



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

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

Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003.

Subseries 6: General Files, 1990–2000.

Box
47

Folder
13

Barth, Karen. Miscellaneous files. Notes, correspondence, and meeting minutes, 1996-1997.

Pages from this file are restricted and are not available online. Please contact the [American Jewish Archives](http://AmericanJewishArchives.org) for more information.

EXAMPLES OF STRATEGIC INITIATIVES

Initiative	Objective	Activities
1. Outreach	<ul style="list-style-type: none"> • Increase membership 20% from unaffiliated Jews 	<ul style="list-style-type: none"> • Learner's Minyan transliteration book • 4 outreach Shabbaton's per year • Marketing campaign • New member integration program
2. Family education	<ul style="list-style-type: none"> • Create excitement and interest in our children and their parents to pursue a lifetime of Jewish learning 	<ul style="list-style-type: none"> • Replace Hebrew school with <ul style="list-style-type: none"> – 8 family Sunday programs – 4 retreat weekends • All teens go to Israel
3. Shabbat services	<ul style="list-style-type: none"> • Improve Friday night attendance and <i>ruach</i> through music 	<ul style="list-style-type: none"> • New Siddur • Hire cantor for Friday night
4. Social action	<ul style="list-style-type: none"> • Involve at least 20% of our members in hands-on helping of people in need 	<ul style="list-style-type: none"> • Set up a monthly team project through New York Cares
5. Administration	<ul style="list-style-type: none"> • Improve responsiveness to member requests 	<ul style="list-style-type: none"> • New computer system

MEETING NOTICE

TO: Karen Barth
Alan Hoffmann
Matthew Maryles
Myron Strober
Bennett Yanowitz

FROM: Sheila Allenick

This will confirm that a meeting of the Council for Initiatives in Jewish Education Audit Committee has been scheduled on:

WEDNESDAY, DECEMBER 4, 1996

8:00 A.M.

VIA TELECONFERENCE

Please let me know if you are unable to participate for any reason.

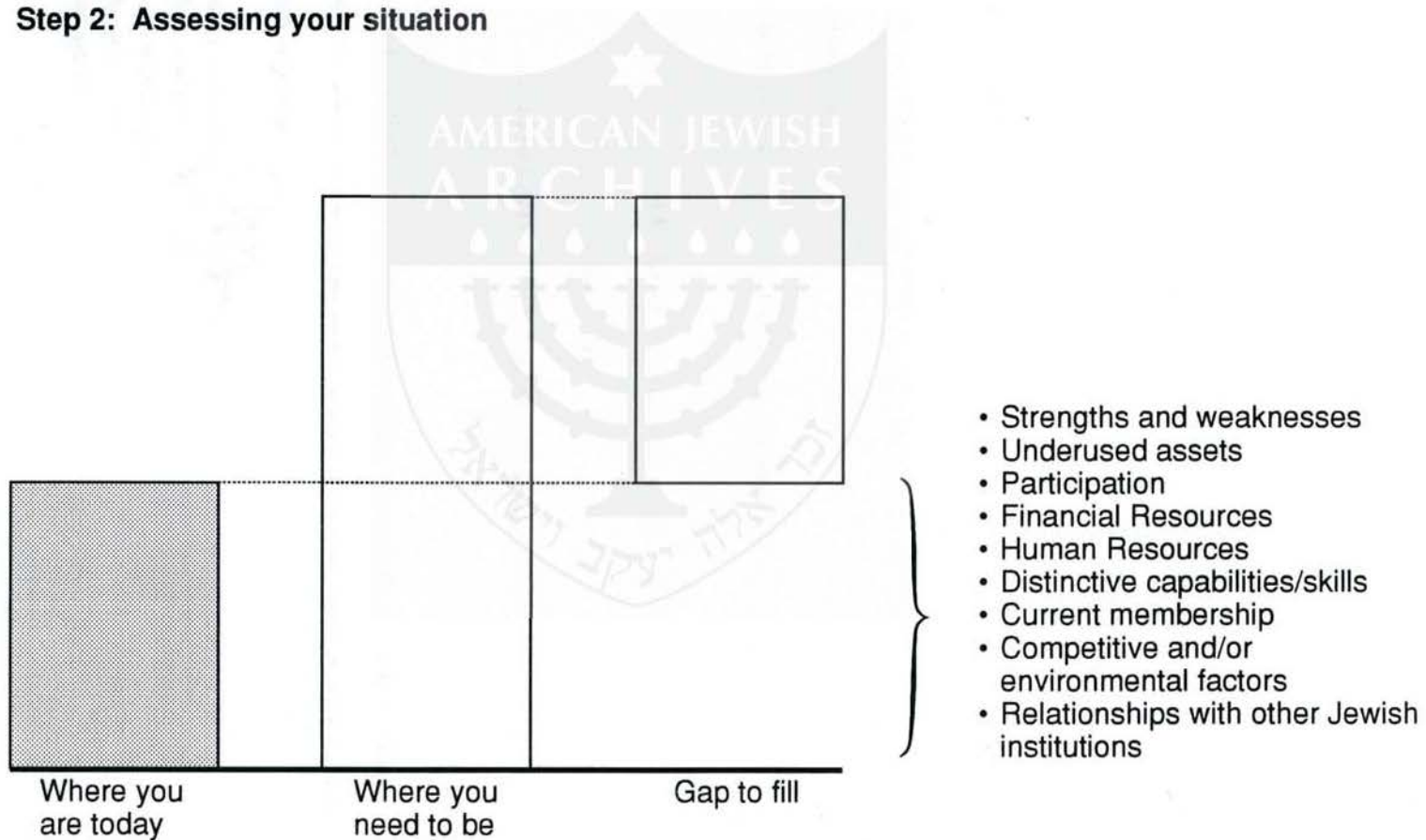
The agenda will follow shortly.

cc: Karen Jacobson, CIJE

g:\users\carol\cije\audit\mtgnotic.

