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 4

Steering committee. 26 June 1997. Meeting book, June 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:

June 13, 1997

To:

CIJE Steering Committee Members

Honorary Chair Max Fisher

From:

Alan D. Hoffmann

Karen A. Barth

Re:

Steering Committee Meeting of June 26, 1997

Board David Arnow Daniel Bader Mandell Berman Charles Bronfman John Colman Maurice Corson Susan Crown lav Davis Irwin Field

This is to confirm that the next meeting of the CIJE Steering Committee is scheduled to take place from 9:30 am to 4:00 pm on Thursday, June 26th at 15 East 26 Street, in the 10th floor conference room.

Charles Goodman Alfred Gottschalk Neil Greenbaum

The major focus of our agenda will be the strategic plan and a discussion of communication issues.

Lee M. Hendler David Hirschhorn Gershon Kekst

Henry Koschitzky

Enclosed are three items for your review prior to the meeting:

Mark Lainer Norman Lamm

A mid-year update on our 1997 workplan. 1 This document is simply a reprint of the original workplan document with an update in the final column on the right on pages 3-10.

Marvin Lender Norman Lipoff Seymour Martin Lipset

2. A publications update.

Florence Melton Melvin Merians Lester Pollack

Charles Ratner

3. A one-page description of CIJE.

Esther Leah Ritz William Schatten Richard Scheuer Ismar Schorsch

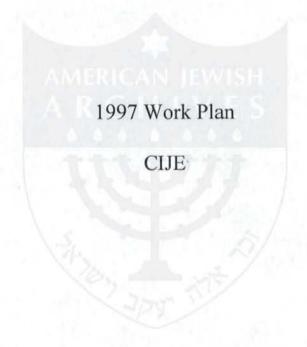
Based on several requests from Steering Committee members and staff we have created a draft of a one-page description of who we are and what we do. We will discuss and refine this at the Steering Committee meeting along with a discussion of the general topic of internal and external communication.

David Teutsch Isadore Twersky Bennett Yanowitz

We look forward to an interesting discussion.

Executive Director Alan Hoffmann

Please call Chava Werber at 212-532-2360, Ext. 10, to indicate your attendance plans.



June 1997 Update

WORK PLAN HIGHLIGHTS

- Complete a five-year strategic plan for CIJE
- Continue to build and refine our training pilots for teacher educators and principals
- Consult to new and existing program in professional development for educators
- Expand the Goals Project and conduct several pilots
- Create an extensive array of publications designed to:

Tell the CIJE story Seed the culture with powerful ideas Support policy-making with research Provide tools for change

- Continue to support our lead communities while preparing for a major new initiative in Community Mobilization (to be defined as part of the Strategic Planning process)
- Disseminate and utilize our Best Practice work
- Continue to expand capacity by adding to staff and by creating a cadre of General Education professors to help with our work
- Cut back on time devoted to core activities
- Do intensive planning for 1998 initiatives in:

Early Childhood Senior Educational Leadership Research and Development

WORK PLAN SUMMARY BY DOMAIN

DOMAIN	SUMMARY AND APPROACH
Building the Profession	Continue to refine and expand pilot training programs for teacher educators and principals; solidify the professors group; plan major initiatives for 1998
Community Mobilization	Maintain on-going relationships with lead communities, national organizations, and key lay leaders; broadly rethink our strategy in this area
Content and Programs	Run several pilots of the goals project, while undertaking a planning effort in this area; disseminate Best Practice materials and integrate them into our training institutes and programs
Monitoring, Evaluation, and Feedback	Continue rigorous monitoring and evaluation of TEI; use data from prior surveys to develop policy briefs; begin serious planning for building research and evaluation capacity
Publications	Develop an extensive array of publications; create a long term publications strategy; develop a database to support dissemination
Core	Complete a five-year strategic plan

DOMAIN: BUILDING THE PROFESSION

Category	Description	Responsibility	Complete By	June Update
TEI	Run 4 seminars for cohorts 1 and 2	GZD	Mar, May, July, Dec	First 2 seminars completed July and December scheduled
	Set up a network of TEI participants	NH	Dec	Work will begin when NH arrives
	Create 4 video packages	GZD EVVI	Jan, Mar, Jun, Aug	Will only complete 2-3 videos but will have more extensive support materials
	Write the TEI story	GZD	Dec	Will begin writing this summer
	Complete 1st phase of TEI evaluation (community map)	AG/EG/BR	Jun	Will complete in June
Lay/Professional Leadership Seminar	1 short lay/professional leadership seminar	GZD with lay advisors	Jan	Complete
Build	3 day seminar in January	BWH/GZD	Jan	Complete
Capacity/Professors	5-day spring seminar	GZD/NEW	Jun	Scheduled
	Recruit 5-10 new professors	GZD/NEW	Dec	6 have been recruited already
	Fold professors into CIJE work	GZD/NEW	Ongoing	Excellent progress being made

Planning	National Center for Jewish Educational Leadership (JEWEL)	KAB	Oct	Planning underway	
	Senior Personnel Planning	KAB	Oct	Planning underway	
	Norms and Standards	NEW	Dec	Bill Firestone will complete	
	Early Childhood	NEW	Dec	Work started in May	
Consultations	Consultations on Professional development with: Brandeis, Torah Umesorah, Day School Training Initiative, Florence Melton Adult Mini-School, Melton Israel Short term program, Orthodox day school principals		Ongoing	All started except Day School Training Initiative, Melton and Orthodox Day School Principals	
Professional Development Policy Brief	Combine what we've learned about Professional Development in General Education with what we know about Professional Development in Jewish Education to create a policy brief	GZD/BWH/ EG/AG/BR/ NR	Oct	Barry will write in Israel	

DOMAIN: COMMUNITY MOBILIZATION

Category	Description	Responsibility	Complete By	June Update
Community Consultations	Work on development of personnel action plans	GZD	Ongoing	Have held consultation with 2 communities
	Support pilot projects in lead communities e.g. Milwaukee leadership, Beth Israel, Atlanta- early childhood and others as appropriate	NR/GZD/DNP	Ongoing	Ongoing low level of support
	Support evaluation efforts with lead communities	EG/AG	Ongoing	Cleveland is the only community currently interested
Relationships with National Organizations Continue to meet with and maintain relationship with key national organizations (e.g. movements, federations, JESNA)		KAB/NR	Ongoing	Meetings have been held and continue to be scheduled
Luncheon Seminars	Offer six luncheon seminars presenting "big ideas"	NR	Jan-Dec	Will do five seminars
Board/Steering Committee Board Seminar	Touch base in a meaningful way with key Board members	KAB	Jun	Will change based on new Board structure

DOMAIN: CONTENT AND PROGRAMS

Category	Description	Responsibility	Complete By	June Update	
Dissemination of Best Practice Materials	Implement plan to further disseminate Best Practice materials	BWH/NR	Jun	On schedule	
Use Best Practice materials in our work Integrate learning from Best Practice work into TEI, Harvard Leadership, Milwaukee Leadership Project, and Professors project		BWH/NR	Ongoing	Little progress, will discuss at staff retreat	
Goals Project	Milwaukee and Beth Israel Pilots	DNP	Ongoing	Pilot progressing slowly	
	Goals Publications	DNP/NR	Dec	First draft	
	Plan for future Goals Project strategy	DNP/NR	Apr	Now part of strategic plan	
	Consultations	DNP	Ongoing	Several important consultations are completed or scheduled	
	Growing Capacity	DNP	Ongoing	Now part of strategic plan	
	Form a network of leaders engaged in building institutions names	NEW	Dec	First meeting held	

DOMAIN: PUBLICATIONS

Category	Publication/Description	Responsibility	Completed By	June Update
Telling the CIJE Story	Current Activities	NR	Ongoing	Complete
	Year-in-review TEI story	NR GZD/NR	Feb	In process; will complete by early Fall, along lines of strategic plan Will be written 2nd half of year
Seeding the Culture with Powerful Ideas	One document in essay series	NR S	TBD	Completed: Ramah Hartman also a possibility
Research for Policy	Professional Development Policy Brief Leaders Report Teachers Report	NR/BWH/ AG/EG/BR NR/EG/AG/BR NR/EG/AG/BR	Oct Jun Mar	Barry will write in Israel Being re-drafted Will complete by August
Tools for Change	The Place of Vision in Jewish Educational Reform From Philosophy to Practice: Case Study of the Agnon School	DNP/NR NR	Dec	First draft Will probably not publish this year
Strategy	Develop a longer term strategy for CIJE publications	NR	Jun	In process
Database	Develop dissemination database	NR	Apr	In process, will complete by end of July

DOMAIN: RESEARCH & EVALUATION

Category	Description	Responsibility	Complete By	June Update
Ongoing Evaluation of TEI	Observations and follow-up interviews	EG/AG/BR	Ongoing	Progress being made but a little behind schedule
	Write one year report and interim case studies of communities	EG/AG	Oct	Reports being written
	Present to communities	GZD	Dec	Baltimore has been done
Ongoing Community Consultations	[14] 독자에 있는데 15일 15일 14일 15일 15일 15일 15일 15일 15일 15일 15일 15일 15		Ongoing	Cleveland only request received so far
Build Research Capacity	Engage in discussions with opinion research centers about building capacity for Research & Evaluation	EG/AG	Dec	Will postpone to 1998
Build Evaluation Capacity	Set up Evaluation Institute	EG/AG	Oct	Work beginning in May

DOMAIN: CORE

Category	Description	Responsibility	Complete By	June Update
Strategic Plan	Develop a five-year strategic plan to guide our future work, planning and decision making	KAB	Apr	Will complete in June-July
Staff Meeting and Internal Planning	Continue to meet regularly with core staff only	KAB	Ongoing	
	Start work planning in May/June	KAB	Oct	Scheduled
Fundraising	Create and adhere to a rigorous fundraising schedule	KAB	Oct	Will start at June Steering Committee meeting

NEW PROJECTS ADDED TO WORK PLAN

Category	Description	Responsibility	Complete By	June Update		
Leading Indicators Develop methodology for evaluating the effects of quality Jewish education on individuals and communities Recruiting Conference Planning for Jewish education in the Spring of 1998 in partnership with Wexner, Hillel, JESNA, CJF		EG/AG	Ongoing	2 consultations have been held, a paper is being written. 2 more consultations are scheduled Proposal has been finalized and first meeting of partners held		
		KAB	Ongoing			
HUC	Consulting to HUC on role and programs for Jerusalem campus	KAB/ADH	December	First round of interviews scheduled		
UJ ·	Consulting to UJ on goals and curriculum	DNP/GZD/ ADH/KAB	Ongoing	First consultation scheduled for June		

MEMO

To: CIJE Steering Committee

From: Nessa Rapoport

Subject: Follow-up to June 26 Meeting: Cleveland Evaluation Reports

Date: July 7, 1997

In discussing the role of evaluation in helping to improve Jewish education and in mobilizing the community, Chuck Ratner mentioned the constructive role played by a serious evaluation effort conducted in Cleveland. It was felt that members of the Steering Committee would be interested in reading these documents, which are enclosed. Chuck described the way that responsible evaluation, by openly acknowledging both gains and challenges, deepened the commitment to ongoing educational change and increased funding.

Please regard these documents as internal and confidential.

neva



The Jewish Education Center of Cleveland

2030 South Taylor Road · Cleveland Heights, Ohio 44118 Phone (216) 371-0446 · Fax (216) 371-2523

March 12, 1997 / 3 Adar II, 5757

MEMORANDUM

TO: JCF Board of Trustees and Endowment Fund Committee

FROM: Charles A. Ratner, JECC President

RE: Assessment of COJC Programs

As you may know, during the past eighteen months the JECC has been engaged in an extensive research process to evaluate the work of the Commission on Jewish Continuity, and to develop a baseline of information about our community's educators. The research was conducted by Roberta Goodman and Julie Tammivaara, a team of educators who have done previous evaluation and research work under the auspices of the Council for Initiatives in Jewish Education. Two parallel studies were conducted: Eight COJC Programs: An Evaluation; and Professional Lives of Jewish Educators in Cleveland.

This work is now completed, and in anticipation of the Federation Endowment Fund Committee and Board of Trustees meetings coming up later this month, I am pleased to forward to summaries from both studies.

As you review the enclosed summary reports, I'd like to draw your attention to what we believe are the most significant points:

In the researchers' own words - "In implementing the ... programs, the COJC has succeeded in sponsoring and supporting programs that provide the framework for substantive, long-term change in Cleveland's Jewish schools. Each program alone has the scale, quality, and substance such that significant change can be effected; together, they have introduced into Cleveland a multi-faceted claim on Jewish lives... Above any Jewish community of which we aware, Cleveland has succeeded in moving from single-shot, weakly supported efforts to strengthen continuity to a multi-faceted, comprehensive, and long-term effort wherein the individual pieces support one another."

From our perspective:

1) Cleveland has succeeded in making continuing education a norm for educators in our community. Compared with other communities Cleveland educators are engaged in significantly more hours of continuing education on an annual basis. This investment in continuing education makes enormous sense for the community, both because of generally poor pre-service preparation levels among teachers, and their long-term commitment to Jewish teaching.

- 2) The community has created an extensive range of programs and vehicles through which educators at a variety of levels of the system can gain the skills and knowledge they need, not only to enhance their current work, but also to prepare for future responsibilities.
- 3) Through the creation of positions for graduates of the Cleveland Fellows Program the community has dramatically expanded family education programming throughout the community. Family education has become a normative experience among supplementary schools, and increasingly among the day schools.
- 4) By responding to challenges in the early phases of the Cleveland Fellows Program the community has developed stronger approaches for cultivating senior educators.
- 5) The Retreat Institute has succeeded in expanding the breadth and quality of retreat programming throughout the community, and has also had the unanticipated impact of strengthening many institutions' ability with and commitment to engaging students and families in text study.
- 6) Parents reflect deeper engagements in their children's Jewish education, generally feeling their children's experiences surpass their own.

The studies also point us to certain challenges we need to address as a community:

- The studies together point to the need to better organize and communicate with teachers and school directors the range of professional development programs available in the community.
- The studies highlight the need to extend the scope of professional development opportunities to pre-schools in our community.
- The studies point to a greater need for coordination among and between our various initiatives, and for examination of areas where there may be overlapping services and resources.
- Issues of supervision and curriculum highlighted in the study point to the need for further work with educational directors to strengthen their work in these critical building-block areas of school management.
- Central agency staff need to be more careful in how initiatives and services are framed, so as
 to not undercut, undermine, or devalue the partners in the community with whom we must
 work
- The JECC needs to do a much better job communicating to the community at large the scope and quality of our efforts.

While these are the early conclusions we draw from the body of research, we are well aware that there remains a great deal of data to digest and interpret. We look forward to sharing the studies with you in more detail, and to talking with you about them at the meetings later in March.

Professional Lives of Jewish Educators in Cleveland: A Policy Brief

INTRODUCTION

In December, 1988, the Joint Federation/Congregational Plenum Commission on Jewish Continuity (COJC) launched an ambitious initiative to strengthen Jewish education as the community's best vehicle through which it could address the challenge of Jewish continuity. The COJC implemented a comprehensive set of projects focused on building the Jewish education profession, integrating informal education programs into each child's Jewish education experience, and expanding the focus of Jewish education programs from the child to the family. However, the focus on personnel was recognized as the central priority of the overall effort.

In an attempt to gain a fuller understanding of the COJC process, the JECC undertook a comprehensive study that would create an interpretive profile of the Cleveland's Jewish educators. The study, begun in the Fall of 1995, had two goals:

- 1. To guide policy and program planning for personnel development efforts; and
- 2. To create a statistical baseline against which to measure future efforts.

The study was conducted the research team of Roberta Goodman, RJE (Ph.D. in progress from Columbia's Teachers College) and Dr. Julie Taamivaara (Ph.D., Stanford University), former field researchers for the Council for Initiatives in Jewish Education (CIJE). Dr. Adam Gamoran, Professor of Sociology at the University of Wisconsin and director of research and evaluation for the CIJE, served as an additional consultant for the project. The study encompassed a survey instrument and personal interviews. The survey was administered in nearly every Jewish educational setting in Cleveland, and was completed by 504 teachers and 70 administrators in 9 preschools, 4 day schools (one with 4 divisions), and 16 supplementary schools. Reserachers conducted over 70 interviews with teachers, school administrators, and communal agency professionals as well as over 40 interviews with children enrolled in Jewish schools and with adults who have participated in family education programs.

