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Workplans, 1992-1996.

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*Date → July 1993
just pre July 1993*

The CIJE -- Preliminary workplan

1992/1993

A. Function, structure and staff assumptions

The following assumptions guide this plan:

- a. The function of the CIJE is to do whatever necessary to bring about the implementation of the Commission's decisions. This includes initiating, being a catalyst and a facilitator. The CIJE is not a direct provider of services.
- b. The CIJE is a mechanism of the North American Jewish Community for the development of Jewish education. Optimally an increasing number of leaders would see it as their organization for purposes of educational endeavors.
- c. It will always be a small organization with few staff and high standards of excellence. We assume that its staff will include, in addition to the executive director and an administrative support staff, a planner and a chief education officer. Consultants will be used on an ad-hoc basis.
- d. The plan is based on the assumption that the assignment includes fundraising for the CIJE and for the CIJE's contribution to Lead Communities.

B. Major areas of endeavor of the CIJE and suggested action in each area for the next 12 months (please note: areas 1,2, and 3 below must be dealt with both at the continental level and in Lead Communities) :

1. Community Mobilization and communications

Plan and launch the activities that will help mobilize communities, organizations and leaders to Jewish education and create more fertile grounds for access to the resources required. Two possible areas of endeavor are: work with the 23 applicant communities to the Lead Communities project and launch ~~of~~ a communications program that will continue the work begun with the publication of "A Time to Act".

In too many quarters the work of the CIJE is not known, and this limits our effectiveness, particularly with reference to fundraising and community mobilization.

This area has not yet been planned and very limited work was done to date.

2. Building the Profession of Jewish education

In order to deal with the shortage of qualified educators a thoughtful plan needs to be prepared concerning actions that must be taken at the central or continental level. We have deferred dealing with issues such as a portable benefits plan; salary policies; what would it take to meet the shortage in terms of both pre-service and in-service training (beyond the grants to the training institutions) etc... In the course of the current year we may want to begin ~~the~~ planning the work.

3. Developing a Research capability

Two steps were taken so far: the development of two major research projects to support the development effort in Lead Communities (Holtz and Gamoran) and the preparation of a background paper by Dr. Isa Aron. In preliminary conversation it was suggested that we may hold off on further efforts in the immediate future.

4. Establishing Lead Communities

If, as anticipated, three Lead Communities are selected by late August, the bulk of the CIJE's work for this coming year, will be the pro-active efforts required to establish lead communities, to guide them and ^{to} guarantee the content, the scope and the quality of implementation, ~~and~~ *as well as* to help find funding for the Lead Communities.

The following is a list of the tasks ~~to~~ *to be undertaken* - the first few are presented chronologically:

a) July - August: Selecting lead communities and gearing up:

- 1) Complete the selection process - site-visits, analysis, recommendations.
- 2) Board meeting - August 25th (Includes: preparation and distribution of materials, camper assignment, senior policy advisor meeting, preparatory staff meeting, etc...)
- 3) Ongoing: the two support projects: Best Practices and Monitoring, Evaluation, Feedback.
- 4) 1-2 day staff meeting to plan Board and the launch of Lead Communities. 18-19
- 5) Prepare written guidelines for Lead Communities, including planning guidelines, proposed agreement, descriptive materials.

b) **September-November: Launch Lead Communities and continue gear-**
ing up

1) Launch the dialogue with leadership in each Community towards an agreed upon process, the formulation of an agreement or contract, an understanding of the broad lines of the project

2) Convene the first meeting of CIJE-Lead Communities ongoing planning seminar (see below) and develop means of networking between communities.

3) Set up the various expert contributions of the CIJE:

a> Provide guidance to the planning and mobilization process (Community organization and ongoing trouble-shooting)

b> Negotiate with foundations, organizations and purveyors of programs (training institutions, JCCA and JESNA), the nature of their involvement and their contribution to Lead Communities. Begin training them for the assignment (I will elaborate separately)

c> Provide funding facilitation as required.

d> Provide planning guidance for:

- 1> The self-study
- 2> The one-year plan
- 3> Pilot projects to be launched in year 1
- 4> The five-year plan

e> Complete plans for the introduction of the Best Practices project and make educational consultants available to the communities

f> Introduce the monitoring and evaluation project in the community (field researcher to conduct preliminary interviews)

* g> Provide guidance for the development of goal-statements (with the Mandel Institute and the training institutions.

h> Appoint a key staff consultant for each community?

4) Develop means of communications and p.r.

c) **Ongoing:**

- 1) Board Meetings and camper assignment (2-4 times per year)
- 2) Advisory group meetings or conference calls (now twice a month. With MLM)
- 3) Monthly CIJE-Lead Communities planning seminar
- 4) Communications
- 5) Ongoing contacts with constituencies (organizations, purveyors of programs, foundations lay leaders, educators, rabbis)
- 6) Staff meetings (for planning and discussion of educational content: twice a year with Mandel Institute)
- 7) Guidance to key projects (Mandel Institute)

EVENT

SF-
AM
tip?

who will that person be?
submit
memo of agreement

J B 4.?

C.

Fall Seminar -- Preliminary Outline

A major event to socialize, set the terms, create the dialogue, start work.

The components might be as follows:

-- General meeting of CIJE and lead community representatives re- the project in general and CIJE contribution. Includes CIJE and Lead Community Lay leadership.

-- Communities introduce themselves, their views, hopes, ideas, past achievements, etc..

-- Lay leaders to lay-leaders -- issues of funding and community mobilization

-- Vision and goals: presentation and illustration (followed by work with representatives of the training institutions and others -- who will be leading this effort)

-- Professionals, educators, rabbis: discussion of the project, the process, getting to work

-- The Best Practices project: presentation and discussion -- includes consultants on content

-- Monitoring, Evaluation and Feedback :same

-- The first year:

- [self study
-- pilot projects
-- one year plan
-- five year plan

-- The ongoing CIJE seminar

-- networking among Lead Communities

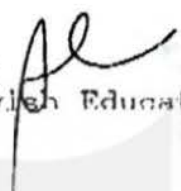
-- Day-long Meeting with Organizations, purveyors of programs and Programmatic Foundations: -- discuss specific interests and projects:

- in-service training programs
- CAJE
- JESNA
- JCCA
- the Melton mini-school
- the CRB Foundation
- perhaps Evans
- etc..

-- Closing session and discussion of next steps

Fax Cover Sheet

TO: Jim Meier
FROM: Shulamith Elster 301-230-2012
Council for Initiatives in Jewish Education
DATE: June 25, 1992

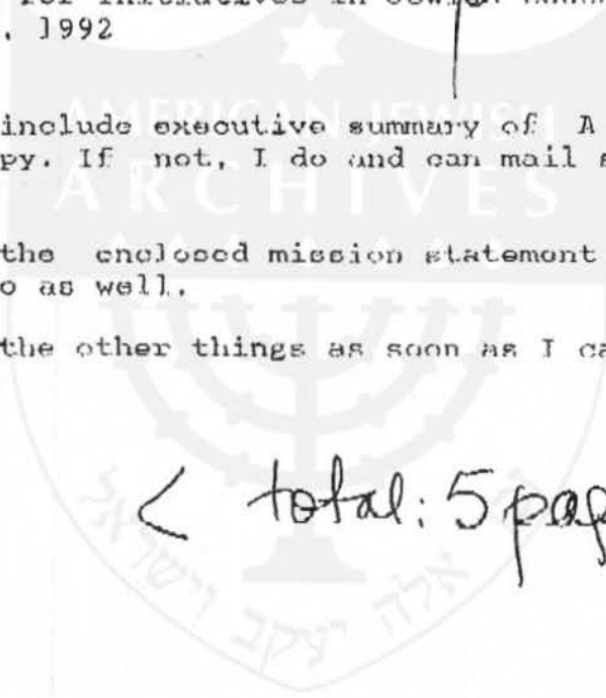


Suggest you include executive summary of A Time to Act- do you have clean copy. If not, I do and can mail so you can have real good copy.

Also look at the enclosed mission statement for the CIJE. Maybe that should go as well.

Will get you the other things as soon as I can...

< total: 5 pages >



To: Arthur Rotman

KMG
July 15, 1992

From: Annette Hochstein

Dear Art,

Re: CIJE - Workplan

Following our conversations I am sending you a brief overview of the work I believe the CIJE may want to undertake during the coming 12 months. This is not a detailed workplan, but I believe it can facilitate the preparation of the CIJE budget. It reflects the Commission's decisions: your joining the CIJE arena in a leadership capacity allows us to revert to the mandate and relate to all the recommendations. Some of this was neglected until now.

Assignments are just listed. It may be useful to read the document within the context of the paper we sent last week ("Lead Communities at work"). There is no reference here as to who will do what part of the work.

Shulamith and I have been exchanging views on work plans, timelines and budgets during the past several weeks and this document reflects that work too.

Hope this is helpful, and am of course available for any clarification or for further details.

Best Regards,

Annette

DRAFT FOR DISCUSSION ONLY

The CIJE -- Preliminary workplan

1992/1993

A. Function, structure and staff assumptions

The following assumptions guide this plan:

a. The function of the CIJE is to do whatever necessary to bring about the implementation of the Commission's decisions. This includes initiating, being a catalyst and a facilitator. The CIJE is not a direct provider of services.

b. The CIJE is a mechanism of the North American Jewish Community for the development of Jewish education. Optimally an increasing number of leaders would see it as their organization for purposes of educational endeavors.

c. It will always be a small organization with few staff and high standards of excellence. We assume that its staff will include, in addition to the executive director and an administrative support staff, a planner and a chief education officer. Consultants will be used on an ad-hoc basis.

d. The plan is based on the assumption that the assignment includes fundraising for the CIJE and for the CIJE's contribution to Lead Communities.

B. Major areas of endeavor of the CIJE and suggested action in each area for the next 12 months (please note: areas 1,2, and 3 below must be dealt with both at the continental level and in Lead Communities) :

1. Community Mobilization and communications

Plan and launch the activities that will help mobilize communities, organizations and leaders to Jewish education and create more fertile grounds for access to the resources required. Two possible areas of endeavor are work with the 23 applicant communities to the Lead Communities project and launch of a communications program that will continue the work begun with the publication of "A Time to Act".

In too many quarters the work of the CIJE is not known, and this limits our effectiveness, particularly with reference to fundraising and community mobilization.

This area has not yet been planned and very limited work was done to date.

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In order to deal with the shortage of qualified educators a thoughtful plan needs to be prepared concerning actions that must be taken at the central or continental level. We have deferred dealing with issues such as a portable benefits plan, salary policies; what would it take to meet the shortage in terms of both pre-service and in-service training (beyond the grants to the training institutions) etc... In the course of the current year we may want to begin the planning the work.

3. Developing a Research capability

Two steps were taken so far: the development of two major research projects to support the development effort in Lead Communities (Holtz and Gamoran) and the preparation of a background paper by Dr. Isa Aron. In preliminary conversation it was suggested that we may hold off on further efforts in the immediate future.

4. Establishing Lead Communities

If, as anticipated, three Lead Communities are selected by late August, the bulk of the CIJE's work for this coming year, will be the pro-active efforts required to establish lead communities, to guide them and guarantee the content, the scope and the quality of implementation, and to help find funding for the Lead Communities.

The following is a list of the tasks - the first few are presented chronologically:

a) July - August: Selecting lead communities and gearing up:

- 1) Complete the selection process - site-visits, analysis, recommendations.
- 2) Board meeting - August 25th (Includes: preparation and distribution of materials, camper assignment, senior policy advisor meeting, preparatory staff meeting, etc...)
- 3) Ongoing: the two support projects: Best Practices and Monitoring, Evaluation, Feedback.
- 4) 1-2 day staff meeting to plan Board and the launch of Lead Communities.
- 5) Prepare written guidelines for Lead Communities, including planning guidelines, proposed agreement, descriptive materials.

- b) **September-November: Launch Lead Communities and continue gearing up**
- 1) Launch the dialogue with leadership in each Community towards an agreed upon process, the formulation of an agreement or contract, an understanding of the broad lines of the project
 - 2) Convene the first meeting of CIJE-Lead Communities ongoing planning seminar (see below) and develop means of networking between communities.
 - 3) Set up the various expert contributions of the CIJE:
 - a> Provide guidance to the planning and mobilization process (Community organization and ongoing trouble-shooting)
 - b> Negotiate with foundations, organizations and purveyors of programs (training institutions, JCCA and JESNA), the nature of their involvement and their contribution to Lead Communities. Begin training them for the assignment (I will elaborate separately)
 - c> Provide funding facilitation as required.
 - d> Provide planning guidance for:
 - 1> The self-study
 - 2> The one-year plan
 - 3> Pilot projects to be launched in year 1
 - 4> The five-year plan
 - e> Complete plans for the introduction of the Best Practices project and make educational consultants available to the communities
 - f> Introduce the monitoring and evaluation project in the community (field researcher to conduct preliminary interviews)
 - g> Provide guidance for the development of goal-statements (with the Mandel Institute and the training institutions.
 - h> Appoint a key staff consultant for each community?
 - 4) Develop means of communications and p.r.
 - c) **Ongoing:**
 - 1) Board Meetings and camper assignment (2-4 times per year)
 - 2) Advisory group meetings or conference calls (now twice a month. With MLM)
 - 3) Monthly CIJE-Lead Communities planning seminar
 - 4) Communications
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 - 6) Staff meetings (for planning and discussion of educational content: twice a year with Mandel Institute)
 - 7) Guidance to key projects (Mandel Institute)

C. Fall Seminar -- Preliminary Outline

A major event to socialize, set the terms, create the dialogue, start work.

The components might be as follows:

-- General meeting of CIJE and lead community representatives re- the project in general and CIJE contribution. Includes CIJE and Lead Community Lay leadership.

-- Communities introduce themselves, their views, hopes, ideas, past achievements, etc..

-- Lay leaders to lay-leaders -- issues of funding and community mobilization

-- Vision and goals: presentation and illustration (followed by work with representatives of the training institutions and others -- who will be leading this effort)

-- Professionals, educators, rabbis: discussion of the project, the process, getting to work

-- The Best Practices project: presentation and discussion -- includes consultants on content

-- Monitoring, Evaluation and Feedback :same

-- The first year:

-- self study

-- pilot projects

-- one year plan

-- five year plan

-- The ongoing CIJE seminar

-- networking among Lead Communities

-- Day-long Meeting with Organizations, purveyors of programs and Programmatic Foundations: -- discuss specific interests and projects:

-- in-service training programs

-- CAJE

-- JESNA

-- JCCA

-- the Melton mini-school

-- the CRB Foundation

-- perhaps Evans

-- etc..

-- Closing session and discussion of next steps

To: Arthur Rotman

September 15, 1992

From: Annette Hochstein

Dear Art,

Re: CIJE - Workplan

Following his conversation with you Seymour suggested that a somewhat expanded workplan for the CIJE - with an emphasis on Lead Communities might be useful at this time.