DELIVERING THE VALUE

Step 2: Assessing your situation



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**Council for Initiatives
in
Jewish Education**

DATE SENT: 11/27/96

No. of Pages including cover page 4

TO: KAREN BARTH

FROM: SHEILA ALLENICK

Organization: CIJE

PHONE:

PHONE: 216-391-1852

FAX: 718-788-1645

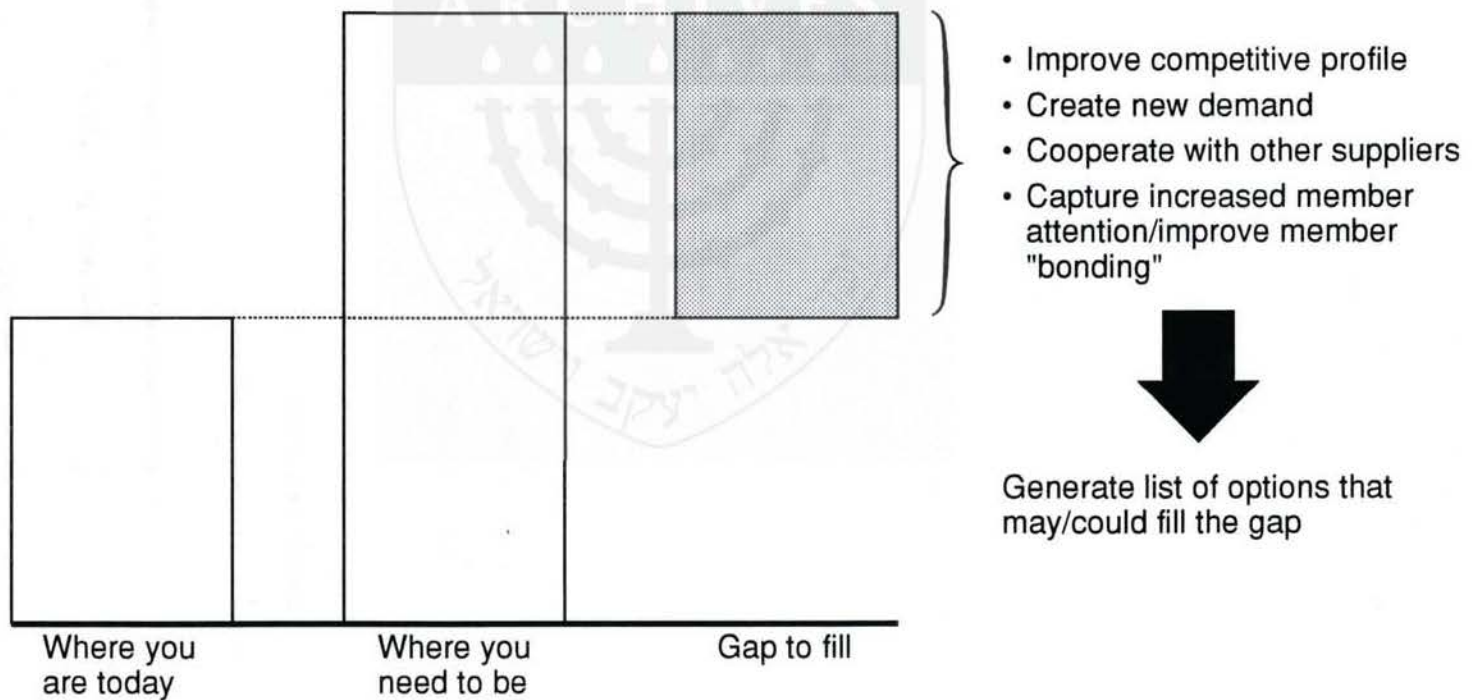
FAX: 216-391-5430

COMMENTS:

