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

Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003. Subseries 3: Lead Communities, 1988–1997.

Box Folder 37 2

Simulation seminars, 1993.

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

COMMUNITIES

- 1. False starts
- 2. CIJE chain of command
 - Who is in charge?
 - What/Who is the CIJE?
- 3. Community agenda

 Versus

 CIJE agenda

Not always in sync

- 4. Role of field-researchers
 - a) Feedback loop
 - b) Who are they serving
 - c) When will they do what
 - d) Lack of involvement w/CIJE and w/community
- 5. Funding role of CIJE unclear Funding

 Versus

 Fundraising
- 6. Different visions by different actors

- 7. Need to define "elements" "terms" "concepts" and discuss w/communities
 - a) Systemic change
 - b) Partnership

Lay — Pro relationship

Professional Credibility

Each denomination

Within

Each actors' group

Each community

Major institutions (Federations

versus XXX

Across

- c) Who is the client? Each community or all 3 together?
- d) Who is "we" in the community?
- e) CIJE—lack of understanding of CIJE
- f) Joint planning process
- g) Scope + who decides (community/federation)
- h) Professional credibility
- 8. Calendar of events + lead time
 - 2 year
 - as matter of respect
- 9. Team building & trust building

CIJE

- 1. False starts
- 2. Limited presentation of idea
 - · Pros-limited
 - Lay group—no
 - Rabbis-no
 - Educators limited
- 3. Educators' Survey Why yes?
 - 4. No mapping of communities
 - Problems
 - Opportunities
 - · Lay people?
 - 5. Denominations are left out
- 6. Selection
 - 7. Scope
 - 8. Content
 - 9. Quality
 - 10.CIJE Professional credibility
 - 11.Full-time LC director

MAY MEETING

Iteration 1

Desired Outcomes

- . Begin shared vision for LC
- Trust/relationship building
- Some concrete steps
 Actions (e.g., Calendar)
 Decisions
- Solidify relationship CIJE—Local federation



PROFESSIONAL

CIJE (Jerusalem, Cleveland, Consultants [Field Researchers])

Federation Senior Staff

- 1. Exec. Dir
- 2. Planning Dir
- 3. LC Planners

Federation Staff

- 1. Campaign
- 2. Legacy
- 3. Endowment

Senior Educators

Rabbis

All Other Educators

Staff of Fed.-Funded Education Agencies (BJE, JCC) Denominations — Movements

Informal Jewish Ed.
Organizations

- Hadassah
- · ZOA

Foundations

Universities

LAY

CIJE

FEDERATION

EDUCATION AGENCIES

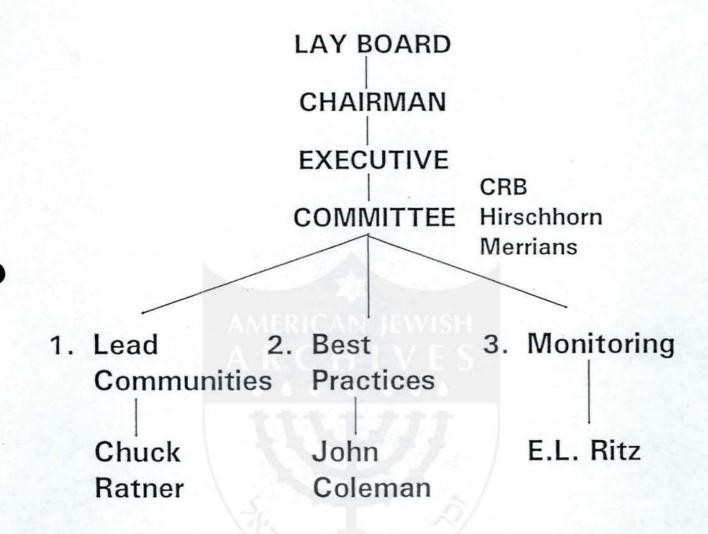
CONGREGATIONS/SYNAGOGUES (DENOMINATIONS)

ALL SCHOOLS

INFORMAL JEWISH EDUCATION ORGANIZATIONS

FOUNDATIONS

UNIVERSITIES



PROF Acting Director [Temporary]

G. Levi Administration **Education Staff**

AH

(SF)

(SW)

Etc.