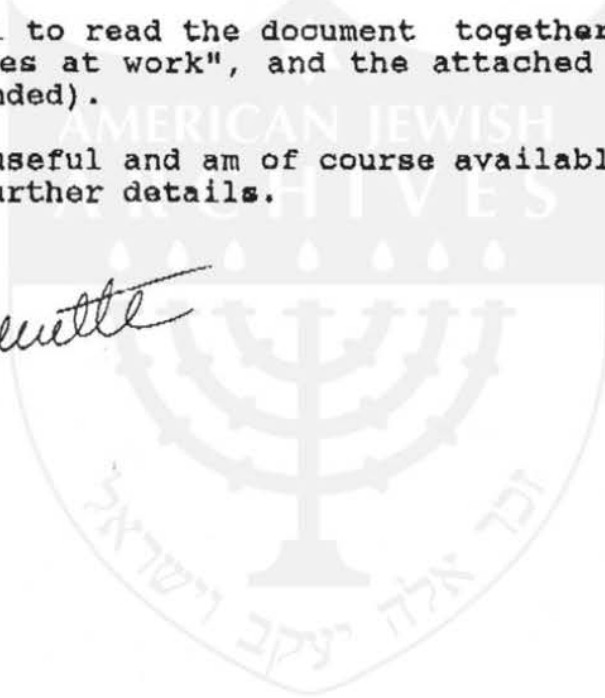
The document reflects the Commission's recommendations, some of which have not yet been addressed or have been addressed in a limited way (Building the Profession; developing a research capability; addressing the Community support issue)

It may be useful to read the document together with the document "Lead Communities at work", and the attached very drafty timeline (both appended).

I hope this is useful and am of course available for any clarification or for further details.

Best Regards,

Annette



DRAFT FOR DISCUSSION ONLY

THE CIJE -- PRELIMINARY WORKPLAN

1992/1993

A. Function, structure and staffing assumptions

The following assumptions guide this plan:

a. The function of the CIJE is to do whatever necessary to bring about the implementation of the Commission's decisions. This includes initiating action, being a catalyst and a facilitator for implementation. The CIJE is not a direct provider of services.

b. The CIJE is a mechanism of the North American Jewish Community for the development of Jewish education. Optimally an increasing number of leaders would see it as their organization for purposes of educational endeavors.

c. It will always be a small organization with few staff and high standards of excellence. We assume that its staff will include, in addition to the executive director and an administrative support staff, a planner and a chief education officer as well as possibly some addition staff with content expertise.

d. The plan is based on the assumption that the assignment includes fundraising for the CIJE and for the CIJE's contribution to Lead Communities.

B. Establishing Lead Communities

The bulk of the CIJE's work for this coming year, will be the pro-active efforts required to establish lead communities, to guide them and guarantee the content, the scope and the quality of implementation, and to help raise the necessary funds for the CIJE's share in their work, as well as for the Lead Communities themselves (the CIJE's role in funding was debated at the August meetings -- I am not sure that this formulation accurately reflects the debate).

C. Elements of the workplan for Lead Communities

Immediate: Preparation, negotiations and launch

1. Prepare written guidelines for Lead Communities (LC), including proposed agreement, planning guidelines, description of the project and of the CIJE's support role.

①

2. Prepare CIJE staff for the assignment with LC's and have periodic staff meetings for ongoing work. Items 1 and 2 involve further preliminary development of the concept of Lead Communities, its translation into specific content and practice.

3. Offer ongoing guidance and backing to the two support projects: Best Practices and Monitoring, Evaluation, Feedback.

4. Launch the dialogue with lay and professional leadership in each LC towards an understanding of the broad lines of the project, an agreed upon process for the project and the formulation of an agreement or contract. The chronology is to be determined. In particular we discussed the question of whether we ought to push for rapid, written agreement, or rather engage in a joint learning process that would lead to agreement when the Communities are more knowledgeable. Whatever the decision, the dialogue with communities would revolve around the concept of Lead Community, the terms of the project, the planning and decision-making process, the relationship with the CIJE - including funding and the two projects.

5. Work with educators and rabbis in the community: they usually have strong views, commitments and expectations on which we will want to build.

6. Convene an ongoing (monthly?) planning seminar of the Lead Communities and the CIJE to further develop and design the concept of LC's. Given the innovative and experimental nature of the project much needs to be worked out jointly, with the best available talent joining forces for the design and planning work. This will also provide a basis for networking among LC's.

The character of the first meeting, to be convened as soon as possible, is yet to be determined (e.g. should it be a major meeting aimed at socializing, acquainting, familiarizing the leadership (lay and professional) with the ideas, staff, actors, projects, foundations, related to the CIJE, or should it be a smaller meeting of several representatives of each community and of the CIJE (see appendix B for possible scenario).

7. Set up the various expert contributions of the CIJE:

a> Provide planning guidance and guidance for the community mobilization process (Community organization and ongoing troubleshooting). Prepare guidelines and discuss them with the communities. Assist as needed in the establishment of a strong planning group (committee, commission) with wall-to-wall representation.

b> Negotiate with foundations, organizations and purveyors of programs the nature of their involvement and their contribution to Lead Communities. Begin training them for the assignment (e.g. discuss the institutions of higher Jewish Learning their role in in-service and pre-service training, as well as their role for

the articulation of visions or goals of Jewish education; work with the JCCA, JESNA, CAJE, CLAL; approach program-oriented foundations with specific programs). This requires preparing background documents - for example what would the Israel experience be in a Lead Community - and discussing with the appropriate organization or foundation their interest in taking all or part of the program upon themselves.

c> Provide funding facilitation as required.

d> Provide planning guidance for:

- 1> The self-study
- 2> The one-year plan
- 3> Pilot projects to be launched in year 1
- 4> The five-year plan

e> Complete plans for the introduction of the Best Practices project into the community and make educational consultants available to the communities.

f> Introduce the monitoring and evaluation project in the community (field researchers to conduct preliminary interviews) and help process the findings of the periodic reports (first one in January 1993).

g> Provide guidance for the development of vision, mission, goal-statements at institutional and community levels.

h> Appoint a key staff consultant for each community, to mediate the content (community mobilization; building the profession) and make educational consultants available for specific needs (e.g. develop in-service training program for early childhood educators; re-invent a best-practice supplementary school model into the community).

i> Develop networking between communities

j> Develop means of communications and p.r.

8. Toward the end of the year: gear up towards implementation

Ongoing Work -- general CIJE and related to Lead Communities

- 1) Board Meetings (August and February), Executive group, Board Committees (Lead Communities, Monitoring/Evaluation, Best Practices) and camper assignments
- 2) Senior Advisory group meetings or conference calls
- 3) Monthly CIJE-Lead Communities planning seminar
- 4) Fundraising

- 5) Ongoing contacts with constituencies (organizations, purveyors of programs, foundations lay leaders, educators, rabbis)
- 6) Staff meetings (for planning and discussion of educational content: twice a year
- 7) Guidance to key projects
- 8) Networking with educators, organizations and institutions.
- 9) Plan the second and third years of the project.

C. Beyond Lead Communities:

Major areas of endeavor of the CIJE and suggested action in each area for the next 12 months (please note: areas 1,2, and 3 below must be dealt with both at the continental level and in Lead Communities) :

1. Community Mobilization and communications

Plan and launch the activities that will help mobilize communities, organizations and leaders to Jewish education and create more fertile grounds for access to the resources required (beyond the three communities selected). Areas of endeavor might include:

* work with the 23 applicant communities to the Lead Communities project (or with any differently defined large group of communities) to capitalize on good will, initial interests, local initiatives. This should initially include a very limited number of activities -- until the CIJE's workload permits more. For example, during the coming year one might convene once or twice representatives of the communities to share with them two topics: findings of the Best Practices project and methodology of the Monitoring, Evaluation Feedback project and meeting with programs and representatives of programmatic foundations (CRB for Israel; Melton for the adult mini-school; Revson for media; etc...)

* launch a communications program that will continue the work begun with the publication of "A Time to Act".

In too many quarters the work of the CIJE is not known. This limits our effectiveness, particularly with reference to fundraising, and misses on important opportunities for community mobilization.

This area has not yet been planned and very limited work was done to date.

2. Building the Profession of Jewish education

In order to deal with the shortage of qualified educators a thoughtful plan needs to be prepared concerning action required at the central or continental level. We have deferred dealing with issues such as a portable benefits plan, salary policies; what would it take to meet the shortage of qualified personnel in terms of both pre-service and in-service training (beyond the grants to the training institutions) etc...In the course of the current year we may want to begin the planning the work. (I believe this requires initially an in-house or commissioned planning piece).

3. Developing a Research capability

Two steps were taken so far: the development of two major research projects to support the development effort in Lead Communities (Holtz and Gamoran) and the preparation of a background paper by Dr. Isa Aron. We have not yet found financial support for this project.

4. Establishing Lead Communities (see above).



Fall Seminar -- Some Suggestions

9

An event to start work, inform, set the terms, create the dialogue.

The components might include:

1. General meeting of CIJE and lead community representatives re-the project in general and CIJE contribution. Includes CIJE and Lead Community Lay leadership. (10-20 people per community plus CIJE staff and consultants, as well as lay people for part of the meetings)

a. Communities introduce themselves, their views, hopes, ideas, past achievements, etc..

b. The CIJE introduces the present state of the Lead Community idea -- its evolution from the Commission to today. The notion of these communities as spearheads for systemic change -- for addressing the problems of Jewish education/continuity.

2. Lay leaders to lay-leaders -- issues of funding and community mobilization

3. Vision and goals: presentation and discussion followed by work with representatives of the training institutions and others who will be leading this effort.

4. Professionals, educators, rabbis: build upon their work, commitments, convictions.

a. discussion of the project, the process, getting to work

b. The Best Practices project: presentation and discussion-- includes consultants on content

c. Monitoring, Evaluation and Feedback :same

d. Planning :

- self study
- pilot projects
- one year plan
- five year plan

-- The ongoing CIJE seminar

5. networking among Lead Communities

6. Meetings with organizations, purveyors of programs and Programmatic Foundations: -- to discuss specific interests and projects:

- in-service training programs
- CAJE

- TEL 101
- JESNA
 - JCCA
 - the Melton mini-school
 - the CRB Foundation
 - etc..

7. Closing session and discussion of next steps



CIJE -- Workplan -- Draft

Task Name	Start	End	1992				1993												
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	D	
Lead Communities	15/Sep/92	02/Sep/93	[Solid bar]																
Launch Activities	15/Sep/92	02/Sep/93	[Solid bar]																
Prepare written guidelines	15/Sep/92	20/Oct/92	[Solid bar]																
Written agreement	15/Sep/92	30/Sep/92	[Solid bar]																
Planning guidelines	15/Sep/92	20/Oct/92	[Solid bar]																
Negotiate Agreement	15/Sep/92	30/Nov/92	[Solid bar]																
Present project to Community	15/Sep/92	01/Dec/92	[Solid bar]																
CIJE staff preparation	15/Sep/92	01/Dec/92	[Solid bar]																
Launch Monitoring	15/Sep/92	26/Aug/93	[Solid bar]																
Introduce in community	15/Sep/92	25/Sep/92	[Solid bar]																
Develop feedback loop	15/Sep/92	30/Nov/92	[Solid bar]																
Set terms for first report	15/Sep/92	27/Nov/92	[Solid bar]																
Feedback from findings	19/Jan/93	26/Aug/93	[Solid bar]																
Launch Best Practices	15/Sep/92	02/Sep/93	[Solid bar]																
introduce	15/Sep/92	30/Nov/92	[Solid bar]																
develop method	15/Sep/92	02/Sep/93	[Solid bar]																
provide consultants	15/Sep/92	02/Sep/93	[Solid bar]																
Vision project	15/Sep/92	31/Aug/93	[Solid bar]																
develop project	15/Sep/92	31/Aug/93	[Solid bar]																
work with IHJL etc..	15/Sep/92	26/Aug/93	[Solid bar]																
introduce in communities	16/Nov/92	26/Aug/93	[Solid bar]																
Convene first planning seminar	01/Dec/92	01/Dec/92	[Solid bar]																
Community process	15/Sep/92	26/Aug/93	[Solid bar]																
Work with educators, rabbis	15/Sep/92	27/Aug/93	[Solid bar]																
Planning guidance	15/Sep/92	26/Aug/93	[Solid bar]																
Self study	06/Nov/92	30/Apr/93	[Solid bar]																
First year plan	15/Sep/92	31/Dec/92	[Solid bar]																
Pilot projects	08/Feb/93	08/Feb/93	[Solid bar]																
Five year plan	01/Dec/92	26/Aug/93	[Solid bar]																
Work with foundations	15/Sep/92	26/Aug/93	[Solid bar]																
Work with program purveyors	15/Sep/92	26/Aug/93	[Solid bar]																
Work with national organizations	15/Sep/92	26/Aug/93	[Solid bar]																
Funding facilitation	15/Sep/92	26/Aug/93	[Solid bar]																

Sep 15, 92 22:40 P.10

TEL NO.

THE CIJE – PRELIMINARY WORKPLAN 1992/1993

A. Function, Structure and Staffing Assumptions

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1. The function of the CIJE is to do whatever is necessary to bring about the implementation of the Commission's ^{recommendations} decisions. This includes initiating action, being a catalyst and a facilitator for implementation. The CIJE is not a direct provider of services except consultations.
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The bulk of the CIJE's work for this coming year will be the pro-active efforts required to establish lead communities, to guide them and guarantee the content, the scope and the quality of implementation, and to help raise the necessary funds for the CIJE's share in their work, as well as for the lead communities themselves (the CIJE's role in funding was debated at the August meetings—I am not sure that this formulation accurately reflects the debate).

C. Elements of the Workplan for Lead Communities

● *Immediate: Preparation, Negotiations and Launch*

1. Prepare written guidelines for lead communities (LC), including proposed agreement, planning guidelines, description of the project and of the CIJE's support role.
2. Prepare CIJE staff for the assignment with LCs and have periodic staff meetings for ongoing work. Items 1 and 2 involve further preliminary development of the concept of Lead Communities, its translation into specific content and practice.
3. Offer ongoing guidance and backing to the two support projects: Best Practices and Monitoring, Evaluation and Feedback.
4. Launch the dialogue with lay and professional leadership in each LC towards an understanding of the broad lines of the project, an agreed-upon process for the project and the formulation of an agreement or contract. The chronology is to be determined. **IN** particular, we discussed the question of whether we ought to push for rapid, written agreement, or rather engage in a joint learning process that would lead to agreement when the communities are more knowledgeable. Whatever the decision, the dialogue with the communities would revolve around the concept of Lead Community, the terms of the project, the planning and decisionmaking process, the relationship with the CIJE — including funding and the two projects.
5. Work with educators and rabbis in the community: they usually have strong views, commitments and expectations on which we will want to build.
6. Convene an ongoing (monthly?) planning seminar of the lead communities and the CIJE to further develop and design the concept of LCs. Given the innovative and experimental nature of the project, much needs to be worked out jointly with the best available talent joining forces for the design and planning work. This will also provide a basis for networking among LCs.

The character of the first meeting, to be convened as soon as possible, is yet to be determined (e.g., should it be a major meeting aimed at socializing, acquainting, familiarizing the leadership (lay and professional) with the ideas, staff, actors, projects, foundations, related to the CIJE; or should it be a smaller meeting of several representatives of each community and of the CIJE (see appendix B for possible scenario).

