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Steering committee. Meeting notes and minutes,
January 1994-October 1994.

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AGENDA

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

STEERING COMMITTEE

JANUARY 4, 1994 - 9:30 A.M. - 5:00 P.M.

Jewish Community Federation of Cleveland
1750 Euclid Avenue

- I. Update
- II. CIJE Method of Operation
 - A. Total Vision: Concept and Process
 - B. Use of Annual Work Plan
- III. Role of Steering Committee
- IV. Role of Functional Committees
 - A. Building the Profession
 - B. Community Development
 - C. Content and Program
 - D. Research, Monitoring
- V. Role of Board
 - A. Executive Committee
 - B. Board Officers
- VI. Role of Consultants
- VII. CIJE Mission Statement
- VIII. Lay Leadership Development for Jewish Continuity
and CIJE
- IX. Communications with all Publics
- X. 1994 Interim Work Plan
- XI. Future Meeting Dates

In order to reflect the current "full vision" of CIJE, it was suggested that the committees be configured in the following way:

<u>Committee (and Responsibilities)</u>	<u>Chair</u>	<u>Staff</u>	<u>Related Organizations</u>
1. <u>Building the Profession</u>	(MLM)	GZD	Training institutions CAJE
<ul style="list-style-type: none"> • Recruiting • Career Development • Seniors; Senior Seniors Developed • Pre-service training • Lead Communities 			
2. <u>Community Development</u>	C. Ratner	ADH (SHH)	CJF , SCCA JAFI ?
<ul style="list-style-type: none"> • 3-23 • Community support • Foundation networking • Managing relationship with CJF Commission • Lead Communities 			
3. <u>Content and Program</u>	J. Colman	BWH (D. Pekarsky)	JESNA, JCCA
<ul style="list-style-type: none"> • Program development • Best Practices • Goals • Diffusion • Communication • Lead Communities 			
4. <u>Research, Monitoring</u>	E. L. Ritz	A. Gamoran (E. Goldring)	
<ul style="list-style-type: none"> • Lead Communities 			

MINUTES: CIJE Steering Committee

DATE OF MEETING: January 4, 1994

DATE MINUTES ISSUED: January 14, 1994

PRESENT: Morton L. Mandel (Chair), Sandee Brawarsky, John Colman, Gail Z. Dorph, Adam Gamoran, Stephen H. Hoffman, Alan D. Hoffmann, Barry Holtz, Daniel Pekarsky, Charles Ratner, Esther Leah Ritz, Richard A. Shatten, Virginia F. Levi (Sec'y)

COPY TO: Seymour Fox, Annette R. Hochstein, Henry L. Zucker

I. Introductory Remarks

Mort Mandel opened the meeting by introducing participants. He thanked those present for agreeing to participate in the work of the Steering Committee and noted that the primary purpose of the committee is to help evaluate ideas, and set priorities. Normally decisions will be made by the board of CIJE.

Members of the Steering Committee will include the chairs of CIJE committees and staff. The group will meet as frequently as is practical and useful.

II. Update

Alan Hoffmann noted that the Steering Committee will be helpful in clarifying goals and methods of reaching them.

He noted that the Commission on Jewish Education in North America completed its work a little more than three years ago. It concluded with a plan to work in the following five areas:

1. Build a profession of Jewish education.
2. Mobilize community support.
3. Develop a research capability.
4. Establish Lead Communities in which to work toward local systemic change.
5. Create the Council for Initiatives in Jewish Education.

During the first year and a half of its existence, CIJE worked to develop and move ahead with the concept of best practices for Jewish education while also building a team for monitoring, evaluation and feedback of the work in Lead Communities. At the same time, a process was developed and followed for selecting the Lead Communities.

Following an initial expression of interest by 45 communities, 23 submitted applications and 3 were selected. A joint meeting of the Lead Communities and CIJE staff in Cleveland in April 1993 clarified the importance of partnership among the communities and CIJE. The next joint meeting, held in August 1993 in Baltimore, focused on the content

of work in the Lead Communities. The most recent meeting, held in November 1993 in Montreal, provided the Lead Communities with a curriculum for taking the results of research on local Jewish education personnel and moving toward a personnel action plan.

In the area of monitoring, evaluation and feedback, we have broken important ground by putting in place a team which can monitor what is happening, evaluate outcomes, and provide feedback to local communities and CIJE. This model shows how research can be used in working for change.

Clearly, CIJE has focused most heavily on the establishment of Lead Communities while the other three recommendations of the Commission have received less attention. In fact, CIJE is about changing Jewish education for all of North America.

As the staff team which was constituted in August 1993 has begun its work in the Lead Communities, the following issues have surfaced:

1. CIJE has chosen the local federation as the home for systemic reform in Jewish education. There is an inherent tension between the federation approach of working through consensus and CIJE goals of reform and radical change. Getting wall-to-wall coalitions to take revolutionary steps presents a significant challenge.
2. CIJE is an intermediary organization. This means that we do not have the same direct control over the change process that a local commission has. For example, CIJE can prepare materials for use by local communities and can recommend their use, suggest benchmarks, and set deadlines. However, as an intermediary organization we do not have (nor want) the local clout to implement and follow through. Yet local implementation is a must.
3. The work with the Lead Communities has suggested that the following three variables must be present in order for systemic change in Jewish education to occur in any community:
 - a. A federation executive director who will make betterment of Jewish education a personal priority.
 - b. One or more lay champions on the key leadership team.
 - c. A high caliber local professional driving the educational process.
4. The Commission itself chose to sidestep the issue of goals for Jewish education in order to reach consensus on its recommendations. However, any local community inevitably gets to questions of goals, mission, and vision. Daniel Pekarsky has

agreed to consult with CIJE on goals in conjunction with the Mandel Institute staff's work on the goals project and the Educated Jew project.

CIJE currently faces the following challenges:

1. How can we reenergize the process of deliberation, strategic thinking and planning by lay leaders which worked so effectively during the work of the Commission? Leadership of CIJE needs to be more fully engaged.
2. How should we work for effective dissemination of our progress? Because we have not yet clearly articulated what CIJE is about, we risk becoming pigeon-holed as "the Lead Communities project."
3. How do we move beyond where we are now? How do we extend our involvement with more communities? Thought has been given to using Ted Sizer's concept to establish a "coalition of essential communities."

In the discussion that followed, the following points were made: By working in the Lead Communities we have begun to impact change on a local level. However, building the profession and developing community support requires work on a continental level. We may wish to think about establishing an equivalent to the Jerusalem Fellows and Senior Educators programs in North America, drawing upon the resources of the denominational training institutions and others with appropriate expertise.

Since few communities seem to possess all three of the elements which have been identified as critical, we should determine what incentives could be used to gain the commitment of the local federation executive and appropriate lay champions and to draw the caliber of professional we seek. We should be careful to remember that the three elements we have identified as central to this process appear to be necessary conditions, but are probably not sufficient to accomplish our goal.

At present, research is being directed locally. Should we consider a parallel track with respect to national factors? For example, can we identify factors that could motivate leaders to work for Jewish education?

The relationship of local communities to an intermediary organization might be clarified through written agreements. CIJE does have leverage in the form of expertise which it can provide or not. We will develop the expertise to go into a community, evaluate what is in place, and recommend changes.

If we can identify success in one of the Lead Communities, telling the story will make our process of moving ahead in other communities easier. It was noted that Atlanta, at this point, has opened itself to the idea of intervention and has opened the community thought processes to change.

III. CIJE Method of Operation

A. Total Vision

It was suggested that the Steering Committee consider developing a set of outcomes toward which CIJE might work over a ten year period. These outcomes, which should be revised annually, would serve as the basis for an annual work plan.

In discussion, it was noted that it will be difficult to generate agreement around some outcomes. However, we should be able to identify outcomes with clear consensus. One such outcome might be to attract top people to identified positions in Jewish education. We might identify desired outcomes that fit under these headings: building the profession, improving lay leadership, program and content, and developing a research capability.

Assignment

It was agreed that Alan Hoffmann, together with the staff, will develop a first draft of desired outcomes for review by the Steering Committee at its next meeting.

B. Annual Work Plan

The first annual work plan to be based on a total vision will be for the year 1995. An interim work plan has been prepared for use in 1994.