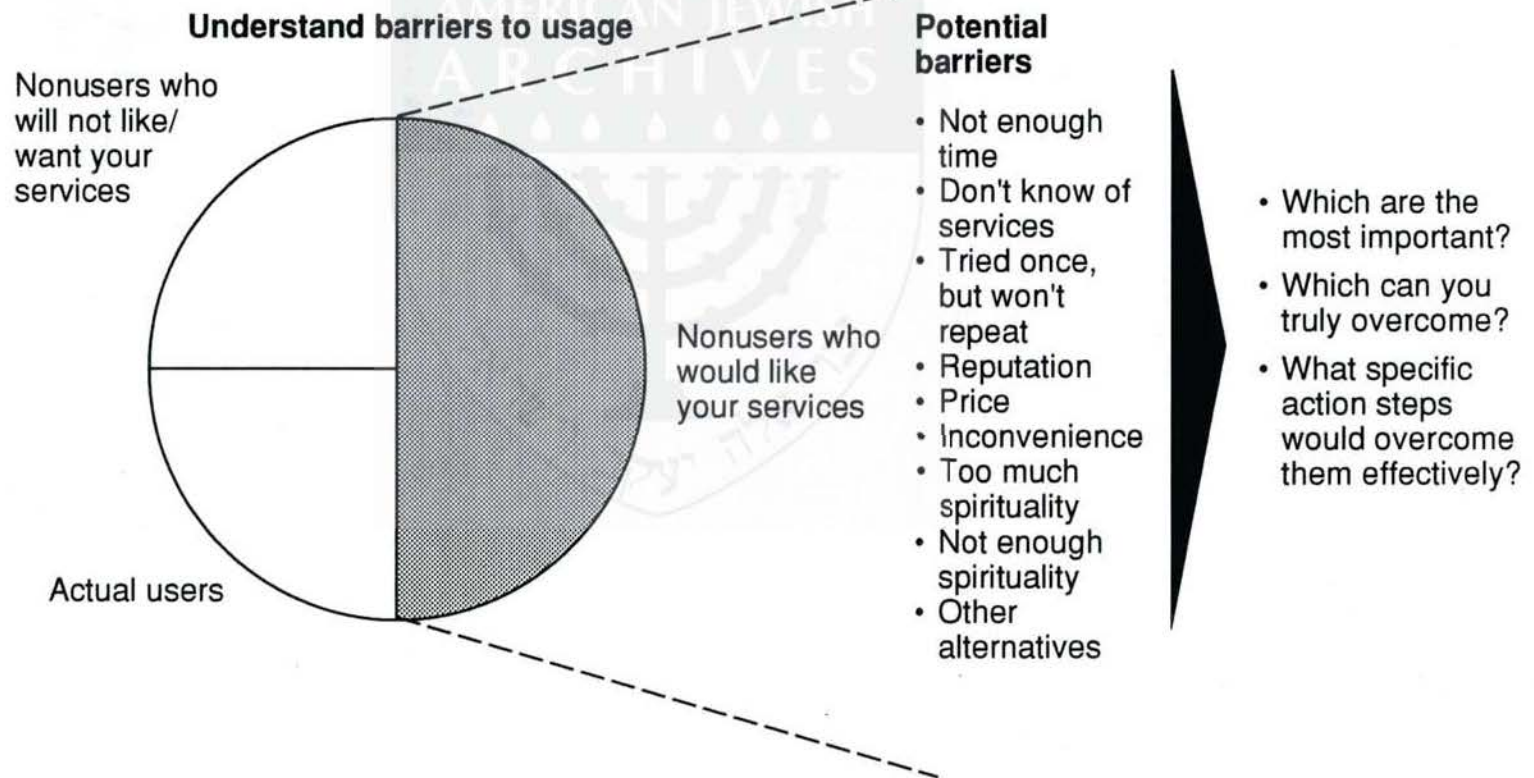


DELIVERING THE VALUE

Steps 3 and 4: Understanding the gap and generating options to fill it



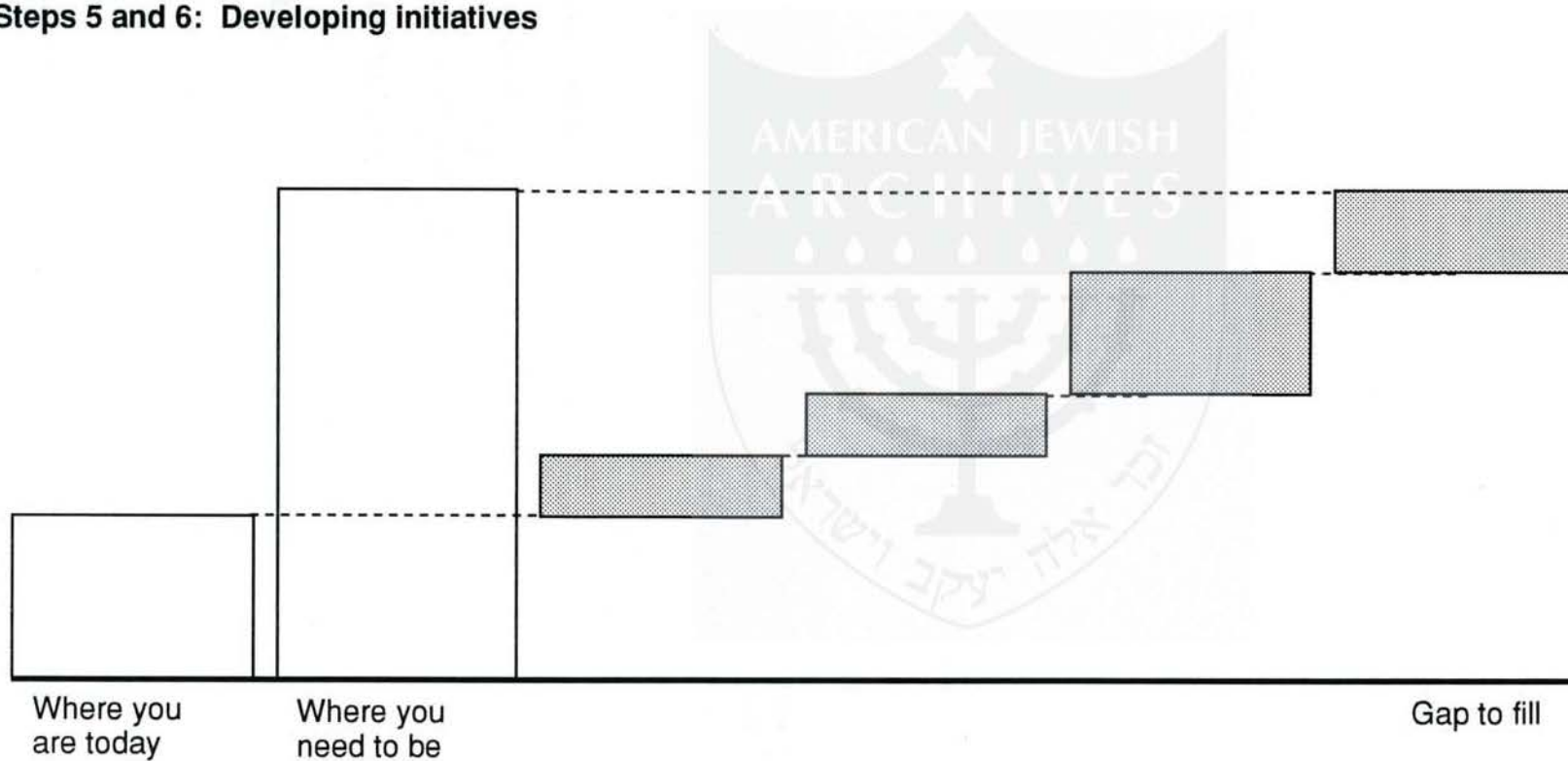
PRACTICAL TIPS ON CAPTURING MEMBER ATTENTION AND CREATING NEW DEMAND



**[Karen, Mike, any more
focused barrier examples you
can suggest would be helpful]**

DELIVERING THE VALUE


Steps 5 and 6: Developing initiatives



Specific action steps to close the gap

- Chosen from list of options
- Consistent with each other
- Fully resourced
- Clear timelines, responsibilities
- Checkpoints for feedback/monitoring success

Memorandum

DATE: November 27, 1996
TO: Karen Barth 
FROM: Sheila Allenick
RE: New York Mandated Short-Term Disability

Short-term disability premiums are paid quarterly to Amalgamated Life, 730 Broadway, New York, NY 10003, based on New York State mandated rates as follows:

Male \$3.45/month

Female \$7.55/month

Please sign as authorization for quarterly payments.

Karen Barth

Date

file:g:\users\philanth\sheila\cije\STDprem

OPTIONS FOR FILLING IN THE GAP



III. Policy Studies

A. Vision

B. Goals

C. Implementation

1. Structure
2. Budget Planning
3. Working with Lay Leadership
4. Monitoring, Evaluation and Feedback

IV. Other Issues

A. Curriculum Adaptation

1. Basic Elements of a Yeshiva-Day School Curriculum
2. Tailoring to the Needs of a Specific School

B. Psychology and Human Relations

1. Reading Messages from Children
2. Management and Discipline Models
3. Human Relations Skills for Administrators

C. Special Children

1. Gifted Programming
2. Remediation Programming

D. Use of Educational Technology

Fishman / Bernstein

Rabbi Shve - Leading figure on Rabbinical Council
He is the Chairman

- What are the goals - mission of Torah U Mesorah

13 Rabbis -

- Originally thinking that it was the inner group -
his staff -

- Then thought about 13 Rabbis

1st meeting general goals of TuM
Goals

2nd meeting - Strategic Planning Seminars

- Aish Das - Case Study -

- Principal → Supporters of Teacher Trainers -

- Teacher Trainers - a political prob -

- 13 not religious

- Teacher Trainer won't work