7. Set up the various expert contributions of the CIJE:
 - a) Provide planning guidance and guidance for the community mobilization process (community organization and ongoing trouble-shooting). Prepare guidelines and

- discuss them with the communities. Assist as needed in the establishment of a strong planning group (committee, commission), with wall-to-wall representation.
- b) Negotiate with foundations, organizations and purveyors of programs the nature of their involvement and their contribution to lead communities. Begin training them for the assignment (e.g., discuss the institutions of higher Jewish learning, their role in in-service and pre-service training, as well as their role for the articulation of visions or goals of Jewish education; work with the JCCA, JESNA, CAJE, CLAL; approach program-oriented foundations with specific programs). This requires preparing background documents—for example, what would the Israel experience be in a lead community—and discussing with the appropriate organization or foundation their interest in taking all or part of the program upon themselves.
 - c) Provide funding facilitation as required.
 - d) Provide planning guidance for:
 - 1) The self-study
 - 2) The one-year plan
 - 3) Pilot projects to be launched in year 1
 - 4) The five-year plan
 - e) Complete plans for the introduction of the Best Practices project into the community and make educational consultants available to the communities.
 - f) Introduce the Monitoring and Evaluation project in the community (field researchers to conduct preliminary interviews) and help process the findings of the periodic reports (first one in January 1993).
 - g) Provide guidance for the development of vision-, mission-, goal- statements at institutional and community levels.
 - h) Appoint a key staff consultant for each community to mediate the content (community mobilization; building the profession) and make educational consultants available for specific needs (e.g., develop in-service training programs for early childhood educators; re-invent a best practice supplementary school model into the community).
 - i) Develop networking between communities.
 - j) Develop means of communications and P.R.
8. Toward the end of the year: gear-up towards implementation

- **Ongoing Work—General CIJE and Related to Lead Communities**

- 1) Board meetings (August and February), executive group, board committees (lead communities, Monitoring/Evaluation, Best Practices) and camper assignments.
- 2) Senior advisory group meetings or conference calls.
- 3) Monthly CIJE-lead communities planning seminar.
- 4) Fundraising.
- 5) Ongoing contacts with constituencies (organizations, purveyors of programs, foundations, lay leaders, educators, rabbis).
- 6) Staff meetings (for planning and discussion of educational content—twice a year).
- 7) Guidance to key projects.
- 8) Networking with educators, organizations and institutions.
- 9) Plan the second and third years of the project.

D. Beyond Lead Communities:

Major areas of endeavor of the CIJE and suggested action in each area for the next 12 months (please note: areas 1, 2, and 3 below must be dealt with both at the continental level and in lead communities).

1. *Community mobilization and communications*

Plan and launch the activities that will help mobilize communities, organizations and leaders to Jewish education and create more fertile grounds for access to the resources required (beyond the three communities selected). Areas of endeavour might include:

- Work with the 23 applicant communities to the Lead Communities Project (or with any differently defined large group of communities) to capitalize on goodwill, initial interests, local initiatives. This should initially include a very limited number of activities—until the CIJE's work load permits more. For example: during the coming year one might convene once or twice representatives of the communities to share with them two topics
 - findings of the Best Practices Project and methodology of the Monitoring, Evaluation and Feedback Project
 - and meetings with programs and representatives of programmatic foundations (CRB for Israel; Melton for the adult mini-school; Revson for media; etc.).

- Launch a communications program that will continue the work begun with the publication of *A Time to Act*.

In too many quarters the work of the CIJE is not known. This limits our effectiveness, particularly with reference to fundraising, and misses on important opportunities for community mobilization.

This area has not yet been planned and very limited work was done to date.

2. *Building the profession of Jewish education*

In order to deal with the shortage of qualified educators a thoughtful plan needs to be prepared concerning action required at the central or continental level. We have deferred dealing with issues such as a portable benefits plan, salary policies, what would it take to meet the shortage of qualified personnel in terms of both pre-service and in-service training (beyond the grants to the training institutions), etc. In the course of the current year we may want to begin planning of the work. (I believe this requires initially an in-house or commissioned planning piece.)

3. *Developing a research capability*

Two steps were taken so far: the development of two major research projects to support the development effort in lead communities (Holtz and Gamoran) and the preparation of a background paper by Dr. Isa Aron. We have not yet found financial support for this project.

4. *Establishing lead communities*

(See above).

January 26, 1993

Fall Seminar – Some Suggestions

An event to start work, inform, set the terms, create the dialogue.

The components might include:

1. General meeting of CIJE and lead community representatives re: the project in general and the CIJE's contribution. Includes CIJE and lead community lay leadership (10-20 people per community plus CIJE staff and consultants, as well as lay people for part of the meetings).
 - a. Communities introduce themselves, their views, hopes, ideas, past achievements, etc.
 - b. The CIJE introduces the present state of the lead community idea – its evolution from the Commission to today. The notion of these communities as spearheads for systemic change – for addressing the problems of Jewish education/continuity.
2. Lay leaders to lay leaders – issues of funding and community mobilization.
3. Vision and goals: presentation and discussion followed by work with representatives of the training institutions and others who will be leading this effort.
4. Professionals, educators, rabbis: build upon their work, commitments, convictions.
 - a. Discussion of the project, the process, getting to work.
 - b. The Best Practices Project: presentation and discussion – includes consultants on content.
 - c. Monitoring, Evaluation and Feedback: same.
 - d. Planning:
 - *self-study*
 - *pilot projects*
 - *one year plan*
 - *five year plan*
 - *the ongoing CIJE seminar*
5. Networking among lead communities.

6. Meetings with organizations, purveyors of programs and programmatic foundations: to discuss specific interests and projects
 - *in-service training programs*
 - *CAJE*
 - *JESNA*
 - *JCCA*
 - *the Melton mini-school*
 - *the CRB foundation*
 - *etc.*
7. Closing session and discussion of next steps.



CIJE -- Workplan -- Draft

Task Name	Start	End	1992				1993												
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	D	
Lead Communities	15/Sep/92	02/Sep/93	[Task bar]																
	15/Sep/92	15/Sep/92	[Task bar]																
Launch Activities	15/Sep/92	02/Sep/93	[Task bar]																
Prepare written guidelines	15/Sep/92	20/Oct/92	[Task bar]																
Written agreement	15/Sep/92	30/Sep/92	[Task bar]																
Planning guidelines	15/Sep/92	20/Oct/92	[Task bar]																
Negotiate Agreement	15/Sep/92	30/Nov/92	[Task bar]																
Present project to Community	15/Sep/92	01/Dec/92	[Task bar]																
CIJE staff preparation	15/Sep/92	01/Dec/92	[Task bar]																
Launch Monitoring	15/Sep/92	26/Aug/93	[Task bar]																
Introduce in community	15/Sep/92	25/Sep/92	[Task bar]																
Develop feedback loop	15/Sep/92	30/Nov/92	[Task bar]																
Set terms for first report	15/Sep/92	27/Nov/92	[Task bar]																
Feedback from findings	19/Jan/93	26/Aug/93	[Task bar]																
Launch Best Practices	15/Sep/92	02/Sep/93	[Task bar]																
Introduce	15/Sep/92	30/Nov/92	[Task bar]																
develop method	15/Sep/92	02/Sep/93	[Task bar]																
provide consultants	15/Sep/92	02/Sep/93	[Task bar]																
Vision project	15/Sep/92	31/Aug/93	[Task bar]																
develop project	15/Sep/92	31/Aug/93	[Task bar]																
work with IHJL etc..	15/Sep/92	26/Aug/93	[Task bar]																
introduce in communities	16/Nov/92	26/Aug/93	[Task bar]																
Convene first planning seminar	01/Dec/92	01/Dec/92	[Task bar]																
Community process	15/Sep/92	26/Aug/93	[Task bar]																
Work with educators, rabbis	15/Sep/92	27/Aug/93	[Task bar]																
Planning guidance	15/Sep/92	26/Aug/93	[Task bar]																
Self study	06/Nov/92	30/Apr/93	[Task bar]																
First year plan	15/Sep/92	31/Dec/92	[Task bar]																
Pilot projects	08/Feb/93	08/Feb/93	[Task bar]																
Five year plan	01/Dec/92	26/Aug/93	[Task bar]																
Work with foundations	15/Sep/92	26/Aug/93	[Task bar]																
Work with program purveyors	15/Sep/92	26/Aug/93	[Task bar]																
Work with national organizations	15/Sep/92	26/Aug/93	[Task bar]																
Funding facilitation	15/Sep/92	26/Aug/93	[Task bar]																

NOTES TOWARDS CIJE WORKPLAN 1993-1994: ITERATION 2

1. This document is a first attempt to articulate tasks over time for the CIJE for 1993-94.
2. It is intended for staff discussion in New York (August 19-20); discussion with the lead community partners (August 23-24); and for presentation, in gross form, to the Executive of the CIJE.
3. It takes those outcomes for July 1994 which were projected in June 1993 and plans them within a timeline.
4. When this plan is approved, it will form the basis for detailed workplans for:
 - Each LC
 - Each staff member
 - Each assignment.



AMERICAN JEWISH
ARCHIVES
A CODE (for individual responsibility)

Δ	=	Milestones/Benchmarks
ADH	=	Alan Hoffmann
ARH	=	Annette Hochstein
SF	=	Seymour Fox
BH	=	Barry Holtz
GD	=	Gail Dorf
SHH	=	Steve Hoffmann
AG	=	Adam Gamoran
EG	=	Ellen Goldring
VFL	=	Virginia Levi

THE CIJE – PRELIMINARY WORKPLAN 1992/1993

A. Function, Structure and Staffing Assumptions

The following assumptions guide this plan:

1. The function of the CIJE is to do whatever is necessary to bring about the implementation of the Commission's decisions. This includes initiating action, being a catalyst and a facilitator for implementation. The CIJE is not a direct provider of services except consultations.
2. The CIJE is a mechanism of the North American Jewish community for the development of Jewish education. Optimally an increasing number of leaders would see it as their organization for purposes of educational endeavours.
3. It will always be a small organization with few staff and high standards of excellence. We assume that its staff will include, in addition to the Executive Director, and an administrative support staff, a planner, a chief education officer, a director of research and community projects, as well as possibly some additional staff with content expertise.
4. The plan is based on the assumption that the assignment includes fundraising for the CIJE and for the CIJE's contribution to Lead Communities.

B. Establishing Lead Communities

The bulk of the CIJE's work for this coming year will be the pro-active efforts required to establish lead communities, to guide them and guarantee the content, the scope and the quality of implementation, and to help raise the necessary funds for the CIJE's share in their work, as well as for the lead communities themselves (the CIJE's role in funding was debated at the August meetings – I am not sure that this formulation accurately reflects the debate).

C. Elements of the Workplan for Lead Communities

● *Immediate: Preparation, Negotiations and Launch*

1. Prepare written guidelines for lead communities (LC), including proposed agreement, planning guidelines, description of the project and of the CIJE's support role.
2. Prepare CIJE staff for the assignment with LCs and have periodic staff meetings for ongoing work. Items 1 and 2 involve further preliminary development of the concept of Lead Communities, its translation into specific content and practice.
3. Offer ongoing guidance and backing to the two support projects: Best Practices and Monitoring, Evaluation and Feedback.
4. Launch the dialogue with lay and professional leadership in each LC towards an understanding of the broad lines of the project, an agreed-upon process for the project and the formulation of an agreement or contract. The chronology is to be determined. IN particular, we discussed the question of whether we ought to push for rapid, written agreement, or rather engage in a joint learning process that would lead to agreement when the communities are more knowledgeable. Whatever the decision, the dialogue with the communities would revolve around the concept of Lead Community, the terms of the project, the planning and decisionmaking process, the relationship with the CIJE — including funding and the two projects.
5. Work with educators and rabbis in the community: they usually have strong views, commitments and expectations on which we will want to build.
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August 1, 1992

MONITORING, EVALUATION, AND FEEDBACK IN LEAD COMMUNITIES -- TENTATIVE PLAN OF WORK FOR 1992-93

I. CONTENT

For Lead Communities, 1992-93 will be a planning year. The agenda for the evaluation project is to raise questions that will (a) stimulate and assist the planning process; (b) enumerate the goals that Lead Communities intend to address; and (c) identify current practice so that progress towards goals can be assessed in the future. Broadly, the field researchers will raise three questions:

- (1) What are the visions for change in Jewish education held by members of the communities? How do the visions vary across different individuals or segments of the community? How vague or specific are these visions? To what extent do these visions crystallize over the course of the planning year (1992-1993)?
- (2) What is the extent of community mobilization for Jewish education? Who is involved, and who is not? How broad is the coalition supporting the CIJE's efforts? How deep is participation within the various agencies? For example, beyond a small core of leaders, is there grass roots involvement in the community? To what extent is the community mobilized financially as well as in manpower?
- (3) What is the nature of the professional life of educators in this community? Under what conditions do teachers and principals work? For example, what are their salaries, and their degree of satisfaction with salaries? Are school faculties cohesive, or fragmented? Do principals have offices? What are the physical conditions of classrooms? Is there administrative support for innovation among teachers?

Visions of reform. The issue of goals was not addressed in A Time To Act. The commission report never specified what changes should occur as a result of improving Jewish education, beyond the most general aim of Jewish continuity. Specifying goals is a challenging enterprise given the diversity within the Jewish community. Nonetheless, the Lead Communities project cannot advance -- and it certainly cannot be evaluated -- without a compilation of the desired outcomes.

For purposes of the evaluation project, we will take goals to mean outcomes that are desired within the Lead Communities. We anticipate uncovering multiple goals, and we expect persons in different segments of the community to hold different and sometimes conflicting preferences. Our aim is not to adjudicate among competing goals, but to uncover and spell out the visions for change that are held across the community. To some extent, goals that emerge in Lead Communities will be clearly stated by participants. Other goals, however, will be implicit in plans and projects, and

the evaluation team will need to tease them out. The evaluation project will consider both short-term and long-term goals.

Another reason for focusing on visions is that a lack of clear goals has hindered the success of many previous reform efforts in general education. For example, the New Futures Initiative, an effort by the Casey Foundation to invigorate educational and community services in four inner-city communities, was frustrated by poor articulation between broad goals and specific programs. Although the communities were mobilized for reform, the connections between community leaders and front-line educators did not promote far-reaching programs for fundamental changes. New programs were generally supplemental, and they tended to produce superficial changes.

Questions related to visions include asking about anticipated obstacles, about overcoming barriers between segments of the Jewish community, and about how participants foresee moving from goals to implementation. By asking questions about visions, the evaluation project will not only document goals, but will help persons at all levels of the Lead Communities project -- lay leaders, parents, educators, and other Jewish professionals -- to think about their visions of the future. This process may lead to interactive thinking about goals, and may help the communities avoid purely top-down or bottom-up strategies.

It will be important to consider the concreteness of the visions in each community. Do the visions include a concept of implementation, or do ideas about goals remain abstract? Do participants recognize a link between their visions of change and the structure they have established to bring about change?

Community mobilization. According to A Time To Act, mobilizing community support for Jewish education is a "building block" of the Lead Communities Project, a condition that is essential to the success of the endeavor. This involves recruiting lay leaders and educating them about the importance of education, as well as increasing the financial resources that are committed to education. The Report quotes one commissioner as saying, "The challenge is that by the year 2000, the vast majority of these community leaders should see education as a burning issue and the rest should at least think it is important. When this is achieved...money will be available to finance fully the massive program envisioned by the Commission (p.64)."

Recent advances in educational theory also emphasize the importance of community-wide, "systemic" reform instead of innovations in isolated programs. Educational change is more likely to succeed, according to this view, when it occurs in a broad, supportive context, and when there is widespread consensus on the importance of the enterprise. Hence, an important issue for the evaluation of Lead Communities is the breadth and depth of participation in the project. What formal and informal linkages exist among the various agencies of the community? Which agencies participate in the visions of change that have been articulated?