S. Relsten

B. Holtz

A. Gamoran—Golding

ARCHIVES

WITHIN

ACROSS

Local

Lead Communities

Continental

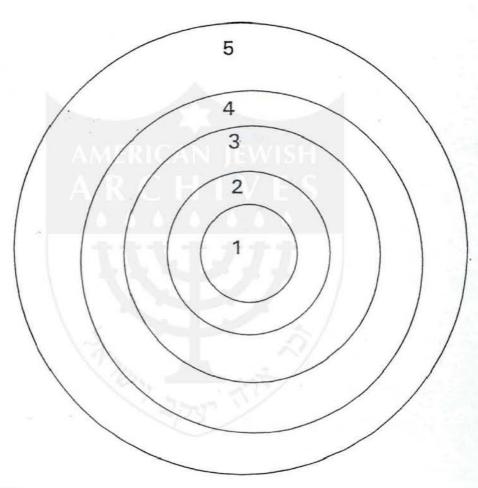
International

Within:

CIJE Professional

Lay

COMMUNICATIONS & POLICY MODEL WITHIN LOCAL LEAD COMMUNITY PROFESSIONALS



- 1. CIJE
- 2. Federation Senior Staff
- 3. Senior Educators Rabbis
- 4. Fed. Staff—Other Eds—Fed.-Funded Agency Staff
- 5. Informal Jewish Ed. Organizations —Foundations
- -Universities

CALENDAR LCS AND CIJE

1993

		33								
MEETING 1. Key Lay Leaders & Pros-L.C.s & CIJE (Twice/Year [May & Sept.] + GA)	May	June	July	Aug. X	Sept	Oct.	Nov.	Dec.	х	AUG. 1995
2. Key Professionals L.C.s CIJE (Five Times/Year o Summer])	х				x		x		x	
3. CIJE Staff to Each LC (Every 6 Weeks)	ac C	AN H	ル トト	WE	S					
Atlanta	0	x	X	x		×	x	x		
Baltimore	13	X	X	77	x	x	×		x	
Milwaukee	N	x		x	×	×		x	x	
4.	2			i de	3/					
5.										
6.										

TASK NAME	199	92	1993											
	No	v D	J	F	М	A	М	J,	JA	s	0	Nov	D	JF
4-6 PILOT PROJECTS AMERICAN JEWI	SHI S													
LOCAL CIJE														
EDUCATORS' SURVEY	1													
BEST PRACTICES				144								8		
MONITORING, EVALUATION, FEEDBACK														
5-YEAR PLAN														
COMMUNICATIONS, NETWORKING														

4-6 PILOT PROJECTS

PERSONNEL—IN SERVICE

Principals & JCC Execs

- 2 Teachers & Informal Eds from each Institution
- 1 New Hire

Israel Summer Seminar

Networking the 3 Communities

COMMUNITY MOBILIZATION

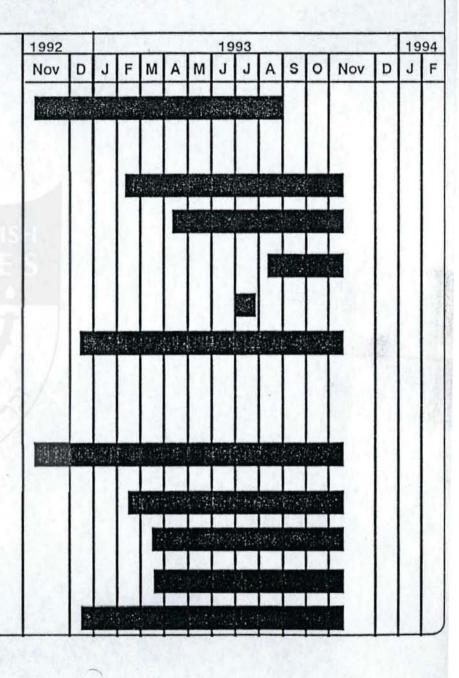
National Leaders Mobilize Local Leaders

Leadership Training

CLAL Program for all Boards

Denominational Leadership Training

Public Sessions on Vision & Best Practices



FORMED (AND IN FORMATION)

REPRESENTATIVE

Champion

Lay Leaders

Educators

Rabbis

Professionals

STAFFED

TASKFORCES

In-Service Training

Planning & Self-Assessment

The Lives of Educators

Monitoring & Evaluation

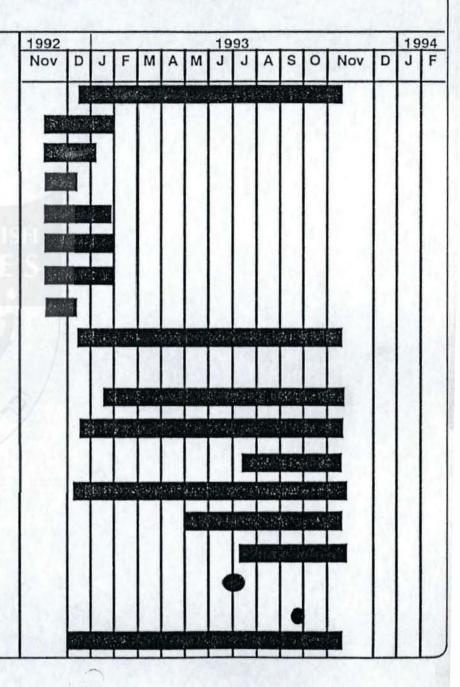
Visits to Israel

PRODUCTS (EXAMPLES)

Educators' Survey

5-Year Plan (Rosh Hashana or G.A.)

