movement.

**XIII. Work Plan**

- A. This will go to Steering Committee. KAB/ADH are meeting with MLM on Nov. 18 about Work Plan and and budget. That document, either changed or as is, will go out to Steering Committee and will be 30% of the December 5th meeting.

**XIV. Strategic Plan**

- A. KAB: We need to vote on list we came up with last week because we need two weeks to set up interviews.
- B. The list will be typed up today.
- C. On November 13, KAB and ADH will recommend the interviewees and distribute to staff.
- D. Date for meeting with Deborah Ball and David Cohen still must be set.

**XV. Steering Committee**

- A. ADH: Other than minutes, assignments and CIJE update, there will be only two topics, Work Plan and Strategic Plan.
- B. The meeting will start at 9:30 a.m. and end at 2:00.

Assignment



## **XVI. A.J.C. Consultation**

- Assignment
- A. Special consultation on 'Strategies to Secure Jewish Continuity' which will be held in the American Jewish Committee offices on Thursday, Dec. 5, 1996 from 10:00 a.m. to 3:00 p.m., by invitation only.
  - B. ADH will call A.J.C. and let them know that KAB is very interested but she has a conflict for Dec. 5 meeting and can't attend.
  - C. ADH: Really important for CIJE to be there, especially since they're talking about strategies of change. These are some very intelligent people who have taken a certain kind of a crack at an Emerald City, people with a huge background in the American Jewish Community who cannot be disregarded.

## **XVII. Avi Chai Conference - Jan. 19-21, 1997 in Los Angeles**

- Assignment
- A. ADH will talk to Yosi Prager and tell them about KAB. Unfortunately, we are running something at Harvard at the same time and we'd like to think about sending another member of our staff.

## **XVIII. Hirschhorn Proposal**

- Assignment
- A. ADH distributed Avi Decter's latest version of Hirschhorn proposal. Everyone was asked to review it within the next 24 hours.
  - B. KAB has set up a telecon to discuss it for Tuesday, November 12.
  - C. ADH also distributed Barbara Neufeld's version. The question right now is one of money.

## **XIX. Cohort 3 / Cummings Contract**

- A. ADH signed contract from Cummings but it is not to go out until KAB, GZD and SFA have agreed that what is written there is what we're going to do.

## **XX. Future Staff Meetings**

- A. ADH: All staff meetings should be 3 hours. When ADH is not here, he should be on telecon only for an hour to an hour and a half of the meeting.

**CONFIDENTIAL****CIJE ASSIGNMENTS****Staff Meeting of November 11, 1996**

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1	KAB will continue negotiations re: space for CIJE	KAB	9/30/96	
2	ADH/DNP will speak with Danny Lehman. ADH will see him at GA in Seattle.	ADH/ DKP	11/4/96	11/25/96
3	NR will discuss Publications Policy with SFA and will write it up and distribute.	NR	11/11/96	11/25/96
4	KAB/BWH will be speaking with B. Schneider and keep staff up-to-date.	KAB/ BWH	11/4/96	11/25/96
5	DNP is setting up Community Day High School Consultation tentatively for Feb. 3. As soon as a date is fixed, he will advise.	DKP	11/11/96	11/25/96
6	Flip charts from Wexner Meeting will be typed up.	KAB	11/11/96	11/25/96
7	GZD will call Bernie Steinberg at Harvard Hillel to see if Boston is an option for January Professors' Seminar.	GZD	11/11/96	
8	NR will get Aryeh Rubin budget and report back.	NR	11/11/96	
9	On Nov. 13, KAB and ADH will recommend interviews and interviewees relative to Strategic Plan and distribute to staff.	KAB/ ADH	11/11/96	
10	ADH will call American Jewish Committee to let them know that KAB is very interested but she can't attend Dec. 5 meeting.	ADH	11/11/96	
11	ADH will talk to Yosi Prager to tell Avi Chai Conference about KAB and about conflict for their conference.	ADH	11/11/96	
12	Everyone to review Avi Decter's latest version of Hirshhorn proposal within 24 hours.	Staff	11/11/96	