HIGHLIGHTS:

The study findings outlined below confirm the wisdom in Cleveland's priorities in that:

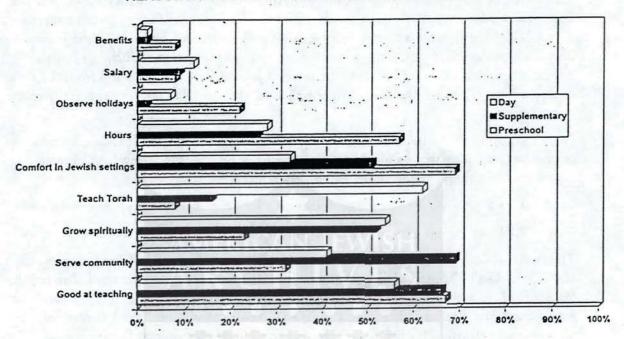
- only 16% of Cleveland's Jewish educators are trained in both general and Jewish education when they enter the field. This is consistent with CIJE's Lead Communities average of 19% who have training in both general and Jewish education.
- Cleveland's educators are committed to Jewish education for the long-term:

 Part-time teachers who have a long-term commitment plus part-timers whose commitment may become long-term = 88%

 Full-time teachers who have a long-term commitment plus full-timers whose commitment may become long-term = 92%
- Because of Cleveland's many initiatives in "building the profession of Jewish education," its educators participate in significantly more workshop hours than their counterparts in CIJE's three Lead Communities;

- I. Who are Cleveland's Jewish Teachers?
- A. Why do they become Jewish Educators?

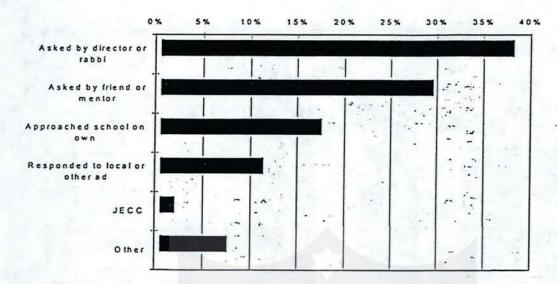
REASONS TEACHERS CHOOSE JEWISH EDUCATION



We asked Cleveland's Jewish teachers why they chose Jewish education as a profession. From the above chart, we can see that Jewish education is attractive because of its intrinsic, personal rewards. Teachers believe they are good at what they do. They want to serve the community, grow spiritually, teach Torah, and are comfortable in Jewish settings.

"...even with the challenges teaching in Jewish schools can sometimes bring and the meager salary, I don't think I could find anything more meaningful to do."

B. How do Cleveland's Jewish teachers enter the profession?

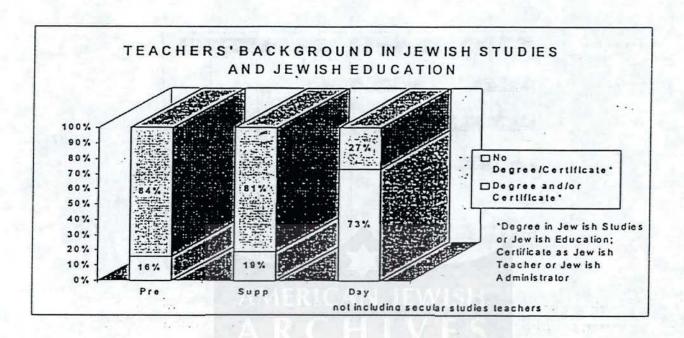


Most of Cleveland's Jewish teachers enter the profession through informal channels—a rabbi, the school's director, or a friend who happens to teach. The vast majority were recruited in a personal, face-to-face manner: someone asked them.

Few enter through advertisements, JECC placements, or other formal channels characteristic of other professions.

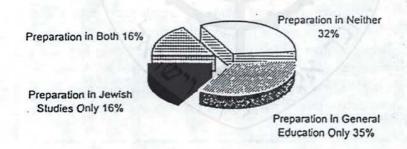
Questions for deliberation: Upon what basis do directors, rabbis, mentors, and friends identify those whom they encourage to enter the filed? Do "recruiters" look for people with formal training in education or Judaic subjects? Do they assess candidates' ways of relating with young people? Do they look for those with discretionary time? These recruiters—rabbis, directors, mentors, friends—play an active role in shaping the profession of Jewish education.

C. Background of Cleveland's Jewish teachers.



How well prepared are Jewish educators in Cleveland, in both Judaic content and general education?

Professional Preparation of Teachers in Cleveland

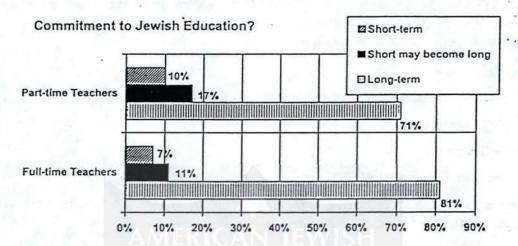


• The most prominent arena of Jewish participation for Jewish educators when they were in <u>high</u> school:

44% of Cleveland's Jewish educators participated in youth groups 25% of Cleveland's Jewish educators attended Jewish camps

D. Cleveland's Jewish educators' commitment is long-term

We asked Cleveland's Jewish educators—administrators and teachers—whether their commitment to Jewish education was 1) long term, 2) short-term but may become long-term or 3) short-term. The overwhelming majority indicated that their commitments to Jewish education are long-term.



Part-time <u>long-term</u> + <u>may become long-term</u>= <u>88%</u>
Full-time <u>long-term</u> + <u>may become long-term</u>= <u>92%</u>

Implications:

- An overwhelmingly high percentage of Cleveland's Jewish educators are committed to Jewish education for the long-term. The percentage who are "merely passing through" is statistically insignificant.
- Only 16% of teachers enter the profession trained in both Judaic content and general education.

HIGHLIGHT: Continued investments in professional development for Cleveland's Jewish educators is both warranted and wise. Like their counterparts in the CIJE Lead Communities, they are under-prepared Judaically and educationally, but they are also deeply committed to their work as Jewish educators.

- Since Jewish educators enter and remain in the field because of intrinsic rewards, more systematic recruitment and marketing efforts around Jewish teaching should stress the values of working in a Jewish milieu, providing opportunities to grow spiritually and to serve the Jewish community.
- Consideration should be given to more systematic recruitment strategies, especially targeting public school teachers, youth group and camping professionals.
- Because significant numbers of current teachers had Jewish youth group and camping experiences, these venues should be targeted for nurturing future Jewish educators, for recruiting teachers aides and special tutors, as part of that nurturing process. The community should consider tracking those presently involved in camps and youth groups for their future commitments.

II. CLEVELAND, THE LEADING COMMUNITY IN NORTH AMERICA, IN PROVIDING PROFESSIONAL DEVELOPMENT FOR ITS ADMINISTRATORS AND TEACHERS.

To address the lack of pre-service preparation noted in the preceding data, Cleveland became a leader in providing continuing education opportunities to its dedicated cadre of educators. The December, 1988 COJC Proposal highlighted building the profession as one of its key strategic goals. An ambitious, comprehensive, multi-pronged strategy was implemented to address the gaps in the majority of Jewish educators' backgrounds, including:

- · workshops at the JECC
- degree programs and courses at the Cleveland College of Jewish Studies
- · study at local universities
- · Israel Teachers' Seminar
- · Professional Growth Plan (PGP)
- Institutional Stipends for congregations earmarked for professional development, to encourage supplementary school faculties to participate in on-going teacher training
- incorporation of teacher training components into other COJC Programs such as Project Curriculum Renewal (PCR) and the Retreat Institute

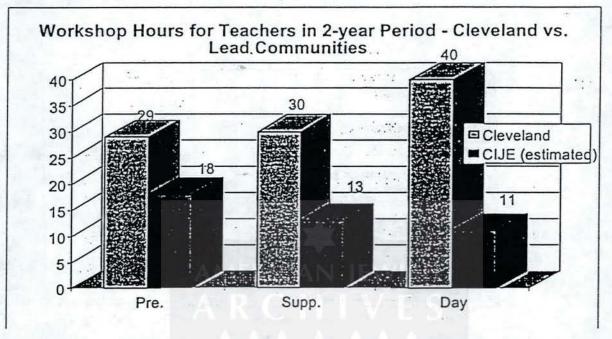
What is the level of participation among teachers and administrators? How do Cleveland's efforts compare to CIJE's Lead Communities? First, we will compare numbers of workshops. Then we will compare total hours over a two-year period.

Mean Number of Workshops by Setting

	Teachers by Setting			Administrators by Setting		
	Pre.	Supp.	Day	Pre.	Supp.	Day
Mean # of Workshops Overall*	2.6	2.1	2.2	3.1	3.7	3.5
Mean # of Workshops for Those Taking Workshops*	3.4	2.7	3.0	3.5	4.8	5.2
Mean # of Workshops for Fhose Taking Workshops in CIJE Lead Communities	6.2	4.4	3.8	5.4	5.6	4.4

For CIJE Lead Community teachers, the numbers of workshops are higher in nearly every category, except day school administrators. Do these figures mean Cleveland's educators are participating less in professional development activities than educators in other communities? No. While the CIJE survey did not ask its respondents to indicate the number of hours spent in each workshop experience, they assumed, on the basis of local circumstances, that each experience lasted three hours.

In Cleveland's survey, educators—adminsitrators and teachers— were asked to indicate the number of hours because we know that many experiences persist over many hours, even days. The chart below focuses only on teachers.



- Professional development is an established norm among Cleveland's Jewish teachers.
 - CIJE's lead communities' teachers estimated workshop hours range for teachers over two-year period: 11-18 hours/two-year period.
 - Cleveland's workshop hours for teachers over two year period: 29-40 hours/two-year period.

"...the average educator in Cleveland is experiencing considerably more professional development involvement than is the average educator in the CIJE's three Lead Communities." (Professional Lives of Jewish Educators in Cleveland)

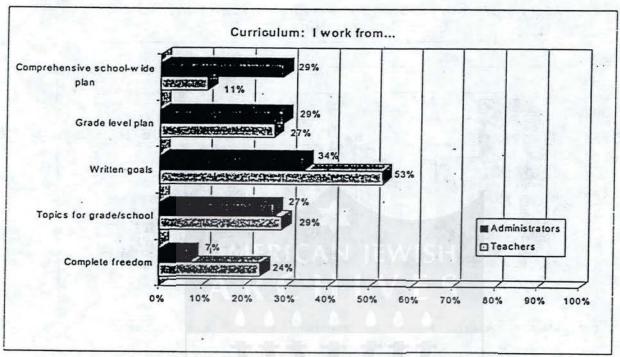
III. CHALLENGES: CURRICULUM, SUPERVISION, COLLEGIALITY & NETWORKING

The study noted three significant challenges affecting educational settings: supervision, curriculum, and networking among teachers. These challenges should be seen in the context of interrelated environmental factors common to the three Jewish educational settings of preschools, supplementary schools and day schools. All Jewish schools operate under severe limitations of time, money and administrative support. It should also be noted that these challenges exist in many educational settings, Jewish and non-Jewish, public and private. The data in the following sections comes from two sources: the objective educator survey and the more in-depth, subjective interviews researchers conducted with teachers and administrators.

A. Curriculum

From the following table, we can see at least two challenges. First, only 29% of administrators claim their schools have developed comprehensive, school-wide curriculum

plans. Second, there is a significant disparity between teachers' and administrators' understanding of curriculum organization. For example, 53% of administrators think they provide written goals for their teachers but only 34% of the teachers work from written goals.



Interviews with teachers echo the survey data, indicating inadequate curriculum support:

"There is an absence of a curriculum as far as I can tell."

"When I first started, there was a very loose curriculum; I think it is looser now. I think the teachers sort of develop it on their own. ... We do projects, learn about the holidays, but there is no curriculum."

"[At my school] they just gave me books. They said, 'Get to the end of the alphabet by the end of the year.' ... "

WHY IS CURRICULUM IMPORTANT?

Curriculum is a building block of school instruction. Inadequate curriculum leads to unnecessary and meaningless repetition, unintended gaps and omissions, as well as weakening efforts of supervision and evaluation. Adequate—not to mention rich and exciting—curriculum supports teachers' efforts to touch students' lives, enhance professional development, and provide a context for on-going, meaningful dialogue among the faculty and between faculty and administration.

B. Supervision

- Supervision is not a meaningful part of the educational process in the majority of Cleveland's Jewish schools;
- Teachers assume they are being continuously evaluated in some way, but they are not sure what
 the criteria are and are not told the results;
- Teachers do not collaborate with administrators in developing professional development or criteria by which they could be progressively monitored over time;

"My work is not formally evaluated. I think the older teachers are pretty much left alone."

"I know the first year I had an evaluation and that was the last evaluation that I have been aware of."

Who evaluates you? Nobody. No one evaluates you? I have never had an evaluation. Neither verbal nor written? Every couple of years we'll talk about what the past year was like.

Not all directors are confident about supervising and evaluating teachers:

"As a principal, I think the weakest part of my work is the supervision of teachers."

As isolated as teachers are from ongoing collegial interaction and evaluative feedback, administrators are perhaps even more so.

"I think it is very difficult to engage in assessment or evaluation with people who have no understanding of what you do day to day, month to month. I was dealing with people who did not understand [the extent of my responsibilities]."

If it is a choice between being inadequately evaluated or not evaluated at all, for many directors the latter is preferable:

Implication:

Cleveland has provided unparalleled opportunities for teachers' professional development, especially to address the lack of preservice training in Jewish knowledge and pedagogy. However, our study highlights gaps in curriculum organization and supervision in the school settings. Curriculum organization and meaninngful teacher supervision are critical to supporting teachers', institutions', and the community's continuing investment in teacher training. Gaps in supervision and curriculum detract from teachers' ability to incorporate newly acquired skills and knowledge into their practice.

C. Networking and Collegiality among Teachers

Frequency of Professional Assistance Received from Colleagues in School

		Teachers by Setting			Admin	istrators by	Setting
		Pre.	Ѕирр.	Day	Pre.	Supp.	Day
	Frequently	46%	22%	43%	58%	38%	67%
*	Occasionally	40%	43%	36%	33%	32%	22%
	Seldom	8%	22%	11%	-0-	18%	6%
	Never	6%	14%	10%	8%	12%	6%
TEV.		n=135	n=195	n=158	n=12	n=34	n=18

The more full-time nature of preschools and day schools accounts for the higher frequency of collegial professional relationships among teachers. However, in many respects, Cleveland has made its greatest investment in the supplementary schools in "building the profession," precisely because the greatest numbers of Jewish students are enrolled in supplementary schools. Much of school reform literature points to the importance of teacher networks and collegial relationships within faculties as key elements to successful change and growth.

Teachers—in all settings—should be given opportunities

- To participate more meaningfully in the development as well as the implementation of curriculum, as an important expression of the "discipline" upon which teaching rests.
- To converse meaningfully with colleagues about educational issues in general and as they arise in particular, identify—collectively—problems and work towards solutions.
- To develop procedures for nurturing appropriate attitudes about and behavior toward pupils and their parents.

Jewish Education Center of Cleveland

Eight COJC Programs: An Evaluation



Roberta Louis Goodman, MA, RJE

Julie Tammivaara, DhD November 1996 educators" is missing. The course of study is apparently tailored for each participant in the areas of "Judaica and educational training." It is not apparent to us what the content in either of these areas is. We do not know whether course sequences in educational leadership or administration are offered. "Aside from the field experience and greater financial support for participants and their institutions, it is not evident to us that this program differs markedly from the Professional Growth Plan, or indeed, the course of study any student would pursue to earn a master's degree in Jewish education at the College.

Challenges

No program, especially one as ambitious and complex as Phase One of the Cleveland Fellows Program, runs smoothly throughout. The major obstacle this program has had to overcome is grounded in how the program was announced and advertised to the educational community. Intended or not, many school directors understood the program as a severe criticism of their own work. Given this perception, the challenge to then engage the directors as field supervisors was especially difficult. This was, in part, due to the manner of the Program's introduction, in part, due to the fact that guidelines for supervision were unclear in the beginning and many supervisors really were not skilled at supervision and evaluation.

Just what a Fellows graduate would look like constituted a second major challenge. As the program evolved, so did the definition of what role a Cleveland Fellow graduate would eventually fulfill. In the end, College faculty engaged in intense and prolonged negotiations with institutional supervisors to define appropriate positions.

Third, the Program leadership did not meaningfully bring existing school personnel into the process of nominating or sponsoring candidates. By leaving them out, directors had less stake in the program than they might have had.

Fourth, the educational community was not well prepared for the significant change this Program would bring. Many were fearful, thinking they might lose something of value—perhaps their jobs—or be upstaged by less experienced educators. This sense comes from not understanding change and its implications and can be avoided. Any change brings a certain level of ambiguity into an organization, and this factor needs to be recognized and addressed.

The Fellows who fared best in their graduate placements were those who returned to their home schools after graduation or who were perceived by their supervisors as "team players." These Fellows had either learned or knew instinctively how to work within ongoing organizations, bringing about change while affirming the

value of their colleagues.

Recommendations

The Cleveland Jewish community and the COJC are to be congratulated for conceptualizing and seeing through a program of the magnitude of the Cleveland Fellows Program. Despite a number of challenges, real and positive change has been wrought as the result of the hard work of talented people. The following recommendations are specific to Phase Two of the Cleveland Fellows Program and to communally-sponsored initiatives in general:

- Cleveland needs to provide prospective administrators or educational leaders with appropriate training, and they need to support current administrators or educational leaders with continuing education opportunities. This could be accomplished under the aegis of Phase Two of the Cleveland Fellows Program, however, it is not clear to us that such is the specific mission of this program;
- Review the mission or purpose of the Professional Growth Plan and Phase Two of the Cleveland Fellows Program to determine points of redundancy. If both programs are continued, clarify their distinct purposes and communicate these to the community:
- When change is being considered, it is important to "prepare the ground" by meaningfully involving major stakeholders in the process. This includes not only those in communal leadership positions and program funders, but also those in the sites where the change is targeted;
- When programs are in their infancy, it is wise not to tout them too highly until the wrinkles have been worked out. This approach helps avoid unrealistically high expectations and gives program leadership an opportunity to nurture the evolving program with less pressure; and,
- · Programs designed to accomplish organizational change need to prepare change agents to be sociologically astute so their entry into post-graduate positions will be facilitated.