Pilot Projects



EDUCATORS' SURVEY

REPRESENTATIVE TASKFORCE

STAFF (LOCAL UNIVERSITY?)

MOBILIZE & INVOLVE EDUCATORS

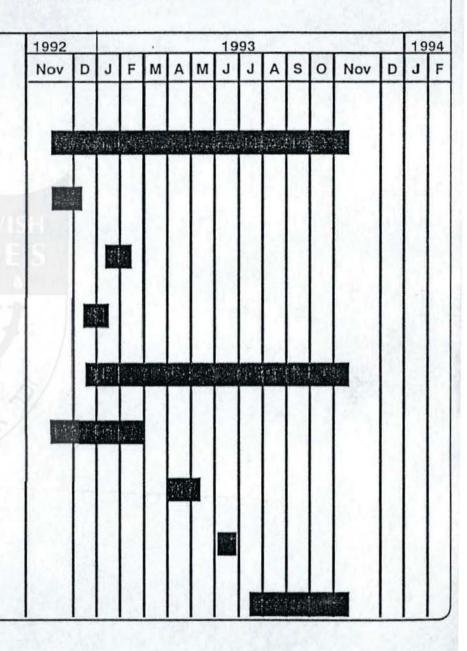
DESIGN

PLAN

CARRY OUT

ANALYZE

REPORT & DISCUSS FINDINGS



BEST PRACTICES

IMPLEMENTATION PLANNED
Develop Method for Training
Develop Translation Method

6 AREAS COMPLETED PROJECT PRESENTED

FIRST 2 AREAS SELECTED

CONSULTANTS SELECTED & TRAINED

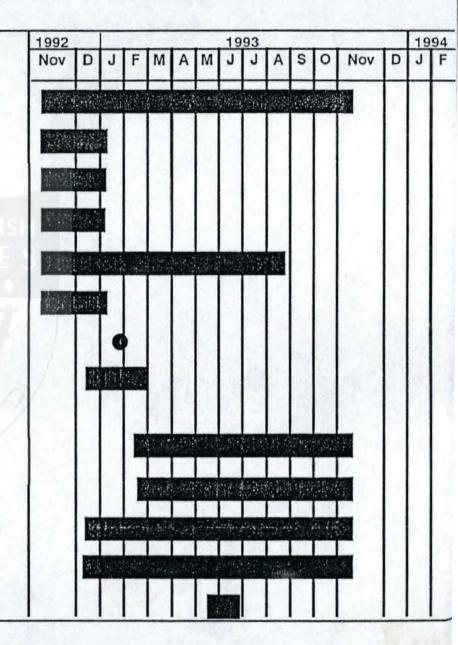
WORK WITH SUPPLEMENTARY SCHOOL

PRINCIPALS

Joint Planning of Implementation

NETWORK WITH EARLY CHILDHOOD TEACHERS
Joint Planning of Implementation

PLAN ROUND 2 OF PROJECT

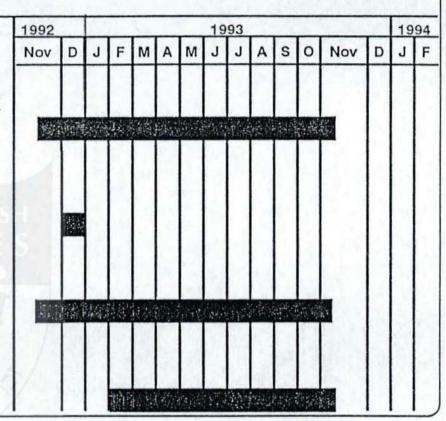


MONITORING, EVALUATION, FEEDBACK

DESIGN FEEDBACK LOOP

ONGOING WORK

3 REPORTS



5-YEAR PLAN (SEE SEPARATE)

ASSESSMENT OF EDUCATIONAL SYSTEM Prepare Detailed Guide

Profile

Inventory

Educators' Survey

Achievement Measures

Clients' Survey

Etc.

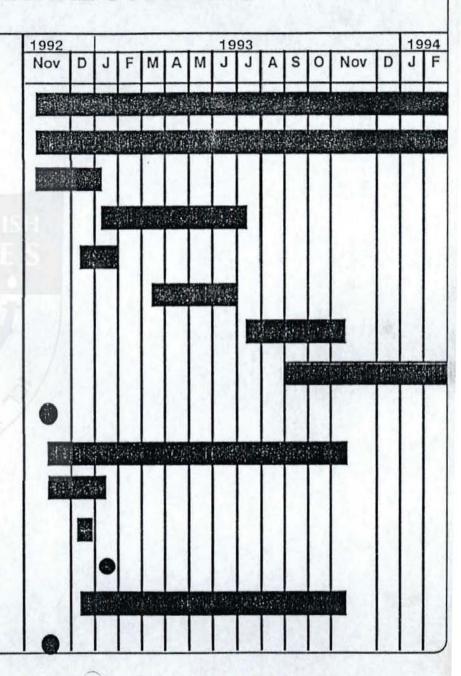
THE PLAN – ROUND 1
Prepare Detailed Guide

Staff

Taskforce Set-Up

Give Assistance as Needed

Etc.