## Questions/Critiques/Ideas on "Strawman" Vision from the Steering Committee Meeting

### Overall

- Is it too blue sky?
- Is it too rooted in existing institutions and approaches?
- Is this going back to the shtetl?
- Does it confront the realities?
- Is it too cerebral--need more focus on prayer/spirituality/the arts?
- How do we deal with pluralism, trans-denominationalism?
- How does a learning-infused culture relate to the spiritual, ethical, and organizational questions?
- Does a learning-infused culture permeate other aspects of Jewish life?
- Can we be more specific about Israel? Should it permeate the whole vision -- not just the last page?

### Institutions

- Instead of describing the specific institutions, shouldn't we be envisioning a structure that allows for out-of-the-box thinking and grass roots development of institutions?
- What about the community at the local and national level?

### Profession

- Shouldn't we devote a whole page to lay leaders?
- Should we deal explicitly with the issue of part-time teachers?
- Shouldn't we talk about mechanisms for building the profession, not instituting?

## 12 Generic Change Approaches

	Name	Description	Examples
1	Relationships	Organizing opportunities for role modeling and mentoring by effective change leaders	Women's campaign in Milwaukee (Esther Leah)
2	Leadership Training	Teaching the how and why of change in the classroom to people currently in leadership positions or potential leaders/change agents	Jerusalem Fellows TEI Harvard Seminars Alberto Senderay Wexner Heritage Wexner Fellows
3	Convening/Networking	Bringing together like groups of people with institutions to support each other in the work of change	Coalition of Essential Schools CAJE
4	Consulting	Sending in process and/or content experts to help build and implement a change vision at the institutional or community level	CIJE consultations Goals Project
5	Publishing and Speaking	Writing or speaking about the why and how of change	CIJE Publications JESNA Publications
6	R & D (Let a thousand flowers bloom)	Seeding many small experiments in the hope that some will succeed and can be "rolled out" broadly	NY Continuity Commission
7	Research	Using rigorous research and evaluation to motivate change and to set direction	The CIJE Study of Educators



8	Modeling Systemic Change	Modeling change across a system with a new or existing institution or within an entire community	Lead Communities
9	Modern Marketing	Motivating people to change through media advertising, direct marketing, personal sales	Willow Creek Church Lubavitch National Jewish Outreach
10	Magic Bullets	Introducing a simple initiative into an environment that catalyzes change on a broad scale	Bookshelves in former Soviet Union (Coleman)
11	Money	Using financial incentives to change behavior	
12	Accreditation/Prize	Encouraging organizations to change so that they can receive a prize or accreditation	Baldrige awards

**CONFIDENTIAL**

**MINUTES: CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** November 25, 1996

**DATE MINUTES ISSUED:** December 3, 1996

**PARTICIPANTS:** Karen Barth, Gail Dorph, Adam Gamoran, Ellen Goldring, Holly Hallmark (secy.), Alan Hoffmann (via telephone), Barry Holtz, Karen Jacobson, Shlomo Offer, Dan Pekarsky, Nessa Rapoport

**CC:** Sheila Allenick, Adam Gamoran, Sarah Feinberg, Ellen Goldring, Virginia Levi, Mort Mandel, Dalia Pollack, Chava Werber

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**I. Staff Learning**

- A. SO led discussion for today's learning session.

**II. Review of Previous Minutes**

- A. The November 11 Minutes and assignments were reviewed, corrected and accepted.

**III. Steering Committee**

- A. ADH outlines schedule for December 5 Steering Committee Meeting:

    Welcome  
    Minutes & Assignments  
    10:15 - 11:30 Work Plan  
    11:30 - 12:30 Strategic Plan  
    Lunch  
    1:00 - 2:00 Strategic Plan

- B. Previous to the meeting, each Steering Committee member will receive a packet containing: Steering Committee Minutes, Assignments, Agenda, 1997 Work Plan, Vision Statement Draft, 13 Approaches to Transformational Change, NR's Publications Update, Expanded Current Activities, Private School Monitor and Kosmin Paper, all to be assembled and mailed on November 26.