Goal

The overarching goal of in-service education continues to be to enrich the Judaic and professional knowledge and skills of community Jewish educators; to increase professional and community expectations of what Jewish educators need to know and learn; to provide opportunities for continuing education and professional growth; and to increase professional effectiveness in the work setting.

> Self Study of In-Service Education Programs. December, 1995, p. 1

The In-Service Educator Program consists of several initiatives designed to raise the professional level of educators in Jewish schools in Cleveland. In this report, we have reviewed four of them: the Jewish Educator Services Program, the Institutional Stipend Program, the Professional Growth Plan, and the Israel Educator Seminar. Each will be summarized separately, and then an overall summary and recommendations will be offered.

Jewish Educator Services Program

Description

Begun over twenty years ago, the Jewish Educator Services Program [JESP] is "an integrated approach to professional development combining current models about effective staff development, which include both theory and application." This program serves primarily teachers in JECC-affiliated supplementary schools. Workshops, minicourses, and full-year courses are offered through the auspices of the JESP. Most offerings are in the form of mini-courses that meet for four sessions for a total of ten contact hours. A full-year course is offered to beginning Jewish teachers, and a two-year course is offered to directors interested in developing their knowledge of curriculum planning and development. While originally conceived as a program for supplementary school teachers, recently efforts have been made to include preschool and day school educators in IESP courses.

To be eligible for continuing education units, an educational experience must contain Judaic and/or pedagogical content. require at least ten hours of instructorstudent contact, and oblige the student to prepare a professionally appropriate product-such as a lesson plan-designed to demonstrate the translation of the educational experience into the work place. In-service education is the primary

(Over)

Jewish Educator Services Program Report of Activities 1993/1994, p.1.

responsibility of Dr. Sylvia Abrams at the JECC and a significant responsibility of Dr. Lifsa Schachter at the College. They collaborate extensively to provide Cleveland's Jewish educators with appropriate, high quality professional growth opportunities.

Educators who complete a JESP-approved ten-hour course receive one continuing education unit and a \$60.00 completion stipend. The stipends are available through the Fund for the Jewish Future.

Accomplishments

The JESP is the largest provider of in-service education for educators in Jewish schools in Cleveland. In the past eight years, participation in the program has nearly doubled from 244 in 1988 to 423 in 1995. With the support of the COJC, mainly through the Institutional Stipend Program, the JESP has broadened its offerings and been able to institute one- and two-year long courses. This increase in offerings has not come at the expense of quality; in fact, the survey data and the assessments of educators we interviewed agree that the quality of courses has increased over the past four years. With the assistance of the Institutional Stipend Program, the JESP has helped educators internalize a norm of continuing education for teachers in Jewish supplementary schools. Some have gone on to enroll in the College or other institutions of higher learning to secure licenses or advanced degrees.

The introduction of site-based mini-courses has been a great success in the eyes of directors and teachers. These offerings allow growth that is relevant at the institutional level

Challenges

While the JESP is an especially strong program, there are a few areas in which improvements might be considered. Each Spring, Dr. Abrams meets individually with school directors to gather information about the continuing education needs of their teachers. These ideas are processed and mini-courses are planned. A certain array of courses are offered on a regular basis, others are offered as interest develops. While these conversations are important, they do not allow directors collectively to ponder development needs

In the survey and in interviews, we learned that school directors do not, as a rule, require their teachers to develop individual continuing education or professional development plans. Neither do they usually require teachers to consult with them about what courses they take. One barrier to this is the fact that the JESP schedule is not set for the whole year at one time. Further, the Fall offerings are not announced until late

August, just as school is beginning. The timing of the announcements makes it difficult for directors to plan with their teachers.

Some of the courses offer coaching as an option. This potentially powerful experience is not working as well as it could. From our several interviews with those who have been coached, matches between coaches and those being coached are not always appropriate, sessions are not carefully planned, areas in which assistance is needed are not identified, and follow-up sessions are not always held.

Finally, several teachers told us that many mini-course instructors' utilize a lecture format that does not allow participants the opportunity to interact with one another to develop collegiality. Since this is the main venue for teachers to meet together, this is an important criticism.

Recommendations

- · Support for this important program should be continued;
- Publish course offerings on an annual basis in late Spring;
- Consider helping directors assist teachers to develop continuing education plans and select appropriate mini-courses to support those plans;
- Involve directors more meaningfully in determining institutional and communal needs that can be addressed through JESP courses;
- Continue the coaching option, but monitor the process and results more closely;
- Consider different teaching formats that would provide a place for and encourage networking and collegiality among educators; and,
- Examine the overall structure of the offerings, develop a rationale, and publicize the rationale to consumers.

Institutional Stipend Program

Description

The Institutional Stipend Program is designed to *encourage and enable supplementary schools to foster participation by their faculty in teacher education programs."² To qualify for an institutional stipend, 75% of a school's faculty must attend at least 10 hours of an approved teacher education program. Schools that meet the minimum level of participation for the stipend receive money based on the number of students in their school, with a cap of \$7,500 annually. This money may be used to

Progress Report of the Commission on Jewish Continuity, February, 1991, p. 8.

help underwrite the cost of professional development activities including JESP courses, courses at the College, courses at area colleges, conferences, and participation in the Israel Educator Seminar.

Accomplishments

As a result of the financial incentives provided by the COJC through the Institutional Stipend Program, supplementary school directors have been able to make continuing education a norm for their faculties. Several directors have made continuing education a contractual requirement. In the past four years, the number of schools qualifying for an institutional stipend has increased from 10 to 14. There are 19 schools eligible to participate in this program.

The directors with whom we spoke all agree that the presence of the Institutional Stipend Program communicates to educators that the community cares about them as professionals and values them enough to invest in their continuing development. According to directors who have been working in the system for the last several years, the stipend program is the single most powerful instrument responsible for educators' current perspective that professional growth activities are essential to teachers' lives.

Challenges

One challenge for the community is providing workshop and mini-course opportunities for preschool and day school personnel. At present, preschool directors, in particular, have little leverage for encouraging their faculty to participate as they are not eligible for the Institutional Stipend Program. While three-fourths of the eligible schools earned institutional stipends this past year, the program would like to see all eligible schools meet the requirements for the stipend.

Recommendations

- Continue the Institutional Stipend Program so that the changed perceptions of how the community values its teachers will be strengthened further;
- Consider complementing research on what attracts educators to JESP programs with a study of what barriers to participation exist for those who do not participate; and,
- · Consider widening eligibility for this program by including preschools and day schools.

Professional Growth Plan

Description

The Professional Growth Plan [PGP] is jointly administered by the JECC and the CCJS. The Plan provides a way to "encourage classroom teachers to organize their professional education in a more planful manner leading to licensure or degrees." Participants engage in intensive advisement by Dr. Lifsa Schachter of the College and Dr. Sylvia Abrams of the JECC. Participants receive two-thirds of their tuition at the College or the equivalent at area colleges and universities. There are five "steps" in the program. Upon successfully finishing a step, participants receive a completion stipend. Participants are recruited primarily by the two directors of the program, who look for serious educators likely to remain in Jewish education for "the long haul."

Accomplishments

Participants in the Program are very enthusiastic about it. They see it as a way of qualifying to participate in Jewish education as a professional. For day school teachers whose highest degree is from a two-year teacher seminary, the program has permitted them to obtain a bachelor's degree, raising them to an educational level consistent with most full-day teachers in this country. The program has also helped day school educators to pursue specialty degrees, enabling them to remain in the Jewish educational system, thereby benefiting their schools with their increased expertise. Supplementary school teachers, many of whom participated in the PGP as an extension of their work with the JESP, have gained confidence and knowledge through the program. Participants attribute a great deal of the success of the program to the caring and unstinting advise they receive from the co-directors.

Challenges

On the one hand, the participation in this program has been less than originally expected by its directors; on the other hand, the program is almost completely unadvertised. While it makes sense to limit participation to serious educators who intend to remain in Jewish education, the current methods of recruitment may not be capturing all potential beneficiaries. At present, there are no opportunities for PGP participants to meet together to share their experience. Some graduates told us they would have appreciated an opportunity to meet with others also in the program.

Professional Growth Plan: Five year report, January, 1995, p. 1.

Recommendations

- · Since the PGP is a natural follow-up to participation in other continuing education programs and results in educators earning credentials in their profession, this program should be continued.
- · To more effectively reach the target audience, this program should be more fully advertised. The standards applied for participation should remain.
- · Since the completion of this program requires a considerable expenditure of time and energy, the directors might consider ways to recognize successful participants in a public manner. This could serve to inspire others to reach similar goals.
- · Explore ways to link salary increases to earning a license or a degree in a career-relevant field.
- · Bring participants together on an occasional basis to give them an opportunity to consider Jewish educational issues together, relate their education to their own institutions, and develop a sense of collegiality.

Israel Educator Seminar

Description

Jointly administered by the JECC and the CCJS, the Israel Educator Seminar gives educators an opportunity to intensively and personally encounter Israel. Following three preparatory meetings focusing respectively upon personal perceptions of Israel, the Israeli educational system, and current Israeli politics, participants spend two weeks in Israel over the winter school break. Working in collaboration with the Melton Centre at Hebrew University, the Co-Directors, Dr. Sylvia Abrams and Dr. Lifsa Schachter, developed an experience designed to "increase the effectiveness of personnel engaged in Jewish education in Cleveland."4 The program directors hope that the experience will increase participants' investment in their teaching, Judaism, families, and community.

Participants must be teachers with two years experience in the Cleveland Jewish schools and intend to remain in the system for two years after the trip. Each participant receives a \$1,500 stipend to defray costs; some participants receive additional funds from their school's Institutional Stipend Program, their congregation, or other sources.

A scholar and a facilitator based in Israel work with each cohort while traveling. These leaders help the Cleveland-based directors tailor the trip to the particular needs of each group. During the trip, a balance between experiencing and reflecting upon Israel is struck. Opportunities to contemplate the meaning of activities and experiences for

Standing within the Gates: A study of the impact of the Cleveland Israel Educators Seminar on the personal and professional lives of participants, 1996, p.1.

their personal, professional, and communal lives are available. Upon their return, participants meet two or three times to share their memories and talk about integrating Israel into their curricula.

Accomplishments

The Israel Educator Seminar is extremely well organized and engaging. All of the participants with whom we spoke reported being deeply affected by the experience. During the trip, participants bond with one another strongly and revel in the opportunity to have meaningful conversations and experiences with Jewish educators outside their own relatively restricted school lives. In some cases, friendships established on the trip have continued at home.

On a personal level, the trip sparked a desire for many to explore and practice Judaism more deeply. Participants reported becoming more Jewishly observant in their homes, as well as inspired to more assertively pursue professional studies. Whether the participant was a member of the first or most recent cohort, the memories of the trip were equally fresh.

Challenges

While the trip affected the participants emotionally, spiritually, and personally, and one can presume that there would be an effect in the classroom, none of the participants were able to explicitly describe changes in how or what they teach. The challenge for this program is to design post-trip experiences that clearly link what happens in Israel to their lives as educators in Cleveland.

Recommendations

- Continue supporting this well-designed and powerful experience.
- Consider ways to "bring home" the experience so that educators can translate what it means into their work in schools. This effort could be in the form of a long-term, multi-session JESP course.

In-Service Educator Program: Overall Summary

Taken individually, each of the components of the In-service Education Program has strongly supported the professional growth of its target audience. The number of educators enrolled in JESP classes has steadily increased over the past four years and recently a course for administrators has been added. Preschool educators, who previously had few relevant options within the program, are finding more courses that

relate to their work. Day school teachers are looking increasingly to the JESP for professional growth opportunities. Afternoon and Sunday school teachers remain the primary clients of this program, as their participation is underwritten by the very highly valued Institutional Stipend Program. In the Jast three years, the number of institutions eligible to receive this stipend has increased from 10 to 14. This marks a significant increase in the number of teachers who are partaking of professional growth opportunities in Cleveland. As teachers mature in their development, an increasing number are turning to the Professional Growth Plan to organize their professional development and acquire licenses or degrees relevant to their work. By supporting teachers' study not only at the College but also at area universities, educators in Jewish schools can prepare themselves for specialized positions within their own institutions. The Israel Educator Seminar has deeply affected the personal and spiritual lives of over five dozen educators. The directors of this program have succeeded so well, that teacher groups from other communities, particularly Columbus, Ohio, are interested in establishing a permanent relationship with Cleveland to share in this experience.

Educators in Jewish schools in Cleveland can meet most of their professional development needs in Cleveland. By jointly planning and directing programs, the JECC and the College provide an impressive array of offerings for Jewish educators. Opportunities range from one-session encounters with renowned experts to full degree programs. The community has dedicated resources at a level that enables agencies to deliver a sophisticated professional development program. These resources include the JECC staff, faculty at the College, remuneration for instructors, and monetary incentives for educators and their institutions. This has enabled the educational leadership to create a climate of high expectations for continuing, life-long education.

When looked at collectively, however, there does not seem to be an obvious overall conceptual scheme tying these experiences together or relating them with other professional growth experiences available in the community. Within the In-service Education Program, for example, there are many fewer opportunities for preschool and day school teachers than for supplementary school teachers. To date, the JESP, the largest of the programs, has not been suitable for most school directors, including those in the supplementary schools. This intentional exclusion of courses appropriate for directors and other administrators leaves them only with the option of studying at the College.

On another level, it is not clear how the professional growth programs interrelate. For example, as an administrator of a supplementary school, how would one choose between the Professional Growth Program and the Executive Educator Leadership Program offered through the College? If one has a full personal and professional life, as many of the educators do, would one gravitate to a JESP course because it is less demanding or less expensive than a full course at the College in the interest of time? Is this the best way to make such a professional decision? And what about the school directors who, for the most part, are not trained for the work they do? Where—either in JESP or the College—is there a progressive, sequential program appropriate for leaders of Jewish schools? While it is possible through the PGP program to obtain an administration degree, these degrees earned in area colleges and universities are aimed at those serving in secular, primarily public schools and are not necessarily relevant to a supplementary school director or a preschool director.

Having seen these fine programs take root and grow, we would suggest it is time for the educational leadership of Cleveland to stand back and take a look at the programs as a whole. Where are the gaps? Where are the redundancies? How do they each fit together to form a sensible whole?

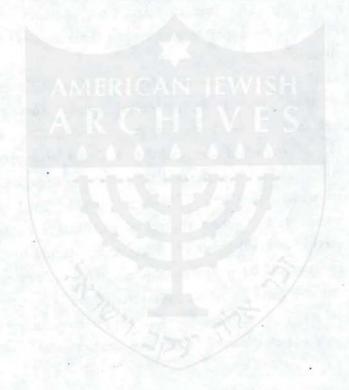
Another issue that should be considered relates to publicizing these programs. Educators are informed of programs in a very piecemeal manner. Some programs are much more fully publicized than others. Some rely on nominations, and are not even known by many educators. We would suggest that it would make sense for ALL professional growth programs located in both the JECC and the College to be advertised together, with appropriate descriptions about purpose, eligibility, level, content area, and so forth. Directors may still maintain control of participants by requiring the sanction of school directors or whatever, and yet all educators would be aware of the full range of opportunities. It would be helpful for the leadership to imagine themselves as a teacher and as an administrator in the various settings and ask themselves: If I wanted to develop professionally, where would I go within the community? A brochure should be produced that lays out all the options and benefits both within and across the various programs

Although there are avenues for obtaining licenses on both the local and national levels in Cleveland, our surveys revealed that very few educators report they have one. This is puzzling to us, as there is so much support for getting licensed in Cleveland. We recommend this issue be examined in the near future. We agree with several of the educators with whom we spoke that a license or a degree in Jewish education does designate one as a professional.

Overall, Cleveland is to be commended on their work in this area to date. We encourage the development of these valuable programs.

In-Service Education Program: Overall Recommendations

- . Examine the In-Service Education Program as a whole and delineate a rationale to connect the pieces. Where there are gaps, fill them; where there are redundancies, streamline them:
- Develop written goal statements for each component of the Program;
- . In looking at the Program as a whole, consider the vantage point of consumers and how the program will make sense to them;
- · Publicize the Program more effectively so that potential beneficiaries are not lost to the opportunities available in this set of initiatives; and,
- · Determine why so few educators in Jewish schools are licensed given the opportunities and incentives available to secure one.



Goal

The Retreat Institute is dedicated to creating and implementing text-based retreats and programs in cooperation with Jewish educational institutions, emphasizing supplementary and day schools as our primary partners. An important goal of the programs...is to provide the opportunity for participants to encounter the relevance and excitement of exploring Jewish texts and to find meaning through experience within Jewish tradition and community.