	1992																	15	94
	Nov	D	J	F	М	A	М	J	J	A	S	0	Nov	D	J	F			
COMMUNICATIONS, NETWORKING	0																		
PLAN - STAFF - CARRY OUT	0																		
CIJE TO CONTINENTAL COMMUNITY Momentum Maintained	0																		
	0																		
CIJE TO LEAD COMMUNITIES All Constituencies Know	0												5						
	0																		
LEAD COMMUNITIES TO EACH OTHER	0																		
Shared Learning	0																		
LEAD COMMUNITIES TO COMMUNITY-AT-LARGE							8,												

(23)

IMPLEMENTATION OF THE RECOMMENDATIONS

BUILDING THE PROFESSION

In-service training launched
Educators' survey completed — taskforces
dealing with implications
Best practices
Networking—various
2 new hires
1 new position
Educators participation

COMMUNITY MOBILIZATION

Champion recruited
Leadership training
New leaders
Goals discussed
Educators discussed
Networking with cije leaders
Networking between communities

ISRAEL AS A RESOURCE

Plans for "every youth" Educators summer seminar

RESEARCH

Monitoring, evaluation, feedback DAta base—assessment

THE CIJE'S ROLES

RESOURCE COORDINATION

Partners: JESNA, JCCA, CJF

Purveyors: Training Institutions,

CLAL, CAJE

Foundations: CRB, MAF, Blaustein

ENGAGEMENT & PARTICIPATION

Local Committee
Actors Within Community

COMMUNICATIONS & DISSEMINATION

Innovations & Improvements Best Practices

CONTENT & QUALITY

Experts/Consultants
Best Practices
Monitoring,
Evaluation,
Feedback/Loop

LEAD COMMUNITY

FUNDING FACILITATION

Links to Foundations & Organizations

PLANNING ASSISTANCE

Self-Study Programs 5-Year Plan

LEAD COMMUNITY **IMPLEMENTS CONVENES & ENGAGES** Initiates Coordinates All Actors **Facilitates** Lay Leaders Educators Rabbis LOCAL **DEVELOPS** Professionals COMMITTEE Institutions RESOURCES Human Financial Leadership **MONITORS PLANS** Implementation Self-Study CIJE **Programs** 5-Year Plan

CIJE / LEAD COMMUNITIES MAY CONSULTATION

AGENDA

Desired outcomes:

- To continue joint planning and intensify partnership.
- To foster and develop relationships within and across Lead Communities and with the CIJE
- To agree upon the role, content, and method of implementation of each element involved in the Lead Communities project.
- To develop an integrated joint action plan and calendar for each L.C ("within") and for the three L.C. ("across") and the CIJE

AMERICAN JEWISH ARCHIVES

I) Overview

Partnership and joint planning

Examples of issues to be covered:

- a) Issues related to launching a Lead Community.
- b) How to coordinate and integrate the Communities' agenda and the CIJE agenda.
- c) The relationship of the CIJE to funding and fundraising in L.C.
- d) Different visions of the project by the various partners.
- e) CIJE chain of command.
- f) Partnership issues, e.g.:
 - 1) Relationship within and across the L.C. and with the CIJE.
 - 2) The denominations, the L.C. and the CIJE.
 - 3) Relationship with major institutions, e.g. JESNA, JCCA, CJF

II) Draft Action Plan.

A) The three Lead Communities together and the CIJE.

- Jointly draft a 18/24 months calendar / action plan for the 3 Lead Communities and the CIJE.

Related reading material:

1) Commission on Jewish Education in North America: Background materials for the meeting of February 14th 1990: "Community Action Sites" pp 18-25

B) Elements:

1) Systemic change

- a) The concept
- b) The role of enabling & programmatic options.
- c) Personnel:
 - Educators' survey
 - Addressing the shortage of qualified personnel
 - Strategies to recruit and train personnel (short & medium term)
- d) Community mobilization:
 - The concept
 - Wall to wall coalition lay leaders, rabbis, educators, professionals, & academics...
 - Building strategies for Community mobilization

2) Support projects

Comprehensive and planned approaches to content, scope & quality.

a) Best Practices:

- Best Practices as an inventory of " success stories " in Jewish Education.
- Pre-conditions for replicating Best Practices
- Initial areas in which Best Practices will be developed.
- Best Practices in the Supplementary school: Initial findings and implementation.
- Pilot Projects and Best Practices

b) Goals

- The role of Goals for education
- Articulate goals for effective evaluation
- Participants in the deliberation on Goals

c) Monitoring Evaluation and Feedback (MEF)

- MEF as a tool to document the entire L.C. project and gauge its success.
- Developing the feedback loop
- The role of the Field Researchers
- Relationship of the Field Researchers to the Lead Communities

C) Individual Lead Communities and the CIJE

- Each community's strategy and action plan

III) Synthesis:

II)A and II)C integrated into a joint action plan / calendar

IV) Open issues

Concluding discussion

american jewish A R C H I V E S

MAY CONSULTATION: TIME ALLOCATION AND FACILITATORS.