Assignment

- C. KAB: At December 5th meeting, distribute pie charts reflecting budget finalized on December 4.

#### **IV. Professors' Update**

- A. Arrangements have just been finalized for the Professors' Seminar. It will be held at the Radisson in Miami, Florida from the evening of January 30 through February 2nd.

Assignment

- B. ADH suggests that DNP, EG, AG, BWH and GZD meet and discuss use of personnel for Professors as well as defining the vision and goals and report back.
- C. GZD is negotiating with individuals who will attend the Seminar.

#### **V. Teachers' Report**

- A. Although NR has hired a designer who is in the process of designing the Teachers' Report, KAB explained that the \$13,000 required to cover its publication cost does not exist. The 1996 budget has been pared down and there's no allocation in the 1997 budget.
- B. A strong group consensus was voiced that it's important to publish this item in this high quality format.

Assignment

- C. NR will investigate less expensive but high quality options.
- D. ADH indicated that NR needs to consider what CIJE is not going to publish to compensate for such an expensive production of Teachers' Report.

#### **VI. JTS Consultation**

- A. EG: On November 22, a letter from Melton Research Center was received regarding JTS Consultation on December 4 from 10:30 to 3:30.
- B. GZD spoke with Steve Brown regarding the 1-day consultation and what his expectation of EG's involvement was.
- C. ADH points out that this is the first time JTS has approached CIJE. It can be regarded as a bridge, not as a long-term commitment at this time.

Assignment

- D. After the first meeting, EG to report on JTS Consultation.
- E. CIJE's participation can be evaluated after EG's assessment.



## **VII. Avi Chai Conference**

- A. In an effort to have CIJE represented at the Avi Chai Conference in Los Angeles on January 19-21, the possibility of DNP attending is being considered by all.

## **VIII. A.J.C. Consultation**

Assignment

- A. Because there is a conflict on December 5 with CIJE's Steering Committee Meeting, KAB will find out if there will be a tape of A.J.C.'s Consultation and inquire about getting a copy.

## **IX. Work Plan**

- A. As a result of a meeting between KAB, ADH and MLM on November 18, KAB discussed budget changes to meet budget constraints.

### **Proposed changes by Domain:**

#### **Building the Profession --**

Assignment

ADH and GZD will speak on Tuesday, November 26 regarding TEI budget.

**Lay/ Professional Leadership Seminar:** Change from 2 to 1 lay/professional leadership seminar to be held in January.

**Build Capacity/Professors:** Hold 5-day spring seminar in less expensive setting or cut to 3 days.

**Planning:** KAB suggests cutting Norms & Standards budget from \$10,000 to \$4,000. BWH suggests outsourcing and paying Firestone to write a piece and paying Danny Margolis to tutor him.

**Consultations:** Drop some consultations for 1997. Instead of consultations, do leg work for consultations in 1998. KAB believes that we get leverage from consultations.

**Domain: Community Mobilization --** no changes.

**Domain: Content and Programs --** no changes.

**Goals Project:** KAB: This needs a multi-year plan and a structure. What about putting resources into planning? NR volunteered to work on this project along with DNP.



## **Domain: Publications**

**Telling the CIJE Story:** MLM wants Annual Report to now be called "A Year in Review." It will be a single, less glitzy publication in a less expensive format.

**Seeding the Culture . . . :** Put one essay into budget or seek somebody to fund CIJE Essay Series. NR to begin editorial process with Hartman and Hoffman with aim to hold off publication until 1998 budget year. ADH: Something stimulating should be published each year.

### **X. Publications Policy**

- A. NR is in the process of writing up the Publications Policy. However, there are two pieces that KJ and SLA are still researching: credit cards and postage and handling issues.