- Lab School

- Summarize mtgs into Document

What does Alan
mean by a
dry run?

3 YEAR WORKPLAN	1998	1999 (tentative)	2000 (tentative)
JEWEL	Planning - philosophy and business plan Pilots: <ul style="list-style-type: none"> • Evaluation institute • TEI • Goals seminar • Professors • Funders • Lay/professional new day schools • Biennial planning conference on rabbinic education • Lay leaders (Milwaukee) Recruiting: <ul style="list-style-type: none"> • Recruiting conference • Oppenheimer project 	Planning - implementation plan, recruiting and fundraising Pilots: <ul style="list-style-type: none"> • Synagogue lay/professional • Senior/senior • Principals • BJE/continuity leaders • Conference on training of educators • Biennial 	JEWEL launch <ul style="list-style-type: none"> • KAB's • Junior lay leaders
CFWW	Recruiting _____ First conference _____ Ongoing projects _____	_____ Second conference _____ _____ Training classes _____	_____ Third conference _____ _____ _____
CORE I	Leading indicators _____ BTP think tank _____ -Change in institutions Models of leadership Goals group Supplementary school think tank Journal _____ -	_____ _____ Early childhood policy brief Pluralism in education Rabbinic education policy brief Lay leader think tank _____ Lay leader research	_____ _____ Synagogue policy brief Day school policy brief Spirtuality and education _____ _____
Field Sites	Synagogue change research Early childhood white paper Brandeis think tank	Start synagogue change project— Start early childhood pilot— Brandeis youth project— JCCA planning Camps planning	_____ _____ _____ JCC site Start camp site
CORE II	Steering committee _____ New staff orientation _____ Chairman's council _____ -	_____ _____ _____	_____ _____ _____

MINUTES: **CIJE SUPPORT STAFF MEETING**

DATE OF MEETING: **July 28, 1997**

DATE MINUTES ISSUED: **July 29, 1997**

PARTICIPANTS: **Megan Ifill, Karen Jacobson, Chava Werber (secy.),
Erica Wolfe**

COPY TO: **Karen Barth, Reena Cohen, Bob Dietz, Gail Dorph,
Sarah Feinberg, Adam Gamoram, Ellen Goldring, Alan
Hoffmann, Barry Holtz, Dan Pekarsky, Nessa Rapoport**