Tuesday May 12th 1993.

Sessions 1 & 2 (morning)

Overview

Partnership and joint planning:

Facilitators: Shulamith R.Elster, Marshal Levin & Henry L. Zucker.

Sessions 3 & 4 (afternoon)

Draft Action Plan:

A. The three Lead Communities together and the CIJE

Facilitator: Annette Hochstein.

B. Elements:

- 1) Systemic change
 - a) Personnel
 - b) Community Mobilization

Facilitator: Seymour Fox & Shmuel Wygoda

2) Support projectsa) Best Practices

Facilitator: Barry W.Holtz

b) Goals

Facilitator: Seymour Fox & Shmuel Wygoda

c) Monitoring Evaluation and Feedback

Facilitators: Adam Gamoran & Ellen Goldring

Session 5: Dinner

C) Individual Lead Communities and the CIJE

Wednesday May 13th 1993

Sessions 6 and 7:

III. Synthesis:

II)A and II) C integrated into a joint action plan / calendar

Facilitators: Steve H.Hoffman & Marshal Levin

Session 8

Open issues: Concluding discussion

Facilitator: Shulamith R. Elster

Mandel Institute Lead Communities Simulation Seminar April 27-29, 1993

Participants: Annette Hochstein, Seymour Fox, Marshall Levin, Shmuel Wygoda, Alan Hoffmann, Ami Bouganim, Daniel Marom, Harriet Blumberg, Oriana Or, Carmela , Marc Rosenstein.

I. CONCERNS THAT NEED TO BE ADDRESSED

Both the CIJE staff and the LC leaders are experiencing frustration over the lack of clear progress in the project. In large part, this frustration seems to be due to deficiencies in communication and in lack of a clearly defined joint planning and decision-making process involving all players.

Specifically, the communities are concerned about:

- a) "false starts"
- b) a lack of clarity about who the CIJE is and who speaks for it
- c) a feeling that the CIJE and the community may not be pursuing the same agenda
- d) confusion over the role of the field researchers placed in the communities
- e) whether and how they can expect to get funding assistance from the CIJE
- f) a lack of clarity about the structure of the relationship of the LCs to the CIJE: are they to operate as individual clients, or as a group?
- g) a lack of clarity about who holds decision-making power: is this an equal partnership between the LCs and the CIJE? And where do the national denominational organizations fit in?
- h) a lack of understanding of what is meant by systemic change: how broad is the scope of the program, and how much room does it have for modest initiatives?
- i) why does there seem to be no long-term plan; why do decisions get made on short notice?

The CIJE is particularly concerned about the failure of the

communities thus far to generate involvement by the intended broad spectrum of lay and professional leaders; indeed the CIJE feels rather at a loss, as this lack of involvement is accompanied by a lack of knowledge of the dynamics and the structure of the communities. leadership: a "mapping" is needed.

II. PARTNERSHIP: "THE WALL TO WALL COALITION"

- It turns out that the "wall to wall coalition" that has been assumed as a precondition for the LC process is not so easily achieved; nevertheless, it is essential. While the CIJE cannot step in and organize local communities, there was consensus that part of the joint planning process to be carried out by core community leadership with CIJE staff must include the preparation of strategies for effective communication of the LC program to all players, and for "bringing on board" all relevant constituencies.
- It was suggested that for purposes of this communication, communities be seen as concentric in structure, with the professional leadership described by the following sequence from core to periphery:
- 1) CIJE
- 2) Senior Federation staff
- \ Senior educators and rabbis
- Federation line staff, other educators, staff of Federationfunded agencies
- 5) Informal educational organizations, foundations, universities
- Levels 1 and 2 will constitute the key decision-making level ("core community leadership"); level 3 will be the primary link to the community at large and to the supra-communal religious ("denominational") institutions.
- What remains to be done is to develop a similar analysis of lay leadership, and to plan the process of communication to and

involvement of lay leaders.

It was emphasized that the appearance on the horizon of the CIJE, the "commission process," and the LC project has not suddenly erased the deepseated conflict between the Federation world While research has synagogue-based institutions. convinced Federation leaders of the importance of maintaining institutions. and while synagoque denominational leadership supports and participates in the Federation process, the relationship is still a touchy one. We must beware of the danger that synagogue-based leaders and educators will see the LC project as just another powerplay by the Federation, designed to take over control of Jewish education.