### **XI. Phoenix School**

- A. ADH/KAB/GZD/NR met with Fred Zeidman and Deborah Harris at the GA in Seattle.
- B. They requested assistance in setting up a meeting in Phoenix for a broad group of people from their community. They want to define goals and get everybody excited about what's happening there.
- C. DNP proposed a model: To bring passionate, experienced individuals to Phoenix to speak. People like Michael Paley, Danny Lehman and Michael Rosenzweig. They would bring their passion and excitement as well as their varied visions of what a Jewish community high school could be.
- D. Everyone agreed that this is a great idea and that DNP should go as emcee.
- E. ADH will call Fred and work toward setting up a meeting.

Assignment

### **XII. Community Day School Consultation**

- A. The Community Day School Consultation is set for February 3rd.
- B. DNP reiterated that the purpose of the Consultation has been billed as a chance for participants to frame their issues.



### **XIII. Wexner Meeting Update**

- A. Flip charts from the meeting were distributed.
- B. The next meeting with Wexner is scheduled for December 10 from 12:00 to 3:00 at their New York office.
- C. KAB: The tentative agenda is to continue discussion of the idea of a recruiting conference for young people and to talk about mid-career recruiting.
- D. The question arose, does Wexner view CIJE as consulting or collaborating?
- E. NR stated that she sees CIJE's involvement with Wexner as a public relations coup; that it's an accomplishment when a foundation with a differing philosophy comes to CIJE to say we really need your help. That's a real change from the prevailing attitude several years ago.
- F. GZD: This thing about collaboration/consultation is a question of words. Wexner believes it's a collaboration. And if this belief changes the way they act, that's great.
- G. KAB: Running a conference for youth is a very important thing to get done. We don't have the capacity or the resources to do it. They've got the arms and legs to do it because they're short on ideas and long on people. We're long on ideas and short on people. We're leveraging ourselves and our ideas, getting other people involved and getting some publicity for it in the bargain.

### **XIV. Peabody College Journal Article**

- A. BWH and GZD are writing an article for the Peabody Journal on TEI as a model of educational leadership. They are covering the TEI insides and concepts with respect to Jewish education. EG will provide the context within the general area of educational leadership.

### **XV. Aryeh Rubin**

- A. NR: The work is done. It's minor; much more modest than originally thought.
- B. NR will give the budget to Aryeh Rubin figuring in NR's and BWH's consulting times and report back.

Assignment



## CONFIDENTIAL

### CIJE ASSIGNMENTS

Staff Meeting of November 25, 1996

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1	KAB will distribute pie charts reflecting budget changes finalized on December 4.	KAB	11/25/96	12/5/96
2	DNP, EG, AG, BWH and GZD meet to discuss use of Professors in CIJE's work and to define its vision and goals and report back.	DNP/EG/ AG/BWH /GZD	11/25/96	12/23/96
3	NR will investigate less expensive but high quality printing options.	NR	11/25/96	
4	After its first meeting on December 4, EG to report on JTS Consultation.	EG	11/25/96	
5	KAB to inquire about getting tape of A.J.C. Consultation on December 5.	KAB	11/25/96	
6	ADH and GZD to discuss TEI budget on 11/26/96.	ADH/ GZD	11/25/96	
7	ADH will call Fred Zeidman to set up meeting for Phoenix School in Phoenix, AZ.	ADH	11/25/96	12/12/96
8	NR will give budget to Aryeh Rubin figuring in NR's and BWH's consulting times and report back.	NR	11/11/96	12/23/96
9	KJ will distribute an updated staff roster to all CIJE personnel.	KJ	11/25/96	

December 3, 1996

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**CONFIDENTIAL**

**MINUTES: CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** December 2, 1996

**DATE MINUTES ISSUED:** December 12, 1996

**PARTICIPANTS:** Karen Barth, Gail Dorph, Holly Hallmark (secy.), Alan Hoffmann, Barry Holtz, Karen Jacobson, Shlomo Offer, Nessa Rapoport

**CC:** Sheila Allenick, Adam Gamoran, Sarah Feinberg, Ellen Goldring, Virginia Levi, Mort Mandel, Dalia Pollack, Chava Werber

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**I. Staff Learning**

BWH led a learning session on the laws of mourning.

**II. Review of Previous Minutes**

The November 25 Minutes and assignments were reviewed, corrected and accepted.