- I. Code breakdown**
RC has completed the code breakdown but the latest version needs to be distributed
- II. Office cleanliness**
When MLM comes into the office all desks must be cleared off, all boxes put away.
In addition, correspondence to MLM must have **no** paper clips or post-it notes attached
We need a large wastebasket for meetings which MLM attends
It has come to our attention that some of the offices (such as EH's) do not have wastebaskets
- III. Plants**
RC needs to get a new plant, preferably something like a rubber tree
- IV. Steering Committee Meeting Communications**
Lots of documents are disappearing in transit. MI will create a sign-off sheet to aid in document tracking.
- V. Library**
ADH was building the CIJE library
We need to check in the books near MI's desk
- VI. Communication with Sarah**
Is teleconferencing the best way to communicate with Sarah? This issue will be discussed when she calls on Wednesday
- VII. Computer back-up and CGS**
MI needs to train people in backing up their computers. NR, in particular, wants to know how. MI will know Tuesday when she will have time to train people and will keep KJ updated.
A related issue is that the computer back-up system is not automatic
- VIII. New furniture**
We need to order some
- IX. Staffing issues**
We need a replacement for MI while she is on maternity leave, a summer person, and an assistant to ADH. ESW will assistant KAB while MI is on maternity leave. We have found Rachel to be our summer intern. ESW, Rachel, and RC will assist ADH.
We need to interview a Program Assistant for NH and EH, CH, and other consultants.
We need computers and office space.

Some of these issues will be resolved by the steering committee.

X. Staff retreat plan update

The 1997 work plan and budget are done. The 1998 plans will be completed after the staff retreat and steering committee meeting.

XI. Strategic Plan Learning Session

Has been moved back to August 25.

XII. Tasks sheets and time cards

These need to be given to KJ on a daily basis and reviewed with her weekly.

XIII. Vacation

ESW will keep track of vacations

XIV. Office policy book

ESW needs a copy and she and KJ will update. Kosher policy needs to be included.

XV. Meeting update

All meeting worksheets are in the green binder. MI is working to change the meeting form.

We need a list of staff retreat attendees which will be discussed with KAB.

August 5 from 7:30 pm until 9:30 pm there will be a staff dinner in recognition of ADH.

We need to call National Reprographics and Kinko's and decide on methods of payment.

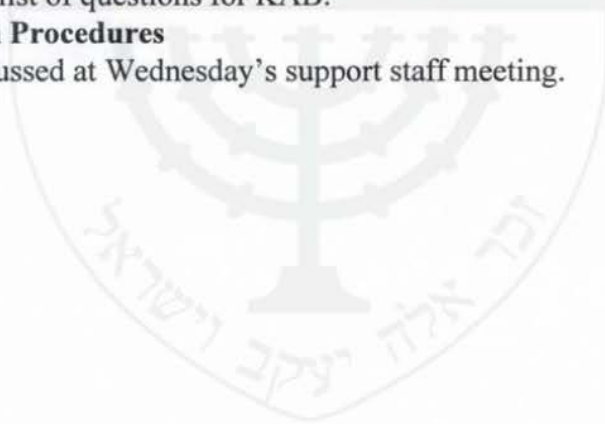
On July 30 there will be a support staff meeting to discuss steering committee logistics.

We need to talk to GZD about documents needed for the steering committee meeting.

CW will make a list of questions for KAB.

XVI. Communication Procedures

This will be discussed at Wednesday's support staff meeting.



The CIJE Board of Directors officially ratifies the 1997 workplan.



filename

Needed by:

Creation date:	Distributed to:	Method of distribution:
Second draft date:	Distributed to:	Method of distribution:
Third draft date:	Distributed to:	Method of distribution:
Fourth draft date:	Distributed to:	Method of distribution:
Fifth draft date:	Distributed to:	Method of distribution:

Final approval:

DOCUMENT WORKSHEET

DATE _____

Document name _____

File name _____

STATUS

1st Draft

☐

Revision

☐

Final draft

☐

FOR YOUR:

Review

☐

Correction

☐

Final approval

☐

NOTES:

Final Approval Signature: _____

Date: _____

Document name _____ **File name** _____

Need by (Day/Date) _____ at _____

ACTION NEEDED

☐ Review

☐ Give to _____ for Review

☐ Give to _____ for Approval

☐ Final Approval (Signature) _____ Date _____

☐ Place in the staff mailbox(es)
of _____

☐ Mail to _____

☐ FedEx
to _____

☐ Fax
to _____

☐ Confirm delivery

☐ File original/copy
in _____

DATE/TIME	ACTION TAKEN

PROPOSED APPROACH

	Phase 1	Phase 2	Phase 3
	Setting the Vision	Developing and Testing Ideas	Institutionalizing the Changes
Key Issues	<ul style="list-style-type: none"> • What is the University of Judaism's vision of the rabbinate? • What does a rabbi need to know and be able to do? • What curriculum, pedagogical approaches, and learning environments are needed to achieve this? • What informal learning should be structured? • What is the role of "field work?" • How would success be measured? 	<ul style="list-style-type: none"> • What would specific course or programs look like that would incorporate this philosophy and approach? • What would be the challenges and potential obstacles to broad-based implementation? 	<ul style="list-style-type: none"> • What would an overall program look like that embodies the new approach? • How would faculty be "trained" in the new approaches? • How would incentives systems, tenure/promotion, recruiting, etc. need to be changed? • What are the implications for external relations, public relations, and student recruiting?
Activities	<ul style="list-style-type: none"> • A series of six all-day meetings with a selected faculty task force 	<ul style="list-style-type: none"> • Task force to design three to four pilot courses or programs 	<ul style="list-style-type: none"> • Task force to develop an implementation plan