IV. Role of Steering Committee

The Steering Committee will function as a "think tank" for CIJE. Its role will be different from that of either the Executive Committee or the board. It will meet approximately six times each year and will work to prepare recommendations for presentation to the board.

V. Role of Functional Committees

It is suggested that the operation of CIJE be shifted to four functional committees. Each will have a chair, a vice chair, and members from the CIJE board and will be staffed by CIJE staff and consultants. Each will submit to the Board its own total vision and work plan which, after approval, will become the overall vision and annual plan for CIJE. Each committee will define its role and set its mission.

Following is a list of the committees including proposed responsibilities, chairs, staff people, and related organizations with which each might work.

<u>Committee (and Responsibilities)</u>	<u>Chair</u>	<u>Staff</u>	<u>Related Organizations</u>
1. <u>Building the Profession</u>	(MLM)	G. Dorph	Training institutions CAJE
<ul style="list-style-type: none"> • Recruiting • Career Development • Seniors; Senior Seniors Developed • Pre-service training • Lead Communities 			
2. <u>Community Development</u>	C. Ratner	A. Hoffmann S. Hoffman	CJF JAFI JCCA
<ul style="list-style-type: none"> • 3-23 • Community support • Foundation networking • Managing relationship with CJF Commission • Lead Communities 			
3. <u>Content and Program</u>	J. Colman	B. Holtz (D. Pekarsky)	JESNA, JCCA
<ul style="list-style-type: none"> • Program development • Best Practices • Goals • Diffusion • Communication • Lead Communities 			
4. <u>Research, Monitoring</u>	E. L. Ritz	A. Gamoran (E. Goldring)	
<ul style="list-style-type: none"> • Lead Communities 			

Steering Committee members were asked to recommend board members for assignment to the various committees. VFL will check the list of people who were originally assigned to a committee on Lead Communities for possible inclusion on the Community Development Committee and will collate suggestions for board membership. MLM and ADH will then recommend assignments to committees.

Each committee will meet in conjunction with the two board meetings to be held each year. Additional independent meetings will be scheduled.

It was suggested that board meetings would be two-day affairs scheduled as follows:

<u>Day One</u>	10 a.m. to 4 p.m. - Steering Committee (or 10 a.m. to 2 p.m.)
	4 p.m. to 6 p.m. - Executive Committee (or 2 p.m. to 6 p.m.)

Assignment

Day Two 8:30 a.m. to Noon - Committee Meetings

Noon to 4 p.m. - Luncheon and Board Meeting

It was suggested that the two days might include a plenary session during which all four committees, each of which has Lead Community responsibilities, would be provided with an update on the happenings in the Lead Communities.

It was also suggested that the board should grapple with issues rather than simply hear reports. We might bring the issues of one or two of the committees to each board meeting for consideration.

It was suggested that we consider holding two committee meetings at one time, similar to sessions at a conference, so that there could be broader participation of board members.

It was recommended that each two-day board meeting include a Jewish study component. It was also recommended that we continue to invite members of the Commission on Jewish Education in North America and other guests to a segment of the board meeting once every year or two years.

VI. Role of Board

A. Board of Directors

As noted above, we should work to ensure that the board is engaged in discussion of issues. Reports should be sent in writing rather than presented orally at meetings. Staff will be assigned to all Board members to keep them briefed.

One approach might be to begin the board meeting on the evening of day one, following the Executive Committee meeting, with a presentation of general interest which would generate discussion. Commission members would be invited to these presentations. The following morning the committees would meet, followed by a business meeting of the board.

B. Executive Committee

The Executive Committee will include committee chairs, officers, and other carefully selected individuals. It will be responsible for such managerial issues as budget and professional staffing.

VII. Role of Consultants

We have several consultants working with CIJE on a regular basis. These include Adam Gamoran and Ellen Goldring on monitoring, evaluation and feedback and Daniel Pekarsky on the goals project. Seymour Fox, Annette Hochstein, and their co-workers at the Mandel Institute are taking on specific content assignments. In addition, Annette Hochstein is working with Adam and Ellen on monitoring, evaluation and feedback.

There was once a recommendation for the creation of a group of CIJE fellows. It was suggested that this would be a good item for consideration by the committee on building the profession.

VIII. Review of the Goals and Educated Jew Projects

It was reported that as the work of the Commission unfolded, it became clear that there was very little literature on the desired outcomes of Jewish education. As a result, the Mandel Institute invited three Judaic scholars to write papers on their own concepts of the outcome of a Jewish education or what is an educated Jew. The participants were Isadore Twersky, Moshe Greenberg, and Menachem Brinker. Each was asked to write from his own point of view. Israel Scheffler, a leading philosopher of general education, was asked to write a similar paper reviewing different conceptions of the educated person. Michael Rosenak was asked to look at this question from the point of view of Jewish education. Seymour Fox was responsible for the entire concept and for conducting the deliberation. These papers were then shared with leading Jewish educators who reflected on what an educational system might look like in order to implement the ideas proposed by each of the original philosophers. The scholars then redrafted their papers on the basis of the work of the educators. Following this process, the papers have undergone at least three iterations. The collected papers will be published with the goal of providing a model for how to deal with the outcomes of Jewish education.

The CIJE goals project will involve itself in trying to help individual institutions and communities to develop goals. This involves differentiating between instrumental and substantive goals and defining the ideal that drives the enterprise. It is a basis for translating vision to practice. Daniel Pekarsky is working with the Mandel Institute on developing a way to present this to North American communities.

After hearing this summary of the two projects, it was suggested that a presentation on the Educated Jew project might be an interesting topic for a board meeting.

IX. CIJE Mission Statement

A mission statement developed for CIJE in 1990 served as the starting point for this discussion.

It was suggested that the following might serve as an introductory paragraph to a mission statement: "The CIJE was created by the Commission on Jewish Education in North America with a highly focussed mission that incorporates three major tasks: Building the profession of Jewish education; Mobilizing Community Leadership for Jewish education and Jewish continuity; developing a Research Agenda while at the same time securing funding for Jewish educational research."

A second section of the mission statement might indicate that the mission is to be implemented through the following means, then list the names of the four committees and include a brief paragraph indicating what each hopes to accomplish. It would be the role of each committee

to develop the language to describe its role in accomplishing CIJE's mission. This would be refined at the committee meetings.

The mission statement should also refer to CIJE's desire to engage in a partnership with select communities to demonstrate that innovation can have a lasting impact and to help local communities shape their agendas for Jewish education.

It was suggested that we refer to CIJE as an agent to assist Jewish communities and institutions to provide effective Jewish education. It was also suggested that the mission statement refer to the role of CIJE as intermediary, perhaps using the following language: "One job of CIJE as an intermediary is to facilitate the success of the service delivering institutions. We cause outcomes to occur through advocacy, research, forcing initiatives, energizing, and synergizing. Our outcomes relate to how the service delivering institutions behave."

Assignment

Alan will develop a draft mission statement for consideration by the Steering Committee.

X. Lay Leadership Development for Jewish Continuity and CIJE

CIJE needs a board of leaders who are wise, experienced, and willing to work. It is hoped that the committee structure will help to encourage this involvement. In addition to working with our current board members, we should identify new people for board participation. We might identify people to add to committees with the thought of eventually naming some of them to the board. At the same time, we should develop a means of rotating non-participants off the board. We should have a set of by-laws to help facilitate this rotation.

With respect to lay leadership beyond the CIJE board, it was noted that there are many people involved in local commissions on Jewish education. We may wish to consider holding a national conference for these people or for a select sub-group.

XI. CJF Commission

Reference was made to the CJF North American Commission on Jewish Identity and Continuity. Steve Hoffman and Alan Hoffmann will continue to monitor the relationship of the CJF Commission to CIJE.

XII. Communications with all Publics

The following publics were identified as groups with whom CIJE should be communicating:

A. Lay Leadership

- members of the CIJE board
- people on local continuity commissions
- other national lay leaders
- others

- B. Jewish Educators
 - leaders of institutions (local and national)
 - central agency personnel
- C. Opinionmakers/Centers of Influence
- D. Existing Publications
 - JCC Circle
 - JESNA's Agenda

(We might submit an occasional article)
- E. Academics/Intellectuals/Professors of Jewish Studies
- F. Congregations and Rabbis
- G. Training Institutions

We may wish to develop different kinds of publications for these different publics. One suggestion was to produce a newsletter which invites feedback from the readers. Initially, we have engaged Sandee Brawarsky to work with us on the development of a brochure to describe CIJE.