Goals Project may help bring these two worlds to-The וף. י־. γῆφπ uses the resources of the Federation and the CIJE to address issues of educational content, but does so through the denominational movements. Thus, by forging a partnership on the national level, we expect to be able to stimulate the formation of parallel partnerships on the local Moreover, this project helps to bridge another gap: that between the "scientific" approach of communal (i.e. Federation) administrators who require measurability and the traditional "Torah for its own sake" approach of religious education establishment. We hope that the Goals Project will stimulate civilized competition among the movement institutions, challenging them to take an active role in supporting local communities, especially in the area of personnel development.

III. SCOPE

It is crucial to the success of the LC project that all involved understand the goal of systemic change. If communities perceive the LC project as simply a mechanism for obtaining funding for interesting local programs, then the point will have been missed. Therefore we must beware of pursuing

"pilot projects."

An important means for conveying the "systemic change message" is to focus on the supra-communal nature of the LC planning process: while each community is unique and will develop its own program in consultation with the CIJE and the denominational institutions, we must cultivate an additional layer of planning and joint activity, involving all three lead communities as a group.

Another element in our communication strategy must be the clarification of the distinction between the two key "enabling" options and the various support projects. All LC activity must be focused through the lenses of personnel and community mobilization. We must make it clear that the support projects (Goals, Best Practices, Monitoring-Evaluation-Feedback) are merely means to address the two key issues and should not be seen as the essential core of CIJE.s activity.

IV. CIJE-COMMUNITY RELATIONSHIPS

With respect to funding and fundraising, it is important to clarify the process, so that the communities. expectations and those of the CIJE will match. If indeed all parties see themselves involved in a joint planning process, it should follow that as involved in they will see themselves a shared The CIJE must make it clear responsibility for fundraising. to community leaders that it is only prepared to assist with fundraising (from extra-communal resources) for efforts that foster systemic change and that address one or both of the two enabling issues. At the same time, the CIJE must demonstrate sensitivity to the communities' need for lead time in planning any significant change in local fundraising priorities -- and to the reality that while education may now have become a higher priority, it is still not the only priority.

If a relationship of trust is to be established between the CIJE and the local communal leadership, we must engage in a thoughtfully designed program of joint planning. A partnership cannot work if either side feels manipulated or disenfranchised. While the communal leadership accepts wholeheartedly the need for large-scale change, and respects the CIJE leadership and staff, the relationship to this point has not been free of such feelings of manipulation and disenfranchisement. It is essential that the May planning seminar be the first step in a process that takes "process" seriously (see below).

respect to decision-making regarding programming, the concentric hierarchy (above) must be followed: each successive level (starting from the core) must "sign off" on a new program or policy before the idea is presented to the next level of leadership. While the CIJE can of course withhold support from projects the community adopts over its objections -- and while the indirect costs to a community of flaunting CIJE opposition can be substantial -- the CIJE cannot dictate community policy. Clearly, if an effective joint planning process is in place, such head-on collisions should be avoidable.

A case in point of a planning glitch that has caused tension — but which may in the end turn out to be beneficial — is that of the stationing of the field researchers in each community. These were intended to serve as impartial observers, gathering data to do a proper evaluation of change in the communities. However, since they landed in the communities before any other manifestations of CIJE involvement were apparent, they ended up being perceived as representing the CIJE. In some cases, they accepted that role; in addition, their being fully funded by the CIJE gave the impression that the CIJE was indeed a funding agency. Now, the CIJE and the local communities must decide together exactly what role these researchers should play, and who should "own" them: it

may indeed be best for them to work for the community directly, rather than to serve as the eyes of "big brother."

V. THE PROCESS

What we need now:

- a) a two tiered action plan: individual LCs and the three LCs as a unit
- b) clarity of expectation, and lead time: a two-year planning calendar
- a plan for communicating the general ideas and specific programs of the LC project to all community constituencies (see above)
- d) some visible results (new programs), to convince the communities that the project is real and worthwhile
- e) a joint planning process in which both LC leadership and CIJE have power and responsibility based on a shared vision of the overall approach

The May 10-11 Planning Seminar: "Towards a Joint Action Plan"
Day 1

- Opening presentation (Steve Hoffman) on the current understanding of the LC process, its successes and setbacks, based on the list of concerns raised a the simulation seminar (see above, I).
- Presentation and exercise on partnership structure (Marshall Levin): concentric circles professional leadership; development of parallel chart for lay leadership.
- Presentation of draft action plan and 28 month calendar of milestones and planning seminars for the CIJE with the group of three LCs (see below, "key elements of calendar").
- 4. Projection of developments in the two enabling options and the three support projects to fit the proposed calendar.
- Assignment for overnight homework for representatives of each community: prepare draft of local action plan to fit with group action plan proposed in 3-4 above.

