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

Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003. Subseries 1: Meetings, 1990–1998.

Box Folder 27 3

Steering committee. 9-10 April 1997. Meeting book, April 1997.

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



Chair Morton Mandel

MEMORANDUM

Vice Chairs Billie Gold Ann Kaufman Matthew Maryles Maynard Wishner

Date:

April 2, 1997

To:

CIJE Steering Committee Members

Honorary Chair Max Fisher

From:

Board

David Arnow Daniel Bader Mandell Berman

Charles Bronfman John Colman

Maurice Corson Susan Crown Jay Davis

Irwin Field Charles Goodman

Alfred Gottschalk Neil Greenbaum Lee M. Hendler David Hirschhorn

Gershon Kekst Henry Koschitzky Mark Lainer

Norman Lamm Marvin Lender

Norman Lipoff Seymour Martin Lipset

Florence Melton Melvin Merians Lester Pollack Charles Ratner Esther Leah Ritz

William Schatten Richard Scheuer Ismar Schorsch

David Teutsch Isadore Twersky

Bennett Yanowitz

Alan D. Hoffmann

Karen A. Barth

Re:

Steering Committee Meeting of April 9 and 10, 1997

This is to confirm that the next meeting of the CIJE Steering Committee is scheduled to take place from 9:30 am to 4:30 pm on April 9th and from 9:30 am to 3:00 pm on April 10th at the CIJE offices in New York.

Enclosed is a document summarizing our current thinking on the strategic plan. Discussion of the ideas presented in this document will be the main focus of our two-day meeting. In addition to deliberating about the strategic approach itself, we will also discuss the implementation and staffing challenges. We will look at how we might break down this plan into manageable, "bite-sized" chunks that could be tackled on a year-by-year basis.

We are enclosing our newest publication, jointly published with the Mandel Institute in Jerusalem, entitled Vision at the Heart: Lessons from Camp Ramah on the Power of Ideas in Changing Educational Institutions. Both lay and professional audiences have been giving this piece rave reviews. We will be discussing this essay on the first day of the meeting as it has considerable relevance to our strategic planning issues.

A complete update on publications and communications is also enclosed.

We look forward to an interesting discussion on this material.

Please call Chava Werber at 212-532-2360, ext. 442, to indicate your attendance plans.

Executive Director Alan Hoffmann

Council for Initiatives in Jewish Education (CIJE) Steering Committee

9	Yes I plan to attend Day One of the CIJE Steering Committee meeting on Wednesday, April 9 from 9:30 am - 4:15 pm.
5	Yes I plan to attend Day Two of the CIJE Steering Committee meeting on Thursday, April 10 from 9:30 am - 2:30 pm.
,	Yes I plan to attend the Steering Committee dinner on Wednesday, April 9 a
	the Harmonie Club located at 4 East 60th Street.
	☐ Guest will attend ☐ Guest will not attend
9	Sorry, I will not be able to attend:
	Name
	Name of Guest

Please return this form to (212) 532-2646

CIJE 15 East 26th Street New York, NY 10010-1579

speaker her

NLM



Spon for 15 minuter - we will take it off we updates



THY TO GET
THYOUGH THIS
BY 11.30 OL SO.

AMERICAN JEWISH ARCHIVES

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

STEERING COMMITTEE, APRIL 9TH - 10TH, 1997

CHAIRMAN'S NOTES

DAY I: (APRIL 9TH) 9.30 - 4.30

[FYI:CHUCK RATNER INFORMED US AT THE END OF LAST WEEK THAT HE CANNOT BE AT WEDNESDAY'S MEETING, BUT WILL BE JOINING US THURSDAY. AS OF WRITING THESE NOTES, ESTHER LEAH IS IN HOSPITAL AND IT SEEMS UNLIKELY THAT SHE WILL BE WITH US. LESTER IS OUT OF THE COUNTRY. AS YOU KNOW, JOHN WOOCHER HAS BEEN UNINVITED]

9.30 - WELCOME ALL. THIS IS A SPECIAL MEETING OF THE GROUP. IT IS THE FIRST TIME THAT WE ARE DEDICATING A FULL TWO DAYS TO THE AGENDA OF THE STEERING COMMITTEE. THIS REFLECTS THE CULMINATION OF THE STRATEGIC PLANNING PROCESS THAT CIJE HAS UNDERTAKEN OVER THE PAST SIX MONTHS.

TONIGHT IS ALSO ANOTHER FIRST: A SOCIAL DINNER FOR STEERING COMMITTEE MEMBERS, STAFF AND THEIR PARTNERS.

ALSO WANT TO WELCOME AVRAHAM INFELD, EXECUTIVE DIRECTOR OF MELITZ WHO IS ALSO A CONSULTANT TO THE MANDEL INSTITUTE. HE WILL BE WITH US UNTIL HE LEAVES FOR HIS PLANE TO ISRAEL AFTER LUNCH. A LITTLE LATER THIS MORNING I WILL ASK AVRAHAM TO TELL US A LITTLE ABOUT THE WORLD LEADERSHIP CONFERENCE IN JEWISH EDUCATION WHICH HE IS INVOLVED IN PLANNING

- GO THROUGH BOOK.

9.45 MASTER SCHEDULE CONTROL (MLM) I on Agenda (Tab 1)

9.50 MINUTES AND ASSIGNMENTS (KAREN JACOBSON) II and III on Agenda Tabs 2 & 3

KAREN WILL READ THE MINUTES. IN THE MINUTES, ON PAGE 4, UNDER THE SECTION VI. Lay Professional Leadership Seminar, YOU MAY WANT TO REFER TO OUR NOTION OF A CIJE BIENNIAL AND THEN CONNECT OUR BIENNIAL CONCEPT TO THE WORLD LEADERSHIP CONFERENCE PLANNED IN ISRAEL.

YOU MAY WANT TO GIVE A SHORT INTRODUCTION AND THEN ASK AVRAHAM INFELD TO TELL US A LITTLE ABOUT THE THINKING THUS FAR [INFELD IS GOING TO MENTION THE NOTION OF THIS BEING A THREE-STAGE EDUCATIONAL PROCESS MOVING FROM A "RENAISSANCE WEEKEND" THROUGH REGIONAL CONFERENCES TO A WORLD LEADERSHIP CONFERENCE JUST BEFORE THEYEAR 2000.]

YOU MAY WANT TO TAKE A LITTLE DISCUSSION ON HOW CIJE WILL TAKE THE LEADERSHIP IN THE NORTH AMERICAN REGIONAL CONFERENCE, PROBABLY IN EARLY 1999.

10.30-12.15 INSTITUTIONAL CHANGE - TWO MODELS

IV on Agenda Tab 4

[THE FOCUS OF THIS SESSION IS TO HIGHLIGHT THE NOTION OF INSTITUTIONAL CHANGE, BUILDING MAINLY ON THE RAMAH PIECE WHICH CIJE HAS RECENTLY BROUGHT OUT AND THE STEERING COMMITTEE HAS RECEIVED. WE HAVE ALSO INVITED RABBI RICK JACOBS OF WESTCHESTER REFORM TEMPLE AND HIS LAY CHAIR TO TALK ABOUT THEIR CONGREGATION'S INSTITUTIONAL CHANGE PROCESS AS A RESULT OF PARTICIPATING IN THE ECE [EXPERIMENT IN CONGREGATIONAL EDUCATION] PROGRAM. AS YOU KNOW, THIS PROGRAM ORIGINATED IN A MAF GRANT. ATTACHED IS RABBI JACOBS' BIO]

OUR PROBLEM: RABBI JACOBS HAS TO LEAVE EARLY SO WE HAVE INVERTED THE TWO PRESENTATIONS WITH RAMAH FOLLOWING THE WESTCHESTER REFORM TEMPLE STORY.

YOU MAY WANT TO SAY SOMETHING NICE ABOUT THE RAMAH PUBLICATION - FYI: MOST OF THE REAL WORK THERE IS NESSA'S.

CALL ON **DAN PEKARSKY** TO INTRODUCE THE WHOLE SESSION. DAN WILL WEAVE THE PIECES TOGETHER, USING **GAIL**, **RICK JACOBS**, **LAY CHAIR** AND **NESSA**.

- YOU MAY WANT TO TAKE A BREAK AFTER RICK JACOBS AND BEFORE THE RAMAH PIECE.(AROUND 11.00)

12.15 - 1.00 LUNCH

1.00 - 4.30 DISCUSSION OF STRATEGIC PLAN V on Agenda

a. 1.00 - 2.30: Presentation of Plan

KAREN WILL TAKE THE GROUP THROUGH THE STRATEGIC PLAN BASED ON THE PRESENTATION AND MATERIALS WHICH YOU SAW LAST WEEK IN PALM BEACH.

PRESENTATION WILL BE APPROXIMATELY 45 MINS. WITH INTERRUPTIONS FOR CLARIFICATION AND DISCUSSION WE ESTIMATE THAT THIS SESSION WILL GO FOR 90 MINS..

b. 2.30 - 3.15 Discussion Groups

DURING THIS PART OF THE AFTERNOON, THE GROUP WILL HAVE AN OPPORTUNITY TO REVIEW THE STRATEGIC PLAN IN SMALLER GROUPS, BASED ON KAREN'S PRESENTATION AND THE WRITTEN MATERIALS RECEIVED IN ADVANCE.

OUR SUGGESTION FOR GROUPS:

GROUP I [adh office]	GROUP 2 [conf.rm.]	GROUP 3 [mazer]
John Colman (chair)	Lee Hendler (chair)	Stanley Horowitz (chair)
Dan Bader	Steve Hoffman	Mort Mandel
	Morris Offit (if here)	
Alan Hoffmann	Karen Barth	Barry Holtz
Dan Pekarsky	Adam Gamoran	Ellen Goldring
Nessa Rapoport		Gail Dorph

THE CHARGE TO THE GROUPS IS TO IDENTIFY **NO MORE** THAN TWO OR THREE KEY ISSUES ARISING OUT OF THE PLAN AND THEN BRING THEM BACK FOR DISCUSSION TO THE LARGE GROUP WHEN IT RECONVENES AT

3.30

SO THAT THERE IS ALSO A PLANNED BREAK 3.15 - 3.30

c. 3.30-4.15 Discussion of Key Issue

KAREN WILL LEAD THE GROUP IN REVIEWING THE ISSUES WHICH EACH CHAIR OF A SUB-GROUP WILL REPORT UPON.