Retreat Institute: Program assessment, Fall, 1995, p. 2.

Description

The Retreat Institute began in 1989 in response to the COJC's mandate to create "beyond the classroom" programs to reach large numbers of Jewish students. Coordinated initially through the auspices of the JCC, the Institute remains housed there but is now administered through the JECC. Leslie Brenner is the Director, and Rob Spira, a graduate of the Cleveland Fellows Program, is the Associate Director.

From the beginning, the Institute has employed serious text study as the centerpiece of the retreats. Schools and organizations submit proposals to the Institute and, if accepted, receive funding from this COJC-supported program. Once accepted, school and organizational personnel work closely with Retreat Institute staff to develop a program. Retreat Institute staff assist groups not only in planning the content of retreats, but they also coordinate and facilitate making appropriate logistical arrangements. While the emphasis is on serving supplementary schools and day schools, at least one preschool has been involved, and at least eight non-school youth and adult organizations have worked with the Retreat Institute.

Accomplishments

The mission of the Retreat Institute has varied little from its birth. The requirement to submit a thoughtful proposal and devote considerable time to planning and conducting a retreat is well-understood by clients. This is a program that has built upon its strengths throughout its eight-year history. In the past four years, the period of interest to this evaluation, involvement in retreats has increased 47%. In 1991-1992, 19 programs were conducted; during the 1994-1995 school year, 28 programs were offered. At present, 30% of the Retreat Institute programs involve families.

In addition to providing excellent outside the classroom experiences for students, faculties, and families, the Retreat Institute has awakened a strong interest in

and valuing of text study in the institutions it serves. Rabbis report that congregants are asking for more opportunities to study text.

The Retreat Institute's current directors have attempted to build the capacity of institutions to conduct their own retreats. When we first talked with them in the Spring of 1995, a Retreat Institute staff member was still accompanying each group during the retreat. At present, approximately 30% of the programs are led by institutional personnel trained by the Retreat Institute. The Institute has succeeded in increasing institutional capacity to conduct retreats. Due to appropriate marketing, the educational community understands very well the purpose and process of the Retreat Institute.

Challenges

When we first interviewed Retreat Institute personnel, we were concerned about three issues, two of which are currently being addressed. First, we were concerned that after eight years, COJC-funded retreats required the strong involvement of at least one Institute person. During the past year, as noted above, this is no longer the case. Second, we were concerned that there was no systematic evaluation protocol in place. At present, a modest effort is being made to evaluate retreats. Third, in our interviews with school personnel, we did not discover evidence that the experience of the retreats was being integrated into the ongoing classroom curriculum. There are two reasons for this. First, many schools do not have a well-developed curriculum, such that this integration can be facilitated, and second, attendance at retreats averages 50% for many schools. Both of these reasons need attention.

Recommendations

- · Continue this valuable program that extends Jewish learning for students beyond the classroom walls;
- . Continue building institutional capacity to conduct retreats, while maintaining financial support for them;
- + Continue developing methods of evaluation not only to assess the effectiveness of individual programs, but to discover what motivates people to attend and what are barriers to participation; and,
- Explore ways that the retreat experience can more fully be integrated into the ongoing classroom curriculum.
- . Secure a year-round retreat facility for the use of the Cleveland Jewish community.

Goal

The goal is to help schools develop sound curricula appropriate to the philosophy and goals of the individual school. Each participating school is involved in an intensive three-year process to produce a philosophy and goals statement, and then to use that as a foundation for identifying and writing classroom curricula for specific Jewish subject areas. At the end of three years, school personnel and lay leaders should be prepared to carry on the development process with minor ongoing assistance from the JECC.

Commission on Jewish Continuity: 1995 update report, 1995, p. 7.

Description

Project Curriculum Renewal [PCR] was initiated as a pilot project in 1987, under the aegis of the [then] Bureau of Jewish Education. In 1988, "The Report of the Joint Federation/Congregational Plenum on Jewish Continuity" affirmed the importance of curriculum review and renewal. At that point, PCR was formalized as an ongoing, COJCsupported project. After a less than completely satisfactory beginning, Nachama Skolnik Moskowitz was hired to direct the project in the summer of 1994. After one year, PCR expanded its purview to include less intensive curricular support to schools not involved in the three-year curriculum review and renewal process. In addition, she responded to informal requests for assistance as they arose. Recognizing the lack of preparation in curriculum development among most school directors, a two-year curriculum practicum—offered as a JESP course—was started in the spring of 1995. This course is designed for directors with some experience in curriculum development to enable them to work independently in facilitating the curriculum process in their schools.

In late 1995, Project Curriculum Renewal, the Ratner Media Center, and the Teacher Center joined together to become the Curriculum Resources Department. The Department is directed by Ms. Moskowitz: PCR is also directed by Ms. Moskowitz, with Maury Greenberg serving as Curriculum Associate.

Accomplishments

Efforts to create national curricula have failed. Since the curriculum is the "stuff" that mediates the relationship of teacher and learner, the decision to assist institutions to develop appropriate curricula is very important. The fruits of Project Curriculum Renewal touch the lives of hundreds of teachers and students.

The level of collaboration that has developed between the directors and clients has reduced the "we/they" relationship that often exists between schools and communal professionals and helped build a climate of trust. This is particularly important as the current staff are experts in their field and most school directors need this expertise.

Between 1991 and 1995, PCR had worked intensively with nine congregational and-with the cooperation of the College-one day school. During 1994-1995, nine supplementary and day school directors participated in the curriculum practicum. During that year, the director fielded nearly 100 requests for consultation and assistance

The current directors are emphasizing development of school-wide, comprehensive, integrated curricula. To date, one school has a school-wide curriculum in place, and several other schools are working with PCR toward this end.

The curriculum resources of the IECC have been combined in a rational way and are advertised effectively to consumers.

Challenges

The curricular needs of Cleveland's Jewish schools continue to be pressing. Most schools have no written philosophy statements, no goal statements, and no school-wide curriculum plan. Curricula are not reviewed on a regular basis to reflect changes in population, pedagogical theory, or the knowledge base. The format in effect toward the end of 1995, while far more responsive than was the case when the Project began, was very labor intensive. Because of the three-year commitment required of a "PCR school" and the scope of that assistance, fewer schools are being touched by this resource than is desirable.

Recommendations

- . Continue this curriculum-focused project, as the need for curriculum development and renewal continues to be strong;
- Continue the curriculum practicum, as it is a capacity-building effort;
- Consider alternative forms of delivery that use the exceptional talents of the staff to best advantage.
- Consider developing guidelines so school directors and faculty can begin to develop curriculum philosophy and goal statements more or less independently.

Goal

The purpose is to improve the ability of the communal day schools to recruit and retain the highest quality faculty by offering competitive salaries, which will attract and retain the best possible teachers.

Progress Report of the Commission on Jewish Continuity, February, 1991, p. 9.

Description

Full-time and part-time faculty in three day schools initially received enhanced salaries through this program. In 1995, a fourth day school was added. Funding for the program was shared by the Federation and the schools, with the Federation providing 70% of the money and the schools 30%. The COJC used a complicated formula to allocate funds to the four schools. Cooperating schools were required to develop and maintain a professional development plan for participating teachers.

Accomplishments

In two of the schools, the combination of professional development requirements and increased salaries substantially increased teachers' morale and sense of professionalism. Teachers, who had not made efforts to keep up to date, became motivated to sharpen their practice. Others who had done so at great cost were able to receive subsidies to alleviate financial strain on their families. Some graduates of two-year institutions were able to obtain a bachelor's degree that put them on a par with their colleagues. Money from this program permitted one school head to correct salary inequities that had persisted for years. School heads told us that they are able to attract and retain higher quality faculty.

Challenges

While the amount of money allocated to the four schools was different, two of the schools received substantially more per eligible teacher than the other two. Not surprisingly, the effect of this program was much stronger on the former two schools. The third school in the original trio is significantly larger than the other two, yet they received only one-third of the initial fund from the Federation. For this school, the size of the salary enhancement was minimal. To be able to contribute its 30% share, this school cut back on allocations for other resources, which greatly disappointed many teachers.

Day school teachers are strongly committed to their work and, as a rule, do not receive high salaries, even within the context of education. The teacher survey revealed that the need for more money is the leading reason day school teachers would consider leaving their positions. While some would never consider leaving, two-thirds would consider leaving for this reason.

Recommendations

· To maintain a viable salary base for day school teachers, salaries lévels need to be maintained, if not increased.

· Linking expectations for professional development with raises in salary should be institutionalized.



An important strategic focus of the COJC is the involvement of families in Jewish education. Families are touched directly-by nearly all the programs reviewed here. For this reason, we interviewed parents regarding their experience with family education programs in Cleveland. In addition, we asked them to tell us about their own Jewish education as children and how they would compare it with the education their own children are receiving. We interviewed 19 parents, some as couples, some singly, and some who were single parents. All had one or more children enrolled in a supplementary school. All were affiliated with a synagogue, and two of the couples identified themselves as "intermarried." In both intermarried families, the children are being raised Jewish, and the families observe Jewish customs.

What can we learn from these parents? If they are typical, we can conclude that many of today's parents of school-age Jewish children did not themselves have a happy religious education as young people. Nevertheless, they value religion and find it important to support, at least to the extent of sending their children to supplementary school. While sending their children to religious school is important, they often feel hypocritical in doing so. They recognize they are asking their children to engage in a kind of learning they themselves have abandoned. They are asking their children to learn about a tradition and a set of practices they themselves do not observe. They are sometimes reluctant to become involved, and if they do become involved may experience feelings of inadequacy. Encounters with family educators may remind them of how little they know, and this can be embarrassing. Programs that extend over a period of time or occur on a regular basis may be the most powerful. Once involved with their children's education, some parents become open to adult study. A welcoming attitude toward intermarried couples can make a difference as to whether a couple raises their children as Jews or otherwise. Finally, the general perception of parents with whom we spoke is that supplementary education today is far better than was available when they were children.

Recommendations

- Since Jewish family education programs have the potential for not only educating children, but re-awakening the spiritual lives of parents, they should be strongly supported on a communal level;
- While programs that extend over a period of time are most effective, short term programs can involve parents who are initially hesitant to become

involved. Short term programs, however, should lead to more extended programs;

- · Since many parents may feel intimidated or embarrassed by their lack of Jewish knowledge, institutions should convey their openness to parental participation and be sensitive to their feelings of inadequacy;
- . Jewish family education programs should encourage the development of parent-child learning units, so the pattern of learning together and from one another can continue after a program has ended;
- · Since there is a perception that Jewish education for youth has improved from the last generation to the present generation, the educational leadership should consider relating this change to the larger Jewish community to combat the widespread but erroneous impression that attending supplementary school is always an unpleasant experience.



The COJC has provided immense resources to strengthen existing programs and develop new programs to support four strategies designed to improve Jewish education and further Jewish continuity. In this evaluation, we have examined eight of them. Most communities would consider any one of these programs a significant accomplishment from an educational as well as a communal funding perspective. Not content with a single program, Cleveland has implemented multiple programs aimed at strengthening the Jewish community. Some programs address more than one strategy; several address the same strategy. While no single program is capable of changing a community-wide system, we have learned that multiple programs aimed at focused strategies can do so.

The eight programs we considered are now established. They have all gone through iterations, some more than others. Each iteration—the result of careful thought by program leaders—has brought improvement. Even so, collectively their effectiveness could be increased by examining how they all do fit together and thinking about how they could fit together. As the programs have matured, overlaps have developed. Some gaps present at the beginning still persist. Easily accomplished steps, such as regular meetings of program directors, could lead to greater comprehensiveness and strengthen the impact of this effort.

The directors of COJC-supported programs have shown considerable flexibility in changing and adapting over the years. Noticeable changes for the better have been made in all the programs. Nevertheless, overall these programs have not been as responsive or connected to the "grassroots" as is possible or advisable. The COJC mandate, while the product of a combined Federation/congregational plenum, has not resulted in cooperative communal/institutional planning, for the most part. Effectiveness can be enhanced if professionals at all levels in the institutions are involved at some meaningful level. Systematic change most effectively occurs when the nature and consequences of proposed initiatives are understood by all concerned.

While the strategies are significant, not all bases are covered. For example, while great strides have been made toward building the Jewish educational profession, not all educators in Jewish schools are included. Professional development opportunities are currently more accessible to supplementary school teachers than any other category. School directors and preschool educators are especially neglected.

Professional development in Cleveland is a system, but it is not systematic. The system lacks layers and coherence. Defining layers of professional development offerings is advised. There are different populations with different levels of preparation and experience, who serve in different settings and teach different subjects. The professional development system would benefit from an explicit articulation of how the pieces fit together. Educators are often unaware of all the opportunities available. A clearer conceptualization would enhance educators' ability to develop individual and school-level professional development plans, without necessarily doing so to obtain a license or degree. To realize this sound professional goal, counselors could work with educators in devising educational growth plans and setting a path for fulfilling them. Education directors are likely candidates for this role, but they need to be prepared for this supervisory responsibility.

The results of the survey and of our conversations revealed that although educators in Jewish schools are enormously committed to their work, there are few opportunities to meet together to talk about their work, share ideas, and, in general, develop collegiality. One exception is the Israel Educator Seminar, where educators from different schools and different settings have the opportunity to have meaningfulprofessional conversations with one another. This was noted as an especial highlight of the experience. We remember as well the engaging conversations among school directors as they perused and speculated upon the initial results of the teacher and administrator surveys that were part of this evaluation effort. This has taught us that when even very busy people are asked to gather to talk about something of significance to their lives, time is not an object.

Thousands of individuals have been touched by the efforts of these programs and institutions have experienced positive and thoughtful change. Yet pieces are still missing. Adult education for parents needs to be addressed as an entity in its own right, not just as a part of family education programs. Jewish family education programs create an awareness of both the joy and the need for continuing study, yet there are few opportunities for adults to continue their Jewish education in a systematic way. Short term Jewish family education programs need to lead to more extended programs as parents and their children become increasingly engaged by this kind of study. Family education offerings would benefit from a more coherent and layered system with sustained offerings.

In conclusion, there is considerable evidence that the resources devoted to these programs have borne fruit. The community is to be congratulated for envisioning an efforts that are being given time to mature and fulfill themselves instead of the more

usual practice of beginning an initiative and then abandoning it at the first sign of trouble. The seeds of change and growth are not usually visible without the passage of some time.



In June, 1995, we entered into a partnership with the JECC to plan and conduct a study of the professional lives of educators in Jewish schools in Cleveland and to examine the progress and effectiveness of eight communally-funded programs designed to address Cleveland's concern for Jewish continuity. We worked under an assumption shared by the Commission on Jewish Continuity in Cleveland [COJC] that Jewish education is key in the development of a strong Jewish identity, and thus a community's attention to and continued support of the education of its young is critical.

This report focuses on the second of our purposes: to evaluate eight programs currently supported by the COJC. COJC support has enabled the Cleveland Jewish educational community to initiate new programs, as well as expand and improve existing programs. The programs considered in this report include the Cleveland Fellows Program; the In-Service Education Program, which includes the Jewish Educators Services Program, the Institutional Stipend Program, the Professional Growth Plan, and the Israel Educator Seminar; the Retreat Institute; Project Curriculum Renewal; and the Day School Teacher Salary Enhancement Program.

Our interest in engaging in this kind of work stems from our experience as Field Researchers for the Council for Initiatives in Jewish Education [CIJE]. In collaboration with Dr. Adam Gamoran and Dr. Ellen Goldring, we wrote reports that assessed Jewish educators' preparation and professional development in day schools, supplementary schools, and preschools.

After consulting with the staff of the JECC, we constructed interview protocols. These were submitted to the staff of the JECC and the Technical Advisory Committee for approval. We interviewed over 100 persons in the course of this study, including parents [19], pupils [21], teachers [44], administrators [18], congregational rabbis [4], central agency staff [9], and Cleveland Fellows [13]. In addition, we interviewed seven directors and assistant directors of the programs examined in this document. Several of the school administrators and central agency staff were interviewed at different points

Policy Brief: Background and professional training of teachers in Jewish schools

Teachers in Jewish Schools: A study of three communities

Educational Leaders in Jewish Schools: A study of three communities

Background and Training of Teachers in Jewish Schools: Current status and levers for change

¹ Below is a list of additional reports written by the CIJE Research Team available through the Council for Initiatives in Jewish Education, 15 East 26th Street, New York, NY 10010:

in time. Working closely with our liaisons, we attempted to assemble a sample that was representative. We interviewed teachers and administrators from the three formal educational settings: preschools, supplementary schools, and day schools. Teachers with five or more years of experience and who had some experience in at least one of the COJC-funded programs comprised the greater part of our interviewees. We interviewed congregational rabbis representing the major denominations. We interviewed pupils and parents who participated in Retreat Institute experiences and Jewish family education programs led by Cleveland Fellows and others. We interviewed pupils at both the elementary and high school levels.