As part of their applications Lead Communities are proposing planning processes for the first year of work. In studying mobilization in the communities, we need to observe how this planning process unfolds. Is the stated design followed? Are departures from initial plans helpful or harmful? Is there broad participation? Are the planners developing thoughtful materials? We will need to describe the decision-making process. Is it open or closed? Are decisions pragmatic or wishful?

The professional lives of Jewish educators. Enhancing the profession of Jewish education is the second critical building block specified in A Time To Act. The Report claims that fundamental improvement in Jewish education is not possible without radical change in areas such as recruitment, training, salaries, career tracks, and empowerment of educators. Hence, the evaluation project will establish baseline conditions which can serve as standards for comparison in future years.

Field research may center on characteristics and conditions of educators including background and training, salaries, and degree of satisfaction with salaries; school facilities; cohesiveness of school faculties; administrative support for innovation; and so on. Additionally, we will observe a subset of educational programs that are in place as the Lead Communities project begins. These observations will be used as baseline data for comparative purposes in subsequent years. We will try to consider programs which, according to the visions articulated in the community, seem ripe for change.

II. METHODS

In the long term (e.g., four years?), it is possible to think about quantitative assessment of educational change in Lead Communities. This assessment would involve limited surveys that would be administered in 1993-94 and repeated perhaps every two years. For the present, the evaluation project will make only limited use of quantitative data, relying mainly on information gathered by the community itself, such as participation rates, trends in funding, teacher turnover, etc. The bulk of the assessment carried out by the evaluation project, at least during the first two years, will emphasize qualitative assessment of the process of change in Lead Communities. The main methodological tools will be interviews and observations.

Snowball sampling for interviews. A "snowball" technique for selecting interview respondents appears appropriate here. In this approach, the researcher identifies an initial group of respondents, and adds to the list of subjects by asking each interviewee to suggest additional respondents. At some point in an interview, for example, the researcher might ask, "Who else is involved in (program x)? Who else is a leader in this area in this community?" Subsequently, the researcher interviews some of those named by previous subjects, particularly if new subjects are named by more than one previous informant.

In the snowball approach, it is important to begin with multiple starting points, so that one does not become confined to a narrow clique within the community. We might use the following three starting points from which we would snowball outward:

- (1) Key actors identified in the Lead Communities proposal from each community.
- (2) A list of leaders of all community organizations that are involved in education, possibly prepared by the head of the local Jewish federation. The list must include leaders of any organizations that are not participating in the Lead Communities project.
- (3) Random samples of educators and lay persons not included in (1) or (2).

These samples should clarify the social ecology of the Jewish community.

Aims of evaluation. The purpose of the evaluation, especially in the first two years, is weighted more towards developing policy than towards program accountability. Feedback on the process is seen as much more important than summative evaluation at the present time. We suspect that most Jewish educators recognize that Jewish education is not succeeding, and will understand that the field researchers are not there to document their failures. Instead, the field researchers can serve the educators and their communities by helping them reflect on their situations and by serving as mirrors in which their programs can be viewed alongside their goals.

In one sense, the evaluation project does emphasize accountability. By the end of the first year, Lead Communities are expected to have well-articulated visions for change, and implementation plans developed. The evaluation project will help judge whether the processes within the Lead Communities are leading towards these outcomes, and will assess progress toward these general goals in the spring of 1993.

**TOWARDS THE IMPLEMENTATION OF THE RECOMMENDATIONS OF THE
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA:
THE COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

LEAD COMMUNITY PROJECT

The Lead Community: A Concept, A Process, A Place

An Overview and Basic Conceptions

A Lead Community is a concept, a process and a place - a community engaged in planning for a comprehensive, far-reaching and systematic improvement of Jewish education.

The CIJE and the Lead Community

Several lead communities will be established and each will enter a partnership with the CIJE committing itself to develop and implement a specific plan of programs and projects in the community.

Content

The community plan must include elements designed to address the 'enabling options' - professional development programs for all educators, recruitment and involvement of key lay leadership and enhanced use of Israel experiences as an educational resource.

Programs

The communities should undertake programmatic initiatives most suited to meet local needs and resources and likely to have a major impact on the scope and quality of Jewish education in the community.

Monitoring, Evaluation, and Feed-back

Community plans and projects should be carefully monitored and evaluated and feedback provided on an ongoing basis.

Appendix: Recruitment and Selection of Lead Communities

Basic Conceptions

1. The process of change is gradual. A long term project is being undertaken by the CIJE. The Lead Community Project is a means of bringing about meaningful change in Jewish education in North America by addressing those elements thought to be most critical to improvement.
2. Without community support for Jewish education and an approach to deal with the shortage of qualified personnel no systemic change is likely. These are the "building blocks or enabling options" identified by the Commission.
3. The initiative for bringing about community change should come from the local community itself.
4. Each local community will be encouraged to strengthen existing programs and to develop innovative and experimental programs to expand thinking beyond existing ideas and approaches.
5. A local planning mechanism will be responsible for generating plans and ideas and designing programs that have the support of a coalition of the stakeholders-- key institutions and individuals.
4. In order for a community plan for change to be valid and effective it should fulfill two conditions:
 - It must be comprehensive and of sufficient scope to have significant impact on the overall profile of Jewish education.
 - It must ensure high standards of quality. This can be accomplished with the assistance of experts in the field, careful and thorough planning, and appropriate evaluation procedures.
5. The CIJE will assist in designing and field-testing solutions to local problems through the professional and technical support of its staff and consultants and the assistance of the many resources of its co-sponsors-- the Council of Jewish Federations (CJF), the Jewish Community Center Association (JCCA) and the Jewish Educational Services of North America (JESNA)-- the national training institutions, the denominations and the local, regional, and national organizations.

The CIJE and the Lead Community

A coalition of the majority of the local educational institutions should be required to undertake a planning process and to make a commitment to recruit outstanding lay leadership so as to establish a supportive community climate to ensure the success of the plan.

Based on the specific needs of the community and the resources available for implementation each community should propose a specific program that it believes will make a significant impact on the scope and quality of Jewish education.

The CIJE should offer each lead community:

- professional guidance by staff and consultants
- on-going consultation on content and process issues
- liaison to continental and international resources
- facilitation of funding for special projects through the CIJE's relationship with foundations
- assistance in the recruitment of community leadership
- Best Practice Project
- Monitoring, Evaluation and Feed-back

Each community should make specific programmatic choices selected by mutual agreement from a menu prepared by the CIJE. The CIJE menu will include required and optional elements.

The required elements will include:

- activities to "build the profession" including in-service education for all personnel
- recruitment and involvement of outstanding lay leaders for "community support" of Jewish education
- maximum use of Best Practices so as to strengthen existing programs
- additional and enhanced Israel experience programs

Personnel Development:

Communities should develop and implement a plan for the recruitment and training of personnel and for activities to "build the profession". The plan should consider the community's varied settings for formal and informal Jewish education and plan for pre-service and in-service activities for teachers, principals, rabbis and all personnel working in the field, either as professionals or as avocational educators. It should include a plan to recruit and train previously under-utilized community human resources.

Specific examples of personnel development activities include the development of policies and programs to improve salaries and benefits, to develop new career paths and to empower educators by creating new roles for educators in decision-making in schools and in the community.

The CIJE will recommend elements of an effective personnel development program and assist communities in the planning and implementation stages.

Community Support:

Each lead community should launch a major effort at building community support. What is required is leadership at the congregational/school, agency board level and Federation levels. This requirement includes the recruitment of top leadership for financial support for Jewish education so as to create a supportive community climate to influence funding decisions and provide effective leadership for lead community activities.

Some possible approaches to developing stronger leadership have been identified. They include:

- improving the status of leadership in Jewish education
- providing mentors for younger leadership from among the well-established and influential community leadership
- training of school and agency boards through a community based training program
- recruiting leadership from active adult learners
- community leadership development programs designed specifically for Jewish educational leadership

Among the specific activities that should be considered is the adoption of a formal agenda for COMMUNITY SUPPORT that includes:

- new financial commitments with specific appropriate approaches to local fund-raising
- establishment of a formal education "lobby"
- development of regional or inter-communal networks
- formalization of lay-professional dialogues
- public relations efforts

Optional elements may include the enrichment and/or modification of existing programs and the development of innovative and experimental programs for a variety of settings.

The CIJE should formalize its relationship with each lead community specifying the programs/projects to be implemented - the goals, anticipated outcomes, and the additional human and financial resources that the community will make available. The agreement should likewise specify the support that can be expected from the CIJE.

The CIJE should provide each lead community with timely feed-back through the study of programs and projects. At a later stage, the successful programs may be offered to additional communities for replication or modification in other settings. Others may be dropped altogether.

Content

A wide variety of possible options reflecting the commitments, concerns and interests of the commissioners were considered - any one of which could have served as the basis for the Commission's agenda. It was recognized that the options could be usefully divided into two large categories: enabling options and programmatic options.

The Commission decided to focus its work initially on two enabling options as major approaches to change without which other program options were unlikely to achieve their goals. The enabling options are to "build the profession" so as to deal with the shortage of qualified personnel and "the community - its leadership, structures and funding" so as to provide the support essential for community change. Each community will be required first to plan for the "enabling options", the required elements of the community plan.

The Commission identified programmatic areas for intervention as a means to improving existing programs, strengthening institutions and developing innovative and experimental projects. The programmatic areas include the target populations (early childhood through senior citizens), settings and frameworks (informal and formal - e.g., schools, centers and camps) and specific content and methods.

Each community should choose the programmatic areas through which they plan to address these options.

"Enabling options" should be reflected in the programmatic areas selected by the community, those most suited to local needs and conditions.

Two examples help clarify the critical relationship between "enabling options" and specific programs.

- Training programs for principals improve schools.
- Individual schools benefit when supplementary school teachers participate in required in-service training programs.

"As the Lead Communities begin to develop their plans of action the Best Practices inventory would offer a guide to successful programs/sites/curricula which could be adopted in the Lead Communities." (The Best Practices Project by Dr. Barry W. Holtz). Thus a community choosing to undertake a specific program/project will be offered models of successful programs/projects by the CIJE so as to incorporate experience in the field in planning and decision making. The community can then either replicate, modify or develop unique programs, keeping in mind the standards set by these models.

Monitoring, Evaluation, and Feedback

Ongoing monitoring of progress -- collection and analysis of data -- should assist community leaders, planners and educators to improve and adjust implementation activities in the communities.

The CIJE should establish an Evaluation Project to provide:

- ongoing monitoring of activities and elements of the community plan
- evaluation of progress in appropriate form/s
- a feedback loop(s) to "connect practical results with a process of rethinking, replanning and implementation"

Data will be collected locally and nationally to:

- evaluate the impact and effectiveness of individual programs
- evaluate the effectiveness of the Lead Community Concept as a model for change
- create indicators and a data base to serve as the basis for an ongoing assessment of Jewish education in North America.

It is anticipated that this work may contribute to a periodic "State of Jewish Education Report" as recommended by the Commission.

Research findings provided through the feedback loop(s) will make information available on a continuous basis for decision-making purposes. The feedback loop(s) provide for the rapid exchange of knowledge and the ability to use information in both planning and practice. It is anticipated that this approach will result in ongoing adjustments and adaptations of plans.

UPDATE: NEXT STEPS

During its initial months the CIJE has succeeded in establishing a organization and infrastructure that is now ready to launch work on the recommendations of the Commission. The Senior Policy Advisors and the Board of Directors of the CIJE have held their initial meetings and reviewed preliminary papers and conceptions. The Education Officer has begun work on a full-time basis and a search is underway for the Executive Director and Senior Planner.

Two deliberations were held at the Mandel Institute in Jerusalem - January and July 1991- with CIJE staff, advisors and consultants. A working group of educators and planners has been formed to assist the CIJE in its work.

A first workplan for the CIJE and time line have been established that includes the following elements:

Establishing Lead Communities - as outlined in this paper

Undertaking a Best Practices Projects as outlined in the enclosed CIJE paper by Dr. Barry W. Holtz

A paper now being prepared towards the establishment of a research capability in North America

A project to building community support including the preparation of a strategic plan

Development of an approach to a continental strategy for preparing Jewish educators

Developing and launching a monitoring, evaluation and feedback program for the CIJE

Separate papers will be forthcoming on each of the above elements of the CIJE's program.

SRE
8/91

Appendix: The Recruitment and Selection of Lead Communities

The following approach has been proposed for the recruitment and selection of lead communities through a two round screening process.

Application and Selection

Round One: Request for Proposals (RFP)

Following a public announcement and communication to the local federation, which will include information about criteria and the selection process, communities will have six weeks to prepare a letter of intent which will be processed by CIJE staff, reviewed by Senior Policy Advisors and a committee of the Board of Directors.

Selection Criteria:

- A. City Size: minimum Jewish population of 15,000 to maximum Jewish population of 500,000
- B. Commitment
In the Letter of Intent the local federation will be asked to provide evidence of:
 - 1. the community's capability of a joint effort by all elements of the community
 - * 2. commitment to involve all stakeholders
 - 3. an existing planning process
 - 4. initiatives and progress in Jewish education in recent years (5 years)
 - * 5. a serious commitment of lay leadership
 - 6. potential to recruit strong community leaders
 - 7. potential for funding for lead community activities
 - 8. understanding of the importance of creating an environment conducive to innovation and experimentation
 - 9. commitment to developing personnel.
- * Letters of support should be included from a sampling of the stakeholders - educational and communal leaders.

Communities will be selected to participate in the second round.

Following discussion and approval by the Senior Policy Advisors and the Board of Directors, the CIJE staff will begin the recruitment process as outlined above.

Round Two: Formal Application

Communities selected for Round Two will be invited to send representatives to an informational seminar in preparation for Round Two and a more detailed application process that will include a site visit by CIJE staff upon receipt of the completed form.

Following screening by the CIJE staff, comments will be elicited from the Senior Policy Advisors and all applications, materials and comments will be reviewed by a committee of the Board of Directors and recommendations made for approval by the Board.

Timetable for Recruitment and Selection:

1. Requests for Proposals (RFP): early September 1991
2. Round One applications due: October 15, 1991
3. Decision by CIJE Board: mid November 1991
4. Seminar for Round Two Communities: early December 1991
5. Round Two applications due: late January 1992
6. Decision by CIJE Board: by March 1992



DRAFT FOR DISCUSSION ONLY.

THE CIJE -- PRELIMINARY WORKPLAN

1992/1993

2

A. Function, structure and staffing assumptions

The following assumptions guide this plan:

a. The function of the CIJE is to do whatever necessary to bring about the implementation of the Commission's decisions. This includes initiating action, being a catalyst and a facilitator for implementation. The CIJE is not a direct provider of services.

b. The CIJE is a mechanism of the North American Jewish Community for the development of Jewish education. Optimally an increasing number of leaders would see it as their organization for purposes of educational endeavors.

c. It will always be a small organization with few staff and high standards of excellence. We assume that its staff will include, in addition to the executive director and an administrative support staff, a planner and a chief education officer as well as possibly some addition staff with content expertise.

d. The plan is based on the assumption that the assignment includes fundraising for the CIJE and for the CIJE's contribution to Lead Communities.

B. Establishing Lead Communities

The bulk of the CIJE's work for this coming year, will be the re-active efforts required to establish lead communities, to guide them and guarantee the content, the scope and the quality of implementation, and to help raise the necessary funds for the CIJE's share in their work, as well as for the Lead Communities themselves (the CIJE's role in funding was debated at the August meetings -- I am not sure that this formulation accurately reflects the debate).