THE MOVE: AT 4.15 WE HAVE ARRANGED TO GO UPSTAIRS AND PLACE THE MEZUZAH ON THE DOOR OF THE NEW OFFICES. THERE WILL ALSO BE A GLASS OF WINE FOR A LECHAIM. YOU MAY WANT TO CALL ON KAREN JACOBSON TO GIVE AN OVERVIEW OF THE MOVE. BEFORE WE GO UPSTAIRS, YOU COULD REMIND THE GROUP ABOUT THE DINNER AT THE HARMONIE CLUB, 4 E. 60TH. AT 6.30 P.M. BINDERS CAN ALSO BE LEFT IN THE ROOM FOR THURSDAY.

WHEN WE GO UPSTAIRS, YOU SHOULD KNOW THAT THE FACT THAT WE HAVE COMPLETED THIS RENOVATION ON TIME AND UNDER BUDGET IS COMPLETELY DUE TO KAREN JACOBSON'S OUTSTANDING WORK.

APRIL 10TH: CIJE STEERING COMMITTEE - DAY 2

9.30 RECONVENE [FYI: CHUCK RATNER WILL BE JOINING US ADAM GAMORAN AND BARRY HOLTZ HAVE TO TEACH THAT DAY]

REFER EVERYONE TO SECOND PAGE OF AGENDA.

9.30 - 11.15 CONTINUATION OF STRATEGIC PLAN DISCUSSION I on Agenda

AMERICAN IEWISH

THIS SESSION IS REALLY DEVOTED TO THE "CHANGE LABORATORY" SECTION OF THE STRATEGIC PLAN

- 9.30 9.45: KAB WILL REVIEW THE OPTIONS FOR DEVELOPMENT OF A CHANGE LABORATORY AS OUTLINED IN THE PRESENTATION YOU SAW IN FLORIDA.
- 9.45- 10.15: BREAK INTO 2 SMALLER GROUPS [YOU WILL RECEIVE THE BREAKDOWN ON THURSDAY A.M.]

TASK OF SMALL GROUPS: TO DISCUSS THE PROS AND CONS OF THE FOUR OPTIONS OF THE CHANGE LABORATORY

- 10.15 10.30 BREAK
- 10.30 11.00 LARGE GROUP DISCUSSION OF THE CHANGE LAB. OPTIONS
- 11.00 11.15 CALL ON ADH FOR SYNTHESIS, WRAP-UP AND NEXT STEPS OF THE WHOLE STRATEGIC PLANNING PROCESS.

11.15 - 11.45: UPDATES II on Agenda

ADH BRIEFLY REVIEWS:

UNIVERSITY OF JUDAISM CONSULTATION
WEXNER CONSULTATION
HUC CONSULTATION
BRANDEIS CONSULTATION
EVALUATION INSTITUTE
PROFESSORS PROGRAM

DURING THE UPDATE ON THE PROFESSORS PROGRAM WE WILL BRIEFLY TURN TO LEE HENDLER WHO WILL SPEAK ABOUT AN IDEA SHE DEVELOPED FOR INVOLVING LAY LEADERS THAT IS BASED ON OUR PROFESSORS CONCEPT

11.45 - 12.15: DISCUSSION OF BOARD STRUCTURE III on Agenda

MLM LEADS DISCUSSION OF BOARD STRUCTURE IN THE LIGHT OF THE EMERGING DIRECTIONS OF THE STRATEGIC PLAN

ALTHOUGH THIS WILL NOT DEAL WITH FUNDRAISING, YOU WANTED TO RETURN TO THE NOTION OF :

- AN ENLARGED STEERING COMMITTEE BECOMING THE BOARD
- A "CHAIRMAN'S COUNCIL" OF VERY SENIOR LAY LEADERS
- AN ANNUAL (OR BI-ENNIAL) MEETING OF A MUCH LARGER GROUP TO KEEP THEM INFORMED ABOUT CIJE'S WORK

12.15 - 1.15 LUNCH

1.15 - 2.30 PRESENTATION AND DISCUSSION OF MENTORING IDEAS FROM CIJE'S WORK IN TEI IV on Agenda

GAIL WILL INTRODUCE PROF. SHARON FEIMAN NEMSER WHO WILL WILL TALK ABOUT MENTORING.

[fyi: SHARON HAS BEEN INVOLVED FOR THE LAST 10 YEARS IN A CROSS - CULTURAL STUDY OF MENTORING. IN HER PRESENTATION THIS AFTERNOON, SHE WILL SHARE SOME OF THE FINDINGS OF THIS RESEARCH AND ITS IMPLICATIONS FOR GENERAL AND

JEWISH EDUCATION.

HER WORK HAS IMPLICATIONS FOR OUR THINKING ABOUT THE DEVELOPMENT OF COMMUNAL LEADERS AS WELL.



Rabbi Richard Jacobs, page 6

Biography of Rabbi Richard Jacobs

Rabbi Richard Jacobs is the Senior Rabbi of Westchester Reform Temple in Scarsdale, New York. He was ordained in 1982 by HUC-JIR in New York. He served as the Rabbi of the Brooklyn Heights Synagogue from 1982 until 1991. During his first five years there, he also served as the Educational Director. From 1980 to 1986, Rabbi Jacobs was a dancer and a choreographer with the Avodah Dance Ensemble, a modern dance company which performs services in dance and concerts throughout the United States. Currently he is working on his Ph.D. in Ritual Dance at New York University. He is the co-author with David Ellenson of "Scholarship and Faith: David Hoffman and His Relationship to Wissenshaft Des Judentums," Modern Judaism, February 1988 and "The Body of Prayer," Compass, Spring-Summer 1989. Rabbi Jacobs worked for 7 years at UAHC Camp Swig as a Unit Head and Arts Specialist. He currently serves on the board of the New Israel Fund, the Union of American Hebrew Congregation, Religion in American Life, and American Friends of RATZ. Most recently Rabbi Jacobs has been working with Larry Hoffman and Ron Wolfson as a consultant liason to their project: Synagogue 2000. He is married to Susan K. Freedman and the father of Aaron and David.

PETER WANG

A member of the WRT Board of Trustees for ten years. Peter has held the offices of Vice-President and Secretary. He has been a member of the Executive Committee for the past six years.

As a founder and former Chairperson of the Tzedakah Committee, he undertook a number of projects that served both WRT and the community. He also was the creator and former Chairperson of the Spirituality Task Force and Chairperson of the

Membership Committee, the Israel Committee and Co-Chair of the Experiment in Congregational Education.

In addition, he served as Co-Chairperson of the Makom Sh'lanu Campaign; Secretary and Vice President of the Men's Club Board of Trustees; and member of numerous WRT Committees. Peter was a panelist at the HUC-Rhea Hirsch School of Education 1996 Colloquium on Jewish Education and was a member of the HUC Task Force on Spirituality in 1995 and 1996.

Peter Wang has worked tirelessly on behalf of the UJA-Federation; for the Westchester General Campaign he served as a member of the Regional Cabinet. He currently serves as a member of the Board and as a member of the Nominating as well as Missions and Agency Initiatives Committees of UJA Federation of New York. Together with his wife, Dale, Mr. Wang was co-leader of two UJA Missions to Israel and he was a participant in the 1997 delegation to Israel to discuss religious pluralism with Benjamin Netanyahu and other Israeli officials.

He is a member of the Executive Committee of the Anti-Defamation League of B'nai B'rith's Lawyer's Division; a member of ADL's National Legal Affairs Committee and a former member of the Westchester-Rockland Regional board. As a volunteer on The Jewish Week, he is a member of the Board of Directors and currently serves as Treasurer and a member of its Executive Committee.

A Phi Beta Kappa graduate of Yale University, class of 1970, and Harvard Law School in 1973, he has served in several capacities for both schools. Peter and Dale were both selected as Wexner Heritage Foundation Fellows in 1992.

Peter and Dale have two children: Jeffrey, currently a junior at Yale, and Gregory, currently a junior at Scarsdale High School. Peter is a senior member of the law firm of Friedman. Wang & Bleiberg and a former law clerk to the Honorable Milton Pollack. U.S.D.J., as well as a member of various bar associations and an author and speaker on lingation. The Men's Club invites the congregation to join us for Shabbat services on April 11 when we honor Peter Wang.

APRIL 10TH: CIJE STEERING COMMITTEE - DAY 2 [revised 4.10.97]

9.30 RECONVENE [FYI: CHUCK RATNER WILL BE JOINING US ADAM GAMORAN AND BARRY HOLTZ HAVE TO TEACH THAT DAY]

REFER EVERYONE TO SECOND PAGE OF AGENDA.

9.30 - 11.15 CONTINUATION OF STRATEGIC PLAN DISCUSSION I on Agenda

THIS SESSION IS REALLY DEVOTED TO THE "CHANGE LABORATORY" SECTION OF THE STRATEGIC PLAN

- 9.30 9.45: KAB WILL REVIEW THE OPTIONS FOR DEVELOPMENT OF A CHANGE LABORATORY AS OUTLINED IN THE PRESENTATION YOU SAW IN FLORIDA.
- **9.45- 10.15:** WILL NOT BREAK INTO 2 SMALL GROUPS AS PLANNED BUT WILL DISCUSS TOGETHER.
- 10.15 10.30 BREAK
- 10.30 11.10 KAREN WILL LEAD DISCUSSION ON THE 7 ISSUES 0 RAISED BY THE SMALL GROUPS YESTERDAY.
- 11.10 11.15 CALL ON ADH FOR SYNTHESIS, WRAP-UP AND NEXT STEPS OF THE WHOLE STRATEGIC PLANNING PROCESS.

11.15 - 11.45: UPDATES II on Agenda

ADH BRIEFLY REVIEWS:

UNIVERSITY OF JUDAISM CONSULTATION
WEXNER CONSULTATION
HUC CONSULTATION
BRANDEIS CONSULTATION

EVALUATION INSTITUTE PROFESSORS PROGRAM

DURING THE UPDATE ON THE PROFESSORS PROGRAM WE WILL BRIEFLY TURN TO LEE HENDLER WHO WILL SPEAK ABOUT AN IDEA SHE DEVELOPED FOR INVOLVING LAY LEADERS THAT IS BASED ON OUR PROFESSORS CONCEPT

11.45 - 12.15: DISCUSSION OF BOARD STRUCTURE III on Agenda

MLM LEADS DISCUSSION OF BOARD STRUCTURE IN THE LIGHT OF THE EMERGING DIRECTIONS OF THE STRATEGIC PLAN

ALTHOUGH THIS WILL NOT DEAL WITH FUNDRAISING, YOU WANTED TO RETURN TO THE NOTION OF :

- AN ENLARGED STEERING COMMITTEE BECOMING THE BOARD
- A "CHAIRMAN'S COUNCIL" OF VERY SENIOR LAY LEADERS
- AN ANNUAL (OR BI-ENNIAL) MEETING OF A MUCH LARGER GROUP TO KEEP THEM INFORMED ABOUT CIJE'S WORK

12.15 - 1.15 LUNCH

1.15 - 2.30 PRESENTATION AND DISCUSSION OF MENTORING IDEAS FROM CIJE'S WORK IN TEI IV on Agenda

GAIL WILL INTRODUCE PROF. SHARON FEIMAN NEMSER WHO WILL WILL TALK ABOUT MENTORING.