Nominees for Board of Directors

<p>Daniel Bader Helen Bader Foundation 777 East Wisconsin Avenue, Ste. 3275 Milwaukee, WI 53202 PH: 414/244-6464 FX: 414/224-1411</p>	<p>Morton Mandel Premier Industrial Corporation 4500 Euclid Avenue Cleveland, OH 44103 PH: 216/391-1852 FX: 216/391-5430</p>
<p>John Colman 4 Briar Lane Glencoe, IL 60022 PH: 847/835-1209 FX: 847/835-4994</p>	<p>Morris W. Offit Offitbank 520 Madison Ave. New York, NY 10022 PH: 212/350-3800 FX: 212/593-4711</p>
<p>Lee M. Hendler 2734 Caves Road Owings Mills, MD 21117 PH: 410/363-4135 FX: 410/363-9790</p>	<p>Lester Pollack Lazard Freres & Company 30 Rockefeller Plaza, #5050 New York, NY 10020 PH: 212/332-5851 FX: 212/332-5801</p>
<p>Stephen Hoffman JCF 1750 Euclid Avenue Cleveland, OH 44115 PH: 216/566-9200 FX: 216/566-9084</p>	<p>Charles Ratner Forest City Enterprises 10800 Brookpark Road Cleveland, OH 44130 PH: 216/267-1200 FX: 216/267-3925</p>
<p>Stanley Horowitz 1150 Park Avenue, Apt. #16E New York, NY 10128-1244 PH: 212/534-8928</p>	<p>Esther Leah Ritz 626 East Kilbourn Avenue, Apt. 2301 Milwaukee, WI 53202 PH: 414/291-9220 FX: 414/291-0207</p>

Slate of Nominees for CIJE officers

Chair - Lester Pollack

Treasurer

Secretary



Solomon Schechter Day School of Greater Boston

cc. 1) for Kover
2) for Winer

10 Kislev 5757
21 November 1996

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

Dear Alan,

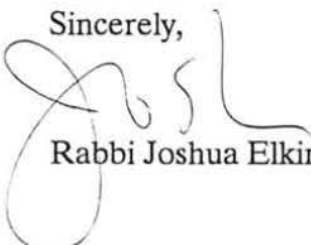
I just want to pass on to you the fact that I am becoming increasingly convinced of the value of trying to pull off the "Jewish Education GA." The idea keeps cropping up in my conversations with people. I have heard about the dismal showing of Jewish Education at the GA. I think it is really important that we capitalize on the people who are working so hard in the field and make sure that we provide an opportunity to bring them together.

You know the ins and outs of this much better than I do, but it seems that the most likely time to try to pull this off would be prior to next year's GA in Indianapolis as a pre-conference gathering. I love your idea of a "by invitation only" event and I think that it has great possibilities. Gail, Ellen, and I will probably have a better feel for this based on our own experience with the lay leadership that will come together at Harvard in January, but I dare say that you know as well as anyone what the power of this kind of gathering can be.

I'd be interested in your thoughts. I don't want to over-commit myself, but I would be very interested in being part of the planning and thinking of such a gathering.

Best regards.

Sincerely,


Rabbi Joshua Elkin

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Steven A. Meyer, President
Rabbi Joshua C. Elkin, Head of School
Bonnie Regelman, Lower School Director
Arnold Zar-Kessler, Middle School Director
Carolyn K. Flammey, Director of Finance & Operations

Gosman Building
Lower School
60 Stein Circle
Newton, MA 02159
617.964.7765
Fax 617.964.8693

Shoolman Campus
Middle School
125 Wells Avenue
Newton, MA 02159
617.928.9100
Fax 617.964.9401

STRATEGIC GAMEBOARD: INSTITUTIONS

[illegible]

STRATEGIC GAMEBOARD: DEMOGRAPHIC GROUPS

[illegible]

STRATEGIC GAMEBOARD: PEOPLE

	Senior Lay Leaders	Junior Lay Leaders	Senior Professionals	Principals	Teachers	Teacher Educators	Others
Relationships							
Leadership Training							
Convening/ Networking							
Consulting							
Publishing and Speaking							
R & D							
Research							
Modeling Change							
Modern Marketing							
Magic Bullets							
Money							
Accreditation/ Prizes							
People							

ACTIVITIES TO DATE

- Hired Shlomo Offer and Bettina Klein to work on planning.
- Conducted 13 external and 7 internal interviews
- Held two staff workshops.
- Began mapping of change efforts in the Jewish community.
- Began research on the cost of Jewish education.
- Hired Michael Ben-Avi to do review of programs and literature on change in general education.
- Drew up a “strawman” vision for the future of education in North America

INTERVIEWS TO-DATE

External

Peter Berger
Steven M. Cohen
Ari Goldman
David Gordis
Art Green
Fran Jacobs
Roger Kamanetz
Joe Reimer
Mike Rosenak
John Ruskay
Israel Scheffler
Barry Shrage
Bernie Steinberg

Internal

John Colman
Gail Dorph
Lee M. Hendler
Steve Hoffman
Barry Holtz
Chuck Ratner
Esther Leah Ritz