C. Elements of the workplan for Lead Communities

Immediate: Preparation, negotiations and launch

1. Prepare written guidelines for Lead Communities (LC), including proposed agreement, planning guidelines, description of the project and of the CIJE's support role.

2. Prepare CIJE staff for the assignment with LC's and have periodic staff meetings for ongoing work. Items 1 and 2 involve further preliminary development of the concept of Lead Communities, its translation into specific content and practice.

3. Offer ongoing guidance and backing to the two support projects: Best Practices and Monitoring, Evaluation, Feedback.

4. Launch the dialogue with lay and professional leadership in each LC towards an understanding of the broad lines of the project, an agreed upon process for the project and the formulation of an agreement or contract. The chronology is to be determined. In particular we discussed the question of whether we ought to push for rapid, written agreement, or rather engage in a joint learning process that would lead to agreement when the Communities are more knowledgeable. Whatever the decision, the dialogue with communities would revolve around the concept of Lead Community, the terms of the project, the planning and decision-making process, the relationship with the CIJE - including funding and the two projects.

5. Work with educators and rabbis in the community: they usually have strong views, commitments and expectations on which we will want to build.

6. Convene an ongoing (monthly?) planning seminar of the Lead Communities and the CIJE to further develop and design the concept of LC's. Given the innovative and experimental nature of the project much needs to be worked out jointly, with the best available talent joining forces for the design and planning work. This will also provide a basis for networking among LC's.

The character of the first meeting, to be convened as soon as possible, is yet to be determined (e.g. should it be a major meeting aimed at socializing, acquainting, familiarizing the leadership (lay and professional) with the ideas, staff, actors, projects, foundations, related to the CIJE, or should it be a smaller meeting of several representatives of each community and of the CIJE (see appendix B for possible scenario).

7. Set up the various expert contributions of the CIJE:

a> Provide planning guidance and guidance for the community mobilization process (Community organization and ongoing troubleshooting). Prepare guidelines and discuss them with the communities. Assist as needed in the establishment of a strong planning group (committee, commission) with wall-to-wall representation.

b> Negotiate with foundations, organizations and purveyors of programs the nature of their involvement and their contribution to Lead Communities. Begin training them for the assignment (e.g. discuss the institutions of higher Jewish Learning their role in in-service and pre-service training, as well as their role for

the articulation of visions or goals of Jewish education; work with the JCCA, JESNA, CAJE, CLAL; approach program-oriented foundations with specific programs). This requires preparing background documents - for example what would the Israel experience be in a Lead Community - and discussing with the appropriate organization or foundation their interest in taking all or part of the program upon themselves.

c> Provide funding facilitation as required.

d> Provide planning guidance for:

- 1> The self-study
- 2> The one-year plan
- 3> Pilot projects to be launched in year 1
- 4> The five-year plan

e> Complete plans for the introduction of the Best Practices project into the community and make educational consultants available to the communities.

f> Introduce the monitoring and evaluation project in the community (field researchers to conduct preliminary interviews) and help process the findings of the periodic reports (first one in January 1993).

g> Provide guidance for the development of vision, mission, goal-statements at institutional and community levels.

h> Appoint a key staff consultant for each community, to mediate the content (community mobilization; building the profession) and make educational consultants available for specific needs (e.g. develop in-service training program for early childhood educators; re-invent a best-practice supplementary school model into the community).

i> Develop networking between communities

j> Develop means of communications and p.r.

8. Toward the end of the year: gear up towards implementation

Ongoing Work -- general CIJE and related to Lead Communities

- 1) Board Meetings (August and February), Executive group, Board Committees (Lead Communities, Monitoring/Evaluation, Best Practices) and camper assignments
- 2) Senior Advisory group meetings or conference calls
- 3) Monthly CIJE-Lead Communities planning seminar
- 4) Fundraising

- 5) Ongoing contacts with constituencies (organizations, purveyors of programs, foundations lay leaders, educators, rabbis)
- 6) Staff meetings (for planning and discussion of educational content: twice a year
- 7) Guidance to key projects
- 8) Networking with educators, organizations and institutions.
- 9) Plan the second and third years of the project.

C. Beyond Lead Communities:

Major areas of endeavor of the CIJE and suggested action in each area for the next 12 months (please note: areas 1,2, and 3 below must be dealt with both at the continental level and in Lead Communities) :

1. Community Mobilization and communications

Plan and launch the activities that will help mobilize communities, organizations and leaders to Jewish education and create more fertile grounds for access to the resources required (beyond the three communities selected). Areas of endeavor might include:

* work with the 23 applicant communities to the Lead Communities project (or with any differently defined large group of communities) to capitalize on good will, initial interests, local initiatives. This should initially include a very limited number of activities -- until the CIJE's workload permits more. For example, during the coming year one might convene once or twice representatives of the communities to share with them two topics: findings of the Best Practices project and methodology of the Monitoring, Evaluation Feedback project and meeting with programs and representatives of programmatic foundations (CRB for Israel; Melton for the adult mini-school; Revson for media; etc...)

* launch a communications program that will continue the work begun with the publication of "A Time to Act".

In too many quarters the work of the CIJE is not known. This limits our effectiveness, particularly with reference to fundraising, and misses on important opportunities for community mobilization.

This area has not yet been planned and very limited work was done to date.

2. Building the Profession of Jewish education

In order to deal with the shortage of qualified educators a thoughtful plan needs to be prepared concerning action required at the central or continental level. We have deferred dealing with issues such as a portable benefits plan, salary policies; what would it take to meet the shortage of qualified personnel in terms of both pre-service and in-service training (beyond the grants to the training institutions) etc...In the course of the current year we may want to begin the planning the work. (I believe this requires initially an in-house or commissioned planning piece).

3. Developing a Research capability

Two steps were taken so far: the development of two major research projects to support the development effort in Lead Communities (Holtz and Gamoran) and the preparation of a background paper by Dr. Isa Aron. We have not yet found financial support for this project.

4. Establishing Lead Communities (see above).

Fall Seminar -- Some Suggestions

An event to start work, inform, set the terms, create the dialogue.

The components might include:

1. General meeting of CIJE and lead community representatives re- the project in general and CIJE contribution. Includes CIJE and Lead Community Lay leadership. (10-20 people per community plus CIJE staff and consultants, as well as lay people for part of the meetings)

a. Communities introduce themselves, their views, hopes, ideas, past achievements, etc..

b. The CIJE introduces the present state of the Lead Community idea -- its evolution from the Commission to today. The notion of these communities as spearheads for systemic change -- for addressing the problems of Jewish education/continuity.

2. Lay leaders to lay-leaders -- issues of funding and community mobilization

3. Vision and goals: presentation and discussion followed by work with representatives of the training institutions and others who will be leading this effort.

4. Professionals, educators, rabbis: build upon their work, commitments, convictions.

a. discussion of the project, the process, getting to work

b. The Best Practices project: presentation and discussion-- includes consultants on content

c. Monitoring, Evaluation and Feedback :same

d. Planning :

- self study
- pilot projects
- one year plan
- five year plan

-- The ongoing CIJE seminar

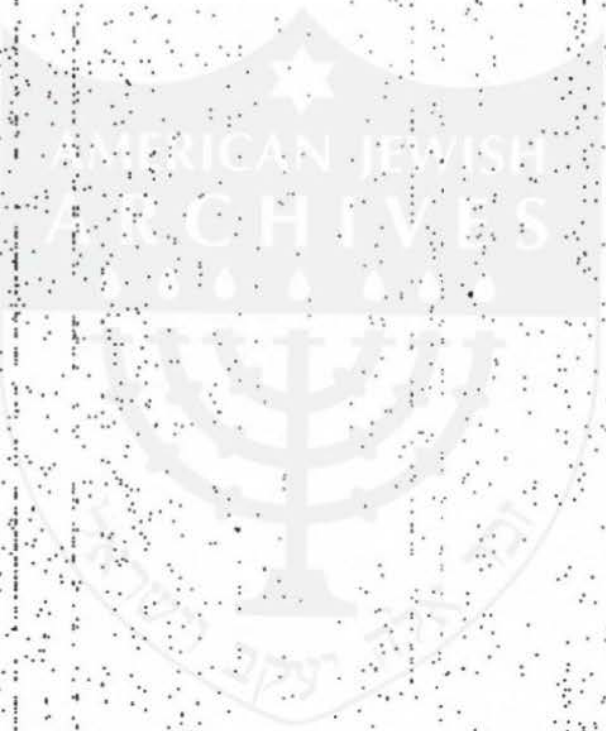
5. networking among Lead Communities

6. Meetings with organizations, purveyors of programs and Programmatic Foundations: -- to discuss specific interests and projects:

- in-service training programs
- CAJE

- JESNA
- JCCA
- the Melton mini-school
- the CRB Foundation
- etc..

7. Closing session and discussion of next steps



CIJE -- Workplan -- Draft

Task Name	Start	End	1992				1993											
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	D
Appoint staff consultant	15/Sep/92	15/Sep/92	Δ															
Develop Networking between communiti	01/Dec/92	01/Dec/92				Δ												
Communications and pr	15/Sep/92	26/Aug/93																
Gear up towards implementation	10/Aug/93	10/Aug/93																Δ
Ongoing	15/Sep/92	15/Sep/92	Δ															
Fundraising	15/Sep/92	02/Sep/93																
Board meetings	15/Sep/92	26/Aug/93																
Board Committees	14/Feb/93	14/Feb/93								Δ								Δ
Executive Committee	15/Sep/92	15/Sep/92	Δ							Δ								Δ
Senior Advisors	29/Nov/92	29/Nov/92				Δ								Δ				Δ
Planning Seminar	31/Oct/92	31/Oct/92			Δ													Δ
Mobilizing constituencies	30/Nov/92	26/May/93																
National organizations	15/Sep/92	31/Aug/93																
Purveyors of programs	15/Sep/92	30/Aug/93																
Foundations	15/Sep/92	26/Aug/93																
Individuals	15/Sep/92	26/Aug/93																
Educators and Rabbis	15/Sep/92	31/Aug/93																
Staff seminars	15/Sep/92	26/Aug/93																
Ongoing guidance to projects	18/Oct/92	18/Oct/92		Δ				Δ					Δ					Δ
Networking	15/Sep/92	09/Aug/93																
Plan years two and three	15/Sep/92	02/Sep/93																
Community Mobilization and Communicati	12/Jul/93	30/Aug/93																
Plan	15/Sep/92	15/Sep/92	Δ															
From 3 to 23	15/Sep/92	01/Sep/93																
Communications program	08/Jan/93	26/Aug/93																
Building the Profession	07/Jan/93	01/Sep/93																
Plan	07/Jan/93	31/Aug/93																
Develop a Research capability	15/Sep/92	15/Sep/92	Δ															
Decide on next steps	10/Mar/93	08/Sep/93																
	15/Sep/92	15/Sep/92	Δ															
	16/Aug/93	16/Aug/93																Δ
	16/Aug/93	16/Aug/93																Δ

D R A F T

THE CIJE - 1994 WORKPLAN

The CIJE was created by the North American Commission on Jewish Education with a highly focussed mission which incorporated three major tasks. These are: Building the profession of Jewish education; Mobilizing Community Leadership for Jewish education and Jewish continuity; developing a Research Agenda while at the same time securing funding for Jewish educational research. These so-called 'building blocks' all involve major long-term improvements in infrastructure for the North American Jewish community and so the Commission mandated the creation of Lead Communities. These are development and demonstration sites where, by mobilizing the leadership of the local community and by radically improving the quality of personnel for Jewish education, significant systemic change and impact could be shown to be possible relatively over time while the national infrastructure was undergoing major reform.

The CIJE Steering Committee is presently in the process of developing a multi-year strategic vision which will articulate clear goals and benchmarks in each of the major areas of its work with specific objectives in each area. This strategic vision will constantly be revisited and revised as CIJE begins to engage its own committees in reviewing both direction and implementation. The first iteration of this multi-year vision should be completed by October 1994 and the 1995 annual workplan of the CIJE will flow directly from this process.

The 1994 Annual Workplan is, therefore, a bridge into this long-range process. It is anchored in the immediate realities of CIJE's present commitments but it also looks towards a much more focussed multi-year perspective.

The second half of 1993 saw the major investment of the resources of the CIJE in three Lead Communities - Milwaukee, Baltimore and Atlanta - with a clear objective of winning the trust of the communities and accelerating the processes of local coalition-building and of moving towards a Personnel Action Plan in each of the communities.

A working hypothesis of this 1994 workplan is that while the Lead Communities remain key arenas for development and exploration of critical issues for North American Jewish

education, CIJE's role is to engage a much wider circle of communities in benefitting from our experience in the Lead Communities and from our overall experience in Jewish education.

During 1994 this principle will direct CIJE into forging new partnerships with an ever-widening circle of communities while brokering with national agencies in providing support to this process.

* * *

The following workplan must be regarded as somewhat tentative and ungrounded in prior experience. It is an outline for 1994 priorities but doubtless will need modulation and revision as the year unfolds. In [] will appear the date by which action should take place and those responsible for that action.

Components of the 1994 workplan:

- A. CIJE POLICY-MAKING: STEERING COMMITTEE, COMMITTEE SYSTEM, BOARD, EXECUTIVE COMMITTEE. (p.3)
- B. DEVELOPING LAY LEADERSHIP FOR JEWISH CONTINUITY (p.6)
- C. LEAD COMMUNITIES PROJECT (p.7)
- D. COALITION OF ESSENTIAL COMMUNITIES (p.9)
- E. BEST PRACTISES PROJECT (p.10)
- F. CONTENT (p.11)
- G. RESEARCH (p.12)
- H. COMMUNICATIONS AND DISSEMINATION (p.13)
- I. 1995 WORKPLAN AND BUDGET (p.14)

A. CIJE POLICY-MAKING: STEERING COMMITTEE, COMMITTEE SYSTEM, BOARD, EXECUTIVE COMMITTEE.

1. A **Steering Committee** is composed of the Chair of the Board of the CIJE, committee chairs, core staff and consultants. The Steering Committee will meet five times during 1994 and will develop a first iteration of a multi-year strategic vision for the CIJE. The 1995 annual workplan, derived from this strategic vision, will be presented for discussion to the September meeting of the Steering Committee and thereupon to the October 1994 meeting of the CIJE Board. ADH will staff the Steering Committee.

Action needed:

- a. Calendar for Steering Committee for 1994 including meetings at April and October board meetings.
[1/4/94: VFL]
- b. First 'Total Vision' draft.
[3/1/94: BH]
- c. Successive drafts at 1994 Steering Committee meetings.
[BH]

2. **CIJE Board Committees** include all members of the CIJE Board. The committees are: **Building the Profession, Community Mobilization, Content and Research.**

As additional communities become part of the Coalition of Essential Communities, lay and professional leadership will be invited to join the CIJE committee structure and, ultimately, the Board.

These committees are staffed by the core full-time staff and some consultants of CIJE and will meet at each Board meeting and at least once between each board meeting for a total of four committee meetings during the year.

A committee workplan will be developed for each committee and will be approved for 1995 at the October board meeting. The 1994 interim committee workplan will be presented at the first meeting of each committee on April 20th.

Action needed:

- a. Division of Board members into committees
[1/21/94: MLM]
- b. Letter from Board Chair informing members about

committee process.

