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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.

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Subcommittee on Community Mobilization, 1994-1996.

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

October 10, 1994

work plan

WORKPLAN 1995: COMMUNITY MOBILIZATION

1. BOARD MEETINGS

1. Communications:

- a. Letter from Mort preceding board meeting, describing the content and details.
- b. Letter from Alan, accompanying the materials (unless we are able in the future to combine a. and b.)
- c. Follow-up to board members who could not attend the meeting.
- d. Coordinate follow-up to my board committee and others.

e. Interim communication to steering committee, board and committee members:

Letter from Alan accompanying articles, materials that are germane to our mission, to be sent on a formal schedule--at least twice a year, in the quarters in which there is no board meeting. This could include articles published by staff; articles in general education of relevance to our mission (see list under newsletter, below); etc.

If we decide to create a content-based newsletter, this could be sent to the board and others. (Such a newsletter could distill essential articles in general education, with application to our work--e.g.: Can you make a better teacher?; Does professional development work?; a critique of Teach for America; a critique of one-shot workshops; etc.) This newsletter could also be sent to those in the organized community interested in education: educators (senior or all); federation professionals; lay leaders; etc.)

Note: If committee members are receiving materials independently from their CIJE staff person, those mailings must be coordinated to prevent overlap.

f. Communication to our "ambassadors," those "inside" our mission or partners with us who are not board members (Commissioners; attendees of Mandel programs; JESNA; new CJF body; guests at our board seminar; etc.): To be decided.

2. Board Seminar:

- a. Coordinate staff decision on speaker.
- b. Expand guest list for April and November meeting. (Are we doing a seminar for both?)
- c. Explore the idea of an annual public lecture on Jewish education (at fall board meeting?), to take place at the Jewish Museum or elsewhere.

- d. Consider publication and distribution of lecture, if it is written and if speaker permits.

IV. PUBLICATIONS

1. General:

- a. Establish a data base for diverse audiences.

b. Establish policy on distribution: As we produce more materials, are we going to charge a fee? (This requires a fulfillment capacity, etc.) Are we going to coordinate our publications with the Mandel Institute's? Also, CIJE will need to establish at the outset various categories of publications, to have a coordinated appearance. Suggestions include: CIJE Policy Briefs; CIJE Research Papers; CIJE Discussion Papers; CIJE Documents in Jewish Education; CIJE Best Practices Guides/Manuels; CIJE Personnel Module; etc.

Specific:

Personnel/MEF:

- a. Distribution of first policy brief beyond the GA audience.

b. Oversee editing, production and distribution of one or perhaps two additional policy briefs: See MEF Workplan for 1995.

c. Offer editorial perspective, if needed, and oversee production, distribution of MEF "products," whether for internal or wider audiences: See MEF "List of Products for 1995." These include, at present:

- Research paper: "Teachers in Jewish Schools."
- Report: "Characteristics of Educational Leaders" (My role is not relevant to the report to be given out within communities but may be relevant to the one done on all three.)
- Research papers: "Teacher Power"; "Quality of In-Service Experiences": Adam has indicated that such papers will be submitted for publication in journals, which would make our own distribution even more effective.
- [Report: Development and implementation of Personnel Action Plans and of "vision-driven institutions": one for each community]: I assume these are not for public distribution.
- Module: "Studying Educators in a Jewish Community."

Best Practices:

a. Best Practices Distilled: Oversee editing, production and distribution of Best Practices guide (theory + several examples in both settings we've done, to be able to inform lay and education audiences about the project without mailing the two complete volumes).

OR:

b. Best Practices: What Works in Jewish Education: Two briefs, similar to the Policy Brief format, that will describe the findings and implications within each of our settings: So far, these are supplementary schools and early childhood programs. These briefs would tell people what we have found out about the BP in these settings and be useful for policy makers and educators wanting to extrapolate from our larger volumes. (They would also refer readers to those volumes.)

c. Best Practices Library: Establish a distribution plan for these volumes. Who has received them and who should?

Goals:

a. Goals and Vision: Oversee editing, production and distribution of Goals guide (theory, context, and bibliography for anyone interested in understanding the idea of goals and "vision-driven institutions and communities"). This is very important both for institutions and for lay people interested in our work.

b. Rosenak tape: Oversee distribution of tape or edited transcript in coordination with M.I.?

[c. Pekarsky Seminar Summary: Internal.]

d. Educated Jew Project: Coordinate distribution approach in North America with M.I.? Add CIJE postscript for use by Goal Seminar attendees, current and future?

3. MEDIA:

Continued pursuit of appropriate media opportunities (Jerusalem Report; Reform Judaism; JTA; New York Times; education journals; etc.) in the Jewish and general media, both to feature us and to publish articles by us, whenever possible or appropriate. The issue of the appropriate way to send articles about us to the board and others has yet to be discussed. (Steve Hoffman indicated at the board meeting that the need to "get our name out there" is important, in his view.)

4. SEMINARS:

Publications are neither sufficient nor effective enough for community mobilization. Personal testimony/autobiography -- whether in seminars or one-on-one meetings -- is what excites and engages people. This important aspect of my work is part of the overall CIJE workplan for the year.

Any seminars we decide to do offer opportunities for community mobilization. These include those designed to communicate personnel research to "holy trinities" within communities; to send Barry on the road to present Best Practices; or to offer Goals Seminars in communities.