XIII. 1994 Interim Workplan

Alan Hoffmann circulated a first draft of a 1994 interim workplan for review. He noted that as the work of CIJE has grown from a primary focus on the Lead Communities to more extensive work with other communities and the establishment of CIJE as a national identity, the redeployment of staff to accomplish these goals has not yet been determined.

Assignment Alan will rework the draft workplan and will send it to Steering Committee members in February.

XIV. Future Meeting Dates

The following dates were set for future meetings of the Steering Committee:

- Tuesday, March 15 (in Cleveland)
- Wednesday, April 20 (in New York--in conjunction with a board meeting on April 21)
- Friday, September 23 (in New York)
- Wednesday, October 19 (in New York--in conjunction with board meeting on October 20)



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FUNCTION	CIJE STEERING COMMITTEE	
SUBJECT/OBJECTIVE	DORPH ASSIGNMENTS	
ORIGINATOR/PROJECT LEADER	VFL	DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Develop pilot project on early childhood education project on Best Practices.		GD	1/4/94	2/15/94	
2.	Work with Milwaukee to plan a summer teachers' institute at Melitz [Melton].		GD	12/1/93	6/15/94	



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FUNCTION CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE FOX ASSIGNMENTS
ORIGINATOR/PROJECT LEADER VFL DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Finalize arrangements for Blaustein grant with D. Hirschhorn.		SF	7/22/93	TBD	
2.	With SHH, develop a plan for involving denominations in each Lead Community process.		SF	3/31/93	TBD	
3.	Contact the following board members ... a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset d. Florence Melton e. Isadore Twersky		SF	11/8/93	TBD	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE GOLDRING ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE

1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Develop program on educational leadership for lead communities.		EG	1/4/94	3/15/94	

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

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FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	HOCHSTEIN ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact the following board members...</p> <ul style="list-style-type: none"> a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch 		ARH	11/8/93	TBD	



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

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FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	A. HOFFMANN ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Redraft 1994 work plan and send to Steering Committee members.		ADH	1/4/94	2/20/94	
2.	Work with lead communities on recruiting senior educators.		ADH	1/4/94	3/1/94	
3.	Develop descriptive brochure for CIJE.		ADH	9/21/93	3/15/94	
4.	Prepare draft of CIJE desired ten year outcomes for review by Steering Committee.		ADH	1/4/94	3/15/94	
5.	Draft CIJE mission statement.		ADH	1/4/94	3/15/94	
6.	Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.		ADH	7/22/93	TBD	
7.	Work with VFL on budget--start with work plan with structure.		ADH	9/21/93	TBD	
8.	Develop a communications program: internal; with our board and advisors; with the broader community.		ADH	9/21/93	TBD	
9.	Work with MLM about approaching Jesselson family.		ADH	6/8/93	TBD	

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare a memo summarizing proposal on distribution of CIJE materials (Woocher - possibility).		BH	5/28/93	1/31/94	
2.	<p>Contact the following board members...</p> <ul style="list-style-type: none"> a. Gerald Cohen b. Susan Crown c. Billie Gold d. Neil Greenbaum e. Thomas Hausdorff f. Mark Lainer g. Matthew Maryles h. David Teutsch 		BH	11/8/93	TBD	



- ☐ ASSIGNMENTS
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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE

1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Collate committee recommendations, add Lead Community search committee members, and submit to MLM and ADH.		VFL	1/4/94	1/14/94	
2.	Revise and reprint letterhead.		VFL	9/21/93	2/15/94	
3.	Review files on financial commitments of CIJE supporters and be sure Barry Reis' records are complete.		VFL	9/21/93	2/15/94	
4.	Design and order business cards for staff.		VFL	9/21/93	2/15/94	
5.	Plan to discuss letters of agreement for the Lead Communities. Consider including our expectations regarding the sort of lay and professional involvement we expect.		VFL	4/7/93	TBD	
6.	Work with ADH on budget. Start with work plan and structure.		VFL	9/21/93	TBD	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members... a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer		MLM	11/8/93	TBD	
2.	Consider establishing a finance committee.		MLM	4/7/93	TBD	
3.	Visit with Erica Jesselson to get her on board to support CIJE.		MLM	6/17/93	TBD	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE PEKARSKY ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE

1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Develop goals project for lead communities.		DP	1/4/94	4/15/94	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members... a. Mandell Berman b. John Colman c. Maurice Corson		HLZ	11/8/93	TBD	



Schedule 1
Date Prepared: 8/11/94

[illegible]

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: March 15, 1994

DATE MINUTES ISSUED: March 29, 1994

PRESENT: Morton Mandel (Chair), John Colman, Gail Dorph, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Daniel Pekarsky, Charles Ratner, Esther Leah Ritz, Richard Shatten, Virginia Levi (Sec'y)

Copy to: Seymour Fox, Adam Gamoran, Ellen Goldring, Annette Hochstein, Henry Zucker

I. Master Schedule Control

A calendar of meetings for the remainder of 1994 was reviewed. All sub-committees are scheduled to meet in New York on Thursday, April 21, and again on October 20 and each will decide at the April meeting on a schedule of interim committee meetings.

II. Review of Minutes of January 4, 1994

A. The central elements versus systemic change

It was noted that the identification of the need for one or more lay champions, and a full time local professional committed to systemic change in Jewish education is the result of our experience in the lead communities. It was pointed out that the report on Best Practices in Supplementary Schools also indicates that the same three elements are essential even at the level of an individual institution: a committed rabbi, lay leader, and professional. This may be our contribution to a more general theory of change in Jewish education.

It was suggested that, over time, our experience may identify other elements which are necessary to bring about change. We were reminded that these elements are necessary, but not sufficient for systemic change.

B. Communications/public relations

It was reported that the text of a brochure on CIJE is now being developed with the goal toward production by the April board meeting. We are also developing a communications program and working to identify someone to carry it out. A draft communications plan will be prepared for review by the Steering Committee at its April meeting. The draft should list desired outcomes and proposed methods of achieving them. It was also noted that communication is really part of the educational process of mobilizing community leadership. We should see the issue of CIJE's image and our communications strategy working within that perspective.

C. Functional committees

1. We will wait to appoint vice-chairs of the committees until after they have met and we see if a logical choice for each emerges. This may also be an opportunity to recruit additional committee and board members.

Assignment

2. Alan will coordinate the process of drafting a vision and work plan for each committee by the end of March. This will become the basis for discussion by each of the committees on April 21. Alan will also prepare a "generic agenda" for each committee to ensure that each follows the same general approach.

It was noted that committees may decide to work together on certain issues in the future. Another way to handle overlap is for the staff and steering committee to be kept informed of what is happening in each of the committees. This should also become a regular agenda item for future meetings of the Steering Committee.

D. Schedule for April 20-21

1. The Steering Committee will meet on Wednesday, April 20, 11:00 a.m. to 5:00 p.m. at the CIJE New York office, 15 E. 26th Street.

2. April 21 will be scheduled as follows:

8:30 - 10:00 am	Executive Committee
9:30	Board gathers
10:00 - 11:00 am	Full board gathers for introductory remarks and study session
11:00 - 1:15 pm	Committee meetings (box lunches)
1:30 - 3:30 pm	Full board meeting

3. In the future, we plan to schedule meetings as follows:

Day 1

Steering Committee
Executive Committee
Evening Lecture

Day 2

Morning

Lunch

1:30 - 3:30

Committee Meetings

Full Board

Board Meeting

We plan to invite commission members and other guests to the October meeting.

E. Update on Goals Project

Daniel Pekarsky reported that we have a preliminary plan of action for the goals project. It begins with a seminar in Jerusalem on July 10 - 14, 1994 for lay and professional leaders from individual communities. One important purpose of this seminar is to develop local advocates who will recruit others from their communities to participate in a local series of seminars on goals to take place during the 1994-95 academic year.

On the horizon is the possibility of establishing a "consortium of vision driven institutions." This will be a group of institutions that meet criteria set by CIJE. CIJE will also train people to act as trainers in their own communities.

F. Lay leadership development

Assignment

Alan will draft a plan for the development of lay leadership to join the CIJE board. This plan will take into account geographic, age and ideological factors.