[2/28/94: MLM]

- c. Allocation of staff to committees
[1/4/94: Suggestion: Personnel - GZD
Community Mobilization - ADH
Content - BH
Research - AdamG]
- e. Letter from committee chairs to members about specific committee agenda.
[3/8/94: Committee chairs and committee staff]
- d. Calendar for individual committee meetings
[Chairs and staff, unsynchronized]
- e. Allocation of staff for regular briefing of Board members.
[3/25/94:ADH]

3. The CIJE Board will meet twice in New York, April 21st and October 20th, 1994. Board meetings will be preceded by a meeting of the Steering Committee in the afternoon (April 20th and October 21st). For board members, their first attendance at committees will be on April 21st. Staff will be assigned to all board members so that each board member will be individually briefed both before each board meeting and once between each board meeting.

Action needed:

- a. Prepare Board meeting
[3/8/94: MLM/ADH/VFL]
- b. Assignment of staff to board members
[3/17/94:ADH]

4. The Executive Committee of the Board will meet prior to each Board meeting and will be composed of committee chairs, officers and funders. The Executive Committee will review and approve the budget of CIJE.

Action needed:

- a. Develop new 1994 budget based on 1994 workplan.
[3/15/94:ADH]
- b. Send out budget to Executive Committee prior to April board meeting.

5. Board Communication will be through a quaterly CIJE 'Letter from the Chair' to appear in June, September and December. In addition, board members will receive more specialized written briefing materials from the chair and staff of the committee on which they serve.

Action needed:

- a. Appoint writer for Chairman's letter with detailed timetable for each draft and mailing date.

[4/1/94:MLM/ADH]



B. DEVELOPING LAY LEADERSHIP FOR JEWISH CONTINUITY

This is the systematic process of bringing more key North American community leadership into our work. The commissions on Jewish continuity which are emerging nationwide are the first targets for this undertaking. The emerging work of the Goals Project with lay leadership in the lead communities could form part of the content of this project.

A plan will be developed using the best of available resources (e.g. Clal) to build a replicable process for leadership development in a model community. The Board and Committee structure of CIJE should be used to bring new leadership into national involvement both as leaders and as funders. (See A above)

Action needed:

- a. First draft by June Steering Committee
[6/2/94:ADH]
- b. Identify new committee members before October Board meeting and bring to October meeting.
[9/1/94:ADH-MLM]

C. LEAD COMMUNITIES PROJECT

A large part of CIJE's work will continue to focus on the lead communities. In 1994 the lead communities will, from CIJE's perspective, be seen as test sites where developments, successes (and problems) will be shared with an ever-widening circle of 'essential' communities.

The work of CIJE as an intermediary catalyst for systemic change in Milwaukee, Baltimore and Atlanta will focus on:

1. Strengthening the local lead community wall-to-wall coalitions by meeting with lay leaders, rabbis and educators in the community. The community mobilization process will continue to require assistance and trouble shooting. A clear goal for CIJE is to have a fully committed top level inner coalition of Federation exec.- Community champion - LC professional in each community.

2. Moving each community towards a Personnel Action Plan based on the November 1993 training session in Montreal. Final dates for the completion of the action plan are to be set together with the community, including the funding implications.

Action needed:

- a. Individually negotiated written timetable for personnel action plan in each community
[4/15/94:GZD]

3. Providing expert support and consultation for the implementation of the Personnel Action Plan. Examples are: in-service training programs for early childhood teachers, an Institute for day school and congregational school principals.

Action needed:

- a. Plan for personnel action plans from CIJE's perspective.
[4/1/94:GZD]

4. Working with key lay and professional leadership on the articulation of institutional and community goals (Goals Project). A July seminar on Goals in cooperation with the

Mandel Institute will be an important milestone in this area.

Action needed:

- a. Develop plan for goals project after January consultation with Mandel Institute team
[4/94: Dan Pekarsky]

5. Provide guidance to the Monitoring, Evaluation and Feedback support project. By February 1994 all communities will have reports on the Professional Lives of Educators and Educators survey data-gathering will have been completed. The report on community mobilization for 1992-93 will also have been completed in all 3 communities.

In January 1994 the first composite community personnel profile for Milwaukee was completed by Adam Gamoran and Ellen Goldring to be followed by Baltimore and then by Atlanta.

In the light of the new intensive involvement in the communities by the CIJE core staff, the feedback function may require reevaluation. The MEF Advisory Committee (Profs. Coleman, Inbar, Fox, Gamoran; Steven Hoffman, Alan Hoffmann and Annette Hochstein) will teleconference and convene in August to discuss this and other issues and to approve the Sept. 1994 - Aug. 1995 MEF workplan.

For action:

- a. Proposal for MEF Advisory Committee
[4/15/94: AG]

6. Develop Pilot Projects, or Action-before-the-Action-Plan in each community. These are personnel initiatives which communities will adopt before they have a fully articulated and supported local personnel action plan.

Amongst the options proposed are: planful recruiting of Jerusalem Fellows and Senior Educators; ongoing Leadership Institute for Principals; Basic Jewish literacy for early childhood professional; a seminar on goals in Israel. The communities informed CIJE which of these pilot projects they wish to undertake. CIJE will provide expert support from its own staff and assist communities, where appropriate, to obtain help from outside experts to build these projects.

D. COALITION OF ESSENTIAL COMMUNITIES

The mission of the CIJE is to be a agent for systemic change for North American Jewish education. The key assumptions are that personnel development and community mobilization are indispensable to systemic change. Lead communities are test sites where both the notion of systemic change and the individual components of systemic reform can be developed and refined. This process, in varying degrees, can also be used in other communities where serious efforts are being made to improve Jewish education.

CIJE is committed to sharing its work with the entire North American Jewish community in a way which will make an impact as early, as quickly, and as effectively as possible.

A new coalition of those communities who have made a major commitment to improving and investing in Jewish education at the local level will:

1. Be a vehicle for CIJE to share its experience and then assist a continually expanding universe of communities to implement those components which meet their needs. An example of this is the sequence which leads from multi-faceted research on the personnel situation in a given community through policy report and then to a personnel action plan.
2. Mobilize ever-increasing key lay leadership for Jewish education.
3. Become a powerful lobby in directing the training institutions and denominations to provide solutions to the educational needs of communities.
4. Mobilize for changing the funding priorities of the North American Jewish community.
5. Share in developments which may still be on the CIJE drawing boards. An example is the Goals project for lay leaders and professionals.
6. Enable CIJE to learn from individual community experiences.

This coalition is likely to include many of those communities who initially applied to become Lead communities. Many have made remarkable achievements over this period and the coalition will become a place for sharing amongst like-minded 'essential' communities. Lead communities will automatically be members in the coalition.

A first meeting should take place when appropriate with a small group of individuals responsible for Commissions of Jewish Continuity in key communities to initiate the process of building the coalition.

Staff: ADH with SHH's guidance.

E. BEST PRACTISES PROJECT

A plan for the development of Best Practises anthologies was presented by Dr. Barry Holtz to the Board in August 1993 (appendix 1).

A plan will be developed which relates to the use of the Best Practises materials for personnel and lay leadership development in 1994 and brought to the Steering Committee.

Action needed:

- a. Plan for use of Best Practises in different contexts.
[4/94:BH]



F. CONTENT

1. **Goals:** The Mandel Commission deliberately avoided the issue of the goals of Jewish education. In the past year in all the lead communities we have had requests for assistance in developing 'mission statements', 'visions', and 'visioning'(!).

In parallel the Mandel Institute in Jerusalem has, over the past 3 years, been engaged in a pathbreaking project which examines different conceptions of the Educated Jew and their different implications for a Jewish education. The project is now at the stage where these deliberations can have significant impact on the setting of institutional goals and community goals for Jewish education in North America. Community lay leadership on one hand and the training institutions on the other need to begin to grapple with this issue in a planful way.

The Mandel Institute has agreed to provide help to CIJE in building this domain and Prof. Daniel Pekarsky will lead the project in North America. After a January consultation in Israel, this was a key topic of the February staff seminar in New York and will lead to a seminar for selected lay leaders and professionals of the lead communities and the coalition of essential communities in July 1994 in Jerusalem.

Action needed:

- a. Develop a plan for the goals project
[4/94: DP]

2. **Best Practises:** See section E above.

G. RESEARCH

The formulation of a comprehensive agenda for research for North American Jewish education is one of the three major recommendations of the North American commission. At the moment CIJE is not involved in any planful process leading to building the agenda for research, yet the MEF project is currently the largest research undertaking in Jewish education in North America.

As in several other spheres of the work of CIJE, our work in MEF in the lead communities is raising many generalizable questions which ultimately will become part of the continental agenda for research.

In order to develop a plan for building research and research capacity in this field, CIJE will have to consult with some of the best minds in educational research, sociology and sociology of knowledge. Such a consultation should take place in September and should lead to a first iteration of a strategy to be presented to the October Steering Committee. Adam Gamoran and ADH will plan that consultation.



H. COMMUNICATIONS AND DISSEMINATION

A brochure describing CIJE and intended for general distribution is presently being designed and will be completed at the end of February [Sandee Brawarsky].

In parallel a plan will be developed for telling the story of the CIJE in a wide variety of contexts ranging from key lay leadership through professional educators, rabbis, community professionals, the Jewish press, the non-Jewish press, Jewish journals etc. [Sandee]. This is in addition to the need to develop an internal communication program for the CIJE board referred to in A above.

CIJE will also have to decide at which regional and national Jewish forums - lay and professional - it wishes to appear and how much of our human resources to appropriate to this important but all-consuming area. An outline for 1994 will be proposed to the Steering Committee in September [BH]

The Lilly Foundation has proposed a high-level consultation between CIJE and leaders in American religious education during 1994 which Lilly will convene. We are currently awaiting a response from Lilly about the date.

For action:

- a. Plan for written communications
[4/1/94:SB]
- b. Plan for Jewish professional and lay forums
during 1994
[4/1/94: BH]

I. 1995 WORKPLAN AND BUDGET

The 1995 workplan will flow from the work of the Steering Committee and its articulation of a multi-year strategic vision for the CIJE.

For action:

- a. Draft workplan [7/94:ADH]
- b. Second draft for Steering Committee [9/94:ADH]
- c. Final draft for October Board Meeting [ADH]



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

TO: MLM [216-391-5430]
FROM: Alan D. Hoffmann
date: February 28th, 1994
re: Workplan - draft 2

As you can see from the attached, I was finally able to get my computer married up with a printer which was responsive.

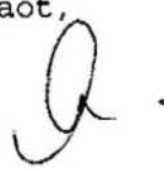
This draft is based upon the version I prepared for the January Steering committee with appropriate changes etc. I have assumed that this document may go out to Steering Committee members before April 15th and I have therefore eliminated, as we discussed in January, some confidential sections - particularly the one relating to finding my successor.

We will be speaking on Thursday and if you approve this draft I want to develop a graphic matrix which will follow the text. The matrix will have all the sections and sub-sections of the plan with a 12-month timeline. I will also develop a timeline for each individual staff person although I am not sure whether this should come to the Steering Committee.

Finally, an approved workplan will be the basic matrix for a 1994 budget.

I am indeed coming down to Florida on Wednesday afternoon and will see Florence Melton on Wednesday evening and Charles Bronfman on Thursday morning at 9.00 a.m. I will be meeting Barbara Steinberg at 1.15 p.m. and leaving for Atlanta at 4.15 from West Palm. We will need to reschedule our conversation or else I can drop in on you any time which is not one of the above times on Thursday.

Lehitraot,



S E C O N D D R A F T

T H E C I J E - 1 9 9 4 W O R K P L A N

The CIJE was created by the North American Commission on Jewish Education with a highly focussed mission which incorporated three major tasks. These are: Building the profession of Jewish education; Mobilizing Community Leadership for Jewish education and Jewish continuity; developing a Research Agenda while at the same time securing funding for Jewish educational research. These so-called 'building blocks' all involve major long-term improvements in infrastructure for the North American Jewish community and so the Commission mandated the creation of Lead Communities. These are development and demonstration sites where, by mobilizing the leadership of the local community and by radically improving the quality of personnel for Jewish education, significant systemic change and impact could be shown to be possible relatively quickly while the national infrastructure was undergoing major reform.

The CIJE Steering Committee is presently in the process of developing a multi-year strategic vision which will articulate clear goals and benchmarks in each of the major areas of its work with specific objectives in each area. This strategic vision will constantly be revisited and revised as CIJE begins to engage its own committees in reviewing both direction and implementation. The first iteration of this multi-year vision should be completed by October 1994 and the 1995 annual workplan of the CIJE will flow directly from this process.

The 1994 Annual Workplan is, therefore, a bridge into this long-range process. It is anchored in the immediate realities of CIJE's present commitments but it also looks towards a much more focussed multi-year perspective.

The second half of 1993 saw the major investment of the resources of the CIJE in three Lead Communities - Milwaukee, Baltimore and Atlanta - with a clear objective of winning the trust of the communities and accelerating the processes of local coalition-building and of moving towards a Personnel Action Plan in each of the communities.

A working hypothesis of this 1994 workplan is that while the Lead Communities remain prime arenas for development and exploration of critical issues for North

American Jewish education, CIJE's role is to engage a much wider circle of communities in benefitting from our experience in the Lead Communities. Also, our involvement in Lead Communities raises and will continue to raise issues and opportunities where response is most useful at a national level.

During 1994 this principle will direct CIJE into forging new partnerships with an ever-widening circle of communities while brokering with national agencies in providing support to this process. This will lead to a redeployment of staff resources and this process will have to be carefully monitored.

* * *

The present core staff of CIJE has not yet completed one full annual cycle of implementation so that the following workplan must be regarded as somewhat tentative and ungrounded in prior experience. It is an outline for 1994 priorities but doubtless will need modulation and revision as the year unfolds. In [] will appear the date by which action should take place and those responsible for that action.

Components of the 1994 workplan:

- A. CIJE POLICY-MAKING: STEERING COMMITTEE, COMMITTEE SYSTEM, BOARD, EXECUTIVE COMMITTEE. (p.3)
- B. DEVELOPING LAY LEADERSHIP FOR JEWISH CONTINUITY (p.6)
- C. LEAD COMMUNITIES PROJECT (p.7)
- D. COALITION OF ESSENTIAL COMMUNITIES (p.10)
- E. BEST PRACTISES PROJECT (p.11)
- F. CONTENT (p.12)
- G. RESEARCH (p.13)
- H. COMMUNICATIONS AND DISSEMINATION (p.14)
- I. 1995 WORKPLAN AND BUDGET (p.15)

A. **CIJE POLICY-MAKING: STEERING COMMITTEE, COMMITTEE SYSTEM, BOARD, EXECUTIVE COMMITTEE.**

1. A **Steering Committee** is composed of the Chair of the Board of the CIJE, committee chairs, core staff and consultants. The Steering Committee will meet five times during 1994 and will develop a first iteration of a multi-year strategic vision for the CIJE. The 1995 annual workplan, derived from this strategic vision, will be presented for discussion to the September meeting of the Steering Committee and thereupon to the October 1994 meeting of the CIJE Board. ADH will staff the Steering Committee.

Action needed:

- a. Calendar for Steering Committee for 1994 including meetings at April and October board meetings.
[1/4/94: VFL]
- b. First 'Total Vision' draft.
[3/1/94: BH]
- c. Successive drafts at 1994 Steering Committee meetings.
[BH]

2. **CIJE Board Committees** include all members of the CIJE Board who serve on at least one committee. The committees are: **Building the Profession, Community Mobilization, Content and Research.**

As additional communities become part of the Coalition of Essential Communities, lay and professional leadership will be invited to join the CIJE committee structure and, ultimately, the Board.