I believe the latter would be particularly effective in engaging lay leaders, if the curriculum,

on vision and leadership, were designed with them in mind. Chuck told me that his work on the Commission was one of the most exciting things he's ever done because he was exposed to fascinating minds (Fox, Twersky, Holtz, Hoffmann) and large Jewish ideas and concerns. Both Steve and Chuck were intrigued by the idea of bringing together communal leaders to be engaged in a goals discussion, in order to mobilize community around building the profession and the concrete, slogging work that is necessary for implementing our agenda. We should be thinking specifically about creating a goals curriculum/experience for educational leadership, combining what proved most effective in the Commission process with what worked well in the Goals Seminar for the lay people who were there. If the lay leaders could replicate with their own senior professionals what happened to Polster with Gurvis and Levi in Cleveland, we will have moved forward the process significantly. (JESNA has held the equivalent of one-shot workshops for lay people, albeit with some prior process/preparation, with almost no follow-up, according to Paul this morning. They have done none for a year and a half but want to begin again in a more goal-oriented way.)

5. SUCCESS STORES IN COMMUNITY MOBILIZATION:

We'll need to identify communities in which lay leaders have become champions of Jewish education in order to create a plan for adding to our board; inviting appropriate lay people to seminars; putting them on our mailing lists; etc.

6. SYNERGY:

In deciding which communities, in addition to our three, we will focus on for presentations/seminars and other work in 1995, we need "lay leadership indicators." These might include: presence of a "holy trinity," or close to it; presence of a planner at the federation or the bureau; presence of senior educator with a planning background; presence of Best Practice sites as models for excellence; presence of a senior rabbi who "gets it"; presence of a university with a strong Jewish studies program; presence of an active, intelligent local continuity commission; presence of educator/s who have attended any Mandel education program; presence of Wexner graduates; etc.

7. TOTAL VISION:

Although this is not relevant specifically to 1995, we need to keep in mind that these large ideas may need to be articulated as part of our vision in exciting lay leaders around the "big picture." We need to be able to say what is missing on the continental level that would parallel some of the best ideas in American education. These include:

- National Center for Jewish Educational Leadership [Personnel].
- Center for the Study of Jewish Teaching and Learning [Best Practices]

Mobilizing Community Support for Jewish Education (3/7/96)

- 1. Who are we mobilizing?** Review and assess conclusions of Jan. 96 meeting. (P. 1, A)
- 2. How are to mobilize them?** Review and assess idea of leadership convocation/biennial, in light of Steering Committee meeting. (P. 1, B) What are the before and after steps for such a meeting?
- 3. If we proceed with a convocation, what might be the curriculum for such a meeting?** (P. 2, 3) What are the alternatives?



Lay Leadership for Jewish Education (3/96)

(A) Recruitment: Candidates

Principles: Unit of change is the community. Therefore, target key lay leaders within the community framework.

Change cannot happen without lay-professional partnership. Therefore, target lay-professional teams; from communities already on the change curve.

1. Champions: 50

"Elder statesmen"

"Chuck Ratners"

2. Communities: 12

Institutional leaders

Wexner leaders

3. New Wexner communities: 4 each year

4. Others:

National: Presidents/execs of nat. orgs. with Jewish educational mission, inc. fdns.

Lay chair/profs. of Jewish education committees of nat. orgs.

[Note: National orgs. must also be on the change curve to qualify.]

Local: See attached list

(B) Recruitment: Process

1. Identifying: Process; Personnel; Capacity

2. Cultivating: Tutors; Capacity

3. Holding Leadership Convocation

4. Next steps?

Recruitment: Frameworks

1. Board

2. Steering Committee

3. Leadership Convocation

4. Next framework?

Lay Leadership for Jewish Education (3/96)

Curriculum: What does a lay leader need to know to be an informed advocate for Jewish educational transformation?

Vision:

What's missing on the landscape? The case for goals

Models of vision: The Goals Project

In a community (high) school

In a synagogue

The possibility of community vision

Models of excellence: The Best Practices Project

In the supplementary school

In early childhood

In JCCs

Models of transformation: The CIJE Theory of Educational Transformation

[Some overlap]

In an institution

In a community

Nationally/continentally (incl. fdns)

Models for collegueship: The CIJE Luncheon Seminar

Building the Profession:

What's missing on the landscape?

Missing subject areas:

Professional development: Teachers; leaders; trainers; planners

Training: Teacher educators; community planners; rabbi educators

Jewish educational evaluation

Early childhood: Jewish educational theory/policy

Missing structures:

National Center for Jewish Teaching and Learning

National Center for Jewish Educational Leadership [Same?]

National Jewish Evaluation Institute

National Center for Jewish Early Childhood Education

Models:

Research for policy: MEF data; policy brief; manual + coding instructions

Professional development for teacher educators: TEI

Professional development for leaders: Harvard

Institutional partnerships: Brandeis University; JCCA

Communal partnerships: Learning from the LCs

General ed. partnerships: CIJE consultants; ed. profs

Evaluation: The Evaluation Institute

Community Mobilization/Lay Leadership:

What's missing on the landscape?

Missing subject area:

A philosophy, conceptual framewk, vocab. for community vision/ leadership

Missing structures:

For national colleagueship/training

Models: [Not yet developed]

Philosophy: Community Vision

Structures:

Steering Committee

Board seminar

Publications

Wexner relationship

CJF partnership

Cummings partnership

Curriculum:

See above