III. CIJE Total Vision

The first draft of a total vision for CIJE, in the form of a report for the year 2004, was reviewed. It was suggested that the next draft include a statement of CIJE's mission in the introductory section. It should reflect desired goals, perhaps including quantitative outcomes. The introduction to the document should also note that it will undergo several iterations before it is adopted.

Assignment

The total vision will be redrafted for the next meeting of the Steering Committee. Following are some key points and assignments that resulted from the discussion.

- A. The ~~correlation~~ ^{coalition} of essential schools and the accelerated schools program, experiments in general education, should be described and discussed at a future Steering Committee meeting.

Assignment

- B. CIJE's relationship to other national agencies should be thought through and articulated.
- C. We should keep in mind that local communities will have a broader agenda than CIJE. CIJE's task is to remain focused on the identified building blocks.
- D. Richard Shatten agreed to review the literature on complex community change and identify material that would be useful to this group.
- E. It might be interesting to the Board to hear presentations on major themes and change an innovation in general education. Possible speakers include David Cohen and TedSizer.
- F. We should find out what stance programs such as the ~~correlation~~ ^{coalition} of Essential Schools and the Accelerated Schools program take toward charging a fee and consider whether CIJE will wish to do so.
- G. The document should reflect CIJE's role as a catalyst and the importance of involving other institutions in the delivery of service.
- H. By the year 2004 CIJE should have initiated and be in the middle of a longitudinal study of the impact of our work.

IV. Discussion of Lead Communities

It was noted that CIJE's goal is systemic change in Jewish education in North America, not simply to impact Jewish education in three communities. We should use the lead communities to help us design successful models and innovative approaches and then move quickly to dissemination and piloting beyond the three.

It was agreed that as we identify additional communities with which to work, we will need to have in mind a set of criteria for selection, including the presence of the three critical leaders committed to the centrality of improving Jewish education. Another criteria might include a commitment to developing and implementing a personnel action plan and the presence or willingness to work toward vision-driven institutions. In addition to "affiliate communities," which meet a set of basic conditions, we might also identify "pre-affiliates" with which we would work to help them meet the necessary conditions. The pre-conditions should be such that, once met, a community is a long way toward reaching CIJE's goals.

CIJE will also work toward holding national conferences to which all interested communities will be invited. This would provide our means to broaden the impact. This is also an important part of mobilizing community support, a major element of CIJE's mission.

In a discussion of the difference between the role of CIJE and that of service delivery agencies such as JESNA and JCCA, it was suggested that agencies have as their mission to service an entire constituency through the application of specific resources. Once CIJE has identified communities which meet a set of standards and criteria, the service delivering agencies can play a significant role in helping communities to build their capacity.

Getting more specific about the criteria for selection, it was suggested that a community must have at least a federation executive and major lay champion committed to improving Jewish education. In addition, a community must have at least a commitment to putting a full-time professional in place to drive the process.

The following "rules" were listed at the conclusion of this discussion:

1. We are oriented toward development and building of replicable models, not service delivery. We select communities that can help us meet our goals.
2. The communities we select will be ready to be full partners because we will help diagnose "holes" and prescribe solutions.
3. We will work with each community on the modules we have developed, e.g., goals project, best practices, educators survey, etc.
4. Our role is to help communities develop the capacity to build the profession and mobilize community support for systemic change.

V. 1994 Work Plan

A draft 1994 work plan for CIJE was reviewed and it was agreed that on the basis of input from the committee, Alan will prepare a new draft.

The following suggestions and assignments resulted from the discussion.

- A. Committee staff will work with their chairs to prepare letters to committee members outlining the purpose and agenda of each committee. These should be ready for mailing by April 5.
- B. Issues for executive committee agendas include budget, the funding process, staffing of CIJE, and legal issues.

- C. A periodic chairman's letter to the Board will be drafted by Barry and Gail on an alternating basis.
- D. Leadership development can be broken down into the following target groups:
 - 1. CIJE board and committees
 - 2. Affiliated communities
 - 3. National agencies
- E. A small group of CIJE board members need to be identified as our initial target for development as more active participants in the CIJE process.
- F. We will work with the lead communities to ensure that the local lay leadership of the CIJE process meets our standards. In addition, Alan will talk with the appropriate people in potential affiliated communities about lay leadership to their processes.
- G. We will develop a list of candidates for the CIJE Board and include on it Sissy Swig of San Francisco.
- H. In May, Lester Pollack will be succeeded by Ann Kaufman as President of JCCA. At that time, we will invite Ms. Kaufman to join the Board and serve as vice-chair, and will ask Mr. Pollack to remain on the Board.
- I. We will consider appointing a Board member to help us develop a broad plan for communications. Gershon Kekst is a potential chair. Mort Mandel will ask him to serve or, if he is unable to do so, to recommend a chair. The first task of this committee would be to articulate the outcomes we seek.
- J. We should consider recognizing a Board member for special service at each of our meetings. We might wish to consider David Hirschhorn as our first candidate.

Assignment

Assignment

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL **DATE** 3/15/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Work with committee staff to draft vision, work plan, agenda, and cover letter for each committee.		ADH	3/15/94	4/5/94	
2.	Develop descriptive brochure for CIJE.		ADH	9/21/93	4/15/94	
3.	Redraft total vision for review by Steering Committee.		BH	3/15/94	4/15/94	
4.	Draft CIJE mission statement.		ADH	1/4/94	4/20/94	
5.	Draft letter inviting Ann Kaufman to join Board as vice-chair; ask Lester Pollack to remain on Board.		VFL	3/15/94	5/15/94	
6.	Review literature on complex community change and identify material that would be useful to Steering Committee.		RAS	3/15/94	5/9/94	
7.	Consider asking Gershon Kekst to chair a committee on communications.		MLM	3/15/94	5/15/94	
8.	Draft plan for developing new Board members.		ADH	3/15/94	6/30/94	
9.	Develop a communications program: internal; with our Board and advisors; with the broader community.		ADH	9/21/93	TBD	

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: April 20, 1994

DATE MINUTES ISSUED: May 18, 1994

PRESENT: Morton Mandel (Chair), John Colman, Gail Dorph, Ellen Goldring, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Daniel Pekarsky, Charles Ratner, Esther Leah Ritz, Richard Shatten, Virginia Levi (Sec'y)

Copy to: Seymour Fox, Adam Gamoran, Annette Hochstein, Henry Zucker

I. Master Schedule Control

A review of the calendar for the remainder of 1994 resulted in agreement that the October 19-20 dates for the next Board meeting will be reconsidered. The Steering Committee will be contacted about alternate dates in the near future.

A question was raised about the scheduling of Steering Committee meetings in late September and again in October. For the moment, the September 23 Steering Committee remains on the calendar, for possible review in the future.

II. Review of Minutes of March 15, 1994

A. The central elements for systemic change

At the January meeting of the Steering Committee it was suggested that one or more lay champions, a committed federation executive, and a full time local professional committed to working for change in Jewish education are essential to the process of bringing about systemic change. This concept was reviewed and reconfirmed. It was noted that it is not necessary that all three elements be in place in order for CIJE to begin working with a community, but that a community must be committed to putting all three in place. It was also suggested that we need more experimental data on what makes an effective lay champion, able to have an impact on the community.

B. The concept of "vision-drivenness"

Members of the Steering Committee were in agreement with the importance of vision to bringing about systemic change. There was discussion on whether CIJE's role is to work with individual institutions or with communities in the development of vision, and what role JESNA might play in this process. It was suggested that CIJE should work to design the ideal, which is a community able to encourage its individual institutions to be driven by vision. It was

Assignment suggested that Daniel Pekarsky draft a statement outlining CIJE's thinking on this matter.

It was suggested that a possible project for our Best Practices Program might be to identify several vision-driven institutions and look for common qualities. This process might help us to clarify what we mean by the term "vision-driven institution."

C. CIJE's role with respect to our partners

In a discussion of the differences between the role of CIJE and those of such agencies as CJF, JCCA, and JESNA, it was noted that we have begun to work with these organizations to define our various roles. We must avoid being individual "silos" standing alone. This can best be accomplished by a full, ongoing dialog which CIJE has initiated with each of the three.

III. Milwaukee Personnel Survey and Broader Implications

Ellen Goldring reported on some of the results of the survey of educators which has been administered in all three Lead Communities and for which a full written report has been prepared for Milwaukee. She noted that reports of the surveys for Baltimore and Atlanta are currently being prepared and that a cross-community report will be developed over the summer for release in the Fall.