Day 2

6. Integrate group and local plans to produce a master grid, to be

studied in each community, for formal approval at session of lay and professional leadership in August/September/

- 7. Session on fundraising or goals (?)
- Session for responding to various concerns and questions of community representatives not dealt with in agenda thus far.

Key elements of calendar:

- -key lay leaders with top professionals and CIJE will meet twice a year plus once at the GA for a more ceremonial gathering.
- -project directors will meet as a group with CIJE staff bimonthly (except summer) plus the three above-mentioned lay leadership meetings
- -should be some kind of Israel experience each year

Preparatory materials:

It was agreed not to send participants heavy doses of background reading, but rather to prepare a binder containing worksheets for use during the meeting itself, to be distributed upon arrival.

THAT IS THE END.

Mandel Institute

Lead Communities Simulation Seminar April 27–29, 1993

Participants:

Harriet Blumberg, Ami Bouganim, Seymour Fox, Annette Hochstein, Alan Hoffmann, Marshall Levin, Daniel Marom, Oriana Or, Marc Rosenstein, Carmela Rotem, Shmuel Wygoda

I. Concerns That Need to be Addressed

Both the CIJE staff and the LC leaders have expressed various concerns regarding the lack of clear progress in the project. In large part these concerns seem to be due to deficiencies in communication and in lack of a clearly defined joint planning and decision-making process involving all players.

Specifically, the communities are concerned about:

- a) "false starts"
- b) a lack of clarity about who the CIJE is and who speaks for it
- c) a feeling that the CIJE and the community may not be pursuing the same agenda
- d) confusion over the role of the field researchers placed in the communities
- e) whether and how they can expect to get funding assistance from the CIJE
- f) a lack of clarity about the structure of the relationship of the LCs to the CIJE: are they to operate as individual clients, or as a group?
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The CIJE is particularly concerned about the failure of the communities thus far to generate involvement by the intended broad spectrum of lay and professional leaders; indeed the CIJE

feels rather at a loss, as this lack of involvement is accompanied by a lack of knowledge of the dynamics and the structure of the communities' leadership: a "mapping" is needed.

II. Partnership: "The Wall-to-Wall Coalition"

It turns out that the "wall to wall coalition" that has been assumed as a precondition for the LC process is not so easily achieved; nevertheless, it is essential. While the CIJE cannot step in and organize local communities, there was consensus that part of the joint planning process to be carried out by core community leadership with CIJE staff must include the preparation of strategies for effective communication of the LC program to all players, and for "bringing on board" all relevant constituencies.

It was suggested that for purposes of this communication, communities be seen as concentric in structure, with the professional leadership described by the following sequence from core to periphery:

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What remains to be done is to develop a similar analysis of lay leadership, and to plan the process of communication to and involvement of lay leaders.

It was emphasized that the appearance on the horizon of the CIJE, the "commission process," and the LC project has not suddenly erased the deepseated conflict between the Federation world and synagogue- based institutions. While research has convinced Federation leaders of the importance of maintaining religious institutions, and while synagogue and denominational leadership supports and participates in the Federation process, the relationship is still a touchy one. We must beware of the danger that synagogue-based leaders and educators will see the LC project as just another power-play by the Federation, designed to take over control of Jewish education.

The Goals Project may help bring these two worlds together, as it uses the resources of the Federation and the CIJE to address issues of educational content, but does so through the denominational movements. Thus, by forging a partnership on the national level, we expect to be able to stimulate the formation of parallel partnerships on the local level. Moreover, this project helps to bridge another gap: that between the "scientific" approach of communal (i.e. Federation) administrators who require measurability and the traditional "Torah for its own sake" approach of the religious education establishment. An important objective of the Goals

Project is to stimulate civilized competition among the movement institutions, challenging them to take an active role in supporting local communities, especially in the areas of personnel development, and of educational goals.

III. Scope

It is crucial to the success of the LC project that all involved understand the goal of systemic change. If communities perceive the LC project as simply a mechanism for obtaining funding for interesting local programs, then the point will have been missed. Therefore we must beware of pursuing "pilot projects."

An important means for conveying the "systemic change message" is to focus on the supracommunal nature of the LC planning process: while each community is unique and will develop its own program in consultation with the CIJE and the denominational institutions, we must cultivate an additional layer of planning and joint activity, involving all three lead communities as a group.

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IV. CIJE-Community Relationships

With respect to funding and fundraising, it is important to clarify the process, so that the communities. expectations and those of the CIJE will match. If indeed all parties see themselves involved in a joint planning process, it should follow that they will see themselves as involved in a shared responsibility for fundraising. The CIJE must make it clear to community leaders that it is only prepared to assist with fundraising (from extra-communal resources) for efforts that foster systemic change and that address one or both of the two enabling issues. At the same time, the CIJE must demonstrate sensitivity to the communities' need for lead time in planning any significant change in local fundraising priorities—and to the reality that while education may now have become a higher priority, it is still not the only priority.