Once the first drafts of the reports were written, they were shared with our liaisons at the JECC and revised. The second draft was re-submitted to the JECC liaisons and to our evaluation consultant, Dr. Adam Gamoran. On the basis of their suggestions, a third draft was prepared and distributed to the Technical Advisory Committee, the JECC staff, and COJC program directors, and several further revisions were made. We took considerable care to include as many people as we could in the process of developing these reports. Despite these efforts, we realize that not every individual will be equally pleased with the decisions made regarding data analysis and reporting. When so many people representing such a wide variety of commitments and perspectives are included in the process, one is faced with the daunting task of being at once responsive to the call of inclusion and obedient to the demands of coherence. As "outsiders," we are able to claim a wholistic perspective—one that allows us to look at the system all at once-not available to those closely involved in the work of Jewish education in the community. We cannot, however, know this work from the "inside." Given both this advantage and limitation, we have tried to balance description and interpretation in a manner that will be useful for the purposes intended,

By involving the community in the development of the research design, administration of the instruments, and analysis of the data, we hoped to nurture a sense of co-ownership of this effort. This is important to us as in the end, we are not the ones who will make use of the results and what they have to say about educators in Jewish schools in Cleveland. Our aim was to produce a report that is accurate, credible, and sufficiently rich such that the community will find it a valuable aid in contemplating the future of Jewish education in Cleveland.

educational activities, they have a platform for enhancing their own professional growth, while participating in extending the commitment to Judaism of members of the larger community. Support for curriculum development and renewal, the place where the mission of schools is mediated, has resulted in a model without comparison in this country. The quality of personnel has been enhanced by funding communal day school teacher salaries at a higher level. This has enabled school directors to attract better trained personnel, retain excellent educators; and require continued professional growth from their faculties. Above any Jewish community of which we are aware, Cleveland has succeeded in moving from single-shot, weakly-supported efforts to strengthen continuity to a multi-faceted, comprehensive, and long-term effort wherein the individual pieces support one another.

Have the very ambitious goals of COJC-supported programs been achieved at this point? Not entirely. Do these goals have the potential for being met? Yes. In the following pages, we cite the goal of each program, briefly describe it, note the accomplishments of each program, cite areas that can be strengthened, and make appropriate recommendations. We hope that this document, along with the report on the Professional Lives of Educators in Jewish Schools in Cleveland, will become the basis of lively conversations among all relevant constituents in the Cleveland Jewish community.

To conclude, we believe that the key to the success of the COJC effort lies in the understanding that no single tactic will guarantee deep and lasting commitment to Judaism. Because people are touched differently by different approaches at different points in their lives, it is important that a Jewish community offer its citizens inviting opportunities to connect in a variety of ways. This is the hallmark of the COJC programs.

Since 1989, the Commission on Jewish Continuity [COJC] in Cleveland has supported several programs guided by one or more strategies designed to strengthen Jewish continuity. The four strategies include:

- Integrating family education experiences into the Jewish educational experience of each family reached by the Jewish educational system,
- Integrating informal educational programming into the Jewish educational experience of each child passing through the system, and
- Focusing on congregations as the primary gateway through which most families can be reached.

Eight programs addressing one or more of these strategies are considered here. The programs are: the Cleveland Fellows Program, the In-Service Education Program—including the Jewish Educator Services Program, the Institutional Stipend Program, the Professional Growth Plan, and the Israel Educator Seminar—the Retreat Institute, Project Curriculum Renewal, and the Communal Day School Teacher Salary Enhancement Program. Highlights of our conversations with parents conclude the main body of the report.

In implementing the above-named programs, the COJC has succeeded in sponsoring and supporting programs that provide the framework for substantive, long-term change in Cleveland's Jewish schools. Each program alone has the scale, quality, and substance such that significant change can be effected; together, they have introduced into Cleveland a multi-faceted claim on Jewish lives. By funding several programs, they have sent the message that no single program can be a panacea, a stance that has troubled programs in other communities. By directing attention to the congregations, they have acknowledged and chosen to support the setting where the most young people and their families can be touched by their efforts.

In the past eight years, full-time, mid-level administrative positions have been created and staffed by qualified people in congregations, day schools, and other Jewish educational agencies. The quality of Jewish educational personnel has been substantially increased through the introduction of more intense and diverse professional development opportunities. Support for teachers' and administrators' professional development has helped create a climate wherein professional growth is not only widely available but is expected. As school personnel prepare for informal

Fellows interns and graduates have touched the lives of thousands of people. They have coordinated and conducted retreats for children and for families, developed and delivered family education programs for hundreds of families, led adult study sessions on Torah, Hebrew, and other subjects,-developed a variety of curricula, planned many special projects, trained lay leaders, led trips to Washington, D.C. and Israel, coordinated family education conferences, initiated family Shabbat services and dinners, mentored new teachers, and, in general, served as a resource for the lay and professional Jewish community.

Fellows' supervisors most value them for:

- Freeing school directors to devote more time to administrative leadership;
- Improving existing programs; and,
- Implementing new [especially Jewish family education] programs.

While taking over directors' responsibilities, improving existing programs, and initiating new programs is important, directors discovered an additional and significant advantage to having a Fellow in their midst: collegiality. As in many public schools, the Jewish school director's lot is an isolated one. Perhaps, isolation is an even greater problem in Jewish schools, as teachers are there for less time, and for many, teaching is not their primary professional role.

The Fellows program has become a catalyst for other changes. In at least one case, a school director's salary was increased to the level of that of the Fellow working at her institution. In another instance, a school director's hours were increased to full time, although her salary increase did not match the salary of the Fellow working at her congregational school. There is an increased interest in continuing education among field supervisors; some institutions have concluded that the position of school director requires an appropriate advanced degree.

This evaluation focused upon Phase One of the Cleveland Fellows Program. Phase Two focuses upon preparing promising and committed middle- and senior-level educators for leadership roles. This emphasis may be intended to address a longneglected area in Jewish education, that is, the definition, preparation, and continuing education of congregational and communal school directors and other administrators. The recruitment strategy used in this phase of the program is a clear improvement from that used in the first phase. Participants may be recommended by their home institutions. Directors who have worked with Fellows in both phases report they are much more satisfied when they recommend participants.

The documentation of the Executive Educator Leadership Program available to us is less clear than is desirable. A precise definition of "middle-level and senior-level Goal

The Cleveland Fellows Program is the comprehensive set of initiatives conducted by the Cleveland College of Jewish Studies to train a new generation of professional Jewish educators and to bring the talents of Jewish educational faculty experts to the community, the congregations and schools in which educators are employed. The first phase of the program, in which 12-15 educators will complete the Master's Degree Program in Jewish Education and be employed in the community, will be complete in June, 1995.

Cleveland Fellows Program: Self study, 1995, p.3.

Description

In pursuit of this goal, fifteen Fellows were selected to participate in a two-year masters level program in Jewish education, with a special emphasis on family education and other "beyond the classroom" education. The masters program consisted of full-time enrollment in College courses, supported by part-time internships in the field. Fourteen successfully graduated with degrees and served the community at least two years as full-time mid-level professionals in schools and other educational organizations. Fellows received full tuition and an annual, taxable stipend of \$10,000 during the academic portion of the program. Upon graduation, Fellows were placed in schools and other Jewish educational organizations. The COJC paid their base salary, while employers contributed money for benefits and raises. Nine remain in the system as family educators, school or program directors or associate directors. All but one are currently working full time.

In addition to preparing and placing Fellows, College faculty conduct and sponsor seminars for community leaders, bringing nationally-recognized experts to Cleveland. They also mentor community professionals and have enrolled nearly all field supervisors in classes, seminars, or degree programs at the College. The faculty are involved in community planning, lead community-wide seminars, and staff community task forces and initiatives.

Accomplishments

In its first four years [1991 - 1995] of training Jewish educational professionals, Phase One of the Cleveland Fellows program has proved a valuable resource for children, adults, and families. Working in 14-synagogue and communal supplementary schools, two day schools, and five communal agencies and organizations, Cleveland

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

STEERING COMMITTEE

June 26th, 1997

CHAIRMAN'S NOTES

9.30 WELCOME

GROUP SHOULD KNOW THAT THIS IS THE FIRST TIME WE ARE MEETING AS "GUESTS" OF THE JCCA AS OUR OFFICES MOVED TO THE 18TH FLOOR SINCE THE LAST STEERING COMMITTEE. ALL ARE INVITED TO VISIT THE NEW OFFICE UPSTAIRS. WE HAVE MADE ARRANGEMENTS FOR ALL FAXES THAT ARRIVE TO ANY COMMITTEE MEMBERS TO BE BROUGHT TO THEM IMMEDIATELY AND CHAVA WERBER OF OUR STAFF IS SITTING OUTSIDE IN ORDER TO RECEIVE FAXES, MESSAGES AND ARRANGE FOR TELEPHONES DURING THE BREAK.

DR. FRAN JACOBS WILL BE JOINING US AT LUNCHTIME. SHE IS AN EXPERT IN EARLY CHILDHOOD EDUCATION, AND IS A FACULTY MEMBER AND CHAIR OF THE DEPARTMENT OF TUFTS UNIVERSITY. FRAN IS ALSO ONE OF THE CIJE'S "PROFESSORS" AND PARTICIPATED IN THE ISRAEL SEMINAR IN JULY 1996. SUBSEQUENTLY, FRAN HAS ORGANIZED A CONSULTATION ON EARLY CHILDHOOD FOR CIJE AT TUFTS AND WE WILL HEAR FROM HER ABOUT THAT CONSULTATION LATER TODAY. NOTE THAT HER COMPLETE BIO IS IN THE "BOOK."

I WOULD LIKE TO HAVE A SHORT MEETING AT THE END OF THIS MEETING OF THE LAY MEMBERS OF THE STEERING COMMITTEE (TO RATIFY THE CHOICE OF KAREN BARTH AS NEW EXECUTIVE DIRECTOR OF CIJE).

- 9.40 GO THROUGH "BOOKS"
- 9.45 MASTER SCHEDULE CONTROL [I ON AGENDA]

PLEASE NOTE THAT THE OCTOBER STEERING COMMITTEE MEETING

HAS BEEN CHANGED FROM OCTOBER 13TH TO OCTOBER 9TH. IT LOOKS AS THOUGH THE DECEMBER 4TH BOARD MEETING WILL NOT TAKE PLACE ALTHOUGH YOU WILL WANT TO REPORT ON THE NEW BOARD STRUCTURE [IV ON AGENDA]. ALL OTHER 1997 DATES REMAIN THE SAME.

AT THE AUGUST STEERING COMMITTEE MEETING WE WILL BRING A PROPOSAL FOR ALL 1998 DATES.

AUGUST WILL BE A VERY SPECIAL MEETING
(MLM: THIS IS THE POINT WHERE YOU ANNOUNCE THAT LESTER IS
TAKING OVER FROM YOU AS OF THE AUGUST STEERING COMMITTEE
MEETING. YOU MAY WANT TO SAY SOME NICE WORDS ABOUT HIM.
HIS BIO IS ATTACHED [APPENDIX #1]). WE ALL CLAP!!!
AUGUST WILL ALSO BE THE DATE OF OUR PROFESSIONAL
LEADERSHIP TRANSITION. SO PLEASE ALL COME.

9.50 - 10.10 MINUTES AND ASSIGNMENTS [II AND III ON AGENDA]

KAREN JACOBSON WILL READ THROUGH AN ABBREVIATED VERSION
OF THE MINUTES AND THEN WE NEED TO GO THROUGH THE
ASSIGNMENT SHEET.

10.10 - 10.25 CIJE GOVERNANCE [IV ON AGENDA]

MLM PRESENTS:

WE HAVE PREPARED 3 SLIDES FOR YOU BASED ON THE DOCUMENT AT LAST SUNDAY'S MEETING. HARD COPIES ARE ATTACHED TO THESE NOTES [APPENDICES #2, 3 AND 4]. THEY LAY OUT:

- SUMMARY OF THE PLAN
- 2. GETTING THERE PROPOSED TIMETABLE
- 3. CANDIDATES FOR CHAIRMAN'S COUNCIL YOU MAY DECIDE NOT TO USE THIS SLIDE.

ADH WILL HAVE THE SLIDES THEMSELVES ON THURSDAY MORNING FOR YOUR PRESENTATION.

10.30 - 12.30 STRATEGIC PLAN [V ON AGENDA]

(MLM: OUR AIM TO GET STEERING COMMITTEE "SIGN-OFF" ON THE BROAD STROKES OF THIS PLAN SO THAT THE STAFF CAN WORK ON IMPLEMENTATION DETAILS AND THEIR CONNECTION WITH THE 1998

WORKPLAN OVER THE SUMMER. THIS WAY, WE WILL BE ABLE TO BRING TO THE AUGUST 7TH STEERING COMMITTEE A FIRST CUT OF THE 1998 WORKPLAN BASED ON THE STRATEGIC PLAN)

KAREN B. TAKES GROUP THROUGH THE PRESENTATION. SHE WILL DISTRIBUTE THE DOCUMENT BEFORE SHE TALKS. PRESENTATION WITH CLARIFICATION QUESTIONS SHOULD TAKE UNTIL 11.10

- 11.10 11.15 5 MINUTE BREAK GROUP MUST BE DISCIPLINED (OR NO LUNCH!!!)
- 11.15 12.30 DISCUSSION OF STRATEGIC PLAN. HAVE ALLOCATED SIGNIFICANT TIME FOR THIS SO AS TO BE ABLE TO MOVE TO CLOSURE AT THE END OF THE DISCUSSION.

THE DISCUSSION WILL BE BASED ON P.9 OF THE DOCUMENT YOU SAW ON SUNDAY: "MOVING AHEAD WITH THE STRATEGY" - 4 ISSUES. [APPENDIX #5]

12.30 - 1.15 LUNCH

1.15 - 1.45 CIJE COMMUNICATION - ONE PAGE DESCRIPTION [VI ON AGENDA]

EXPLAIN BACKGROUND - MLM AND LESTER ASKED KAREN FOR A ONE-PAGER WHICH WOULD ADEQUATELY DESCRIBE CIJE. WANT TO SHARE WITH THE BOARD AND GET FEEDBACK. IN THE BOOKS ARE THE NEW ONE PAGE DESCRIPTION AND THE OLD DESCRIPTION WHICH APPEARS ON THE CIJE UPDATE.

1.45 - 2.00 FUNDRAISING [VII ON AGENDA]

MLM PRESENTS THE NEW FUNDRAISING CONCEPT ALSO MENTIONING THE MANDEL PHILANTHROPIC PROGRAM'S COMMITMENT TO THE CORE OF CIJE. YOU WILL HAVE A PAGE TO GIVE OUT [APPENDIX #6], READY TO BE CIRCULATED AT THE MEETING. YOU COULD THEN GO THROUGH THE PAGE.

YOU MAY WANT TO APPOINT A FUNDRAISING COMMITTEE - MLM, LESTER POLLACK AND CHARLES RATNER

2.00 - 2.30 UPDATE [VIII ON AGENDA]

ADH WILL MC THE UPDATES FROM MEMBERS OF THE STAFF.

2.30 - 3.10 EARLY CHILDHOOD AND CIJE [IX ON AGENDA]

GAIL WILL INTRODUCE DR. FRAN JACOBS.
SHE WILL REPORT ON THE CONSULTATION AT TUFTS UNIVERSITY AND THE POTENTIAL TO IMPACT OUR WORK.

DISCUSSION

3.10 - 3.25 MEETING ENDS - THE LAY MEMBERS OF THE STEERING COMMITTEE CONVENE IN EXECUTIVE SESSION TO RATIFY KAB FOR THE POSITION OF EXECUTIVE DIRECTOR AS OF AUGUST 8TH.



MASTER SCHEDULE CONTROL

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Date Prepared: 6/23/97

ELEMENT	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DE
1. Steering Committee 9:30 AM - 4:00 PM; 9:30 AM - 3:00 PM	N.Y. 6/26		N.Y. 8/7		N.Y. 10/9		N.Y. 12/3	Δ			1				F1				
2. Executive Committee						AM	ERIC	AN	I E VA	15H	-								-
6:00 - 7:30 PM						A			· ·										\vdash
3. Board of Directors 7:45-10:00 PM; 9:30 AM - 3:30 PM						Ī	3	4	4	1			*:						
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CONFIDENTIAL

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: April 9, 1997

DATE MINUTES ISSUED: May 6, 1997

PARTICIPANTS: Morton L. Mandel (chair), Daniel Bader, Karen Barth, John

Colman, Gail Dorph, Adam Gamoran, Ellen Goldring, Lee Hendler, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Stanley Horowitz, Karen Jacobson (sec'y), Daniel Pekarsky,

Nessa Rapoport

COPY TO: Seymour Fox, Nellie Harris, Annette Hochstein, Morris Offit,

Lester Pollack, Charles Ratner, Esther Leah Ritz, Henry

Zucker

american iewish

I. Master Schedule Control

Mort Mandel welcomed the members to this special two day Steering Committee meeting. Dedicating two days to the agenda of the Steering Committee for the first time, reflects the culmination of the strategic planning process that CIJE has undertaken over the past six months. Tonight is also a first: a social dinner for the Steering Committee members, staff, and their partners. He mentioned that a discussion of the December 3rd and 4th Board of Directors Meeting dates will take place on the second day of this Steering Committee meeting as indicated on the agenda.

II. Minutes and Assignments

The Minutes and Assignments of the February 16, 1997 meeting were reviewed, corrected and accepted.