[fyi: SHARON HAS BEEN INVOLVED FOR THE LAST 10 YEARS IN A CROSS - CULTURAL STUDY OF MENTORING. IN HER PRESENTATION THIS AFTERNOON, SHE WILL SHARE SOME OF THE FINDINGS OF THIS RESEARCH AND ITS IMPLICATIONS FOR GENERAL AND JEWISH EDUCATION.

HER WORK HAS IMPLICATIONS FOR OUR THINKING ABOUT THE DEVELOPMENT OF COMMUNAL LEADERS AS WELL.



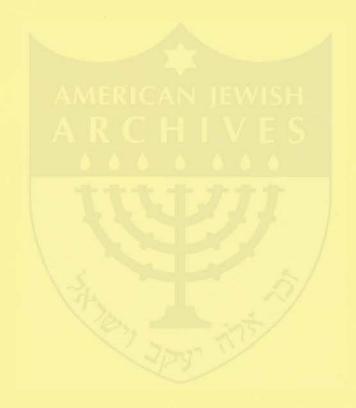
MASTER SCHEDULE CONTROL

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Date Prepared: 2/17/97

ELEMENT	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAF
1. Steering Committee 9:30 AM - 4:00 PM; 9:30 AM - 3:00 PM		N.Y. 2/6		N.Y. 4/9 - 10		N.Y. 6/26		N.Y. 8/7		N.Y. 10/13		N.Y. 12/3			
2. Executive Committee 6:00 - 7:30 PM				\ R	C E		E S					N.Y. 12/3			
3. Board of Directors 7:45-10:00 PM; 9:30 AM - 3:30 PM				Ţ	E	3)	Į					N.Y. 12/3 - 4			
				3			3								
					370	7									

C:\CIJE\MASTSCHE.WPD



CONFIDENTIAL

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: February 6, 1997
DATE MINUTES ISSUED: February 17, 1997

PARTICIPANTS: Morton L. Mandel (chair), Karen Barth, Gail Dorph, Josh

Elkin, Adam Gamoran, Ellen Goldring, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Stanley Horowitz, Karen Jacobson (sec'y), Bettina Klein, Shlomo Offer, Daniel Pekarsky, Lester Pollack, Nessa Rapoport, Charles Ratner,

Esther Leah Ritz, Jonathan Woocher

COPY TO: Sheila Allenick, Daniel Bader, John Colman, Seymour Fox,

Nellie Harris, Lee Hendler, Annette Hochstein, Morris Offit,

Dalia Pollack, Richard Shatten, Henry Zucker

I. Master Schedule Control

Mr. Mandel, welcomed all members to the meeting. In reviewing the master schedule control, he noted that the Board structure is currently under review and also mentioned that there is a feeling of dissatisfaction with the board's current level of participation. As an outgrowth of the strategic planning process, we will be able to redefine the governance structure of CIJE. He then recommended that the Board of Directors not meet in April. He suggested that the time be allocated to a mini-retreat for the Steering Committee, with the agenda built around the strategic planning process.

Alan Hoffmann added, having two full days would allow for the discussion of many important topics, which we never manage to get to at Steering Committee meetings; especially important is a thorough examination of the strategic plan.

Karen Barth said that the scheduled date for the completion of the strategic plan is April 1997. It would add value to the process if we scheduled time for the Steering Committee to sit and hammer through the plan. Lester Pollack agreed, saying that until we know what the goals of the organization and role of the Board are, we can't talk about structure.

Mort Mandel asked Steering Committee members to save the dates April 9 and 10 for a two day meeting, and requested that the members keep their calendars free on the evening of the 9th.

II. Minutes and Assignments

The minutes and assignments of December 5, 1996 were reviewed and accepted.

III. Announcements

Mort Mandel reminded the members that confidentiality must be respected on all documents distributed or discussed at the meetings, with special concern for those that are not public documents. Specifically, he noted that the package of documents sent out prior to this meeting are not for public dissemination.

Alan Hoffmann informed the participants that the search for a replacement for Josie Mowlem's position as Assistant Executive Director has been completed with Karen Jacobson's acceptance of the position. Karen was originally hired as a transition consultant in October. Alan Hoffmann warmly welcomed her in her new position at CIJE.

Karen Barth welcomed Bettina Klein and Shlomo Offer to the meeting. Shlomo and Bettina are consultants working on the strategic planning process. Shlomo Offer is mapping current programs in Jewish education and continuity and Bettina Klein is looking at the costs of Jewish education.

IV. Strategic Planning

Karen Barth introduced this portion of the meeting, by giving a brief update on the strategic planning interview process. The original goal of 60 interviews has been passed. Karen said that when the process is complete, she estimates a total of 100 interviews will have been conducted.

A. Interview Results

Daniel Pekarsky defined the strategic planning process as not looking for consensus, but input -- to stimulate our thinking. The interview material is a critical piece in helping us formulate a working hypothesis, and define our terms. It is useful as a guide in determining if something critical is missing in our formula, and helping us target areas that need to be revisited.

Daniel discussed the interview summary by defining four general topic areas: 1) Vision of the future, 2) Target populations, 3) High quality institutions 4) Improved institutional settings.

In response to the discussion of target populations, Esther Leah Ritz pointed out that a prevailing assumption exists within the Jewish world which results in Jews in or near poverty from being excluded from our vision. Our traditional conception of Jewish target populations has to be broadened to include outreach to diverse populations such as single parents and families that are not the traditional middle class models.

Josh Elkin, noted that the estimated cost of raising a family in the current Jewish community, i.e. children in day school, Jewish summer camp, family synagogue membership, etc. requires an annual family income of \$80,000. He added that 80% of the Jewish community doesn't earn that income.

Charles Ratner said that it is like the cliché: increasing the appetite- limits one's ability to eat the meal. The process becomes very problematic -- when we work on one area others become affected. The better our programming the higher the costs. We must be able to look at the total, not just the parts.

The interview material reveals a need in the community for powerful experiences, both spiritual and intellectual. One-time, explosive, great experiences are part of the answer, but there is a strong need for excellent and consistent programs all along the way. The group remarked that the process indicated striking similarities to the results of the 1988 A Time to Act research. There is still the need to work on the issues of building the profession and mobilizing the community simultaneously. Daniel Pekarsky concluded his presentation by recognizing these parallels, and stated that it is important to revisit these issues periodically.

B. Willow Creek Case

Gail Dorph introduced the Willow Creek case. She noted that the case is a powerful example of an institution which successfully changes itself. Willow Creek is useful as a model of change, for the systematic approach the institution followed in achieving its results. Not only was the church successful in its own transformation, but it was instrumental in creating change in the lives of its members, and other like institutions. The first question the church leaders asked is "why aren't people here?" From that question they developed a seven point strategy to affect change. Gail lead the group in a discussion of the church's strategies for successful change. The discussion was captured on flip charts (copies are attached).

C. Change Philosophy

Karen Barth summarized the proposed CIJE change philosophy. She delineated the steps to achieve effective change as: 1) focus on holistic change in direct service institutions, 2) focus on diverse institutional models and multiple age groups, 3) the possible need to create new institutions, 4) the importance of concentrating resources - to reach "the tipping point" for change to occur, 5) the need to focus on building models of change before starting the process of dispersion, 6) the six factors that lead to institutional change: leadership, vision, culture, skills, change process, and funding.

The group discussed the merits of each of the six factors, and the consensus was that a strong leadership is a pivotal element in creating change. Steve Hoffman proposed the following conceptual framework: to affect change you put 75% of your energy into developing an elite team of lay/professional leaders, and 25% into everything else. As the process progresses and the leaders develop, they will be the catalyst to move the process onto the next steps.

Karen Barth next presented a listing of preliminary strategic ideas, a chart of what CIJE could do or encourage/help others to do, using a matrix created of the six factors for change as they affect national, communal and institutional levels.

Karen Barth presented a preliminary look at future CIJE initiatives. She explained that all initiatives would be informed by three consistent elements: advocacy, goals and planning. The four areas outlined were: JEWEL, consulting firm without walls, think tank and modeling change.

V. TEI Videotape: Preview of a Work in Progress

The group had the opportunity to view the first video created as a professional development teaching tool for TEI participants.

Gail Dorph explained that one of the purposes of creating a bank of videotapes of teaching in Jewish classrooms is to provide an opportunity for all members of a group to have a shared experience of teaching and learning which can serve as a catalyst for professional development. Some of the ways in which the videotape can serve as an instructional tool were highlighted in the discussion that followed the viewing.

Gail described the packet of support material that will be produced as a companion to the videotape. The range of materials will allow for multiple uses of these materials analogous to the study of classical Jewish texts.

VI. Lay-Professional Leadership Seminar

Ellen Goldring introduced the discussion of the January 19-20 seminar entitled *The Power of Ideas: Leadership Governance, and the Challenges of Jewish Education.*Josh Elkin reviewed the agenda for the seminar and stated that what made the seminar so successful was a highly qualified faculty, and the interest of the participants. He added that the case study developed for the seminar by Judith McLaughlin (chair of the Harvard Seminar for New Presidents and a lecturer on higher education at Harvard University) was one of the highlights of the Seminar. He also noted that the sessions led by Michael Rosenak (Mandel Professor of Jewish Education at the Melton Center for Jewish Education at the Hebrew University) was extremely engaging and thought provoking. The format combines lay and professional leaders together which was

important to the success of the program.

Chuck Ratner, who also attended the seminar, noted that the passion that the attendees, the CIJE faculty, and the Harvard people have for the topic results in a powerful learning environment, from which participants come away with tremendous capacity for creating change.

The group discussed the value of lay-professional programming, particularly for the development of new leadership. Mort Mandel noted that we cannot wait 10 years to turn out new leadership. The development of 20 to 30 new young leaders now, will change America's Jewish community profile dramatically.

VII. CIJE UPDATES

Alan Hoffmann briefly updated the Steering Committee on current CIJE activities.