These committees are staffed by the core full-time staff and some consultants of CIJE and will meet at each Board meeting and at least once between each board meeting for a total of four committee meetings during the year.

A workplan which is a sub-set of this workplan will be developed for each committee and will be approved for 1995 at the October board meeting. The 1994 interim workplan will be presented at the first meeting of each committee on April 20th.

Action needed:

- a. Division of Board members into committees

- [1/21/94: MLM]
- b. Letter from Board Chair informing members about committee process.
[2/28/94: MLM]
- c. Allocation of staff to committees
[1/4/94: Suggestion: Personnel - GZD
Community Mobilization - ADH
Content - BH
Research - AdamG]
- e. Letter from committee chairs to members about specific committee agenda.
[3/8/94: Committee chairs and committee staff]
- d. Calendar for individual committee meetings
[Chairs and staff, unsynchronized]
- e. Allocation of staff for regular briefing of Board members.
[3/25/94:ADH]

3. The **CIJE Board** will meet twice in New York, April 21st and October 20th, 1994. Board meetings will be preceded by a meeting of the Steering Committee in the afternoon (April 20th and October 21st). For board members, their first attendance at committees will be on April 21st. The steering committee will serve as a nominating committee for new board members. Staff will be assigned to all board members so that each board member will be individually briefed both before each board meeting and once between each board meeting.

Action needed:

- a. Prepare Board meeting
[3/8/94: MLM/ADH/VFL]
- b. New board members nominated
[every Steering Committee meeting]
- c. Assignment of staff to board members
[3/17/94:ADH]

4. The **Executive Committee** of the Board will meet prior to each Board meeting and will be composed of committee chairs, officers and funders. The Executive will review and approve the budget of CIJE.

Action needed:

- a. Develop new 1994 budget based on 1994 workplan.
[3/15/94:ADH]
- b. Send out budget to Executive Committee prior to April board meeting.

5. **Board Communication** will be through a CIJE 'Letter from the Chair' to appear in June, August and December. In

addition, board members will receive more specialized written briefing materials from the chair and staff of the committee on which they serve.

Action needed:

- a. Appoint writer for Chairman's letter with detailed timetable for each draft and mailing date.
[4/1/94:MLM/ADH]



B. DEVELOPING LAY LEADERSHIP FOR JEWISH CONTINUITY

This is the systematic process of bringing key North American community leadership into our work. The commissions on Jewish continuity which are emerging nationwide are the first targets for this undertaking. The emerging work of the Goals Project with lay leadership in the lead communities could form part of the content of this project.

A plan will be developed using the best of available resources (e.g. Clal) to build a replicable process for leadership development in a model community. The Board and Committee structure of CIJE should be used to bring new leadership into national involvement both as leaders and as funders. (See A above)

Action needed:

- a. First draft by June Steering Committee
[6/2/94:ADH]
- b. Identify new committee members before October Board meeting and bring to October meeting.
[9/1/94:ADH-MLM]

C. LEAD COMMUNITIES PROJECT

A large part of CIJE's work will continue to focus on the lead communities. In 1994 the lead communities will, from CIJE's perspective, be seen as test sites where developments, successes (and problems) will be shared with an ever-widening circle of 'essential' communities.

The work of CIJE as an intermediary catalyst for systemic change in Milwaukee, Baltimore and Atlanta will focus on:

1. Four planning seminars with professional and lay leaders from all three communities to be held in March (Atlanta), May (Milwaukee), September (Baltimore) and at the G.A. in Denver in November. Each of these seminars will focus on a specific area of common implementation.
[Coordinator:GZD]

2. Strengthening the local lead community wall-to-wall coalitions by meeting with lay leaders, rabbis and educators in the community. The community mobilization process will continue to require assistance and trouble shooting. A clear goal for CIJE is to have a fully committed top level inner coalition of Federation exec.- Community champion - LC professional in each community.

3. Developing a process which would lead, by October 1994, to a written agreement between CIJE and each lead community. The exact chronology is still to be determined but a timetable for this joint learning process will be created which will oblige both the communities and the CIJE.

Action needed:

- a. Negotiated timeline towards written agreement with each community.
[3/94: GZD]

4. Moving each community towards a Personnel Action Plan based on the November 1993 training session in Montreal. Final dates for the completion of the action plan are to be set together with the community, including the funding implications.

Action needed:

- a. Individually negotiated written timetable for personnel action plan in each community
[4/15/94:GZD]
- b. Lobbying for funding of personnel action plan
[CIJE lay leadership]

5. Providing expert support and consultation for the implementation of the Personnel Action Plan. Examples are: in-service training programs for early childhood teachers, an Institute for day school and congregational school principals.

Action needed:

- a. Plan for personnel action plans from CIJE's perspective.
[4/1/94:GZD]

6. Working with key lay and professional leadership on the articulation of institutional and community goals (Goals Project). A July seminar on Goals in cooperation with the Mandel Institute will be an important milestone in this area.

Action needed:

- a. Develop plan for goals project after January consultation with Mandel Institute team
[4/94: Dan Pekarsky]

7. Provide guidance to the Monitoring, Evaluation and Feedback support project. By February 1994 all communities will have reports on the Professional Lives of Educators and Educators survey data-gathering will have been completed. The report on community mobilization for 1992-93 will also have been completed in all 3 communities.

In January 1994 the first composite community personnel profile for Milwaukee was completed by Adam Gamoran and Ellen Goldring to be followed by Baltimore and then by Atlanta.

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For action:

- a. Proposal for MEF Advisory Committee
[4/15/94: AG]

8. Develop Pilot Projects, or Action-before-the-Action-Plan in each community. These are personnel initiatives which communities will adopt before they have a fully articulated and supported local personnel action plan.

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Staff: ADH with SHH's guidance.

E. BEST PRACTISES PROJECT

A plan for the development of Best Practises anthologies was presented by Dr. Barry Holtz to the Board in August 1993 (appendix 1):

A plan will be developed which relates to the use of the Best Practises materials for personnel and lay leadership development in 1994 and brought to the Steering Committee.

Action needed:

- a. Plan for use of Best Practises in different contexts.
[4/94:BH]



F. CONTENT

1. **Goals:** The Mandel Commission deliberately evaded the issue of the goals of Jewish education. In the past year in all the lead communities we have had requests for assistance in developing 'mission statements', 'visions', and 'visioning' (!).

In parallel the Mandel Institute in Jerusalem has, over the past 3 years, been engaged in a pathbreaking project which examines different conceptions of the Educated Jew and their different implications for a Jewish education. The project is now at the stage where these deliberations can have significant impact on the setting of institutional goals and community goals for Jewish education in North America. Community lay leadership on one hand and the training institutions on the other need to begin to grapple with this issue in a planful way.

The Mandel Institute has agreed to provide help to CIJE in building this domain and Prof. Daniel Pekarsky will lead the project in North America. After a January consultation in Israel, this was a key topic of the February staff seminar in New York and will lead to a seminar for selected lay leaders and professionals of the lead communities and the coalition of essential communities in July 1994 in Jerusalem.

Action needed:

- a. Develop a plan for the goals project
[4/94: DP]

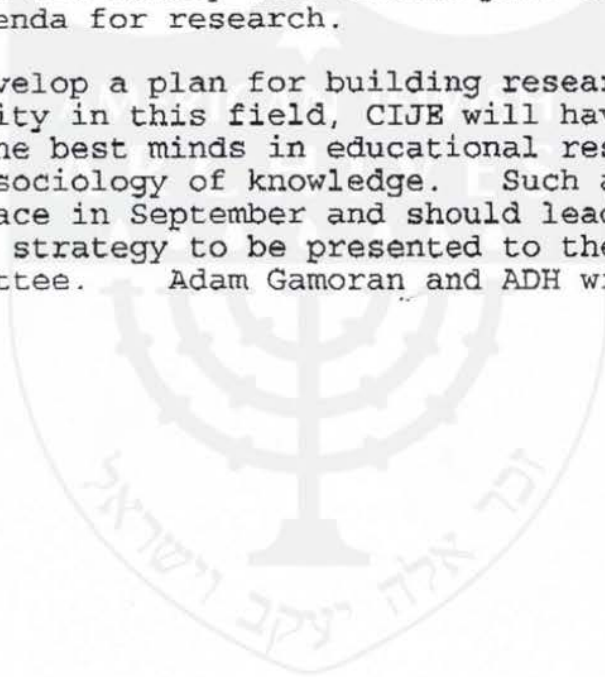
2. **Best Practises:** See section **E** above.

G. RESEARCH

The formulation of a comprehensive agenda for research for North American Jewish education is one of the three major recommendations of the North American commission. At the moment CIJE is not involved in any planful process leading to building the agenda for research, yet the MEF project is currently the largest research undertaking in Jewish education in North America.

As in several other spheres of the work of CIJE, our work in MEF in the lead communities is raising many generalizable questions which ultimately will become part of the continental agenda for research.

In order to develop a plan for building research and research capacity in this field, CIJE will have to consult with some of the best minds in educational research, sociology and sociology of knowledge. Such a consultation should take place in September and should lead to a first iteration of a strategy to be presented to the October Steering Committee. Adam Gamoran and ADH will plan that consultation.



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For action:

- a. Plan for written communications
[4/1/94:SB]
- b. Plan for Jewish professional and lay forums
during 1994
[4/1/94: BH]

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The 1995 workplan will flow from the work of the Steering Committee and its articulation of a multi-year strategic vision for the CIJE.

For action:

- a. Draft workplan [7/94:ADH]
- b. Second draft for Steering Committee [9/94:ADH]
- c. Final draft for October Board Meeting [ADH]



DRAFT 2 - 3/14/94

CIJE MISSION STATEMENT

A. The Council for Initiatives in Jewish Education (CIJE) was created by the Commission on Jewish Education in North America with a highly focussed mission that incorporates three major tasks: Building the profession of Jewish Education; Mobilizing Community Leadership for Jewish education and Jewish continuity; developing a Research Agenda while at the same time securing funding for Jewish education research.

or

B. The Council for Initiatives in Jewish Education (CIJE) is a national organization created to provide the North American Jewish community with a planful strategic design for systemic change of Jewish education through building the profession of Jewish education, mobilizing continental leadership and developing a meaningful research program.

The mission is to be implemented through the work of the following committees:

- a) Building the Profession - Mission . . .
- b) Community Development - Mission . . .
- c) Content and Program - Mission . . .
- d) Research and Monitoring - Mission . . .

CIJE operates through local communities, from its lead communities to all communities who wish to commit themselves to meaningful systemic change. At the continental level CIJE also engages the denominational training institutions and other Jewish and general centers of excellence to provide expert support in its projects. A continental strategy for change also includes helping outstanding institutions build the capacity for new initiatives in recruitment and training of formal and informal educators and in providing that expert support to local communities.

CIJE also sees its mission as helping generate community-based and continental lay "champions" for Jewish education who will lead the process of radically elevating the priority of Jewish education and its support in the North American Jewish community.

One task of CIJE as an intermediary is to facilitate the success of the service delivering institutions. We cause outcomes to occur through advocacy, research, forcing initiatives, energizing, and synergizing. Our outcomes relate to how the service delivering institutions behave.

THE COUNCIL FOR INITIATIVES IN JEWISH EDUCATION (CIJE) is a continental organization created to provide the North American Jewish community with a planful strategic design for systemic change of Jewish education through building the profession of Jewish education, mobilizing continental leadership for Jewish education and developing a meaningful research program.

CIJE is a hothouse for developing and then disseminating state-of-the-art innovation for Jewish education and Jewish continuity in North America.

CIJE develops, tests, monitors and disseminates new models and approaches to personnel development and community organization for both formal and informal Jewish education.

CIJE engages in specific content areas which undergird all Jewish education - an example is the Goals Project which will help community leadership to develop and think through institutional and community visions of Jewish education. The Best Practices project documents outstanding practice throughout North American Jewish education (supplementary schools, day schools, JCC's, camping, early childhood, etc.) as a basis for developing new models for upgrading and revitalizing institutions at the local level. The Monitoring, Evaluation and Feedback project has created, in three communities, a paradigm for formative and summative evaluation of Jewish educational intervention in a community. The Personnel Project has produced a design for a community-wide personnel project which moves from research (a diagnostic profile of a community's educators) through policy analysis to a comprehensive action plan for improving Jewish educational personnel in a community.

CIJE works with local communities, from three selected lead communities to additional communities who wish to commit themselves to meaningful systemic change. At the continental level CIJE will engage the denominational training institutions and other Jewish and general centers of excellence to provide expert support in its projects. A continental strategy for change also includes helping selected existing institutions build the capacity for new initiatives in recruitment and training of formal and informal educators and in providing that expert support to local communities.

CIJE sees its mission as helping generate community-based and continental lay "champions" for Jewish education who will lead the process of radically elevating the priority of Jewish education and its support in the North American Jewish community.

CIJE: A Catalyst for Change

Launched in 1990, the Council for Initiatives in Jewish Education (CIJE) is an independent organization dedicated to the revitalization of Jewish education across North America through comprehensive, systemic reform. through strategic planning and the management of change, CIJE initiates reform by working in partnership with individual communities, local federations, continental organizations, denominational movements, foundations, and educational institutions. CIJE focuses on critical educational issues which will ultimately impact on the future of Jewish life, for Jewish education is a cornerstone of meaningful Jewish continuity.



Mandel Institute

מכון מנדל

Tel: 972-2-662 296; 618 728

Fax: 972-2-619 951

VFL

Facsimile Transmission

To: <u>Mr. Morton L. Mandel</u>	Date: <u>July 31, 1993</u>
From: <u>Alan Hoffmann</u>	No. Pages: <u>8</u>
Fax Number: _____	

MEMORANDUM

RE: WORKPLAN 8/93-7/94: ITERATION #2

I understand the 'confirmation' process is moving towards completion and I am both excited and nervous about the challenge and the task.

As you know, several months ago we had already planned to spend the first two weeks of August on vacation in Brittany, France, where we have rented a cottage which has no telephone -- but the landlord can reach me in an emergency and Seymour will have the telephone number.

I am sending you a second cut into a proposed 1993-1994 workplan for the CIJE. If, in the document I prepared in June in Israel, I related to outcomes by July 1994 -- this iteration tries to put these outcomes into a perspective of time and staff responsibility.

I have raised some issues for discussion in the margin, but in my mind almost every item raises issues for discussion, both with the staff and with you.

The version you receive is a tentative basis for staff responsibilities around each milestone -- but I am preparing another version, for staff (and maybe Executive Committee?) discussion in which the assignments do not appear.

I will come to New York a couple of days before the staff meeting to meet my daughter who is at camp in the U.S. and will call you when I arrive.