III. Announcements

In the course of reviewing the minutes, Mort Mandel introduced Avraham Infeld, Executive Director of Melitz and a consultant to the Mandel Institute, and asked him to speak about the World Leadership Conference (WLC).

Avraham Infeld explained that since the original WLC in the 1980s, a new generation of lay leaders has emerged. It is an excellent time to coordinate another conference to help mobilize this new lay leadership to make a meaningful difference in Jewish education. The current

Minister of Education in Israel is a strong supporter of this project, and has spoken with both Mort Mandel and Avraham Infeld and has expressed a desire to see this project take shape in concert with Israel's 50th anniversary celebration.

The goals of the conference include: 1) acting as a catalyst to mobilize large numbers of lay leaders across the world, within their own regions 2) developing relationships with Israeli resources 3) creating a standing committee. Current thinking is that a three stage process will lead up to the development of the WLC. The first stage will be a Renaissance weekend held in Israel with the goal of attracting current lay leadership. In the second phase the returning lay leaders will build enthusiasm within their communities for the development of regional meetings in 1998-99. The third phase will be a major conference in Israel in 1999-2000.

The planning of this WLC is a great opportunity for CIJE to structure its approach to the biennial, and work seriously to mobilize the community and leadership. CIJE could work with a consortium of other organizations to plan the first biennial in 1998 or 1999.

IV. Institutional Change - Two Models

Daniel Pekarsky introduced two different approaches to the change process, one exemplified by Camp Ramah and the other by Westchester Reform Temple. One approach to change is to create an institution from scratch, using a strong vision as the guiding principal. The second approach is to take a 'change ready' institution and work it through the change process.

In reviewing how high-quality institutions are developed, it was pointed out that there is no one right way. However, there are consistent elements within effective change processes. Looking at examples of institutions which have undergone a successful change process helps us to understand the potential for institutional transformation.

A. Westchester Reform Temple

Gail Dorph described the Experiment in Congregational Education (ECE) funded by the Nathan Cummings Foundation and the Mandel Associated Foundations. ECE is a project of the Rhea Hirsch School of Education of HUC-JIR in Los Angeles in cooperation with the UAHC Commission on Jewish Education. It began in 1993 and initially involved seven Reform congregations. ECE's goal is to widen the definition of education in the congregational setting by assisting congregations in the process of becoming learning communities. Gail highlighted the importance of a strong lay/professional partnership for this type of change process to be effective.

Peter Wang, an active member of the Westchester Reform Temple, and a member of its executive committee for over six years, addressed the Steering Committee from

the prospective of the congregation's lay leadership. He then introduced Rabbi Rick Jacobs who spoke about the change from the vantage point of a Jewish professional.

They described the initial resistance the congregational community expressed to incorporating education as a priority in its operations. Both spoke passionately about how the congregation was enhanced by the ECE program. The Temple now includes education into every aspect of its operations. They have created several initiatives guided by their vision statement. They developed an Education Council, a Shabbat initiative, a curricularized adult education program, and a high school initiative akin to secular Advanced Placement classes which serves to enrich post bar/bat mitzvah education. All temple meetings start with learning sessions which apply the study of Jewish texts to the contemporary concerns of the individual members and working committees. In addition, the Hebrew school has incorporated a family learning program as an alternate to its traditional supplementary program for K-3rd graders, to make learning a family activity. Finally, the congregation is building a new building that incorporates a commitment to education in its architectural design.

The Temple has rethought its commitment to education, and has challenged the status quo of expecting excellence in secular education, but settling for 'good enough' education when it comes to Jewish education. Rabbi Jacobs added that the two major elements that made for effective change were the support and guidance of the ECE program, and that the congregation was a strong and healthy one, well positioned for change.

B. Ramah

Daniel Pekarsky turned the session over to Nessa Rapoport who discussed *Vision at the Heart: Lessons from Camp Ramah on the Power of Ideas in Shaping Educational Institutions* co-published by the Mandel Institute and CIJE this past March. She delineated the process involved in moving the piece from concept to published work. She said that Seymour Fox's vision for Camp Ramah as well as his great ideas were best conveyed in a dialogue approach, which made the Ramah piece very accessible. William Novak's contribution to designing the piece in this format was invaluable.

Daniel Pekarsky discussed the substance of the piece. He explained that Ramah was a vision-driven institution. Nothing was an accident, rather, the camp was planned down to the smallest concept. This combination of quality of vision, powerful ideas, people of quality, critical analysis of ideas, and continuing discussion made Ramah a unique institution.

Dan summed up by pointing out that Camp Ramah and the Westchester Reform Temple exemplify how the three elements: vision, great ideas and great leaders can affect positive change in institutions.

V. Discussion of the Strategic Plan

After a break for lunch, the meeting reconvened with Karen Barth reviewing the strategic plan. She reviewed the four phase Project Plan which moves from Vision through to Change Process in phase two, CIJE Mission and Vision in phase three, and finally CIJE Strategy in phase four. We are currently completing phase three--CIJE Mission and Vision, the process of defining CIJE's role in making change happen within the North American Jewish Community--and starting phase four--the actual strategic plan.

Karen Barth then presented the CIJE 10-Year Strategic Plan (Appendix A). The diagram's outer circle indicates the guiding principals which inform all CIJE initiatives, they are: Advocacy, Goals, Planning and Evaluation. The four inner segments represent the aspects or divisions on which CIJE will focus:

A. JEWEL

A human resource development system which would function to link recruitment, training and ultimately placement. This program is envisioned to be a strong partner to CAPE, but with very different strengths and priorities. JEWEL will be a long term program in North America, that would focus on people at the start of their careers, mid-career professionals and bringing in people from other fields. JEWEL could develop a system for guiding junior people into management training fast-tracks. It will help recruit entry level personnel, and develop and place experienced professionals.

B. Consulting Firm Without Walls (CFWW)

This second segment would be comprised of a carefully selected network of consultants qualified to work on transformation of Jewish educational institutions. This network would be managed by CIJE staff. The consultants would be available to help institutional leadership from the outside, and provide a different perspective for the leadership.

C. Change Laboratory

The third aspect is the Change Laboratory, a lab for developing models of excellence in Jewish education and of change processes. The Laboratory would create a partnership of leading funders and organizations with institutions as its main focus. Infrastructure and systems issues would also be addressed. Full time evaluators would be employed to carefully document impact, challenges, and leading indicators of success. There are four options outlined for the structure of the change lab, which will be reviewed in detail on the second day of the Steering committee meeting.

D. CIJE CORE

The fourth and central aspect of the strategic plan is the CIJE CORE. In addition to

administration, the core of CIJE would have five areas of focus: 1) supporting or conducting research on key issues in Jewish Education, 2) producing a journal and policy briefs, 3) creating materials and providing faculty for training programs, 4) running conferences, and 5) communicating CIJE initiatives internally and externally. A yearly agenda of 2-4 issues would be set by an advisory board of lay and professional leaders, including members of the CIJE Steering Committee.

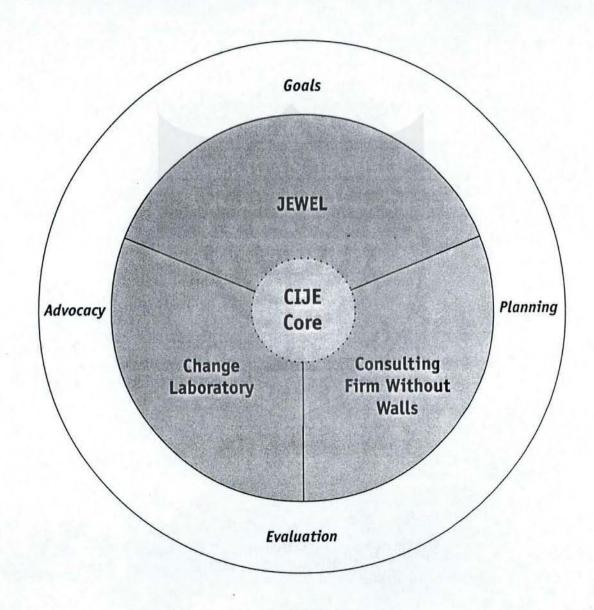
VII. Discussion of Key Issues

Karen then reviewed the strategic Integration/Synergies chart. The diagram details the flow of information and human resources among and between the four aspects of CIJE (Appendix B). After reviewing the preliminary personnel requirements, the illustrative initial goals and objectives, and three year time line, the Steering Committee broke up into three groups to discuss the plan, and develop a list of questions to be considered:

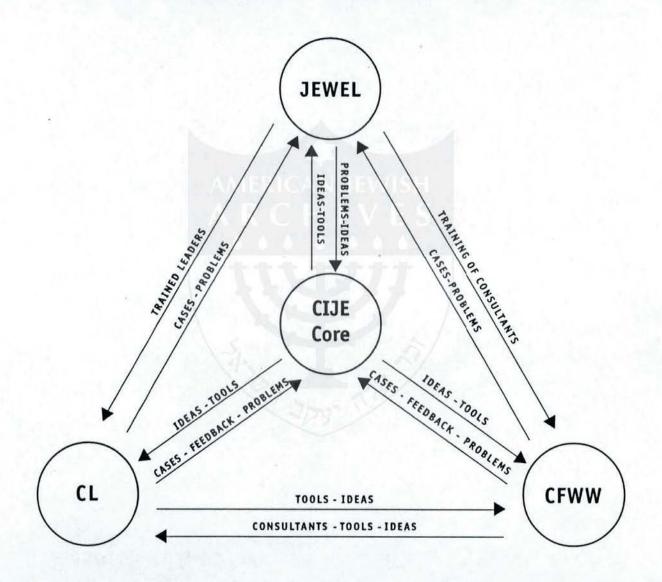
- 1) Connection of vision to strategy?
- 2) Is the structure (multiple vs. single unit) clear enough for planning and budgeting?
- 3) How to attract professional and lay leaders?
- 4) Should we proceed with all four at once? What do we have to decide? By when?
- 5) Linkages -- How could they help?
- 6) Will the plan have an adequate quantity of resources? -- human, financial, etc.
- 7) How will we ensure the quality of the content?

After the discussion, the meeting was adjourned for the day. The committee members visited the new CIJE offices on the 18th floor, and Mort Mandel hung a mezzuzah on the door post of the new office.

CIJE 10-YEAR STRATEGIC PLAN



STRATEGIC INTEGRATION/SYNERGIES



CONFIDENTIAL

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: April 10, 1997 **DATE MINUTES ISSUED:** May 6, 1997

PARTICIPANTS: Morton L. Mandel (chair), Daniel Bader, Karen Barth, John

Colman, Gail Dorph, Ellen Goldring, Lee Hendler, Stephen

Hoffman, Alan Hoffmann, Stanley Horowitz, Karen

Jacobson (sec'y), Nessa Rapoport

COPY TO: Seymour Fox, Adam Gamoran, Nellie Harris, Annette

Hochstein, Barry Holtz, Morris Offit, Daniel Pekarsky, Lester Pollack, Charles Ratner, Esther Leah Ritz, Henry

Zucker

The meeting reconvened at 9:30 am. Mort Mandel welcomed members back to the second day of the meeting, and noted that some members could not be present for this second day due to schedule constraints.

I. Continuation of Strategic Plan Discussion

Karen Barth described the four options for the design of the Change Laboratory.

OPTION A is a cluster of institutions in one geographic location together with the infrastructure that supports them. This option allows for the development of shared values between organizations. The Cleveland Federation and aligned agencies are an example of the type of institutional cluster in this option.

OPTION B is a network of like institutions. For example, creating a network of schools, early childhood programs or synagogues. An example illustrative of this concept is the Reggio Emilio program in Italy. Their early childhood program is a model program and teaching institute. The community's other educational programs are traditional.

OPTION C is one great institution of each type, an idea comparable to John Dewey's example of 'One Great Institution' (day school, synagogue, supplementary school, camp, JCC). Camp Ramah fits into this category as a model of its kind.

OPTION D is working with only change ready institutions regardless of type and location, such as the example of the Westchester Reform Temple. This model is very similar to CIJE's current approach, working with a camp in one area, a school in another, and a synagogue in a third. In a change ready institution, you can leverage your work more effectively.

Karen noted that all the options represent viable ones. The ease factor is in reverse case order of the listed options. When working with change ready institutions, the politics are the easiest, but the disadvantages are that the community does not reach a tipping point and therefore the ultimate impact in the region will be low. The group discussed the pros and cons of each option. Karen added that at the next Steering Committee meeting the issue of personnel will be addressed.

II. Updates

Alan Hoffmann briefly updated the group on the current activities of CIJE.

A. Consultations

1. University of Judaism

They are interested in reviewing their Rabbinic training program. We will be working with them to define their vision and its effect on their current curriculum.

2. Wexner - Professional development foundation.

A meeting of six institutions Wexner, Hillel, JESNA, JCCA, CIJE, CJF is scheduled for the spring of '97 in Boston to discuss a recruiting conference and the development of follow-up, spin off programs which might include internships and mentor relationships. The conference will target the undergraduate population of the leading universities in the Northeast. Each organization will contribute money and staff towards this joint program.

3. HUC

CIJE has been working with HUC on rethinking the role of their Israel campus, the training of rabbis for Israel, and their one year program for American students. This will involve re-envisioning HUC's role in the development of Progressive Judaism in Israel. Karen Barth will meet with them during her trip to Israel in May.

4. Brandeis

These meetings have focused on developing a vehicle to attract talented young people to the field of Jewish education through working with adolescents and youth to inspire students early on in their career decisions.

B. Goals Seminar

One of several significant outgrowths of last summer's Goal Seminar in Jerusalem is an upcoming set of consultations with the University of Judaism concerning their new rabbinic training program.

C. Evaluation Institute

We have received a 3 year grant from the Jacob and Helen Blaustein foundation toward the funding of MEF work. The Institute's goal is to train local professionals with the skills to evaluate programs. Barbara Neufeld has been contracted to plan and design the Evaluation Institute.

D. TEI

Cohort I will have its 6th and final meeting in May. Marvin Hoffman, the new director of the Professional Development School at the University of Chicago will join the seminar faculty for this meeting. Communications between the cohorts towards the creation of a professional association of teacher educators is underway.

Planning is going forward for this summer's TEI co-sponsored by CAPE in Israel. The focus of this TEI is on Jewish content in Jewish education. We are expecting approximately 30 participants, as well as a new faculty member from the Professors group, Anna Reichert of Mills College.

E. Professors

There will be a four day retreat in June, at the Chauncey Conference Center in Princeton, New Jersey. Five new professors will be joining the group.

III. Discussion of Board Structure

Mort Mandel opened the discussion on the design for a new governance structure for CIJE. He noted that there are many people who are interested in being active on CIJE's board, but do not have the flexibility in their schedules to accept this large time commitment. He suggested the following restructuring: enlarge the current Steering Committee from 8 lay people to 12-15 lay people slowly and carefully over the next year or two, creating a total working team of approx. 23-25 people. This structure will become the CIJE Board of Directors, and will meet six times a year.

To allow people who are committed to the concept of CIJE, but can not schedule to attend this many meetings, a Chairman's Council would be created. The council would be comprised of a select group of 20-25 senior lay people involved in Jewish education and continuity, who are able to make a great contribution to the work of CIJE. The Chairman's Council will meet once or twice a year.

The third item is a biennial. The content of the conference would focus on education. The environment would offer attendees opportunity to learn in sessions, as well as the ability to network with other lay leaders. Mort Mandel pointed out that the informal

meetings that take place in corridors are invaluable. This program would be designed to reach approximately 200 participants from around the country. The biennial is an important program that would fill a void that the GA has left in their programming, and create a dynamic tool for the recruitment, retention and continuing education of professionals in the field of Jewish education.

IV. Presentation and discussion of mentoring ideas from TEI

Gail Dorph introduced Sharon Feinman-Nemser, a Professor at Michigan State University who has been an active researcher in the field of mentoring and teacher education for the past 10 years. She has been a strong contributor to both the TEI and Professors programs.

Sharon Feiman-Nemser discussed the relevance of mentoring as a tool in teacher/educator training. In the first part of her presentation, she described the role of a mentor, the history of mentoring and how mentors are developed in professional settings. She reviewed current thinking in the field which is instrumental to formulating an understanding of the kinds of mentoring practices and structures which help teachers develop and improve their teaching skills. She also defined the type of mentoring practices and structures that foster a culture of inquiry and collaboration in schools.

The second part of her presentation was the viewing of a video tape that had been presented at the March TEI. The video tape was created as part of a cross-cultural study of mentoring. The study looked at 23 mentor pairs and focused on those who are reformers in their communities. The video shows two examples of mentor pairs teaching a math lesson. The first is one of the 23 pairs in the study, the second is a mentor and a novice teacher in a Chinese classroom, a culture in which collaboration is the norm.

The video sparked a discussion about teacher education, learning models, and mentor relationships for professionals among the Steering Committee members. The ways in which mentoring could be integrated into the philosophy of JEWEL and CFWW was addressed. In addition to the positive application for the teacher/educator, mentoring is a powerful vehicle to professional development in many venues.