A. Wexner

He mentioned that we are working with the Wexner group on issues relating to recruitment and training.

B. HUC

The new President and Provost at HUC have initiated meetings with CIJE. They requested help defining and outlining a change philosophy to address issues they are facing on their four campuses. Karen Barth is in the very first stages of conversations with them on this matter.

C. Brandeis

Barry Holtz and Alan Hoffmann are working on the first steps in designing a "center," to deal with youth and adolescence. This center will build on the existing Genesis summer program for youth and other youth programs at Brandeis. Engaging faculty with expertise in the field, and developing exposure.

D. Non-Denominational Jewish Community Day High Schools Meeting

Daniel Pekarsky reported on the meeting that took place at the CIJE offices in New York on Wednesday, February 5 which brought together leaders of a new type of institution on the North American Landscape. He convened the meeting with leaders from established as well as emerging schools, including those in Boston, Atlanta and Cleveland. The participants included the high school principals as well as CIJE staff. They discussed their common challenges and concerns, setting an agenda for future meetings. The goal is for this group to become an autonomous vehicle for problem solving and information sharing, and to act as a resource for new schools.

E. Administrative Update

Karen Jacobson reported on several administrative issues.

We are working on moving financial operations from Cleveland to New York by April 1, working closely with the JCCA during this transition process and contracting with them for financial services.

We are also in the process of negotiating for office space on the 18th floor. This will accommodate our current staff as well as scheduled future growth and will allow for maintaining the advantages of our close working relationship with the JCCA. This move is scheduled for April 1.

CIJE now has a full complement of support staff personnel. The last open position of Executive Assistant was filled by Megan Ifill on January 1. With this hire, the support staff now reflects a full range of competencies including: secretarial skills, computer technical skills, editorial, research and meeting planning skills.

In the past three months we have reduced expenditures on computer consultants, invested in staff training and established strong time management habits to increase staff productivity and work flow.

F. Professors

Barry Holtz reported on the Professors Seminar which took place January 30 - February 2, in Florida. There were 20 participants, three of whom were new to the group. One new participant, Bill Firestone, who's major area is educational standards, was so motivated by the program, that within two days of the event he presented a proposal to write a paper on norms and standards for Gail Dorph's consideration. All of the participants are contributing directly to CIJE's work. The participants were so involved in the seminar that they elected to convene for a study session on Saturday evening and worked until 11:30 at night, forgoing their free time. Gail Dorph noted that Jewish academics are a disenfranchised group, on the side lines, waiting to be mobilized.

G. Luncheon Seminar

Nessa Rapoport said that the next Jewish Education Seminar is scheduled for March 10, at the CIJE offices. Tova Halbertal, of the faculty of the Melton Center for Jewish Education in the Diaspora of the Hebrew University, will discuss an excerpt from her dissertation, "Mothering and Culture: Ambiguities in Continuity."

H. TEI

Gail Dorph described the most recent meeting held on December 15-18. Since the goal for TEI is to create a cadre of educators who have the knowledge and skills to design and implement new forms of professional development, this meeting provided an opportunity for members of both Cohort One and Two to meet together. She explained that this face to face contact could enhance their potential to work together over time and space beyond local institutional and communal contexts. There were 65 participants present.

Cohort Two will have its third meeting at the beginning of March. There is a plan in the works to bring members of both cohorts to Israel this summer to grapple with issues of Jewish content in greater depth. Both Deborah Ball and Sharon Feiman-Nemser will join a faculty of Judaica experts from Israel as members of the faculty. This is an exciting and much anticipated event and as many as 2/3 of the total group are expected to attend.

I. Leading Indicators

Adam Gamoran discussed CIJE's work on the development of leading indicators for evaluating progress in the Jewish community. He stressed that the project would look at other institutions or organizations currently working on similar projects such as economists and the Department of Education. The purpose of the project is to analyze the progress being made by the Jewish community in building Jewish identity and involvement. He has designed a process beginning with a series of consultations. The first step will be deciding on a model. Three models are under consideration: 1) taking the temperature, 2) measuring causality and effect, 3) approaching the indicators as specific to a project. Additionally, the levels at which this will be measured: national, continental, community, institution, need to be decided upon. Stage one has already begun with consultations held at the Professors Seminar and another consultation planned for May at the AERA.

Following the CIJE update, Mort Mandel adjourned the meeting at 4:00 pm.

STEERING COMMITTEE MEETING 2/6/97

Flip Charts

What made Willow Creek Successful?

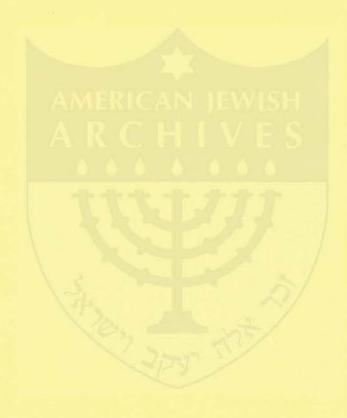
- Inspirational leadership
- Leadership infrastructure
- Willingness to take big risk
- Engaged individuals at their strengths
- · Avoided incremental baby-step change
- Looked at and listened to the consumer
- Ready for change
- · Articulated wanted result built a strategy around it
- Leadership at all levels a community of leaders
- · Clarity of vision what is and is not important
- · Partnership between lay and professionals
- · Separated out:

Vision - that they were very sure about Everything else - merely a matter of strategy

- · Took care of you
- · Grew their own employees
- Didn't start any new initiatives before they had the right person
- The top job was held by an exceptional person
- · Not just inspirational also competencies
- · Not just hearing the customer but thoughtful response

Implications for Our Project

- 1. Critical role of the top leader
- The need to prove that change can happen
- 3. Don't be seduced by growth
- Lay leadership willing to support change
- Environment and culture of change
- Recognizing obstacles



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

ASSIGNMENTS 73890 ASN (REV. 7/94) PRINTED IN U.S.A.

		Function:	CIJE STEERI	NG CO	MMITTEE			
	*	Subject/Objective:	ASSIGNME	ENTS			_	
		Originator:				Date:	2/1	7/97
NO.	DESC	RIPTION	PRIO	ORITY	ASSIGNED TO (INITIALS)	DATI ASSIGN START	NED	DUE DATE

•	Discuss development of travelling luncheon seminars	KAB	12/5/96	TBD
	Develop packet of support material as companion to TEI videotape	GZD	2/6/97	TBD
	AMERICAN JEWISH			
	ARCHIVES			
	TITITI			
	The state of the s			
	3797			
	8			



THE EXPERIMENT IN CONGREGATIONAL EDUCATION

A Project of the Rhea Hirsch School of Education Hebrew Union College - Jewish Institute of Religion, Los Angeles Tamuz, 5756 · Summer, 1996

▶ What is the Experiment in Congregational Education?

The Experiment in Congregational Education (ECE) is a project undertaken by HUC - JIR's Rhea Hirsch School of Education (RHSOE) in cooperation with the UAHC Commission on Jewish Education. The ECE brings together a group of Reform congregations and assists them in the process of re-thinking and re-configuring the *full* range of their educational programs, as they affect *all* age groups. The ECE's ultimate goal is to widen the definition of education in the congregational setting, and to assist congregations in their efforts to transform themselves into learning communities.

The ECE has been funded by the Nathan Cummings Foundation and the Mandel Associated Foundations. It began in the fall of 1993, with seven congregations of varying sizes, drawn from regions throughout the United States. The project is now seeking funding to expand, taking in between five and eight additional congregations. If the project is funded, congregations interested in participating would go through a "readiness" assessment (described on page 10) in the fall of 1996 and winter of 1997, and would begin their participation in the spring of 1997.

CONTENTS	PAGE
What is the Experiment in Congregational Education?	1
What Values and Beliefs Underlie the ECE?	3
What do congregations participating in the ECE do?	5
What do ECE congregations achieve in their first three years?	8
What commitments must a congregation make to the ECE?	9
What guidance will the congregation receive from the ECE?	9
What does a congregation need in order to participate fully in the ECE?	10
When and how will the formal decision regarding the congregation's participation in the ECE be made?	11
When will the project officially begin?	11
Timetable	12
Project Staff	13

▶ What Values and Beliefs Underlie the ECE?

Informed Choice and the Study of Torah

One of the cardinal principles of Reform Judaism is that of informed choice, the right and responsibility of individual Jews to determine for themselves the role that the Jewish tradition will have in their lives. This notion of informed choice requires each and every Jew to have a deep understanding of the Jewish tradition and of the significance of Jewish beliefs and practices. This type of understanding is best achieved through the study of *Torah*.

Torah, (in the broadest sense, which includes the Bible, Talmud, Midrash, and modern commentaries and responsa), is the repository of Jewish values and Jewish thinking; it is a record of the Jewish response to the world. In the Jewish tradition the study of *Torah* is seen as both an end in itself (*Torah lishma*) and as a vehicle for a number of inter-related goals: enriching the Jewish lives of individuals; creating and sustaining a sense of community; linking local communities to one another and to the Jewish people as a whole.

The Learning Congregation

The congregation is the primary Jewish community for Reform Jews. The congregation's mission is to provide opportunities for its members to participate more fully in *Torah* (learning), *Avodah* (worship), and *G'milut Hasadim* (acts of kindness and justice), the three pillars of the Jewish tradition.

Every aspect of the congregation's life, from worship services and sermons to fundraising and management, is a potential arena for the study of *Torah*. Too often, however, congregational education has been limited by the assumption that it should consist primarily of schooling for children. In recent years the importance of learning has become evident, not just as a foundation for adulthood, but as a life-long activity for committed Jews. Congregations today face the challenge of reconceptualizing and re-designing their educational programs to increase the level of *Torah* study for all members.

The synagogue which best promotes learning is one in which lay people and professionals work together as partners. Though professionally trained rabbis and educators have a critical role to play as resource-persons, guides, and facilitators, Jewish education, to be truly meaningful, must be a shared endeavor under shared leadership. A broad spectrum of members must participate in articulating the congregation's vision of itself as a learning community.

Inquiry and Reflection

The process of transforming a synagogue into a learning community is a process which requires vision-based planning. Change will not come quickly, and its outcome will not be static. Rather, we see change as systemic and continuous — a permanent state, not a means to a pre-defined end.

This type of change requires a great deal of self-reflection, on the part of the congregation as a whole and the individuals who comprise that congregation. Inquiry and reflection are woven into the ECE process at every step. In addition to more common forms of data gathering and analysis, Torah study is integral to the process — serving as a catalyst for a thoughtful, probing analysis of congregational life. In *Torah* study we encounter an alternative culture, a set of concepts and practices that challenge our preconceived notions. Jewish texts are models of reflective thinking — a sustained effort to examine beliefs and practices from many angles; a willingness to question all assumptions; a respect for differing perspectives. We believe that there can be no better way to stimulate creative thinking about the Jewish future than exposure to provocative texts from the Jewish past and present.