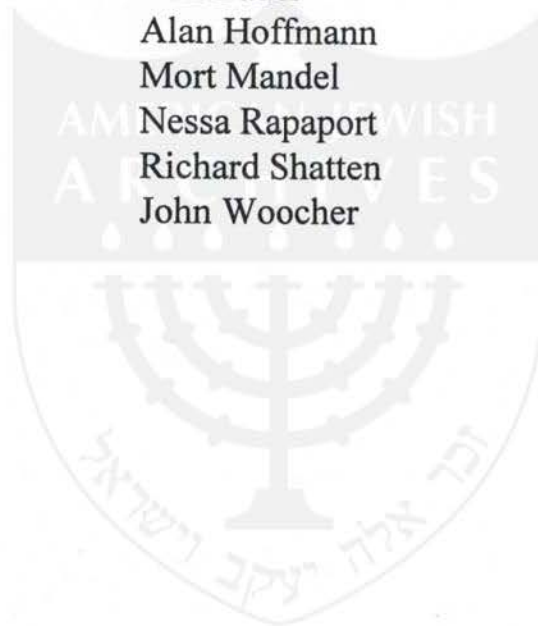
PLANNED INTERVIEWS

External

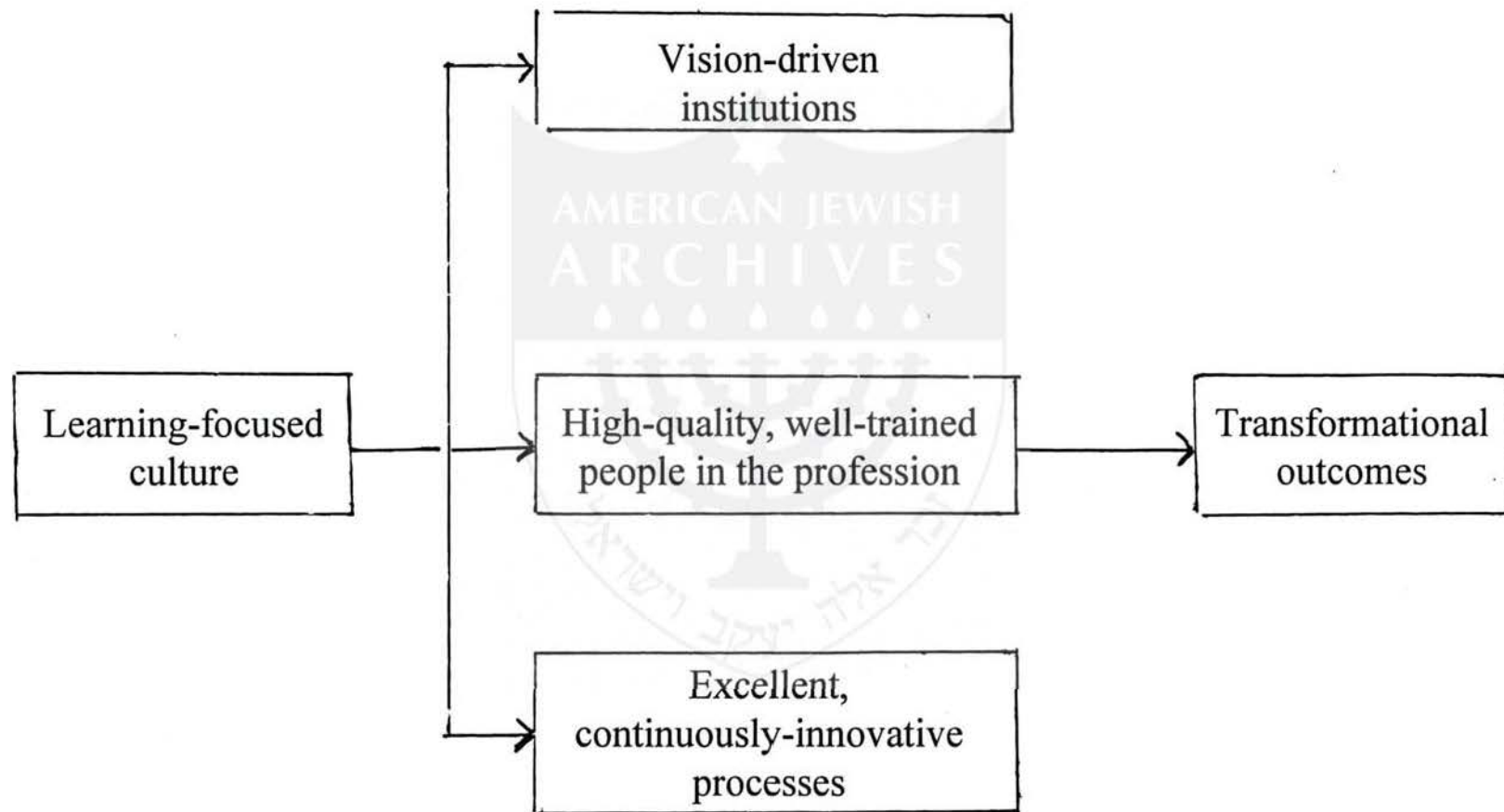
Saul Berman
 David K. Cohen
 Rachel Cowan
 Arnie Eisen
 Peter Geffen
 Stanley Horowitz
 Michael Lerner
 Roly Matalon
 Sharon Feiman-Nemser
 Mike Rosenak
 Marvin Schick
 Dan Shapiro
 Harold Shulweis
 Majorie Tabanken
 Isador Twersky
 Michael Walzer

Internal

Dan Bader
 Alan Hoffmann
 Mort Mandel
 Nessa Rapaport
 Richard Shatten
 John Woocher