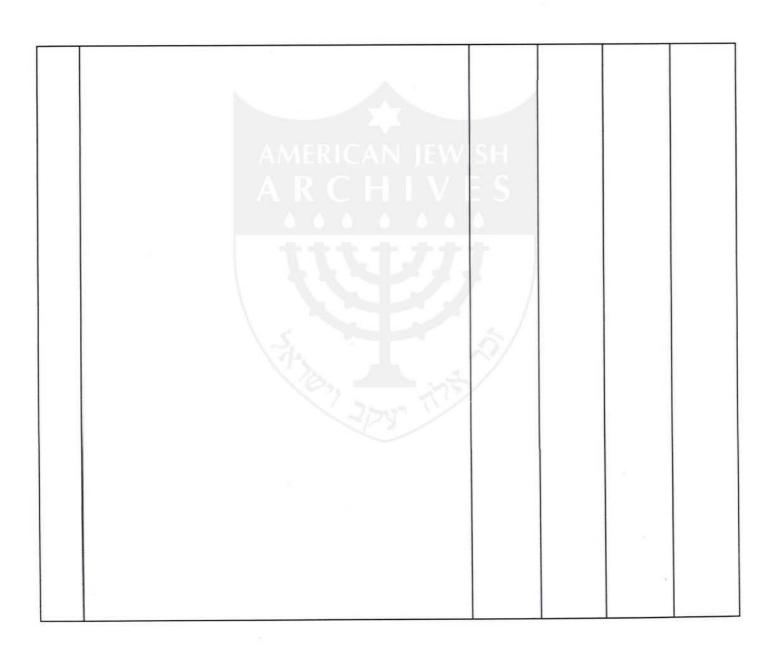
Following this discussion, Mort Mandel thanked the Steering Committee members for attending this two day session, and adjourned the meeting at 2:45 pm.



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

		Function:	CIJE STE	ERING CO	MMITTEE			
		Subject/Objective:	ASSIG	NMENTS			_	
		Originator:				Date:	5/6	6/97
NO.	DESC	RIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATI ASSIGN START	ED	DUE DATE





The Council for Initiatives in Jewish Education (CIJE)

"Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith." Professor Isadore Twersky, A Time to Act

WHO WE ARE

CIJE is an independent national organization (501C3) dedicated to the transformation of North American Jewish life through Jewish education. Our mission is to be a catalyst for educational change by:

- · Developing professional and lay leadership for Jewish education
- Consulting about educational innovation and strategic planning to institutions, communities and national organizations
- Advancing ideas and commissioning research for policy
- · Identifying, creating and disseminating models of excellence

CIJE is committed to placing powerful Jewish ideas at the heart of our work; bringing the expertise of general education to the field; and to working in partnership with a range of organizations, foundations and denominations to make outstanding Jewish education a priority. All of our work is informed by a belief in the centrality of vision, planning and evaluation.

SOME EXAMPLES OF WHAT WE DO

Developing professional and communal leadership:

The CIJE Institute for Leaders in Jewish Education; The Teacher Educator Institute; The Evaluation Institute; The Goals Seminar; The Seminar for Professors of Education.

Consulting:

Torah u'Mesorah; The New Atlanta Jewish Community High School; Machon l'Morim; The Milwaukee Master of Judaic Studies Program; Brandeis University; The University of Judaism; Hebrew Union College

Ideas and Research:

The CIJE Study of Educators; The Teacher's Report; Policy Brief on the Background and Training of Teachers in Jewish Schools; The CIJE Essay Series

Models of Excellence:

The Goals Project; The Best Practices Project; The Early Childhood Project



Chair Morton Mandel

CURRENT ACTIVITIES: 1997

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

The Council for Initiatives in Jewish Education (CIJE)

Honorary Chair Max Fisher Created in 1990 by the Commission on Jewish Education in North America, CIJE is an independent, non-profit organization dedicated to the revitalization of Jewish life through education.

Board David Arnow Daniel Bader Mandell Berman Charles Bronfman John Colman Maurice Corson Susan Crown **Jav 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

Its mission is to be a catalyst for systemic educational reform by: preparing visionary educational leaders capable of transforming North American Jewish education; developing informed and inspired communal leaders as partners in the reform effort; cultivating powerful ideas to illuminate Jewish learning and community; undertaking and advocating rigorous research and evaluation as a basis for communal policy; and creating a strategic design for strengthening the profession of Jewish education and mobilizing support for it.

In its pilot projects, CIJE identifies and disseminates models of excellence in Jewish education; and brings the expertise of general education to the field of Jewish education.

CIJE works in partnership with Jewish communities, institutions, and denominations to make outstanding Jewish education a continental priority.

"Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith."

Executive Director Alan Hoffmann

Ismar Schorsch David Teutsch

Isadore Twersky

Bennett Yanowitz

Professor Isadore Twersky, A Time to Act



FRANCINE H. JACOBS

Tufts University Eliot-Pearson Department of Child Study Department of Urban and Environmental Policy Medford, MA 02155 1558 Beacon Street Newton, MA 02168

EDUCATION

Harvard University Graduate School of Education, Cambridge, MA
Masters in Education, 1975
Doctorate in Education, Social Policy Analysis, 1979
Dissertation: The Identification of Preschool Children With
Handicaps: A Community Approach

Brandeis University, Waltham, MA Bachelor of Arts, Sociology, 1971

EMPLOYMENT

Tufts University, Medford, MA

September, 1993 to present

Associate Professor
Departments of Child Study/
Urban and Environmental Policy

August, 1986 to August, 1993

Assistant Professor
Departments of Child Study/
Urban and Environmental Policy
Core Faculty
American Studies Program

Center for the Study of Social Policy, Washington, DC

June, 1993 to September, 1995

Director

National Child Welfare Research Center

Principal Investigator

Missouri Child Welfare Decision-Making Study

Harvard University, Cambridge, MA

October, 1983 to August, 1986

Associate Director and Director of Research Harvard Family Research Project Research Associate in Education Harvard Graduate School of Education September, 1979 to June, 1982

Research Associate in Human Development Harvard School of Public Health

January, 1977 to August, 1979

Senior Policy Analyst
Harvard Community Child Health Studies
Harvard School of Public Health

Massachusetts Office for Children, Boston, MA

June, 1974 to September, 1975

Program Analyst
Day Care Licensing and Consulting Unit

FACE Day Care Center, Natick, MA

July, 1971 to July, 1973

Executive Director

PUBLICATIONS (Selected Listing)

- Jacobs, F., & Davies, M. (Eds.). (1994). More than kissing babies? Current child and family policy in the United States. Westport, CT: Greenwood Publishing Group.
- Jacobs, F. (1994). Defining a social problem: The case of family homelessness. <u>American Behavioral Scientist</u>, 37(3), 396-403.
- Jacobs, F., Little, P.M.D., & Almeida, C. (1993). Supporting family life: A survey of homeless shelter. <u>Journal of Social Distress and the Homeless</u>, 2(4), 169-188.
- Jacobs, F., & Hollister, R. (1992). Embracing our future: A child care action agenda. Final report of the Boston Foundation Carol R. Goldberg Seminar on Child Care in Boston. Boston, MA: The Boston Foundation.
- Jacobs, P., & Davies, M. (1991, Winter). Rhetoric or reality? Child and family policy in the United States. <u>Social Policy Reports</u> (of the Society for Research in Development), 5(4), 1-27.
- Krauss, M., & Jacobs, F. (1990). Family assessment: Purposes and techniques. In S. Meisels & J. Shonkoff (Eds.), <u>Handbook on early intervention</u>: Theory, practice and analysis (pp. 303-325). NY, NY: Cambridge University Press.
- Jacobs, F. (1988). The schools' responsibilities to children with cancer. In R. Dowell, D. Copeland, & J. van Eys (Eds.), The child with cancer in the community (pp. 69-83). Springfield, IL: Charles C. Thomas Publisher.
- Weiss, H., & Jacobs, F. (Eds.). (1988). <u>Evaluating family programs</u>. Hawthorne, NY: Aldine de Gruyter.
- Jacobs, F. (1988). The Five Tiered Approach to Evaluation: Context and implementation. In H. Welss & F. Jacobs (Eds.), <u>Evaluating family programs</u> (pp. 37-68). Hawthorne, NY: Aldine de Gruyter.

- Jacobs, F., & Weiss, H. (1988). Lessons in context. In H. Weiss & F. Jacobs (Eds.), Evaluating family programs (pp. 497-505). Hawthorne, NY: Aldine de Gruyter.
- Weiss, H., & Jacobs, F. (1988). Family support and education programs: Challenges and opportunities. In H. Weiss & F. Jacobs (Eds.), <u>Evaluating family programs</u> (pp. 3-36). Hawthorne, NY: Aldine de Gruyter.
- Kendrick, A., Kaufman, R., Messenger, K., Jacobs, F., & Mailloux, S. (Eds.). (1988).
 Healthy young children: A manual for programs. Washington, DC: National Association for the Education of Young Children.
- Walker, D. K., & Jacobs, F. (1984, Winter). Chronically ill children in schools. <u>Peabody Journal of Education</u>, 61, 28-74. [Also appeared as, Public school programs for chronically ill children, in N. Hobbs & J. Perrin (Eds.), (1985) <u>Issues in the care of children with chronic illness</u> (pp. 615-655). San Francisco, CA: Jossey-Bass.]
- Gortmaker, S., Walker, D. K., Jacobs, F., & Ruch-Ross, H. (1982). Parental smoking and the risk of childhood asthma. <u>American Journal of Public Health</u>, 72, 574-579.
- Walker, D. K., Clark, C., Jacobs, F., & Gortmaker, S. (1981). Parents' and professionals' views of health education topics. <u>Massachusetts Journal of Community Health</u>, 1, 18-23.
- Jacobs, F. (1980). The identification of preschool handicapped children: A community approach. A report of the Harvard Community Child Health Studies. Boston, MA: Harvard School of Public Health [Doctoral Dissertation]
- Messenger, K., Weitzman, M., & Jacobs, F. (1980). The role of primary care physician in community mental health services. A report of the Harvard Community Child Health Studies. Boston, MA: Harvard School of Public Health.
- Gortmaker, S., Haggerty, R., Jacobs, F., Messenger, K., & Walker, D. K. (1980).

 Community services for children and youth in Genesee County, Michigan. A report of the Harvard Community Child Health Studies. Boston, MA: Harvard School of Public Health.
- Jacobs, F., & Walker, D. K. (1978). Pediatricians and the Education for All Handicapped Children Act of 1975 (Public Law 94-142). <u>Pediatrics</u>, 61, 135-137.

MANUSCRIPTS IN PROGRESS

- Jacobs, F., Kates, E., Kapusik, J., & Williams, P. (In preparation). Evaluating family preservation services: A guide for state administrators.
- Jacobs, F., Williams, P., & Kapusick, J. (In preparation). Family preservation evaluation: Asking the right questions.

INVITED PAPERS, PRESENTATIONS, AND SEMINAR PARTICIPATION (Selected listing)

Invited workshop leader, Annual Grantees Meeting on Evaluation. Annie Casey Foundation, Baltimore, MD, September 1995.

- Invited plenary speaker, Fourth Congress of the European Scientific Association for Residential and Foster Care for Children and Adolescents, Leuven, Belgium, September, 1995. Paper entitled Evaluating the Effectiveness of Family Preservation Programs.
- Invited seminar participant, Family Impact Seminar on Child Welfare System Reform, Washington, DC, July 1995.
- Invited lecture on the effectiveness of family preservation and family support services. At The National Governors Association Technical Assistance Conference, Washington, DC, January, 1995.
- Invited presentation on evaluation in family preservation to the National Technical Assistance Forum on Family Preservation and Support Services, Washington, DC, April, 1994.
- Invited lecture on family preservation services to the American Academy of Pediatrics Committee on Early Childhood, Adoption, and Dependent Care, Alexandria, Virginia, September, 1994.
- Invited participant and workshop moderator at the International Initiative's Seminar on Research in Family-based Programs, Oslo, Norway, September, 1994.
- Invited lecture on measuring the effectiveness of family preservation programs at the American Public Welfare Association's conference for state agency personnel, Washington, DC, November, 1994.
- Invited panelist on evaluation issues in family preservation and family support services at the Eighth Annual National Association for Family Based Services, Boston, MA, December, 1994.
- Panel moderator at the biennial meeting of the Society for Research in Child Development, New Orleans, LA. Panel on using race, class, and gender frameworks for understanding child and family policy (March, 1993).
- Paper presented on family support and parent education programs at the Child Development Unit, Boston City Hospital (April, 1993).
- Workshop conducted on program evaluation for community-based organizations, at the Tufts Management and Community Development Summer Institute (June, 1993).
- Lecture presented at the Bush Center for Child Development and Social Policy, Yale University, on child and family policy in the 1990's (December, 1993).
- Paper prepared for the Institute for Foreign Scholars of American Studies on United States policy towards children and families, Tufts University, Medford, MA. (June 1992).
- Summer Institute faculty: Tufts Management and Community Development Institute, "Program evaluation for community-based organizations," 1990, 1991, 1992.
- Co-convener of the Boston Foundation Carol R. Goldberg Seminar on Child Care in Boston (June, 1988 to 1992).

- Seminar participant: Strategies for evaluating family preservation services. Center for the Study of Social Policy, Washington, DC, May, 1991.
- Co-convener of the Tufts Institute for Child, Youth and Family Policy Workshops (1990-1992).
- Jacobs, F. (1990, October). Child and family policy in the 1990's. Paper presented at the Tufts University Board of Overseers meeting, Medford, MA.
- Jacobs, F. (1990, May). Parent involvement in early childhood programs: What the research tells us. Paper presented at the Head Start/Action for Boston Community Development Conference "Towards a true Head Start: Exploring policies for a more effective program in 1990's and beyond," Boston, MA.
- Jacobs, F. (1990, March). Child care as social policy. Chair of forum; paper presented at the Tufts University Community Health Forum, "Child care in the 1990's"
- Jacobs, F. (1990, March). <u>Family support and the family support movement</u>. Paper presented at the Massachusetts Office for Children's Child Abuse Prevention Conference, Boston, MA.
- Jacobs, F. (1990, January). The family support movement: Challenges and opportunities. Paper presented at the Child Development Project Pediatric Fellows Seminar, Boston City Hospital, Boston, MA.
- Jacobs, F. (1989, November). <u>Evaluating family support programs</u>, and <u>The national children's agenda</u>. Papers presented at the Seventh Annual Scientific Meeting of the Society for Behavioral Pediatrics, Cambridge, MA.
- Jacobs, F. (1989, November). The current state of child care policy. Chair of panel; paper presented at panel, "Child care and families: Current research, practice and policies," at the Fourteenth Annual Conference of the Boston Institute for the Development of Infants and Parents, Boston, MA.
- Invited seminar participant in faculty seminar, "Protecting the next generation: Policy perspectives on young children." Sponsored by the Florence Heller Graduate School of Social Welfare, Brandeis University, Waltham, MA, Spring, 1989. Panel discussant: Early intervention: Challenging the child welfare system.
- Jacobs, F. (Chair). (1989, April). <u>Defining the good parent: Insights from child and family policy</u>. Panel presented at the Society for Research in Child Development Biennial Conference, Kansas City, MO.
- Jacobs, F. (1989, March). <u>Family support programming for families with handicapped children</u>. Paper presented at the Twelfth Annual Conference on Families and Children with Disabilities, St. Franciscan Hospital for Children, Boston, MA.
- Jacobs, F. (Moderator). (1998, November). Homelessness and young children: What happens to infants and young children in family shelters. Panel presented at the Thirteenth Annual Conference, Boston Institute for the Development of Infants and Parents, Inc. Boston, MA.

- Messenger, K. Kendrick, A. S. & Jacobs, F. (1988, November). Conducting health research in family day care. Paper presented at the American Public Health Association Annual Meeting, Boston, MA.
- Jacobs, F. (1988, September). <u>Family support programs in primary health care settings</u>. Paper presented at the Child Development Pediatric Fellows Seminar, Boston City Hospital, Boston, MA.
- Invited participant: Tufts University American Studies Summer Seminar on Public Service, June - July, 1988.
- Invited participant: "International Conference on Cross-Cultural Family Support," Wingspread Conference Center, Racine, WI, June, 1988.
- Jacobs, F. (Chair). (1987, October). Panel on evaluating family support and parent education programs at the American Evaluation Association Annual Meeting, Boston, MA.
- Jacobs, F. (1988, April). <u>Family assessment in theory and practice</u>. Paper presented at the Ninth Annual Symposium of the Massachusetts Early Intervention Consortium, Marlborough, MA.
- Jacobs, F. (1987, May). <u>Child care for mildly-ill children</u>. Paper presented at a technical assistance workshop with members of the Connecticut Legislature, sponsored by the National Conference of State Legislators, Hartford, CT.
- Jacobs, F. (1987, April). The child with cancer in the community: Schools' responsibilities. Paper presented at the University of Texas System Cancer Center, Department of Pediatrics, Annual Mental Health Conference, Houston, TX.
- Jacobs, F. (1987, April). <u>Early childhood educators</u>: <u>Policy makers or policy followers</u>? Paper presented at the Eliot-Pearson Alumni Association Annual Seminar Day, Tufts University, Medford, MA.
- Jacobs, F. (1986, October). Demystifying evaluation: Strategies for family programs. Paper presented at the Bernard Van Leer Foundation American Projects Meeting, Boston, MA.
- Jacobs, F. (1986, October). Family support programs: A national perspective. Paper presented at the Brandies University Florence Heller Graduate School of Social Welfare Starr Lecture Series, Waltham, MA.
- Jacobs, F. (1986, November). <u>Recent developments in family programming</u>. Paper presented at the Faculty Colloquium, University of Alaska, Department of Rural Education and Development, Fairbanks, AK.
- Jacobs, F. (1986, January). Family, culture and community in child development. Paper presented at the Alaska Statewide Early Childhood Conference, Fairbanks, AK.
- Jacobs, F. (with H. Weiss) (1985, November). The problems and promises of family support and education program evaluation. Paper presented at the National Association for the Education of Young Children Annual Conference, Atlanta, GA.