**III. Shlomo Offer's Data Base**

The database of change projects that Shlomo is working on was discussed as was the question of how to organize the data into a useful map. This will be further discussed when we have made more progress with the strategy.

**IV. Steering Committee Meeting**

The agenda and the contents of the book were reviewed and finalized.

**V. Discussion of Budget Controls**

The idea of reorganizing the budget by project instead of domain was discussed. Everyone agreed that this would be very helpful.

The idea of purchase orders was discussed and it was agreed that this would also be a helpful control system.



Assignment

KJ and KAB will discuss with SFA and bring back a recommendation.

## **VI. Meeting Structure**

We will have a major topic for discussion at each meeting. Ideas are:

Best Practices  
Milwaukee Goals Project  
Categorizing lay people in database  
Goals Project work plan  
Insides of the Professors Seminar  
Harvard updates  
May/June Professors  
Early Childhood

Also there will be an update session at the end of each meeting.

## **VII. Professors' Seminar**

Bill Firestone is coming as is Anna Richert. The rest we have not yet heard from definitely but we think attendance will be good.

Assignment

BWH and GZD will develop a plan for the program for discussion at next week's meeting.

## **VIII. January Schedule**

We need to have several meetings during Alan's January trip.

Assignment

Monday, January 6 -- David Cohen; Alan will set up.

Tuesday, January 7 -- EG and AG on Research & Evaluation Plan.

Wednesday, January 8 - JEWEL

Thursday, January 9 - Strategy Plan

Assignment

KAB will talk to DNP, EG, AG.

Assignment

KJ will set up rooms/lunch.

Assignment

ADH and KAB will decide who needs to be at each meeting.

## **IX. Coordination of Support Staff Work**

We need five days' notice for major support staff projects. An experiment was done to look at the month of December and see if we are forgetting anything. We did find several things that we had forgotten.

KJ will come up with a recommendation and report back.

## **X. Cubicle Update**

We will rent a cubicle from JCC? It will be the cubicle {where? -- KJ to fill in.}

## **XI. Information from Bettina**

Please look for the memo from Bettina which details the calls that everyone agreed to make. Please look it over and make the calls as soon as possible.

## **XII. Lunch Policy**

We will begin ordering vegetarian/fish instead of ordering from a kosher restaurant to save money. If we later hire someone who is not comfortable with this, we will go back to buying from a kosher restaurant.



**CONFIDENTIAL**

**CIJE ASSIGNMENTS**

**Staff Meeting of December 2, 1996**

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1	KJ and KAB will discuss purchase order system with SFA and report back.	KJ/KAB	12/2/96	
2	BWH and GZD will develop a plan for Professors' Seminar program to discuss at next meeting.	BWH/ GZD	12/2/96	
3	ADH will set up a meeting at CIJE with David Cohen and Deborah Ball and staff for Monday, January 6.	ADH	12/2/96	
4	KAB will talk with DNP, EG and AG regarding their attendance at January morning meetings set for January 6, 7, 8 and 9.	KAB	12/2/96	
5	KJ will set up the meeting rooms and lunch for January 6, 7, 8 & 9.	KJ	12/2/96	
6	ADH and KAB will discuss who needs to be at each meeting.	ADH/ KAB	12/2/96	
7	KJ will come up with a recommendation for scheduling workload with support staff and report back.	KJ	12/2/96	
8	DNP, EG, AG, BWH and GZD meet to discuss use of Professors in CIJE's work and to define its vision and goals and report back	DNP/EG/ AG/BWH /GZD	11/25/96	12/23/96
9	NR will investigate less expensive but high quality printing options.	NR	11/25/96	
10	After its first meeting on December 4, EG will report on JTS Consultation.	EG	11/25/96	
11	KAB to inquire about getting tape of A.J.C. Consultation on December 5.	KAB	11/25/96	
12	ADH will call Fred Zeidman to set up meeting for Phoenix School in Phoenix, AZ.	ADH	11/25/96	12/12/96
13	KJ will distribute an updated staff roster to all CIJE personnel.	KJ	11/25/96	12/12/96