"STRAWMAN" VISION FOR THE FUTURE OF JEWISH EDUCATION



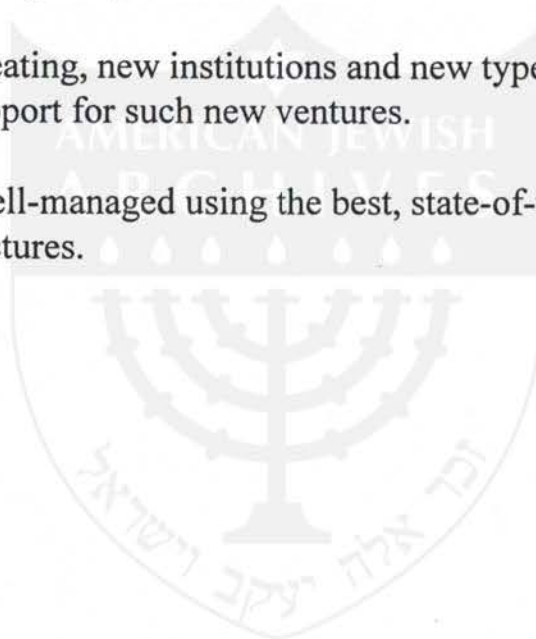
"STRAWMAN" VISION OF A LEARNING-FOCUSED CULTURE

- The culture of the Jewish people of North America is suffused by learning and most Jews view lifelong Jewish learning as a high priority for themselves and their children.
- There are many ways to be an educated Jew but all involve engaging in some way with Jewish tradition.
- Jewish literacy is the norm. There is a recognized minimal level of knowledge and skills and it is expected that parents will ensure that their children achieve it.
- Those who aspire to and achieve high levels of learning are respected, admired and accorded high status in the community.

"STRAWMAN" VISION OF VISION-DRIVEN INSTITUTIONS

- Institutions within the system are driven by their own clear vision of what is an educated Jew. Communities support the efforts of institutions to articulate and refine their visions.
- The home and family are an important, perhaps the most important setting, for Jewish learning. Much learning takes place in informal groups outside of organized institutions. There is community support for these activities.
- Schools, synagogues, JCC's, camp and other educational institutions work together as a team to serve the needs of individuals.
 - The day school and the supplementary school both exist as high quality, effective educational vehicles for transmitting knowledge, culture and skills to young people. In addition to providing formal classroom learning, more experiential learning is part of the programs at these institutions
 - Extensive opportunities exist for informal educational experiences (JCC's, camps, youth groups, retreats, Israel trips). These are opportunities to experience vibrant, intense Jewish living.
 - The synagogue is a learning institution and a key center for many types of traditional and non-traditional learning.
- Jewish early childhood programs are available to every Jewish family. The programs are rich with Jewish context and there is a high level of family involvement.
- Every child has access to quality formal and informal educational experiences regardless of the financial situation of the family and regardless of where they live. Most Jewish children participate in a Jewish early childhood program, either a day school or a supplementary school and 3-4 informal programs during childhood and adolescence.

- A substantial number of colleges and universities have vibrant Jewish studies programs and informal programs (Hillels etc.). Universities run high-quality educational programs for those seeking careers in Jewish education.
- Adult learning takes place in multiple settings including Synagogues, JCC's, homes, retreats. The teachers are high-caliber and an enormous variety of options is available.
- There is an ongoing process of creating, new institutions and new types of institutional and settings for Jewish learning. There is community support for such new ventures.
- Jewish learning institutions are well-managed using the best, state-of-the-art management techniques and have well-functioning governance structures.



"STRAWMAN" VISION FOR HIGH-QUALITY PEOPLE IN THE PROFESSION

- The profession of Jewish education is a high-status occupation with compensation and benefits competitive with other professional fields. It attracts many of the best and brightest.
- There is a cadre of committed senior professional educators of the caliber of leaders in medicine, law, government, business, academia, etc. There is a national institute that develops, supports and nurtures this cadre.
- There is a large and highly energized group of lay leaders for whom Jewish education is the focus of their work in the Jewish community and who are committed to supporting existing institutions and helping to build new ones. There is a national institute that develops, supports and trains these leaders.
- Jewish educators are well-educated both in Jewish education and in general education. There is a national institute that supports the development of qualified educators.
- There is a substantial group of academics engaged in research in Jewish education supporting the continuous improvement of methodologies and institutional design.
- There is a substantial group of professors focused on training the next generation of educators.
- There is a well-trained group of field evaluators who are available to help communities and institutions evaluate the effectiveness of their programs and institutions.

- Most communities have several teacher/educators who provide in-service training for teachers in the community.
- Rabbis value education, are focused on it and have training in it. Many work in the field of education. The community supports some Rabbi's as Scholars-in-Residence who are freed from pastoral roles and able to focus on learning and teaching. Some of these are inspirational "super-stars" and spiritual leaders.
- There are broadly recognized standards for Jewish educators at all levels and multiple career tracks including one leading to a master teacher role.



"STRAWMAN" VISION OF EXCELLENT, CONTINUOUSLY-INNOVATIVE PROCESSES

- Jewish education uses state-of-the-art teaching methodologies from general education as well as learning methodologies from the Jewish tradition.
- There is active ongoing development of curriculum and curricular materials for adults, youths, children and families.
- There is strong community support for research and the development of new experimental institutions and programs.
- State-of-the-art methods and technologies are used broadly to support Jewish education (e.g. video, CD rom, Internet).
- Education is strongly supported by communal funds and is not considered solely the responsibility of the individual or family.

— Assumption that Michael Hammond
Jewish life can be transformed

— How a small group of people
can transform Jewish Educational Institutions
Systemically

— What have you learned about key tenets

Cultivating Vision

Cultivating Leadership

Change Process

Partnership Borders

New vs. Old