- Jacobs, F. (with A. Kendrick) (1985, May). Day Care of Children's Health Annual Conference, Boston, MA.
- Jacobs, F. (1984, March). Family support in day care. Paper presented at the Boston Association for the Education of Young Children Annual Conference, Boston, MA.
- Jacobs, F. (1984, October). Evaluating early intervention programs. Paper presented at the Infants at Risk Conference, Portland, ME.
- Jacobs, F. (1984, September). <u>Introducing school children to chronic illness</u>. Paper presented at the Bush Network National Conference, "Chronic Illness in Children: Policy and Practice," Ann Arbor, MI.
- Jacobs, F. (1984, May). The creation and dissemination of program evaluation strategies.

 Paper presented at the Family Resource Coalition Conference, "Parent Support Programs Coming of Age in the '80's," New York, NY.
- Jacobs, F. & Evans, F. (1984). Prevalence data for early intervention. Unpublished report prepared for the Division of Family Health services, Massachusetts Department of Public Health, Boston, MA.
- Jacobs, F., Walker, D. K., Gortmaker, S., & Clark, C. (1981, November). <u>Primary care physician involvement with children's psychosocial problems</u>. Paper presented at the American Public Health Association Meeting, San Francisco, CA.
- Messenger, K. P., Weitzman, M., & Jacobs, F. (1980). Role of primary care physicians in the care of special needs children: A community survey. Paper presented at the Annual Ambulatory Pediatric Association Meeting.
- Jacobs, F. (with D. Walker) (1978, June). <u>Planning and evaluating special education services</u>. Paper presented at the First World Congress on the Future of Special Education, Stirling, Scotland.

GRANTS AND CONTRACTS

Family Preservation Evaluation Project ("Guide on Feasible, Affordable Evaluations for State Intensive Family Preservation Programs"). (4/1/94 - 6/30/96). Grant received from the Edna McConnell Clark Foundation, NY, NY.

Federal Child Welfare Research Center, (6/1/93 - 6/30/96). Grant received from the Center for the Study of Social Policy, Washington, DC.

The Boston Foundation Carol R. Goldberg Seminar on Child Care in Boston (1988-1992). F. Jacobs & R. Hollister, Co-Principal Investigators. Supported by The Boston Foundation.

The Tufts Institute on Child, Youth and Family Policy Workshops (1990-1992). F. Jacobs & D. Wertlieb, Co-Principal Investigators. Supported by the W. T. Grant Foundation, NY, NY.

The Comprehensive Child Development Act Technical Assistance Project (1988-1990). F. Jacobs & R. Hollister, Co-Principal Investigators, Supported by the Children's Research and Education Institute, Cambridge, MA.

PROFESSIONAL ACTIVITIES (Selected listings)(as of 3/96)

Member, Editorial Board, American Journal of Orthopsychiatry(current)

Member, Technical Work Group, National Evaluation of Family Support Programs (USDHHS) (current)

Member, Research Advisory Panel, Michigan Families First Effectiveness Study (current)
Member, Steering Committee, Technical Assistance Center for the Evaluation of Children's
Mental Health Systems (USDHHS) (current)

Member, Evaluation Committee, Massachusetts Bay United Way's Success by Six (current)

Member Research Group, The International Initiative, Leicester, England (current)

Evaluation Consultation

Archway Programs for People with Special Needs, Atco, NJ

Dept. of Social Services, State of Missouri

Dept. of Human Resources, State of Maryland

Dept. of Social Services, State of Michigan

Dept. of Social Services, Commonwealth of Massachusetts

Center for the Study of Social Policy, Washington, DC

Pew Charitable Trusts, Philadelphia, PA

STEPS for KIDS: A Family Recovery Outreach Project, Boston City Hospital, Boston, MA

St. Francis House Homeless Shelter, Boston, MA United Way of Massachusetts Bay, Boston, MA

The Better Homes Foundation, Newton, MA

Bureau of Child, Parent and Adolescent Health, Mass. Dept. of Public Health, Boston, MA Child Development Service, University of Massachusetts Medical School, Worcester, MA

Curriculum Development

Understanding Handicaps, Inc. Development of curricular unit for fourth grade students on chronic illness

Bernard Van Leer Foundation Alaska Project, University of Alaska, Fairbanks, AK. Research and development of parent education curriculuar materials.

Division of Family Health Services, Massachusetts Department of Public Health. Developed training materials for early childhood educators on issues of acute and chronic illness in child care facilities.

Civic Boards

The Boston Institute for the Development of Infants and Parents. Member, Board of Directors (1988-1992)

Understanding Handicaps, Inc., Newton, MA. Member, Governing Board, research consultant (1982-1992).

The Boston Family Policy Network, Member, Organizing Board (1991-1992)

International Conference on Disability, Institute for Integration, Stockholm, Sweden. Member, Advisory Committee (1988-1990).





STRATEGIC PLAN PRESENTATION AND DISCUSSION

Steering Committee June 26, 1997

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

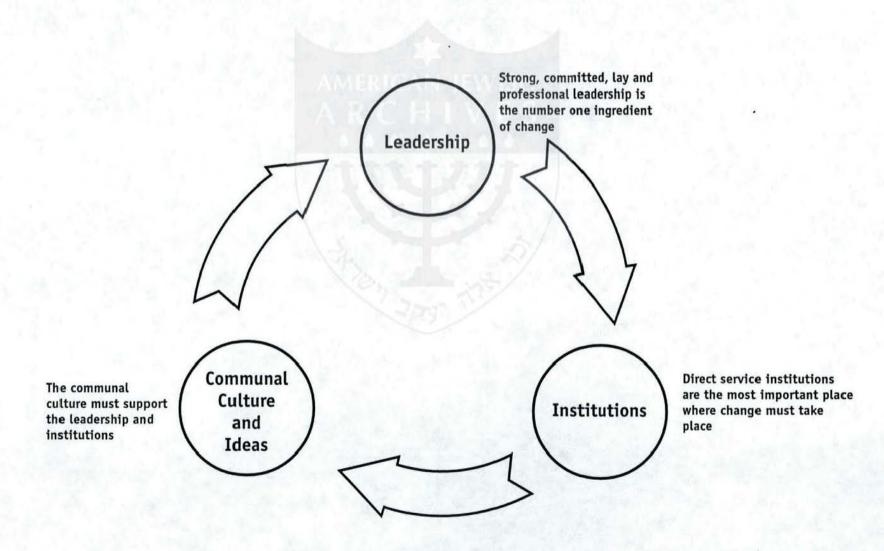
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- A multiplicity of high quality, vision-driven institutions and other settings providing a diverse offering of life-long learning opportunities
 - Strong community support
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 - Well-trained, professional educators at all levels
 - Inspirational rabbis who see education as integral to their work
 - Content infused with meaning for those who participate

CIJE CHANGE PHILOSOPHY: A SYSTEMS MODEL



CIJE CHANGE PHILOSOPHY: MAKING CHANGE HAPPEN

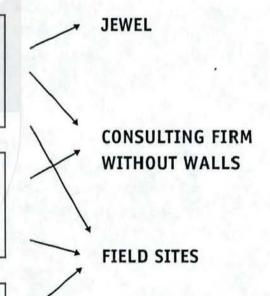
Leadership

Institutions

Communal Culture and Ideas

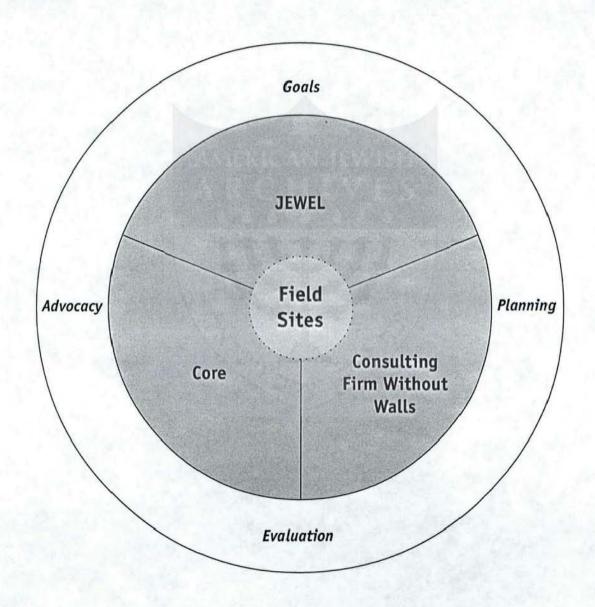
CHANGE ACTIVITIES

- · Recruiting the right people
- · Quality training/development
- · Lifetime consulting/mentoring
- Modeling success
- Carefully orchestrating change processes to develop diverse institutional models
- Modeling success
- Developing & Disseminating powerful ideas that integrate Jewish content
- Concentrating resources to achieve a critical mass of Jewish involvement (tipping point)
- Encouraging synergy from interaction among institutions
- Modeling success



CORE

CIJE 10-YEAR VISION



HOW STRATEGIC PLAN BUILDS ON CURRENT PLAN

Current Projects

LEADERSHIP DEVELOPMENT	Goals Seminars Lay/Professional Seminars TEI Principals Seminars Evaluation Institute Milwaukee lay leaders Professors Seminars	JEWEL
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MODELING CHANGE	Early Childhood Leading Indicators Pilot Goals Projects	FIELD SITES

WHAT WOULD HAPPEN IF ONE PIECE WERE MISSING

If there were no: Likely result

JEWEL	There would not be sufficient trained senior lay and professional leaders to implement great ideas and strategies
CONSULTING FIRM WITHOUT WALLS	Leaders would get excited about the prospect of change but would have trouble actually making change happen in their communitites and/or institutions
CORE	Change would happen but the results would most probably tend toward mediocre or superficial change
FIELD SITES	Without models of excellence, only the most visionary leaders would succeed. Also it would be difficult to attract and excite lay and professional leadership

CIJE 3-YEAR STRATEGY AND OBJECTIVES

Initiative	Objectives	
JEWEL	Create a comprehensive, implementable plan for an entity that will recruit and develop professional and lay leadership for Jewish Education in North America.	
	Pilot critical pieces of the JEWEL program involving 80-100 Jewish professionals and at least 30 lay leaders.	
CFWW	Create a network of 25-30 consultants capable of helping Jewish educating institutions through major change processes.	
FIELD SITES	The special section of the section o	
CORE	Incubate and support JEWEL, CFWW and the Field Sites.	
	Introduce major new thinking and/or research on 4-6 important issues in Jewish Education.	

QUESTIONS RAISED AT LAST MEETING AND IN RECENT DISCUSSIONS

MOVING AHEAD WITH THE STRATEGY

- Should we proceed in all 4 areas at once?
- Do we believe that adequate resources —human and financial—can be obtained to implement this strategy?
- Do we believe that the strategy will move us significantly toward our vision?
- Do we see a strong enough connection to real world problems?

REFINING THE STRATEGY

- The role of incentives in the process of change?
- The need to think about non-institutional settings in developing Jewish identity and commitment?
- The importance of outside change agents?
- How to organize the field sites initiative?

IMPLEMENTING THE STRATEGY

- Inside CIJE or spinoffs?
- Role of linkages and partnerships?
- How will we ensure that quality is maintained?

HOW WE WILL MITIGATE THE RISKS INVOLVED IN THIS STRATEGY

AMERICAN JEWISH

Preliminary Operating Principles:

- · We will move forward only when we have superior leadership to drive a project
- · We will only move forward with a project when we have a responsible funding plan
- We will test and revisit every aspect of the strategy
- · We will do rigorous evaluation of every program and project we undertake
- We will create a multidisciplinary Advisory Board of experienced professionals to give us an outside viewpoint
- We will view strategic planning as an ongoing process

NEXT STEPS

AMERICAN IEWISH

- Refine 3-year goals and objectives
- Complete 1998 work planning process
- Think through partnership strategy
- Develop estimated 3-year staffing plans and estimated budgets



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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION STEERING COMMITTEE

AGENDA

Thursday, June 26, 1997 9:30 am - 4:00 pm New York

		<u>Tab</u>	Assignment
I.	Master Schedule Control	1	MLM
II.	Minutes AMERICAN JEV	vish	KJ
III.	Assignments	3	KJ
IV.	CIJE Governance		MLM
V.	Strategic Plan		KAB
VI.	CIJE Communication	4	MLM
VII.	Fundraising		MLM
VIII.	Updates		ADH
IX.	Early Childhood and CIJE	4a	GZD

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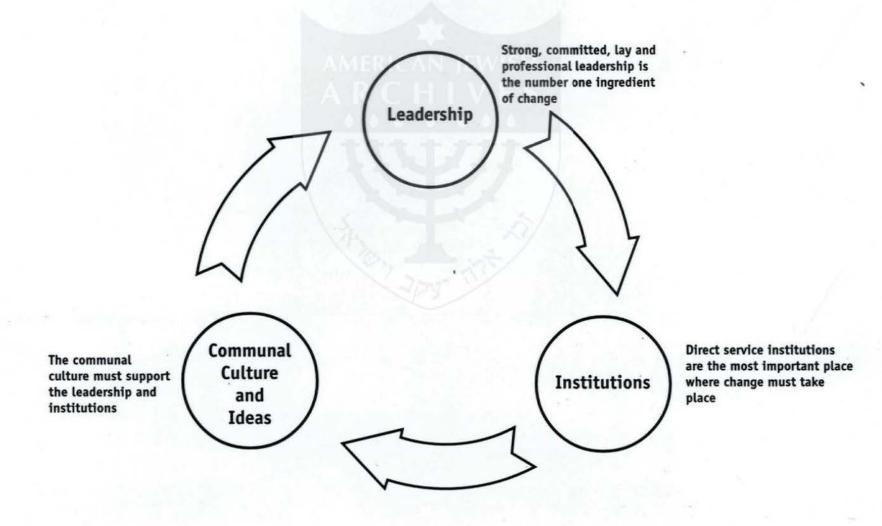
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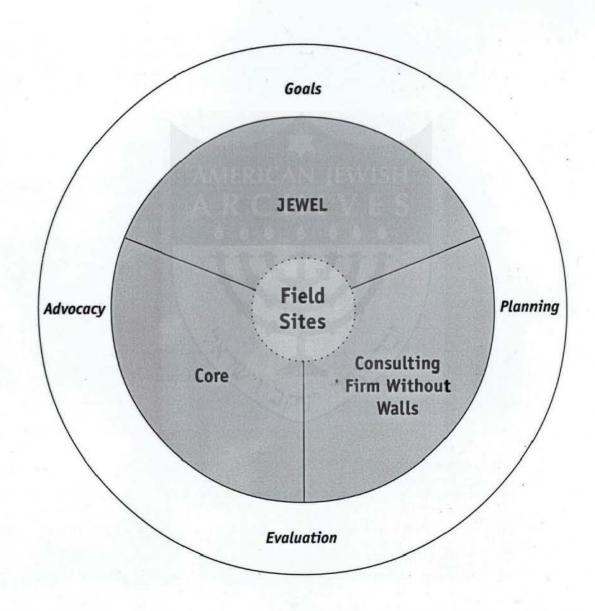
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STRATEGIC PLANNING PROJECT PLAN

AMERICAN JEWISH

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STRATEGIC PLAN PRESENTATION AND DISCUSSION

Steering Committee June 26, 1997

QUESTIONS RAISED AT LAST MEETING AND IN RECENT DISCUSSIONS

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- Should we proceed in all 4 areas at once?
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IMPLEMENTING THE STRATEGY

- Inside CIJE or spinoffs?
- Role of linkages and partnerships?
- How will we ensure that quality is maintained?

SUMMARY OF PLAN

ARCHIVES

- 1. Extended Steering Committee will become the Board
- 2. Current Board will be disbanded
- 3. Chairman's Council will be created for involving senior lay leaders
- 4. Professional Advisory Board may be created for involving senior professionals
- 5. Biennial will keep others involved and informed

GETTING THERE - PROPOSED TIMETABLE

- 1. Review with attorney in May (complete)
- 2. Organize legal changes in June (complete)
- 3. Speak to prospective Chairman's Council members in July
- 4. Send out letter in July explaining change
- 5. Hold first official meeting of the Steering Committee as a Board in August -- elect officers -- approve current budget
- 6. Start Chairman's Council in September
- 7. Start Advisory Board in 1998
- 8. Target first Biennial in 1999