If a relationship of trust is to be established between the CIJE and the local communal leadership, we must engage in a thoughtfully designed program of joint planning. A partner-ship cannot work if either side feels manipulated or disenfranchised. While the communal leadership accepts wholeheartedly the need for large-scale change, and respects the CIJE leadership and staff, the relationship to this point has not been free of such feelings of manipulation and disenfranchisement. It is essential that the May planning seminar be the first step in a process that takes "process" seriously (see below).

With respect to decision-making regarding programming, the concentric hierarchy (above) must be followed: each successive level (starting from the core) must "sign off" on a new program or policy before the idea is presented to the next level of leadership. While the CIJE can of course withhold support from projects the community adopts over its objections-and while the indirect costs to a community of flaunting CIJE opposition can be substantial-the CIJE cannot dictate community policy. Clearly, if an effective joint planning process is in place, such head-on collisions should be avoidable. A case in point of a planning glitch that has caused tension - but which may in the end turn out to be beneficial - is that of the stationing of the field researchers in each community. These were intended to serve as impartial observers, gathering data to do a proper evaluation of change in the communities. However, since they landed in the communities before any other manifestations of CIJE involvement were apparent, they ended up being perceived as representing the CIJE. In some cases, they accepted that role; in addition, their being fully funded by the CIJE gave the impression that the CIJE was indeed a funding agency. Now, the CIJE and the local communities must decide together exactly what role these researchers should play, and who should "own" them: it may indeed be best for them to work for the community directly, rather than to serve as the eyes of "big brother."

V. The Process

What we need now:

- a) a two tiered action plan: individual LCs and the three LCs as a unit
- b) clarity of expectation, and lead time: a two-year planning calendar
- a plan for communicating the general ideas and specific programs of the LC project to all community constituencies (see above)
- d) some visible results (new programs), to convince the communities that the project is real and worthwhile
- e) a joint planning process in which both LC leadership and CIJE have power and responsibility based on a shared vision of the overall approach

The May 10-11 Planning Seminar: "Towards a Joint Action Plan"

Day 1

- Opening presentation (Henry L. Zucker) on the current understanding of the LC process, its successes and setbacks, based on the list of concerns raised a the simulation seminar (see above, I).
- Presentation and exercise on partnership structure (Marshall Levin): concentric circles professional leadership; development of parallel chart for lay leadership.
- Presentation of draft action plan and 28 month calendar of milestones and planning seminars for the CIJE with the group of three LCs (see below, "key elements of calendar").

- Projection of developments in the two enabling options and the three support projects to fit the proposed calendar.
- Assignment for overnight homework for representatives of each community: prepare draft of local action plan to fit with group action plan proposed in 3-4 above.

Day 2

- Integrate group and local plans to produce a master grid, to be studied in each community, for formal approval at session of lay and professional leadership in August/September
- 7. Session on fundraising or goals (?)
- Session for responding to various concerns and questions of community representatives not dealt with in agenda thus far.

Key elements of calendar:

- key lay leaders with top professionals and CIJE will meet twice a year plus once at the GA
 for a more ceremonial gathering.
- project directors will meet as a group with CIJE staff bimonthly (except summer) plus the three above-mentioned lay leadership meetings
- · visits by CIJE staff to local communities: every six weeks
- should be some kind of Israel experience each year Preparatory materials:

It was agreed not to send participants heavy doses of background reading, but rather to prepare a binder containing worksheets for use during the meeting itself, to be distributed upon arrival. For the Advanced Study and Development of Jewish Education

CLJE - SIMULATION SEMINAR II

Wednesday & Thursday - July 21 & 22, 1993

AGENDA

- 1. The first 6 weeks of Alan's installation as CIJE Director
 - a. People with whom he should meet, visits to the Lead Communities, Foundations, Training Institutions, "non affiliated" lay leaders / pros / educators / rabbis etc.
 - b. ADH's day-by-day schedule 18/7/93 12/8/93
 - c. Barry Holtz's day-by-day schedule 18/7/93 Rosh Hashana
 - d. Gail Dorph's day-by-day schedule 18/7/93 Rosh Hashana
 - e. SF's schedule in U.S.A.
 - g. ARH's schedule in U.S.A.
 - h. SW's schedule in U.S.A.
 - 2. The new "bessora" Alan is bringing to his directorship of the CIJE
- 3. The agenda for the August staff seminar and for the second CIJE / LC seminar
- 4. The induction of the new CIJE staff Manner.
 - 5. Logistics of the connection between Alan, Ginny and MI
 - 6. Plan of action for the Denominations and Training Institutions
 - 7. Desired outcomes for 1993/94
 - 8. Twelve month calendar
 - 9. Support projects (Goals, BP, MEF)
 - 10. Role of Pekarsky, Elkin, Bieler, others
 - 11. New MO (Method of Operation). Presentation to MLM