The survey was designed to provide us with an account of the current picture of personnel for formal Jewish education. The research was to lead to analysis upon which an action plan will be based.

The process of data gathering included the administration of both a written survey and a series of interviews with formal educators, both part time and full time, in day schools, supplementary schools, and early childhood programs in each of the three Lead Communities. As the process of data analysis began, meetings were held with key players in each of the Lead Communities to articulate issues which might be important for policy decision-making. These issues were then considered as the data was analyzed.

In looking at the data from all three communities, it was interesting to note that there were more similarities than differences. The integrated cross community report will highlight these comparisons and will, in particular, be able to generalize for a broad continental look at the profession.

It was suggested that the integrative report could serve as an excellent basis for a presentation at the GA and to the Boards of CIJE, JESNA, CJF, etc.

It was proposed that we look at the profile of personnel in schools identified by the Best Practices Project in comparison to the information reported in the survey and consider whether there are differences and what they are.

In concluding her presentation, Ellen noted that she will be seeking further Steering Committee guidance on how to move forward with the report and its dissemination.

IV. Review of Committee Agendas and Meetings

In preparation for the Board meeting scheduled for the following day, the Steering Committee reviewed the agendas for each of the Board committees and identified issues which might be considered at those meetings. It was agreed that it will be important for each committee to be aware of the work of the others and for the committees to interact in order to avoid duplication or moving in different directions.

It was suggested that each committee will eventually develop its own total vision which will become part of the overall vision of CIJE. The purpose of the committees is to make minor decisions and major recommendations to the Board.

The purpose of these initial meetings was to begin to work toward the development of strategic thinking. The goal of each committee should be to cause CIJE to make progress in its area of focus.

V. Review of Board Meeting

The Steering Committee reviewed the agenda for the following day's Board meeting.

VI. Revised Draft of Total Vision

Following the January Steering Committee meeting, Barry Holtz revised the draft Total Vision. The Steering Committee reviewed the new draft. Suggestions were made which will be incorporated into a third draft of this working document which will be revised and distributed by mid-August.

Due to time limitations, the majority of the Steering Committee's time was spent reviewing the first half of the draft. It was agreed that we will begin with page 7 at the next review and focus on the second half of the document.

Assignment

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL DATE 4/20/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft letter inviting Ann Kaufman to join Board as vice-chair; ask Lester Pollack to remain on Board.		VFL	3/15/94	5/15/94	
2.	Draft plan for developing new Board members.		ADH	3/15/94	6/30/94	
3.	Draft CIJE mission statement.		ADH	1/4/94	8/15/94	
4.	Redraft total vision for review by Steering Committee.		BWH	4/20/94	9/15/94	
5.	Draft a statement outlining CIJE's thinking on the role of community vision in encouraging individual institutions to be driven by vision.		DP	4/20/94	9/15/94	
6.	Review literature on complex community change and identify material that would be useful to Steering Committee.		RAS	3/15/94	9/15/94	
7.	Develop a communications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD	

4/20 - CISE Steering Committee
MLM, ADH, SHH, RAS, ELR, CR, GZD, BWH, VFL, EBG, JCC, DP

I. MSC

ELR can't make 10/19-20
Confirm 9/23 S.C. mtg.
Reconsider 10/19 date. Will decide later
We'll get back ASAP.

II. Minutes

- Do we believe II A? If so, it becomes key.
- Do we really mean that we need a lay champion,
f.t. & prof. committed, and fed. exec. on our side.
- MLM: "The power is in the people."
- BH - The 3 needn't all be in place, but on the table & agreed
to before we work w/a community. (p. 5 of min.)
- JCC - Re lay champion - need more experiential data
on what it takes to be effective. Has to be able to
impact community.

Later today, we'll consider what the criteria are.

P. 3. - Re vision driven inst. - Keep in queue.

Chuck - institutions or communities?

MLM - Eventually may have communities w/ vision.

Alongside - we'll have institutions w/ vision driving them.

Chuck - Thinks GESHA shd work w/ inst. As w/ communities.

MLM - Keep it loose. Design ideal & consider hurdles.

* DP - Emphasis in goals proj. to encourage communities to
encourage ind. inst. to be vision driven. Com. to
drive inst. to move this way.

- ★ MLM - DP should write this up as a policy statement.
ICC - Assumes this will be more clear after July seminar.
The elements that identify a vision-driven inst. Role of champion.
ADH - Sees process of a BP project on what it takes to become a vision driven inst. Identify a few & figure out what it takes.
Need to clarify what we mean.

MLM
P. 5 - Hard always to define ind'l and joint roles. We don't want 4 "silos" standing alone. Want to work tog. to define roles. Process is starting. We shd. have pretty complete, full dialogue - ICCA, CJF, JESNA, CIFE
- This has begun.

ELR - Concerned about CJF Commission & JESNA perception.
MLM - Senses a willingness to work out what's logical.

Chuck - Looking for guidance of this grp. Shd. we be talking in ^{sub-}committee on Comm. Mob. re 3-23.
> Disc. later in mtg.

We shd. end up "publishing" policies.

III. Assignments
- OK

IV. Milwaukee Personnel Survey & Broader Implications

Educators Survey - Issues:

- ① Capacity to ^{engage in} build & share modules
- ② How we want to disseminate what we're learning
 - Cross comm. rept. this summer

Personnel = bldg. block. Survey \Rightarrow give acct. of where we are.

From research to analysis to action plan

1. How we're learning (how we do research)
2. What we're learning
3. How we can continue to learn.
- 4.

A. How we're learning

- 3 phases

- ① Initial mtg. w/ LCo to articulate issues for policy decision-making ("Blind mapping")

\rightarrow educators survey + interviews for case studies

We have 80-90% response rate

3 main questions:

- conditions of work
- opp for growth
- career plans

- Whole field of formal educators
(f.t. + p.t.)

Day s., supp. s., early ch.

(Process similar in the 3 LCo.)

Sep. interview process - representative of movements & settings

- ② Collecting & Processing of Info.
Central in "3-2-3" = our role & commun.'s capacity to do
- ③ Interpreting results for planning & action

Preliminary Data - across communities

- More similarities than dif.
- Ellen comments:
- 1. Indicator = socialization into Judaism - ~~high %~~
70% did something after age 13.

In full rept. - more detail

Big issue = % of non-Jews who teach pre-school
Consumer wants good E.C. ting. over Jewish.

Sensitivity to informal training - not reflected here.

- Not coherent, systematic, long term approach to in-service ed.

Discussion

Chicago Cubs syndrome. Intend to stay w/it, but
are in last place.

When will we be ready for a more in-depth disc. of this data?

ADH - Alan & Ellen will do aggregate rept. over summer.

Issue for S.C. - What shd. that doc. look like for impact

MLM - This could be a wonderful presentation for Gt +
boards of CITE, JESNA, CSTF, etc. -

for subcommittees
& S.C. to consider

JCC - Can we get a profile of BP day schools & how they compare to these statistics?

BH - One of the BP supp. schools → every teacher has MA in Jud. St.

Fall S.C., Board & GA shd. look at this.

ELR - We need to be prep. to discuss where we go w/ this

Chuck - Could have the kind of power of pop. survey.

V. Committee Agendas & Mtgs (Review)

A. Bldg. the Prof.

Highlight issues in recruitment, profession bldg., & retention

Any nat'l thinking about recruitment of pros?
No. It's a major issue.

ELR - Have to consider interaction bet. committees.

Written materials [Principle of operation] to be reviewed

B. Community Mobilization

MLM - If we come up w/ hard objectives for ex. committee, how do we monitor our progress?

ADH - This is part of our total vision. Eventually, we'll have total vision that reflects committee work. Maybe committees write ^{these sections}.

DP - How do committees function? MLM - Minor decisions, major recommendations to be decided by board.

JCC - Suggests rethinking use of term "total vision" for ea. comm.

We're prepared to open discussion to concept of 3-23.
Purpose Thru. = begin process of developing process to think strategically.

BH - Keep in mind that 1 role of BP is to encourage comm. leadership & encourage to make good decisions.

* Keep on S.C. agenda, interchange among committees

SHH - This is where JESNA, JCCA may feel they have something to offer.