Why an Experiment?

This project is called the "Experiment in Congregational Education" because it invites participants to embark on a journey into uncharted territory. Though, based on our experiences of the past three years, we feel fairly confident of the process through which ECE congregations will be led, each congregation is different, and the outcomes of the process cannot be fully predicted ahead of time.

There is a second reason for our use of the term *experiment*, and that relates to the critical role of research in this project. Too often in Jewish life, changes are initiated without any provisions being made for documentation. Thus, whatever the project's outcomes, outside observers (and even the key actors themselves) are no closer to an understanding of the change process or the determinants of success than they were before. The ECE has been designed to assure that what transpires in the participating congregations (both process and outcomes) will be studied, and that the insights gained from these experiences will be available to congregations that attempt similar reforms in the future.

- ▶ What do congregations participating in the ECE do?
- ▶ What activities does the project entail?

While the specific issues facing the participating congregations will vary according to their particular circumstances and needs, a common pattern will guide their activities:

Convening a Task Force

Each congregation will convene an educational task force, whose purpose is three-fold:

- to articulate the congregation's vision of Jewish learning, and of itself as a learning community. The process will begin with the study of texts and reflective discussions; later on it will involve a significant segment of the congregation in this type of Jewish study and reflection through a series of "community conversations."
- to inquire into every aspect of the current educational program: to assess its strengths and limitations as measured against the task force's ideal vision; to investigate alternative institutional arrangements and educational models; and to derive from this inquiry a plan for restructuring. The full plan may take a year or more to formulate, and several additional years to implement (although parts of the plan will be amenable to implementation much sooner, as discussed below). At every step the task force should involve as many members as possible in its deliberations, and utilize a variety of mechanisms to keep members informed of its decisions.
- to institute a series of smaller, more immediate innovations that will be steps towards the ultimate goal; to

use these changes as testing grounds for their ideas. For example, the congregation might:

- · incorporate a study component into every aspect of congregational life;
- expand family education programs into congregation-wide programs;
- restructure parts of the religious school.

The task force should meet 6 - 8 times a year, over a period of two or three years. Wherever possible, meetings should be held for extended periods of time in surroundings which are conducive to dialogue and reflection.

Task Force Membership

The task force should represent a broad range of stakeholders in the congregation, including: the rabbi(s), the educator(s), other senior professionals, teachers and other staff members, lay leaders in key positions (e.g., the chairs of the Board and education-related committees), and congregants ranging in age, as well as in level of involvement in synagogue life. All members

of the task force must have an interest in some aspect of Jewish learning, though the deliberations of the task force will enriched by a diversity of interests, talents, and experiences.

Guiding the work of the task force will be a leadership team composed of:

- the task force Chair, a respected lay leader who will be the most visible lay presence behind the ECE effort. The Chair should be a champion of the cause of congregationwide education, a forceful congregational presence, and a leader capable of inspiring and mobilizing the task force.
- a Coordinator, who will: schedule and coordinate the programming of task force meetings; oversee the work of various subcommittees; gather the requisite information and resource materials; maintain constant communication with members of both the task force and the congregation at large; and perform other functions aimed at facilitating the task force's work. If the task force process generates the level of energy and enthusiasm that we hope it will, the Coordinator will have to devote an average of two days a week to this role. Each congregation will have to decide whether the Coordinator ought to be a professional (e.g., the educator), who would be relieved of some of his or her other responsibilities, or a lay person with good organizational skills, familiarity with Jewish educational settings, and a good Judaic background.
- the rabbi.
- · the educator.
- other members of the congregation who are particularly skilled at group facilitation, public relations, conducting focus groups, and organizing, analyzing and reporting research will be added to the leadership team at critical junctures.

The ECE Adviser

Each congregation is assigned an Adviser, who will spend 20 days a year (including six days at *kallot*, which are described in the next section) assisting the leadership team and the task force in its work. The Adviser will do most of his/her work behind the scenes; s/he will, in addition, attend key meetings of the task force and, when needed, make presentations to the congregation as a whole. A secondary responsibility of the Adviser is to document the ECE process, so that additional congregations may benefit from what the current set of congregations has learned.

The Advisor is assigned to the congregation by the ECE, in consultation with the congregational leadership. S/he is to be paid \$5,000 a year by the congregation, or (if this arrangement has been made) by the local Agency for Jewish Education. If the Adviser does not live in the same area as the congregation, the ECE will pay his/her travel expenses, enabling him/her to visit the congregation as needed (within the 20-day limit), and participate in the national kallot. Though the work of the Adviser will be reviewed periodically, it is our expectation

that Advisers will stay with their congregations for a period of three years or more.

Networking with Other Congregations

Five times during the course of the first three years of the project, leadership teams from each of the participating congregations come together for two day kallot — special study retreats. Each kallah is designed to prepare the leadership team for the next phase of the ECE process. Thus, the focus of the first kallah is the rationale for Jewish learning and the visioning process; the second: how to set up the community conversations; the third: how to analyze the community conversations; and so on. In addition to being prepared for the tasks that lie ahead, participants in the kallot will have an opportunity to study and worship together, and to reflect on their experiences with their counterparts in other congregations. Of special note is the opportunity to meet with representatives of congregations further along in the ECE process, and to glean, first hand, some of their wisdom.

Participating congregations will have other opportunities to share resources and work collaboratively through ECE Kesher, the ECE e-mailing list.

Participation in the ECE's Research Effort

As a project originating at a graduate school of education, the ECE has a responsibility to document both the task force process and its outcomes. On the ECE staff is a researcher whose responsibility it is to:

- collect and analyze documents produced by the task forces;
- · create, distribute, and analyze various feedback forms and questionnaires;
- · interview key participants.

It is our expectation that participating congregations will assist the researcher in her efforts by providing the appropriate documentation, administering and collecting feedback forms, and making themselves available for interviews.

In addition, the task force, in the course of its work, will require the following research activities:

- · collecting baseline data on current educational programs;
- recording and analyzing people's responses to questions posed in the community conversations;
- collecting data on the tangible outcomes of restructuring.

This aspect of the work of the task force will be facilitated by the presence, on the leadership team, of a congregant with research skills, and/or the ability to orchestrate this type of data gathering and analysis by others. The ECE Adviser and researcher will guide this individual, and the leadership team as a whole, in this effort.

▶ What do ECE congregations achieve in their first three years?

While each participating congregation will set its own specific goals, we expect that participating congregations will accomplish the following:

- Evolve a collective vision of the congregation as a kehilla kedosha, a holy community, and of the place of Jewish learning within that community.
- Arrive at consensus on what it means to be an educated, committed and practicing Reform Jew within that kehilla. The articulation of this vision must derive from a serious discussion of the place of classical Jewish texts, ritual practice, the Hebrew language, social action, and the land of Israel in the life of a committed Reform Jew. While every congregation in the ECE will probably arrive at a different statement of its vision, the traditional touchstones to be considered will be the same for all.
- Agree on a long-term plan for re-structuring the congregation's educational programs, in order to help all its members become educated Jews.
- Implement a number of more immediate changes that will move the congregation towards its long-term goals.
- Develop a communication mechanism whereby members of the congregation can be informed of and participate in the shaping of the vision and the long-range plan.
- Share their understanding of the process unfolding in the congregation with ECE staff members. This will enable the ECE to create a written record of both the issues that have been explored, and the processes through which this exploration has taken place.

▶ What commitments must a congregation make to the ECE?

- to convene a high profile task force in which the various constituents of the congregation are represented.
- to designate a task force Coordinator, who will be able to devote approximately two days a week to the project. This person might be an educational professional (relieved of other responsibilities to accommodate this task) or a lay leader with good organizational and facilitation skills, and some knowledge of Jewish education.
- to assume the travel costs for at least four members of the leadership team to travel to five ECE kallot over a three year period.
- to cooperate with ECE research efforts to document the planning process through questionnaires and interviews; to allow results of this research (subject to review by the congregation) to be disseminated.

▶ What guidance will the congregation receive from the ECE?

- an outline of suggested activities for the task force, and abundant resource materials appropriate to each activity;
- assistance in tailoring the ECE "template" to the specific needs and culture of the congregation;
- guidance through a process of critical reflection;
- support from the ECE Adviser and the project staff;
- specific expertise in areas of Jewish education, and exposure to some of the most promising innovations;
- opportunities to network with other congregations undertaking similar efforts;
- assistance in raising funds from local and national foundations, to cover the cost of hiring the Coordinator, sending teams to ECE kallot, and other task force expenses.

READINESS

▶ What does a congregation need in order to participate successfully in the ECE?

Our experiences in the first three years have led us to conclude that a congregation's success in The ECE will depend upon four factors:

- The ability of a core group of leaders to work on a demanding series of tasks in a concerted manner over a period of five to seven years.
- The willingness and ability of members of this core group, comprised of lay people and a number of professionals, to work as a team.
- The ability of the leadership team to be self-reflective to examine openly and critically
 the congregation's strengths and limitations, and their own successes and failures.
- the willingness of congregational leaders to take a number of risks: to re-think and revise some of their assumptions; to explore alternative institutional arrangements; and to set forth on a journey whose ultimate destination cannot be fully discerned from the outset.

Readiness Assessment

The expansion of the ECE is contingent upon the funding of grant proposals we have submitted to several foundations; we will be informed of our proposals' acceptance or denial on or before November 1, 1996. If sufficient funding is obtained, we will contact each of the congregations which has expressed an interest in participating in the project, and ask them to begin the process of assessing their readiness. We will provide each congregation with a set of assignments and exercises which will enable it to evaluate its capacity to undertake a project of this scope.

Among the tasks involved in this readiness assessment are:

- conducting an inventory of the congregation's educational offerings;
- studying and reflecting on the structure and culture of the congregation, and understanding the implications of this structure and culture for the task of reconceptualizing congregational education;
- assessing their strengths and weaknesses as a team, and considering steps that might need to be taken in order to create an effective working team.

In addition to their inherent worth in preparing the groundwork for the ECE process, these tasks will serve as a indicators of the congregation's ability to meet the readiness criteria delineated above: working as a team on a demanding task in a self-reflective manner.

The congregation's designated Adviser will visit the congregation at least once during this period, to assist the group in its work and make presentations about the ECE. Both the Adviser and the project staff will be available by telephone to answer any questions that may arise.