**CONFIDENTIAL - FINAL VERSION**

**MINUTES: CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** December 30, 1996

**DATE MINUTES ISSUED:** January 30, 1997

**PARTICIPANTS:** Karen Barth, Gail Dorph, Holly Hallmark (secy.), Alan Hoffmann (via telephone), Megan Ifill (secy.), Karen Jacobson

**CC:** Sheila Allenick, Adam Gamoran, Sarah Feinberg, Ellen Goldring, Virginia Levi, Mort Mandel, Dan Pekarsky, Dalia Pollack, Chava Werber

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**I. Harvard Meeting, January 19 -20, 1997**

GZD reported that the Harvard meeting is scheduled and currently 51 of 60 participants invited are attending. She distributed an attendee list by team and will follow-up with the teams that have not yet responded which include Boston.

GZD also reported that Judith McLaughlin is working on case study of when Brandeis University decided to serve Pork and shellfish in one of the cafeterias.

GZD will determine what the most economic and efficient method of distributing materials for the January 6 mailing to participants.

**II. Review of Previous Minutes**

KJ gave updated information on hotels. Future reservations will be made at the Loews. KJ will visit the Mayflower which may be used when the Loews is not available.

The December 23rd Minutes and Assignments were reviewed, corrected and accepted.



### **III. Minutes**

It was agreed that KAB will initial final copy of minutes and MI will set up a final minutes book.

### **IV. Web Site Info Update**

KJ is investigating the possible applications of a web site to CIJE staff and its extended communities. Candidate proposals will be sent out once she has received all of them.

### **V. Update on Professors' Seminar**

A meeting has been scheduled for Friday, January 3, on the Upper West Side with GZD, ADH and BWH.

### **VI. Additional studies for Professors**

ADH suggested that CIJE consider investing in Studies in Jewish Education (text) for Professors. There was a discussion on ways of improving professor seminar. This will be a topic for future consideration.

### **VII. Time Accounting**

KAB handed out and discussed the purpose of Monthly time sheets. Information from the Monthly time sheet will be used as a basis to allocate yearly budget by project. The revised Master Project List should be used as the key to code time allocations.

### **VIII. Joel Paul**

ADH reported that Joel Paul is interested in working with Jerusalem Fellows and Consultant Placement for senior educational positions. Joel Paul sees himself as an educator who wants to see the system improved.

Assignment:

ADH will call him to discuss further and to tell him that we will meet with him in April after the Strategic Planning Meeting.

### **IX. Steering Committee Follow-Up**

Discussion has been tabled for this meeting and rescheduled for the next staff meeting.

## CONFIDENTIAL

### CIJE ASSIGNMENTS

Staff Meeting of December 30, 1996

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1	DNP, EG, AG, BWH and GZD meet to discuss use of Professors in CIJE's work and to define its vision and goals and report back.	DNP/EG/ AG/BWH /GZD	11/25/96	1/15/97
2	KJ will advise about tape of A.J.C. Consultation on 12/5.	KAB	11/25/96	1/15/97
3	ADH will call Fred Zeidman to set up meeting for Phoenix School in Phoenix, AZ.	ADH	11/25/96	1/2/97
5	Staff will schedule interviews with Steering Committee members to discuss Strawman Theory of Change.	All Staff	12/12/96	1/9/97
6	KJ to approach Willow Creek directly regarding videotape to be shown at January 9 Strategic Planning meeting.	KJ	12/12/96	1/9/97
7	KAB, KJ and NR to meet to discuss publications policy further and make recommendations.	KAB/KJ/ NR	12/12/96	1/8/97
8	GZD will distribute notes on TEI.	GZD	12/23/96	1/30/97
9	KAB will contact Rachel Cowan to set up meeting on educational change.	KAB	12/23/96	1/15/97
10	KJ asks staff to send her a wish-list for e-mail/Compuserve.	All Staff	12/23/96	1/9/97
11	ADH will call Joel Paul to tell him that we will meet with him in April after the Strategic Planning Meeting.	ADH	12/30/96	2/4/97