MLM - Chairs shd. refer to relationship to other imp. players.

Chuck shd. mention that CIFE = 1 of a # of imp. players. Partnership & trng. inst. & movements

* JCC - Issue for S.C. = How we relate to these other org. over time
JCCA, CIFE, JESNA, Trng. Inst., Movements, others

C. Content & Program

At next mtg. of board com. will be goals focus

MLM - Ea. committee shd. cause CIFE to make progress in their areas.
Plan & make it happen - in form of recommendations to Board.
Committees shd. feel they're important & will do something

D. Research & Eval.

VI. Entire Board mtg.

VII. Total Vision

Revised in light of comments at last S.C. mtg.

Eventually, we shd. think about what it shd. look like.

A. Fr. 3-23

p. 2
MLM - Before next mtg., we'll have clarified relationship
w/ other imp. nat'l agencies, ^{incl. funding inst.} & shd. include in 3rd IP.
- item b - not "in charge"

re last P. on p. 2 - Need

Various dif. ways to say what's in last full P. on p. 2.

B. Bldg the Prof.

- ELR - This means more than career ladders. We're into
professionalizing J. ed.

ELR - Lots of people get/read CASE publications. How about that as a
way to keep up train.

BOOK
IT

ellen - What about local credentialing/licensing?

- " " coaches for vision-driven inst.?

MLM - The value of this is for our review. Never to be published.

* Be sure Adam gets a copy of Total Vision paper.

ELR - We shd. include \$ recruitment of Judaic studies majors.

- Need a way to professionalize p.t. positions.
Professional std. have nothing to do w/ # of hrs. of work.

p. 7 -

ELR - Ea. seminary is geared to rabbinic + synagogue education.
How much of ldrship in J.ed. is generic? Thinks resources of seminaries shd. be pooled into 1 maj. ed. setting for the J.ed. enterprise.

> Disc. about why it wouldn't work.

ADA-Milton Centre - it can work. Trng. inst. impart mission; jointly do some.

~~Adm~~ -

~~Adm~~ -

MLM - as we draft doc., we shd. list emerging big ideas. We shd. consider in S.C., w/ an expert, before going to committees.
e.g. Lee Shulman on accreditation

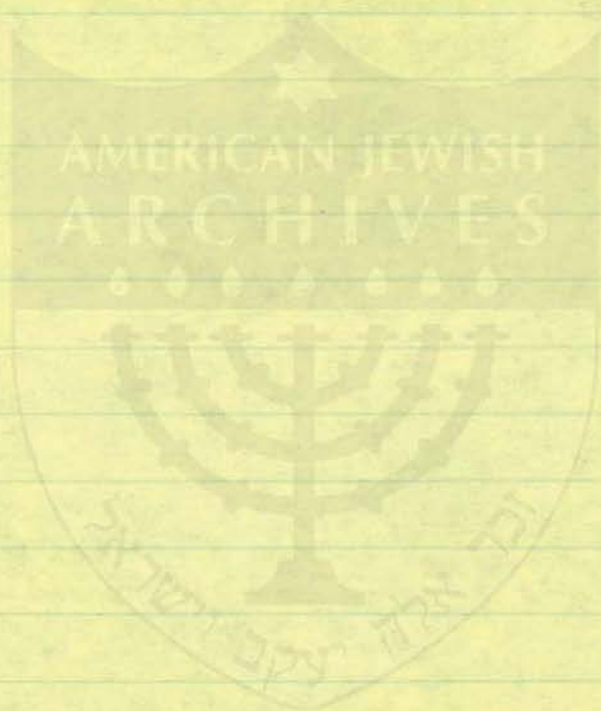
* As a concept, we shd. figure out how other agencies can be responsible for some of this

#100004

Ended w/p. 9. Next time, begin w/p. 7. Redraft &
distribute by Aug.

Mission - We'll do next time.

Total Vision - T



MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: August 24, 1994

DATE MINUTES ISSUED: September 19, 1994

PRESENT: Morton Mandel (Chair), John Colman, Gail Dorph
Stephen Hoffman, Alan Hoffmann, Barry Holtz,
Daniel Pekarsky, Charles Ratner, Esther Leah Ritz, Richard
Shatten, Virginia Levi (Sec'y), Nessa Rapoport, Adam
Gamoran, Ellen Goldring

COPY TO: Jonathan Woocher, Seymour Fox, Annette Hochstein,
Henry Zucker

I. Introduction

The chair welcomed committee members and reviewed the agenda for the day.

A. Building Senior Personnel

It was reported that the Mandel Institute has begun an analysis of senior Jewish educators in the Diaspora, looking at a pyramid which contains both numbers and qualifications. Consideration is being given to the development of a training center in Jerusalem for leaders among Jewish education professionals. This would be consistent with the Mandel Institute's view that developing a core of effective leaders is the critical first step to upgrading the field as a whole.

In the discussion that followed, it was suggested that a program to train the most senior educators for Jewish education in North America might best be accomplished if there were a parallel training center in North America which included an Israeli component. Committee members were reminded that an educational experience in Israel has the power to transform.

It was suggested that CIJE might serve as a bridge between an Israeli center and various North American institutions. This topic is under consideration by a small team of consultants to CIJE.

B. CJF/CIJE/JESNA Relationship

Steering Committee members were reminded that the leadership of CIJE and CJF have had several conversations about the North American Commission on Jewish Identity and Continuity which was convened by CJF in November, 1993. Consideration is currently being given to establishing a CJF standing committee on Jewish education and Jewish continuity. The principal role of this committee would be to help to develop community support for Jewish education.

In parallel, CIJE and JESNA have begun a process to inform and coordinate their mutual activities. Jon Woocher has been invited to join the CIJE Steering Committee and a joint meeting of the core staffs of the organizations will take place in September.

Conversations will continue on the establishment of this committee. The Steering Committee will be kept informed of progress.

II. Committee Structure: Method of Operation

The chair introduced this discussion, noting that this was an appropriate opportunity to reconsider the decision for CIJE to operate through the committee process. He noted the logistical difficulties of getting diverse committees together between board meetings, issues of overlap of agenda among the committees, and the limited communication which the current structure has afforded between committee chairs and their staff.

It was suggested that a variation on the committee structure be considered. Each committee would have a small working team to include the chair, a vice chair, and a staff person to establish a work plan and set priorities. Each working team would bring its recommendations to the full Steering Committee for discussion and revision. This small working team would then work with its larger committee through written communications between board meetings, using board meetings for progress reports and an exchange of information.

Following this scenario, the morning of each Steering Committee meeting would be an opportunity for the working teams to meet. Each would present the outcomes of its discussion to the full Steering Committee for further discussion. Steering Committee members were reminded that we are still implementing the recommendations of A Time to Act and working to become catalysts for change, involving as many partners as is appropriate.

The Steering Committee agreed with this formulation of the approach to committee work and proceeded to break into small groups for a first attempt.

III. Committee Reports

A. Building the Profession Committee

Gail Dorph reported that the discussion of this group began with focus on the importance of "thinking big and starting small."

1. The committee's goal is to develop a total vision for building the profession. The committee must identify venues (Where does it happen?), arenas (recruitment, retention, professional development, building positive perceptions), and audiences (Whom do we target?).

2. The committee proposes to establish a senior policy advisory group of top people in the field who can guide our work, and to establish a CIJE personnel action plan.
3. As planning proceeds, the committee will target a small group of top people in the field both nationally and globally who can help us to plan and implement. The focus will be on senior personnel. We will work in up to six communities to help implement a personnel action plan.

Discussion focused primarily on the development and implementation of a personnel action plan. It was suggested that CIJE develop a "generic" personnel action plan which could then be tailored to a specific community. CIJE would be available to help a community determine how to fund and staff implementation, but the specifics would be up to each individual community.

It was also noted that the identification of a cadre of senior personnel to work with CIJE is an important step in this plan. A caution was raised about the small number of such people available and the importance of recruiting good new people to the field.

B. Community Mobilization

Chuck Ratner reported that, having selected the Lead Communities, it is now the task of this committee to mobilize community support for Jewish education on both the local and continental levels. He defined community mobilization as encompassing both the lay and senior professional communities.

One aspect of this is a marketing task. Our products include the Goals Project, Best Practices, the Educators Surveys, the Monitoring, Evaluation and Feedback work, and our work in the Lead Communities, where we hope to demonstrate the possibility of achieving transformation.