▶ When and how will the formal decision regarding the congregation's participation in the ECE be made?

The decision regarding participation in the ECE will be a joint decision between the congregation and the ECE, to be made in March, 1997. If both the ECE staff and the congregation feel they are ready, according to the criteria outlined above, and if the congregation agrees to meet the conditions outlined on the top of page 9 of this document, a letter of agreement, outlining the mutual obligations of the ECE and the congregation, will be drafted. Participation in the ECE and the establishment of the task force should be approved by the synagogue Board; we strongly recommend that the Board require the task force to report on its activities at regular intervals.

Assuming Board approval, the congregation should officially appoint its leadership team, and will begin working with its Adviser on the composition of the task force.

▶ When will the project officially begin?

The official "launching" of the project will be on March 30, 1997, when leadership teams from each of the newly affiliated congregations (as well as members of the leadership teams of the congregations that have been part of the project for three years) will meet for the first two-day kallah.

Timetable

November 1996

- · congregations begin readiness assessment
- · orientation for Advisers begins with a two day meeting

December 96 - March 97

- Advisers work with congregations on readiness
- project director and/or director of RHSOE visit congregation to meet with board and leadership team to clarify the project parameters and terms

March 30, 1997

• first kallah for leadership teams

Spring 1997

- · congregational task force begin meeting
- · visioning process begins

Summer - Fall 1997

· task forces work on vision discussions

Fall 1997

- second kallah for leadership teams; focus on team-building and preparation
- for community conversations

Winter 1998

· preparation for and beginning of community conversations

Spring 1998

 third kallah for leadership teams; focus on protocol for and analysis of community conversations

Spring — Fall 1998

- · community conversations continue
- · early innovations introduced

Fall 1998

• fourth kallah for leadership teams; focus on innovations and "best practices"

Fall & Winter 98-99

- · analysis of community conversations
- delineation of work groups to carry out major initiatives

Spring 1999

• fifth kallah for leadership teams: focus on planning, governance and future growth

Summer - Fall 99

 congregations seek board approval for and begin implementation of several major initiatives

Since change is an ongoing process, we expect that successive cycles of planning and implementation will continue through the year 2000 and beyond.

Project Staff

Isa Aron, project director, is Professor of Jewish Education at the Rhea Hirsch School of Education (RHSOE). She holds a Ph.D. in Philosophy of Education from the University of Chicago, and has published articles on moral education, philosophy of education, and Jewish teachers in such journals as the American Journal of Education, Philosophy of Education, Religious Education, Tikkun, and the Journal of Reform Judaism. She is the senior editor of A Congregation of Learners: Transforming the Synagogue into a Learning Community, published by the UAHC Press in 1995.

Sara Lee, RHSOE consultant, is the Director of the Rhea Hirsch School of Education, where she is also Professor of Education and teaches courses in curriculum, organizational development, staff development, and administration. Her articles have appeared in *The Jewish Principals Handbook*, *Religious Education*, and *Jewish Education*. She served on the National Commission on Jewish Identity and Continuity and is a member of the Wexner Foundation Graduate Fellowship Committee. Sara holds a Master of Arts degree in Jewish Education from the Rhea Hirsch School of Education, HUC-JIR, Los Angeles and a Master of Science in Education from the University of Southern California. She is co-editor of *A Congregation of Learners: Transforming the Synagogue into a Learning Community*, published by the UAHC Press in 1995.

Joy Wasserman, project coordinator, is one of the founders and is the Director of K'hillat Shabbat: A Family School at Temple Beth Israel in Skokie, Illinois. Joy is also the Coordinator of Alumni Affairs for the RHSOE. For five years, Joy served as the director of education at Solel Congregation in Mississuaga, Ontario, whose religious school is staffed with avocational teachers. She was the director of education at Congregation B'nai Jehoshua Beth Elohim in the Chicago area for seven years. Joy earned a B.A, (Honors) degree in Judaic studies from York University in Toronto, and a Master of Arts in Jewish Education from the RHSOE. She also holds the title Reform Jewish Educator.

Laura Samuels, researcher, is a doctoral candidate in the Department of Educational Foundations at the University of Cincinnati, where her area of emphasis is educational anthropology. She is currently working on her dissertation, an ethnographic study of a synagogue as an educational institution. She was a Wexner Graduate Fellow for four years. Laura received her M.A. from the Hornstein Program at Brandeis University with a concentration in Jewish education and a B.A. from Indiana University in religious and Judaic studies.

Rob Weinberg, senior consultant, is a Human Resources consultant with Hewitt Associates and is the firm's project leader for Human Resources Measurement. He holds a Ph.D. in

Organization Behavior from Northwestern University's Kellogg School of Management. Prior to joining Hewitt Associates, Rob worked at a consulting firm specializing in organizational change and communication related training. He has a long time association with the Reform movement and worked in camps and synagogues for many years. Rob has done consulting work with various Jewish educational institutions including RHSOE, NATE, CAJE, Chicago BJE, PARDeS, and Olin-Sang Ruby Union Institute. In addition, he has been involved in long-range planning with two congregations.

Sheldon Marder, consultant, is a rabbi ordained at HUC-JIR/NY in 1978. He is the Associate Dean of HUC/LA, where he directs student affairs and admissions. Prior to joining the HUC Administration in 1989, he served six years as a rabbi at Temple Israel in Long Beach, California, and five years in hospital chaplaincy and Jewish social agencies for the elderly. He is the originator, with his wife, Rabbi Janet Marder, of the New Emanuel Minyan at Temple Emanuel in Beverly Hills.

Sam Joseph, continuing adviser is Professor of Jewish Education at HUC-JIR in Cincinnati, from which he was granted rabbinic ordination. Rabbi Joseph has authored four books and more than fifty articles about education, teaching, organizations, and the family. The Kohl Education Foundation of Chicago named him as a finalist in its national Award for Exemplary Teaching. Sam conducts leadership and educational seminars in Israel, Canada, the United States and world wide.

Amy Wallk Katz, continuing adviser, is a rabbi ordained from the Jewish Theological Seminary of America, is a doctoral candidate in teacher education at Michigan State University. She has had extensive experience in various educational settings, including camps, day school, and four years as principal of two different congregational schools. She is also a consultant to the Council for Initiatives in Jewish Education's Teacher Training Institute. She now lives in Kansas City, and will be serving as an ECE Adviser under the sponsorship of that city's Agency for Jewish Education.

Susan Shevitz, continuing adviser, is an Associate Professor at Brandeis University's Hornstein Program in Jewish Communal Service, where she heads its Jewish Education Concentration and teaches courses in organizational behavior, evaluation and planning, as well as Jewish education. She holds a doctorate from Harvard University in Educational Planning, Social Policy and Administration. Her area of expertise is institutional change in Jewish education; she is developing a model of nonrational planning appropriate for Jewish communal institutions.

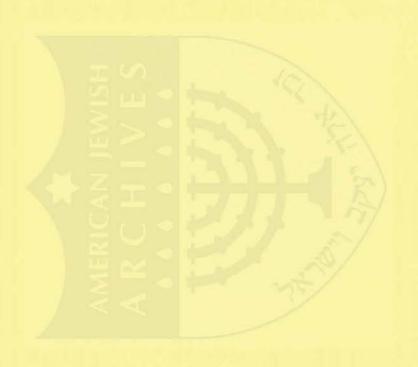
In addition, the project will bring on several new advisers, seasoned Jewish professionals with expertise in management and organizational development.

AMERICAN JEWISH ARCHIVES

For more information, contact:

The Rhea Hirsch School of Education
Hebrew Union College - Jewish Institute of Religion
3077 University Avenue
Los Angeles, CA 90007

Phone: (213) 749-3424 FAX: (213) 747-6128



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION 1997 STEERING COMMITTEE

Daniel Bader

Helen Bader Foundation

777 East Wisconsin Avenue, Ste. 3275

Milwaukee, WI 53202 PH: 414-224-6464

FX: 414-224-1441

Karen Barth

CIJE

15 East 26th Street, Room 1038 New York, NY 10010-1579

PH: 212-532-2360 FX: 212-532-2646

John Colman

4 Briar Lane

Glencoe, IL 60022

PH: 847-835-1209

FX: 847-835-4994

Gail Dorph

CIJE

15 East 26th Street, Room 1008

New York, NY 10010-1579

PH: 212-532-2360 FX: 212-532-2646

Adam Gamoran

University of Wisconsin

Department of Sociology

1180 Observatory Drive

Madison, WI 53706

PH: 608-263-7829

FX: 608-265-5389

Ellen Goldring

Peabody College-Vanderbilt Univ.

Box 514, Dept. Educational Leadership

Nashville, TN 37203

PH: 615-322-8037

FX: 615-343-7094

Lee M. Hendler 2734 Caves Road

Owings Mills, MD 21117

PH: 410-363-4135

FX: 410-363-9790

Stephen Hoffman

JCF

1750 Euclid Avenue

Cleveland, OH 44115

PH: 216-566-9200

FX: 216-566-9084

Alan Hoffmann

CIJE

15 East 26th Street, Room 1013

New York, NY 10010-1579

PH: 212-532-2360

FX: 212-532-2646

Barry Holtz

CIJE

15 East 26th Street, Room 1010

New York, NY 10010-1579

PH: 212-532-2360

FX: 212-532-2646

Stanley Horowitz

1150 Park Avenue, Apt. #16E

New York, NY 10128-1244

PH: 212-534-8928

Karen Jacobson

CIJE

15 East 26th Street, Room 1037

New York, NY 10010-1579

PH: 212-532-2360

FX: 212-532-2646

Morton Mandel Premier Industrial Corporation 4500 Euclid Avenue Cleveland, OH 44103 PH: 216-391-1852 FX: 216-391-5430

Morris W. Offit Offitbank 520 Madison Ave. New York, NY 10022 PH: 212-350-3800 FX: 212-593-4711

Daniel Pekarsky 4006 Mandan Crescent Madison, WI 53711 PH: 608-262-1718 FX: 608-262-9074

Lester Pollack Lazard Freres & Company 30 Rockefeller Plaza, #5050 New York, NY 10020

PH: 212-332-5851 FX: 212-332-5801 Nessa Rapoport CIJE 15 East 26th Street, Room 1039 New York, NY 10010-1579 PH: 212-532-2360 FX: 212-532-2646

Charles Ratner Forest City Enterprises 10800 Brookpark Road Cleveland, OH 44130 PH: 216-267-1200 FX: 216-267-3925