Another goal of this committee is for the CIJE vocabulary and ideas to become a central part of the national scene. This can be done by telling the story of CIJE to a wide range of constituencies. Issues include determining the populations we wish to reach and deciding how to identify and reach leadership. Issues for further consideration include the clarification of CIJE's relationship to the Lead Communities and how we intend to expand to a wider range of communities.

In the discussion that followed, it was noted that in the original conceptualization, CIJE would work with each of the three Lead Communities on every aspect of the CIJE agenda. This has evolved to where the Lead Communities are among those laboratories from which CIJE can select the appropriate site for the implementation of a particular approach. CIJE will continue to develop additional laboratory sites, as appropriate.

It was suggested that the work of the four committees is interdependent and that a community might not be able to implement a personnel action plan, for example, without help in community mobilization. In fact, each of the communities in which we are working would benefit from our support in community mobilization. It was noted that this is a constantly spiralling process and that demonstration of success in any one area will serve to mobilize community support for further work.

C. Content and Program

John Colman reported that the committee had discussed three issues.

1. Role of the small committee - In the case of content and program, CIJE has developed a wealth of opportunities. It is not clear that this small committee should decide between Goals programs and Best Practices efforts, for example. It may be that the full Steering Committee or the entire Content and Program Committee should be involved in this sort of prioritization, if and when it is necessary.
2. Communication - The working team needs a way to communicate with the full Content and Program Committee in order that members are aware of the critical issues facing the committee.
3. Process issues - The group needs a way to define issues and make decisions. Its first task is to develop an agenda and define issues for review by the committee at the October board meeting.

In discussion, it was suggested that at the board meeting, each committee review what has occurred within its realm over the past six months and describe what it proposes to do in the coming six months. The role of the full committees will be to provide input, reacting to presentations at the meetings.

D. Research and Evaluation

Ester Leah Ritz noted that an important issue for this committee is the fact that it has only part-time staff working in this area, thus limiting staff capacity. She noted the need to distinguish between the ongoing activities of the Monitoring, Evaluation and Feedback project and efforts needed to conduct basic research and expand the data base. When research programs are undertaken, they should look at systems. Monitoring, on the other hand, looks at programs. The goal of the committee is to help communities develop their own means of conducting monitoring.

It has been proposed that a report be made at the GA in November on the implications of the personnel studies in the three Lead Communities for personnel and community mobilization on a continental level. This requires further discussion and planning.

When it becomes appropriate to move beyond the local and institutional approach to a discussion of building a research capacity, it will be necessary to find people to help with the design and to identify foundations willing to provide support.

A work plan for the coming year is in draft form and was to be reviewed and clarified by an advisory committee later in the week.

In discussion, it was noted that the Monitoring, Evaluation and Feedback activity which has been undertaken is the most extensive work on research in Jewish education in North America at present. It was suggested that with greater community mobilization will come the identification of potential supporters of future projects in research.

E. Summary

In summarizing this exercise, the chair noted that each subcommittee should plan to present a work plan at the next Steering Committee meeting. Alan Hoffmann will work with committees on identifying vice-chairs to participate in future deliberations.

Assignment

IV. The Goals Seminar and the Goals Project

Daniel Pekarsky reported on the elaborate joint planning process with the Mandel Institute in Jerusalem that led to the Goals Seminar which took place in Jerusalem in July. Participants included representatives of six communities and the national training institutions, as well as others who served as resources. He reported that the atmosphere of the seminar was very positive and encouraged rich discussions. Community participants were provided opportunities to work in their community groups to develop plans of action. Among the issues that surfaced during the seminar were the following:

- A. What is the role of leadership in the development of a vision driven institution? Does it require a charismatic leader, or can it be undertaken by "ordinary people?"
- B. A tension was identified between the desire to clarify an institution's visions and goals and wanting to encompass the broadest possible range of constituents.

- C. The establishment of an institution around a clear vision provides one sort of challenge, but it is probably even more challenging to clarify the vision in an already operating institution.
- D. There may also be tensions between the establishment of individual institutional visions and an overall community vision.

At the conclusion of the seminar there was a sense of excitement around moving forward with the concept of vision-driven institutions. Participating communities were encouraged to bring together local educators to participate in local seminars on "vision drivenness" and to think seriously about moving forward in this area. CIJE plans to work with local coaches who can continue the work with local institutions.

Following these introductory remarks, Daniel introduced Ray Levi, Dan Polster, and Mark Gurvis, three of the people from Cleveland who had participated in the Goals Seminar. Each of the three spoke eloquently about the value of the seminar to an individual institution (in the case of Ray and Dan, both of Agnon School) and as it impacted on the community (in Mark's case). They spoke of the value of attending a seminar in Jerusalem, with the accompanying atmosphere and experts, of the importance of bringing people from different communities together, and of the benefit of the range of perspectives represented among participants. They are looking to CIJE for guidance on how to move forward.

V. Review Board Meeting Agenda

Steering Committee members were reminded of the following schedule for the meetings of October 5-6.

October 5

10:00am - 4:00pm	Steering Committee Meeting
6:00pm - 7:30pm	Executive Committee Meeting and Dinner
8:00pm - 9:30pm	Program on Leadership in Education for full board and guests (Terrence Deal on conceptions of leadership in general education; possibly David Hartman on leadership in Jewish education)

October 6

9:30am - 3:00pm	Board Meeting
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VI. Calendar

A calendar of scheduled meetings for 1995 was reviewed. A copy is attached.

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

FUNCTION	CIJE STEERING COMMITTEE			
SUBJECT/OBJECTIVE	ASSIGNMENTS			
ORIGINATOR/PROJECT LEADER	VFL	DATE	8/24/94	

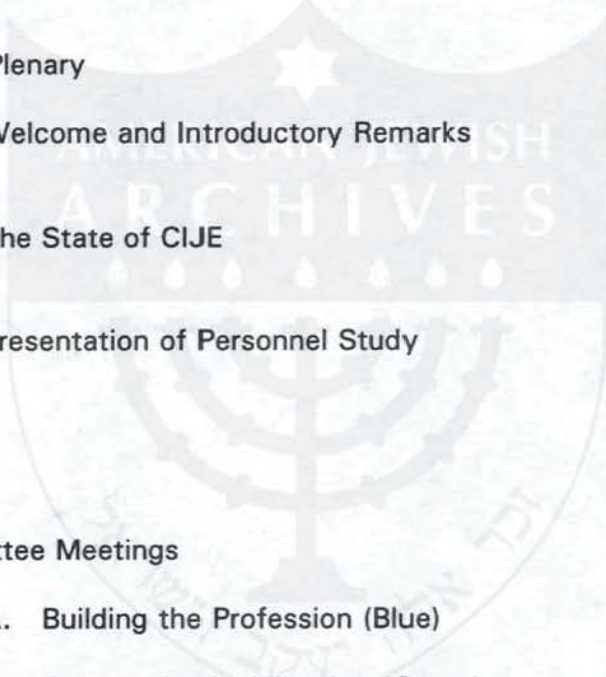
NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNM'T STARTED	DUE DATE
1.	Redraft total vision for review by Steering Committee		BWH	4/20/94	9/15/94
2.	Draft a statement outlining CIJE's thinking on the role of community vision in encouraging individual institutions to be driven by vision.		DP	4/20/94	9/15/94
3.	Review literature on complex community change and identify material that would be useful to Steering Committee.		RAS	3/15/94	9/15/94
4.	Work with committees on identifying vice-chairs.		ADH	8/24/94	12/31/94
5.	Develop a communications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board of Directors


OCTOBER 6, 1994

AGENDA

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- I. Board Plenary
 - A. Welcome and Introductory Remarks Morton Mandel
 - B. The State of CIJE Alan Hoffmann
 - C. Presentation of Personnel Study Adam Gamoran
Ellen Goldring
 - II. Lunch
 - III. Committee Meetings
 - A. Building the Profession (Blue) Chair: Morton Mandel
 - B. Community Mobilization (Green) Chair: Charles Ratner
 - C. Content and Program (Red) Chair: John Colman
 - D. Research and Evaluation (Gold) Chair: Esther Leah Ritz
 - IV. Board Plenary
 - Committee Reports
 - V. D'var Torah

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* Executive Committee Member
8/29/94

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As of 9/22/94

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Gershon Kekst
Norman Lamm
Norman Lipoff
Richard Meyer
Ismar Schorsch
Louise Stein
Maynard Wishner

Content & Program Committee

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Barry Holtz, Staff
Daniel Pekarsky, Staff
Daniel Bader
Mandell Berman
Chaim Botwinick
Maurice Corson
Alan Finkelstein
Thomas (Tim) Hausdorff
Henry Koschitzky
Florence Melton
David Sarnat
William Schatten
Richard Scheuer
David Teutsch
Isadore Twersky
Ilene Vogelstein
Jonathan Woocher

Community Mobilization Committee

Charles Ratner, Chair
Alan Hoffmann, Staff
Steve Hoffman, Staff
Nessa Rapoport, Staff
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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

-----1994-----//-----1995-----//-----1996-----

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

STEERING COMMITTEE

Wednesday, October, 5, 1994 - 10:00 A.M. - 4:00 P.M.

CIJE - New York Office

AGENDA

	<u>Tab</u>	<u>Assignment</u>
I. Welcome and Introductory Remarks		Morton L. Mandel
II. The Integrated Personnel Report: Implications for North America		Adam Gamoran Ellen Goldring
III. Mini Committees Meet	8	
Lunch		
IV. Discussion of GA		Alan D. Hoffmann
V. Review of Board Meeting	8	Morton L. Mandel

*Used minutes to
support payment of
Demographic Data Council
BS # 445 + # 456 Invoice
page 1-3
part of MEK Budget*

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: October 5, 1994

DATE MINUTES ISSUED: October 28, 1994

PRESENT: Morton Mandel (Chair), John Colman, Gail Dorph,
Adam Gamoran, Ellen Goldring, Stephen Hoffman,
Alan Hoffmann, Barry Holtz, Daniel Pekarsky,
Nessa Rapoport, Charles Ratner, Esther Leah Ritz,
Richard Shatten, Jonathan Woocher,
Virginia Levi (Sec'y)

COPY TO: Seymour Fox, Annette Hochstein, Henry Zucker

I. Introductory Remarks

The chair welcomed all participants, noting especially the presence of Jonathan Woocher at his first meeting of the CIJE Steering Committee. His participation in this group represents the close working relationship which is developing between CIJE and JESNA.

The chair noted that the CJF Commission on Jewish Continuity will most likely conclude its work at the upcoming GA by appointing a CJF standing committee which will continue to focus on the Federation world's efforts to help facilitate change in Jewish education at the local level. JESNA and CIJE will together form the core staff for such a committee.

II. Minutes and Assignments

The minutes and assignments of the August 24 Steering Committee meeting were reviewed. It was reported that CIJE is working closely with the Mandel Institute to establish a North American planning counterpart to the senior personnel project currently being developed.

With respect to the appointment of vice-chairs for the board committees, it was suggested that this is an opportunity to bring new people into our process. Alan Hoffmann will talk with the chairs of each of the committees about potential candidates.

Assignment

III. The Integrated Personnel Report: Implications for North America

Adam Gamoran gave a report intended to provide the Steering Committee with a sense of the report he planned to give to the Board the following day, with the goal of discussing its implications for CIJE with the Steering Committee. He noted that CIJE had sponsored both survey and interview studies of formal Jewish education personnel in the three lead communities. A report had been prepared for each community. The current report is a composite of the data acquired from the three and generalizes from this data to the implications for North America. This particular

report refers to the level of preparation of Jewish educational personnel. Future reports are planned to focus on other aspects of the data, such as salary and benefits, etc.

The data suggests that teachers in Jewish schools are committed to careers in Jewish education. While they may move from one position to another within the field, some sixty percent see Jewish education as their career. It was suggested that it would be interesting to compare figures on this topic to comparable figures for public education.

According to the data, the large majority of teachers of Judaica in Jewish schools are not trained as Jewish educators. Only twenty percent are professionally trained in both education and Jewish studies, while thirty percent are trained in neither. While it was noted that passion is an important attribute of effective teachers, it was also suggested that education is a profession and that minimal standards of formal training should be expected.

The data also show that teachers in Jewish schools are minimally better educated Jewishly than the general Jewish population.

In light of the shortages in professional training of our Jewish educators, the study asks whether in-service education compensates for this lack of background. Data showed that Jewish educators participate in fewer in-service workshops than their public school counterparts and that the topics are generally isolated rather than building systematically one upon another.

The study concludes that there is a need for professional development and recruitment at the local level and support for resources and content at the national level. The continental resources include CIJE, JESNA, CJF, JCCA, and the training institutions, among others. It was suggested that local leaders need assistance in identifying continental means of support. CIJE will need to develop mechanisms to link the continental agencies with local needs. The caveat not to create a new bureaucracy led to the suggestion that this argues for a possible redefinition of the role of CIJE, JESNA, and other agencies. From the perspective of CIJE, this raises the question of how we help fill the demand. Perhaps CIJE needs a standard consultation process.

This discussion led to the proposal of an emerging game plan for CIJE, JESNA, CJF, JCCA, and other partners to be identified. A central assumption is that the context of CIJE's work must be an ever-increasing number of communities engaged in a comprehensive planning process for Jewish educational change. This process must be accompanied by attention to raising the quality of the educational outcome in those communities. Thus, such a strategy would involve:

A. At the Local Level

Encourage local initiatives (comprehensive planning and implementation)

- Commissions
- Agencies (eg. JECC, BJE)
- Wall-to-Wall Coalitions

B. At the Continental Level - A national design for:

- Building the Profession
- Lay Leadership and Community Support

This will involve:

- Expert Consultation with the development of "products" such as a Goals Seminar, Personnel Study, etc.
- Obstacle/Opportunity Identification

The mission of CIJE, together with JESNA and others, is to cause there to be local initiatives and to "feed" them the products to bring about change. Our priority is to meet the needs identified by local communities and make them part of the continental agency agenda. It was suggested that CIJE will need criteria for what we do or we run the risk of receiving many, disparate, non-systemic requests.

It was suggested that CIJE's optimal agenda is dependent upon our vision for North America. Are we willing to accept the notion of a systemic continental approach to local initiatives?

The Monitoring, Evaluation and Feedback project may soon be looking at leading indicators of educational change in a community. This would provide a means of measuring the degree to which our work is encouraging communities to move towards change. On this basis, CIJE should develop content pieces for implementation in communities.

It was noted that with A Time to Act as the context for our work and the building blocks of Community Mobilization and Building the Profession as our goals, this discussion is intended to help move CIJE forward in implementation. This discussion was intended to help give direction to CIJE's ongoing activities.

IV. Plans for the General Assembly

The GA is scheduled to take place in Denver on November 16-19, 1994. On Thursday, November 17, at 3:45 p.m., there will be a forum on personnel chaired by MLM. Presenters will include Israel Minister of Education, Amnon Rubenstein, on Israel as a central resource of training for senior educators, and Adam Gamoran and Ellen Goldring on the personnel crisis in Jewish education. On Friday, November 18 at 7:00 a.m. there will be a CIJE invitational breakfast for board members and invited guests with Minister Rubenstein.

On Friday, November 18, at 8:15 a.m., Barry Holtz will present a workshop on best practices. It is possible that a session on CIJE's work on goals will also be included on the agenda.

V. Review of Board Meeting

The agenda and plans for the Board meeting scheduled for the following day were reviewed in detail.

VI. Next Meeting

The next meeting of the CIJE Steering Committee is scheduled for Tuesday, February 14, 10:00 a.m. to 4:00 p.m. in New York City.

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

FUNCTION	CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE	ASSIGNMENTS
ORIGINATOR/PROJECT LEADER	VFL
DATE	10/5/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNMT STARTED	DUE DATE
1.	Work with committees on identifying vice-chairs.		ADH	8/24/94	1/15/95
2.	Draft a statement outlining CIJE's thinking on the role of community vision in encouraging individual institutions to be driven by vision.		DP	4/20/94	2/14/95
3.	Develop a communications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD
4.	Redraft total vision for review by Steering Committee		BWH	4/20/94	TBD

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* Executive Committee Member

2/14/95

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As of 12-31-94

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Joshua Fishman
Charles Goodman
Alfred Gottschalk
Robert Hirt
Gershon Kekst
Norman Lamm
Norman Lipoff
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