Esther Leah Ritz 626 East Kilbourn Avenue, Apt. 2301 Milwaukee, WI 53202 PH: 414-291-9220 FX: 414-291-0207

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION 1996 BOARD OF DIRECTORS

David Arnow Swig, Weiler & Arnow Mgmt. Co. 1114 Ave. of the Americas New York, NY 10036 Phone: 212-869-9700 FAX: 212-921-4967

Daniel Bader * +
Helen Bader Foundation
777 East Wisconsin Ave., #3275
Milwaukee, WI 53202
Phone: 414-224-6464
FAX: 414-224-1441

Mandell Berman *
29100 Northwestern Highway, Suite 370
Southfield, MI 48304-056
Phone: 810-353-8390
FAX: 810-353-3520

Charles Bronfman *
1170 Peel Street, #800
Montreal, Quebec H3B 4P2
Phone: 514-878-5201
FAX: 514-878-5296

John Colman * + 4 Briar Lane Glencoe, IL 60022-1801 Phone: 847-835-1209 FAX: 847-835-4994

Rabbi Maurice Corson The Wexner Foundation 158 West Main Street P.O. Box 668 New Albany, OH 43054 Phone: 614-939-6060 FAX: 614-939-6066

Susan Crown Ari & Ida Crown Memorial 222 N. LaSalle Street, #2000 Chicago, IL 60601-1102 Phone: 312-899-5030 FAX: 312-899-5038

*Executive Committee Member +Steering Committee Member Jay Davis 2167 West Wesley Road, NW Atlanta, GA 30327 Phone: 404-696-9440 FAX: 404-691-0364

Irwin Field Liberty Vegetable Oil Co. P.O. Box 4236 Cerritoes, CA 90703 Phone: 310-921-3567 FAX: 310-802-3476

Max Fisher Fisher Building 3011 Grand Blvd., 27th Fl. Detroit, MI 48202 Phone: 313-871-8000 FAX: 313-871-5634

Billie Gold *
300 Central Park West
New York, NY 10024
Phone: 212-245-8200
FAX: 212-362-5870
(H) 212-799-3120

Charles Goodman 222 North LaSalle Street Chicago, IL 60601 Phone: 312-899-5020 FAX: 312-899-5038

Alfred Gottschalk Hebrew Union College 3101 Clifton Avenue Cincinnati, OH 45220-2488 Phone: 513-221-1875 FAX: 513-221-2810

Neil Greenbaum Sachnoff & Weaver, Ltd. 30 S. Wacker Drive, 29th Fl. Chicago, IL 60606-4784 Phone: 312-207-3852 FAX: 312-207-6400

CIJE 1996 Board of Directors

Lee M. Hendler *+ 2734 Caves Road Owings Mills, MD 21117 Phone: 410-363-4135 FAX: 410-363-9790

David Hirschhorn *
The Blaustein Building
P.O. Box 238
Baltimore, MD 21203
Phone: 410-347-7200
FAX: 410-659-0552

Ann Kaufman *
5100 San Felipe, #261E
Houston, TX 77056
Phone: 713-461-1760
Fax: 713-850-1761

Gershon Kekst Kekst & Co., Inc. 437 Madison Avenue New York, NY 10022 Phone: 212-593-2655 FAX: 212-593-2430

Henry Koschitzky IKO Industries, Ltd. 1 Yorkdale Road, #404 Toronto, Ontario M6A 3A1 Phone: 416-781-5545 FAX: 416-781-8411

Mark Lainer *
17527 Magnolia Blvd.
Encino, CA 91316
Phone: 818-787-1400
FAX: 818-787-8719

Norman Lamm Yeshiva University 500 West 185th Street New York, NY 10033 Phone: 212-960-5280 FAX: 212-960-0049 Marvin Lender M & M Investment P.O. Box 3937 Woodbridge, CT 06525 Phone: 203-397-3977 FAX: 203-397-8506

Norman Lipoff 1221 Brickell Ave. Miami, FL 33131 Phone: 305-579-0500 FAX: 305-579-0719

Seymour Martin Lipset George Mason University 4400 University Drive Fairfax, VA 22030 Phone: 703-993-2278 FAX: 703-993-2284

Morton Mandel *+
Premier Industrial Corp.
4500 Euclid Avenue
Cleveland, OH 44103
Phone: 216-391-1852
FAX: 216-391-5430

Matthew Maryles *
Oppenheimer and Company, Inc.
1 World Financial Center
New York, NY 10281
Phone: 212-667-7420
FAX: 212-667-5785

Florence Melton 1000 Urlin Ave., #1505 Columbus, OH 43212 Phone: 614-486-2690

Melvin Merians *
10 Bonnie Briar Lane
Larchmont, NY 10538-1347
Phone: 914-834-0235
FAX: 914-834-3125

Morris W. Offit Offitbank 520 Madison Ave. New York, NY 10022 Phone: 212-350-3800 FAX: 212-593-4711

CIJE 1996 Board of Directors

Lester Pollack *+
Lazard Freres & Company
30 Rockefeller Plaza, 50th Fl.
New York, NY 10020

Phone: 212-332-5851 FAX: 212-332-5801

Charles Ratner *+
Forest City Enterprises
10800 Brookpark Road
Cleveland, OH 44130
Phone: 216-267-1200
FAX: 216-267-3925

Esther Leah Ritz *+
626 E. Kilbourn Ave., #2301
Milwaukee, WI 53202
Phone: 414-291-9220
FAX: 414-291-0207

William Schatten 3280 Howell Mill Road, NW, #121 Atlanta, GA 30327

Phone: 404-351-5315 FAX: 404-355-8972

Richard Scheuer 21 Willow Avenue Larchmont, NY 10538 Phone: 914-834-3546 FAX: 914-834-6936

Ismar Schorsch Jewish Theological Seminary 3080 Broadway New York, NY 10027 Phone: 212-678-8072 FAX: 212-678-8947

David Teutsch Reconstructionist Rabbinical College Church Road & Greenwood Ave. Wyncote, PA 19095 Phone: 215-576-0800 Harvard University 6 Divinity Avenue Cambridge, MA 02138 Phone: 617-495-4326 FAX: 617-496-8904 (H) 617-232-7356

Isadore Twersky

Maynard Wishner *
Rosenthal & Schanfield
55 East Monroe Street, #4620
Chicago, IL 60603

Chicago, IL 60603 Phone: 312-899-5524 FAX: 312-236-7274

Bennett Yanowitz Kahn, Kleinman, Yanowitz & Arnson 2600 Erieview Tower Cleveland, OH 44114 Phone: 216-696-3311 FAX: 216-696-1009

FAX: 215-576-6143



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION STEERING COMMITTEE

AGENDA - DAY 1 Wednesday, April 9, 1997 9:30 am - 4:30 pm New York

	,	<u>Tab</u>	Assignment
I.	Master Schedule Control	1	MLM
II.	Minutes	2	KJ
III.	Assignments AMERICAN JEV	VISH3	KJ
IV.	Institutional change - two models	4	DNP
	- Westchester Reform Temple		GZD
	- Camp Ramah	7 /	NR/DNP
v.	Discussion of Strategic Plan	2) 4	KAB
	- Presentation of plan		
	- Discussion of key issues		

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION STEERING COMMITTEE

AGENDA - DAY 2 Thursday, April 10, 1997 9:30 am - 3:00 pm New York

		<u>Tab</u>	Assignment
I.	Continuation of Strategic Plan discussion		
	- Discussion of Change Laboratory options		KAB .
	- Wrap-up and next steps		ADH
II.	Updates		ADH/KAB
	IIIIII		
III.	Discussion of Board structure		MLM
IV.	Presentation and discussion of mentoring ideas from TEI		GZD

STRATEGIC PLAN PRESENTATION

CIJE

Steering Committee
April 9th and 10th, 1997

PROJECT PLAN

AMERICAN IEWISH

PHASE 1	PHASE 2	PHASE 3	PHASE 4
Vision	Change Process	CIJE Mission and Vision	CIJE Strategy
What will the North American Jewish community look like if we succeed?	The process of getting from here to there?	CIJE's role in making it happen?	How will CIJE work towards fulfilling this role? How to refine this strategy on an ongoing basis?
25 yrs	25 yrs	10 yrs	5 yrs and 1 yr
September-October	November-December	January-February	March-April

SUMMARY OF OUR LONG-TERM VISION IN PROGRESS FOR THE NORTH AMERICAN JEWISH COMMUNITY

A JEWISH COMMUNITY WHERE THERE IS:

- Centrality of Jewish learning
- Strong Jewish identity and Jewish values that permeate most aspects of life
- A high level of involvement in Jewish life and Jewish institutions
- Concern with social justice and a commitment to pluralism
- Strong leadership
- Innovation and energy

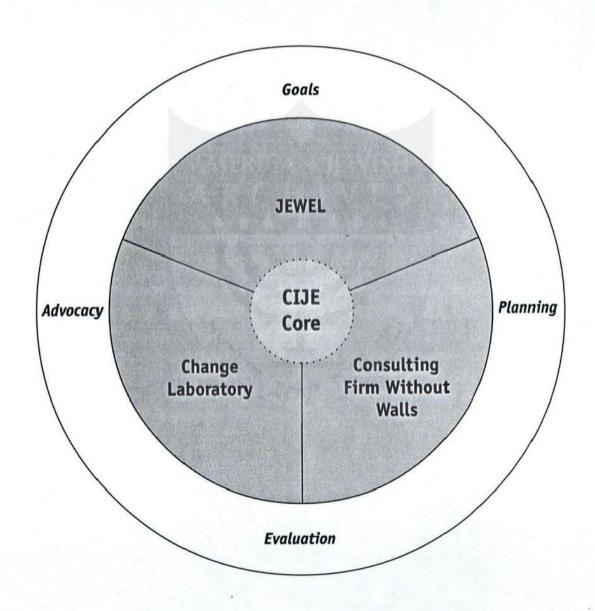
• A SYSTEM OF EDUCATION WITH:

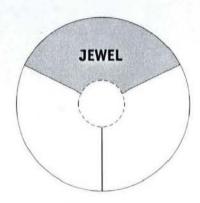
- High quality, vision-driven institutions providing a range of life-long learning opportunities
- Strong community support
- Talented, well-trained lay and professional leadership
- Well-trained, professional educators at all levels
- Inspirational rabbis who see education as integral to their work
- Content infused with meaning for those who participate

SUMMARY OF CHANGE PHILOSOPHY

- → Focus on comprehensive change in local direct service institutions (schools, camps, synagogues, JCCs) with Federations and national institutions appropriately involved
- → Focus on diverse institutional models and multiple age groups
- → Importance of concentrating resources (tipping point)
- → Focus on building models of change and fully testing them—dispersion comes later
- → Six factors that lead to institutional change
 - Strong, committed leadership
 - Clear vision
 - Supportive culture (mind-set and attitudes of leadership and membership)
 - · Skillful change process
 - Staff skills
 - Adequate funding

CIJE 10-YEAR STRATEGIC PLAN





A R C H I V E S

JEWEL

OBJECTIVE:

Recruit and develop senior leaders for Jewish education

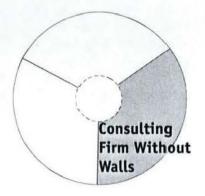
CONCEPT:

An organization with four closely-linked functions

- planning for senior personnel needs
- · recruiting
- training and development (in-service)
- placement

Target groups include:

- professionals (current and potential)
- lay leaders (current and potential)



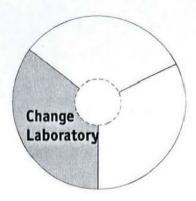
Consulting Firm Without Walls

A "by invitation" network of consultants qualified to work on transformation of Jewish education institutions.

CIJE SERVICES

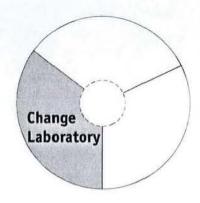
- WOULD INCLUDE: Matching service between consultants and projects
 - Help developing advisory boards
 - · Library of tools and ideas
 - Courses and conferences for consultants
 - Peer review process

Internal CIJE staff would manage the network.



Change Laboratory

- A laboratory for developing models of excellence in Jewish education and models of change processes
- · A partnership of leading funders and organizations
- Institutions would be the main focus, but infrastructure/ systems issues would also be addressed
- Full-time evaluators would be employed to carefully document ongoing impact and challenges and to track "leading indicators" of success



AMERICAN JEWISH

Options for Change Laboratory

Option A: A cluster of institutions in one geographic location and the

infrastructure that supports them (i.e. Federation, BJE, profes-

sional development, funding)

Option B: Networks of like institutions—like the Coalition of Essential

Schools

Option C: One great institution of each type — day school, synagogue,

supplementary school, camp, JCC, etc.

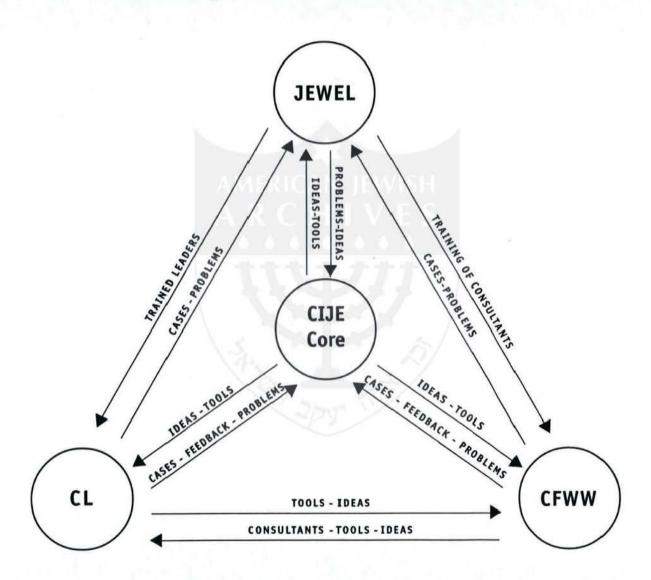
Option D: Change-ready institutions, regardless of type and location



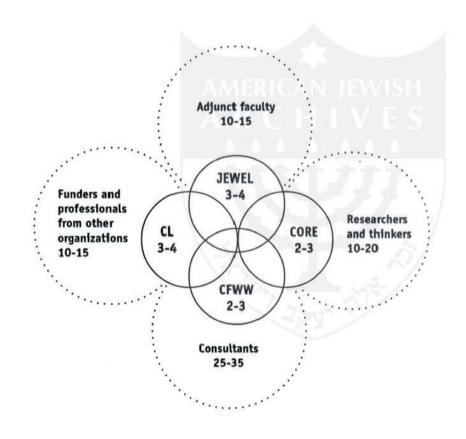
CIJE Core: The Concept C H I V E S

- In addition to administration, the core of CIJE would have five areas of focus:
 - Supporting or conducting research and consultations on key issues in Jewish Education
 - Producing a journal and policy briefs
 - Creating materials and providing faculty for training programs
 - Running conferences on topics critical to our work
 - Communicating about the work of CIJE and others
- An advisory board of lay and professional leaders, including members of the CIJE Steering Committee, would help set an annual agenda of 2-4 issues to be tackled. This list would feed into and/or respond to the current work of CIJE. The end product of a project could be a curriculum, a set of tools, a publication, a program or even a spin-off institution.

STRATEGIC INTEGRATION/SYNERGIES



PERSONNEL: WHAT WILL IT TAKE TO DO THE JOB?



Very Preliminary

Inside the institution

Outside the institution

Projected:

TOTAL INTERNAL* 10-14

TOTAL EXTERNAL** 55-85

Current:

TOTAL INTERNAL* 7 1/2

TOTAL EXTERNAL** 20

- * Excludes administrative Staff
- ** External personnel includes professors & consultants to CIJE

INITIAL GOALS AND OBJECTIVES

ILLUSTRATIVE ONLY

PROJECT	OBJECTIVES	SPECIFIC GOALS	EVALUATION METHODOLOGY
JEWEL	Pilot programs for 4 target groups Complete a planning process for a more broad-based institution Create and pilot a personnel planning, recruiting and placement methodology	Provide opportunities for reflection and development for: 25 lay leaders 20 senior educators 100 principals and teacher educators 25 Rabbis	In-depth before and after, structured interviews with a sample of participants to assess change in practice
CHANGE LABORATORY	- Form a working team and build detailed plan for the inside design of each change project - Start work with institutions and begin to achieve measureable results	- Make measurable progress toward increasing the levels of Jewish involvement and identity among the families impacted by at least 5-10 institutions in the program	"Leading Indicators" methodology
CIJE CORE	- Produce significant tools for change and for "seeding the culture" that are being used in the field	- Conduct 20-25 consultations or studies that are used by practitioners inside and/or outside CIJE	"Market research" to determine whether, and how, the work is being used
CONSULTING FIRM WITHOUT WALLS	- Begin to build the capacity available to CIJE and to Jewish institutions for consulting on change	Create a network of 25-35 high-quality consultants working on transformation projects in 50-75 Jewish institutions	Peer review interviews with clients

THREE YEAR TIME LINE

ILLUSTRATIVE ONLY

1998	1999	2000
- Research models of leadership development - Start community research - Pilot training programs: • TEI • Rabbis • Principals • Federation lay leaders	 Pilot recruiting and community planning programs Start planning for JEWEL as an institution Pilot training programs: Institutional lay leaders 	 Pilot placement program Complete planning for JEWEL Pilot training programs: Senior educators
 Form work team Plan inside design of initial projects Develop evaluation methodology 	- Start 2-3 institutional projects - Plan 2-3 infrastructure projects - Plan inside design of next group of projects	 Expand to 10–12 institutional projects Start 2–3 infrastructure projects
- Recruit consultants - Develop guiding principles - Hold first conference	- Create a database - Develop tools - Hold 2nd conference - Hold 2–3 special interest conferences	 Expand consulting network and tools Hold 3rd conference Expand specialist conferences
- Form Advisory Board - Conduct 2–4 projects	- Conduct 2–4 projects	- Conduct 2–4 projects
	- Research models of leadership development - Start community research - Pilot training programs:	- Research models of leadership development - Start community research - Pilot training programs: • TEI • Rabbis • Principals • Federation lay leaders - Form work team - Plan inside design of initial projects - Develop evaluation methodology - Recruit consultants - Develop guiding principles - Hold first conference - Form Advisory Board - Pilot recruiting and community planning programs: - Start planning for JEWEL as an institution - Pilot training programs: - Start 2-3 institutional projects - Plan 2-3 infrastructure projects - Plan inside design of next group of projects - Create a database - Develop tools - Hold 2-3 special interest conferences

STAFF RECRUITING TIMETABLE

ILLUSTRATIVE ONLY

		1998	1999	2000	2001	2002
Inside*	JEWEL	1	1	0	1	0
CIJE	CL	1	1	1	0	0
	CFWW	1	1	0	1	0
	CORE	1	0	0	0	, 1
	TOTAL	4	3	2 1	2	1
Outside	JEWEL	2	2 2	2	2	2
CIJE	CL	5	2	2	2	2
	CFWW	5	5	5	5	5
	CORE	2	2	2	2	2
	TOTAL	14	11	11	11	11

^{*}Circle indicates a leadership position

HOW STRATEGIC PLAN BUILDS ON CURRENT PLAN

	Current Projects	What is different
JEWEL	Goals Seminar Lay/Professional Seminars TEI Principals Seminar Evaluation Institute Milwaukee lay leaders	 Separate modules would be integrated into one curriculum No more one-shot programs Carefully targeted programs tailored to specific groups with evaluation and follow through
CHANGE LABORATORY	Early Childhood Leading Indicators Pilot Goals Projects	Ideas would be developed and tried in a laboratory environment and carefully monitored
CFWW	Goals Seminar Consultation with institutions and communities	We would build internal and external capacity to do a more thorough job of responding to critical needs
CIJE CORE	Norms and Standards Policy Briefs Luncheon Seminars Publications Best Practices Planning for research capacity	All of these projects (and others) would compete for limited re- sources under a rubric which would force us to carefully examine their applicability to real world problems

WHAT THIS PLAN IS DESIGNED TO ACCOMPLISH

AMERICAN JEWISH ARCHIVES

- Develop a model for recruiting, training and placement of professional and lay leadership for Jewish education and a plan to roll out the model nationally
- Begin to create models of excellence in Jewish educational institutions in the local infrastructure that supports them
- Create high-quality consulting capacity for Jewish education that can assist in the transformation of Jewish educational institutions
- Impact the ideas, perspectives, skills and priorities of at least 200 lay and professional leaders in North America
- Do the above in a manner that will allow the results to be measured and used as a foundation for broad-based improvements in the system of Jewish education in North America

NEXT STEPS

AMERICAN JEWISH

- Develop estimated staffing plans and estimated budgets
- Create fundraising strategy and governance structure
- Work out more detailed timeline and sequencing of steps
- Think through partnership strategy
- Refine goals and objectives
- Fold into 1998 work planning process