Sincerely,

Alan D. Hoffmann



CIJE WORKPLAN 8/93-7/94: ITERATION #2

July 28, 1993

1993

1994

I. THE CIJE CORE	For Discussion	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July
a. Board													
—Regular meetings	March rather than February; Additional meetings in July rather than August 1994.	Δ							Δ ADH				Δ ADH
—Executive Committee	Additional January &/or May meeting.	Δ					Δ ADH		Δ		Δ ADH		Δ
—Committees operating (MEF, LCs, Research)	Who staffs each committee?						Δ ADH						
—New board members (X3)									Δ+1 ADH				Δ+2 ADH
b. Staff													
—Job definitions for CIJE staff			Δ ADH										
—Planning function in place	Full time/part time								Δ ADH				
—Core staff meetings	ADH/SH/GD/ML/AG	Δ	Δ	Δ Israel	Δ		Δ	Δ Israel	Δ	Δ	Δ	Δ	Δ
—Advisory group constituted	New professional advisory group						Δ Constit.				Δ Meeting		
—Review CIJE staff job descriptions									Δ ADH				
c. Administration													
—Satellite office NY				Δ SH/ADH									
—Satellite in Jerusalem			Δ ADH										
—Calendar events 1993/4				Δ ADH/GD									

CIJE WORKPLAN 8/93-7/94: ITERATION #2

July 28, 1993

1993

1994

II. LEAD COMMUNITIES	For Discussion	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July
a. Local Commissions -Wall-to-wall coalition established -Multi-year strategy & plan completed including: Self-study, Educators' survey, Personnel plan -CJE-LC Meetings				Δ									
													Δ GD?
		Δ SW			Δ GA ADH		Δ ADH		Δ ADH				Δ ADH
b. Pilot Projects (BH) -Implementation of at least 1 in each community -Summer seminars in Israel								Δ					Δ SW
c. Calendar -1993/94 LC 'within' & 'across' -1994/95 calendar -1995/96 gross calendar													
					Δ ADH/ Planner								
											Δ Planner		Δ Planner
d. Local LC Team -CJE/local LC joint team formed in each LC													
													Δ GD

CIJE WORKPLAN 8/93-7/94: ITERATION #2

July 28, 1993

1993

1994

II. LEAD COMMUNITIES		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July
<u>e. LC Personnel Development</u> - Personnel statistical survey - 'Lives of educators' in all 3 LCs - Senior educators/Jerusalem Fellows recruitment - Summer institute for strategically targetted groups - Plan for LC/training institutions personnel initiative in LC	For Discussion					Δ EG							
		Δ						Δ ADH					
								Δ ADH/SW		Δ Plan GD			Δ
<u>f. MEF</u> - Develop workplan - Mid-year Report - 1994/95 plan			Δ ADH/AG EG/AH					Δ AG/EG					
											Δ AG/EG		
											Δ ADH/SF		
<u>g. Goals Project</u> - Seminars for core CIJE staff - Seminar for local commission - Summer retreat	October '3 seminar in Israel.	Δ SW/ADH		Δ ADH/SF (Israel)									
	When will we be ready						Δ ADH/SF						
	Lay & professionals? Israel?												Δ ADH/SW

CIJE WORKPLAN 8/93-7/94: ITERATION #2

July 28, 1993

1993

1994

II. LEAD COMMUNITIES	For Discussion	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July
<p>h. Best Practices</p> <ul style="list-style-type: none"> —Early childhood volume & consecutive volumes (X3) —Colloquium on supplementary school for LCs —Best practice 'Pilot Project' initiated 	<p>Held in LCs for educators & community leadership</p>			<p>Δ</p>			<p>Δ BH</p>	<p>Δ BH</p>		<p>Δ BH</p>			

CIJE WORKPLAN 8/93-7/94: ITERATION #2

July 28, 1993

1993

1994

III. BUILDING THE PROFESSION	For Discussion	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July
<ul style="list-style-type: none"> - Training institutions: Personnel plan consultation - CIJE plan linking LC needs, training institution capability & unmet needs: First iteration 	Who staffs this?								Δ				
<p>IV. COMMUNITY LEADERSHIP</p> <ul style="list-style-type: none"> - Information system initiated - 'Camper' plan for key individuals - Plan for major leadership conference in 1995 on work of LC & CIJE: First iteration 	Staff							Δ GD	Δ ADH			D ADH	
<p>V. RESEARCH</p> <ul style="list-style-type: none"> - Consultation towards a plan for developing a research agenda 										Δ GD/BH	Δ ADH/SF		

MEMORANDUM

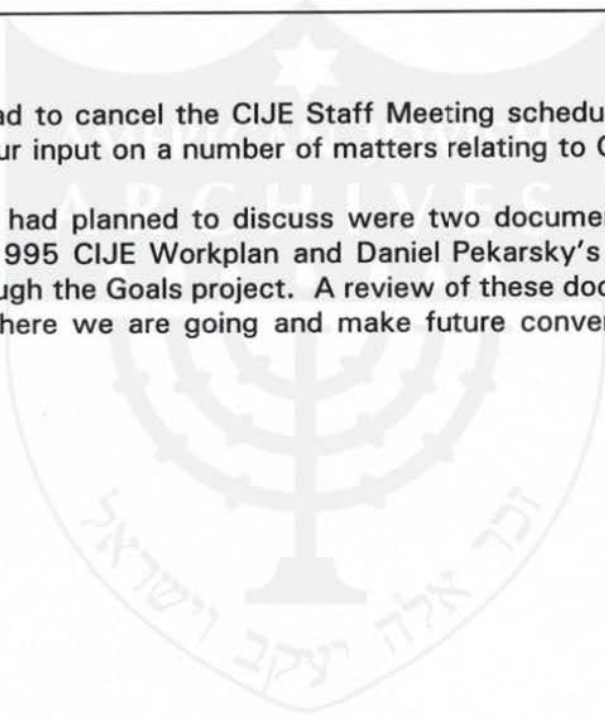
TO: Walter Ackerman, Sheila Allenick, Adam Gamoran, Ellen Goldring,
Steve Hoffman, Daniel Pekarsky, Bill Robinson, Richard Shatten

FROM: Alan D. Hoffmann *ADH*

DATE: January 13, 1995

I am sorry that we had to cancel the CIJE Staff Meeting scheduled for January 5. I was looking forward to your input on a number of matters relating to CIJE.

Among the items we had planned to discuss were two documents which I enclose: the current draft of the 1995 CIJE Workplan and Daniel Pekarsky's paper on the agenda for building capacity through the Goals project. A review of these documents should help bring you up to date on where we are going and make future conversations as productive as possible.



CIJE Workplan and Budget

Fiscal Year 1995: Draft 4 [1/12/95]

I. INTRODUCTION

In 1995, as in no previous year, CIJE will be able to focus all of its energy on implementing the major elements of its mission. 1995 will focus primarily on the CIJE building blocks:

- addressing the shortage of qualified personnel - in particular through in-service training;
- community mobilization for Jewish education.

Planning efforts will continue in the other areas prescribed by the Commission: developing a plan for building the profession, building research capacity and enhancing North American Jewish community capability for the strategic planning of quality Jewish education; enlarging the understanding of what CIJE is and does.

Past years - including much of 1994 - have been devoted in large measure to building CIJE's own capacity through hiring staff and consultants, setting up a lay Board and Steering Committee and dealing with issues of image, perception and CIJE's place and role within the North American communal framework.

By the latter part of 1994, much has been achieved in:

- building an outstanding expert staff
- recruiting consultants
- forging strategic alliances with key organizations in North America
- completing comprehensive surveys of all teachers and principals in the three laboratory communities and publicizing the key findings.
- engaging these and other communities to consider issues of content through the goals project and best practices
- convening a seminar for 50 principals at Harvard University's principal center to demonstrate models of in-service training new to Jewish education
- convening in Jerusalem a seminar on the goals of Jewish education, for lay and professional leaders from the lead communities together with the Mandel Institute
- restructuring the board and the board process

- creation and publication of policy brief on "The Background and Professional Training of Teachers in Jewish Schools"
- distribution of policy brief to 3,000 GA attendees and CIJE sponsored forum on the data
- coverage of policy brief data in Jewish and some general media outlets

By the November 1994 General Assembly, CIJE was able to bring to the North American community, for the first time, a diagnostic profile of its educators. The main issue facing CIJE towards 1995 is:

How can CIJE maximize the impact of MEF's survey findings and use it as a catalyst for the development of in-service training capacity in various regions on the North American continent?

We recommend developing strategies that will respond to the critical issue of capacity. Two **examples** for consideration and discussion:

- a. In 1995 CIJE will begin the process of creating capacity for teacher and leadership training. One possibility is to identify a finite cadre (no more than 45) of outstanding educators and training them to be teacher-trainers for select CIJE communities. The training of such trainers could be in cooperation with the Mandel Institute. In each of the following years, this cadre could be enlarged as needed.
- b. Another possibility is for CIJE to develop with one of the local training colleges (the Cleveland College of Jewish Studies, for example,) a fully fleshed-out plan for becoming a regional in-service training institution.

* *
*

II. WORKPLAN

In light of the above it is proposed that in 1995 the CIJE should focus primarily on the following:

A. BUILDING THE PROFESSION

To include:

a. *Impacting in-service training strategically through developing a plan to build capacity for training nationally, regionally and locally and then testing the plan.*

b. *First steps towards a comprehensive plan for building the profession*

a. in-service training

Based upon the major findings of the educators survey and the interest and opportunities that it generates, 1995 will see a major focus of CIJE's activities in the area of in service training of educators in CIJE laboratory and selected communities. These should include:

1. Developing and implementing a plan for a finite pool of high quality teacher trainers who can implement in-service education in communities and institutions. CIJE will develop the strategy and will be directly involved with pilot implementation. It is anticipated that the Mandel Institute will participate in the training of these trainers. Where possible, implementation will also be handed over to others.
2. Offering selected communities guidance in preparing their comprehensive in-service training plan based on the Study of Educators.
3. Exploring ways to mobilize existing training institutions, central agencies, professional organizations, and the denominational movements to the endeavor. A model plan for developing regional in-service training capacity should be crafted. Over a period of years this should include Institutions of Higher Jewish Learning, some general universities and regional colleges.

4. Articulating and disseminating (where necessary developing) in-service training concepts, curricula and standards.

b. comprehensive planning for Building the Profession

An ongoing function of the CIJE has to be the development of a comprehensive continental plan for building the profession. First steps towards this plan will be taken in 1995 by:

Establishing an academic advisory group to define and guide the assignment. This group will articulate the charge to a planner to be commissioned in 1996.



B. MOBILIZING THE COMMUNITY

At the heart of CIJE is an axiom that national champions, local community leaders, intellectuals, scholars and artists need to be mobilized to ensure that Jewish education emerges as the central priority of the North American Jewish community.

In 1995 this will be translated into 4 major foci of our work:

1. CIJE Board, Steering Committee and Committees

This involves the continued mobilization of outstanding lay leaders to CIJE leadership positions through:

- Appointment of vice-chairs to the CIJE Steering Committee which will meet 5 times in 1995
- Addition of 8 - 16 Board members in 1995 (4 - 8 at each of two meetings) and 6 - 12 additional committee members (3 - 6 at each board meeting)

2. Impacting on the Jewish educational agenda of an ever-increasing number of communities

This involves:

- Ensuring that an ever-increasing number of North American Jewish communities are engaged in comprehensive high quality planning for Jewish educational change. Our target for December 1995 is 9 communities engaged in this process.
- Articulate a plan for creating a network of "affiliated" or "essential" communities leading to a definition of such a community and a proposed time line and outcomes in creating the network.
- Working closely with the CJF and its new standing committee to focus CJF's central role in continental community mobilization for Jewish education.

3. Telling the Story

This means articulating CIJE's core mission to the most significant lay and professional audiences so as to help build the climate for change. This will involve:

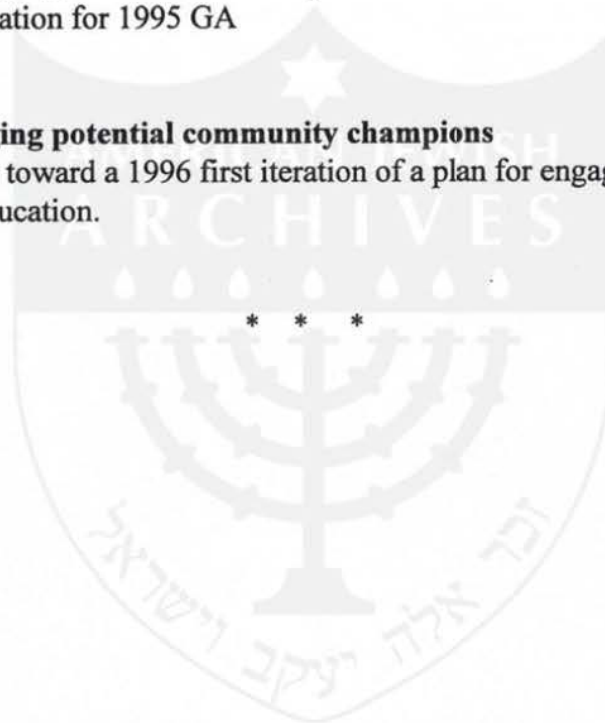
- Dissemination of policy brief to key constituencies
- preparing and disseminating 3 - 4 CIJE publications selected from:
 - guidelines on preparation of local personnel plan from educators' survey

- guidelines on in-service training
- policy brief: on the remuneration of Jewish educators
- occasional paper: the goals project
- occasional paper: best practices on in-service training

- Development of a data base both for distribution of all our materials and for ranking and tracking of professional and lay leadership
- Distribution plan for Best Practices volumes
- Creation of small advisory group (e.g. Finn) for strategizing media and communication opportunities
- Develop a publicity program with future targets
- Planning and preparation for 1995 GA

4. A Strategy for engaging potential community champions

- Develop think piece toward a 1996 first iteration of a plan for engaging major community leaders in Jewish education.



C. MONITORING, EVALUATION AND FEEDBACK

The workplan for monitoring, evaluation and feedback has been developed in consultation with the advisory committee and reflects the completion of some work in progress and some new directions for this project.

The main areas of work for 1995 that are proposed are:

1. Analysis and Dissemination of Community Data on Educators and Survey Methods

This includes:

- Further analysis of Educators' Survey data in the CIJE laboratory communities including further Policy Briefs on: Salaries and Benefits; Career Plans and Opportunities and Teacher Preferences for Professional Development; Educational Leaders
- Full Integrated Report across all three communities
- Development of a "module" for studying educators in additional communities which involves refining the survey instruments and interview protocols and making them available to other communities by writing descriptions of the procedures.

2. Monitoring and Evaluation of CIJE-initiated Projects

In CIJE selected communities, MEF will:

- Guide communities to monitor and evaluate Personnel Action Plans
- Monitor and evaluate Goals Project activities
- Analysis of changing structures of Jewish education in North America (Ackerman)

3. Conceptualizing a Method for Studying Informal Education and Educators

A process of consultation with experts and thinking to result in a design by the end of 1995 for implementation in 1996

4. Leading Educational Indicators

In place of monitoring day-to-day process in the Lead Communities, the MEF Advisory Committee has suggested the development of Leading Educational Indicators to monitor change in North American communities.

- In 1995 to hold by June the first discussion with consultants on establishing some "Leading Indicators" and to begin gathering data on those indicators in the second half of the year.

5. Towards a Research Capacity

In the second half of 1995 develop a plan for creating a research agenda for North America.

D. CONTENT AND PROGRAM

The resources of both the **Best Practices** and **Goals** Projects will, in 1995, be primarily redirected to the CIJE efforts in Building the Profession and Community Mobilization. Thus:

Best Practices will:

- be designed around those best practices of in-service education with the preparation of shorter occasional papers on these practices
- be developed on the Jewish Community Center (in cooperation with JCCA) emphasizing the personnel aspects of these outstanding practices
- create one-day short consultations on aspects of in-service training as these emerge in the community personnel action plans
- make presentations to lay leaders as part of CIJE Community Mobilization efforts
- create two seminars for educators on Best Practices in local communities.

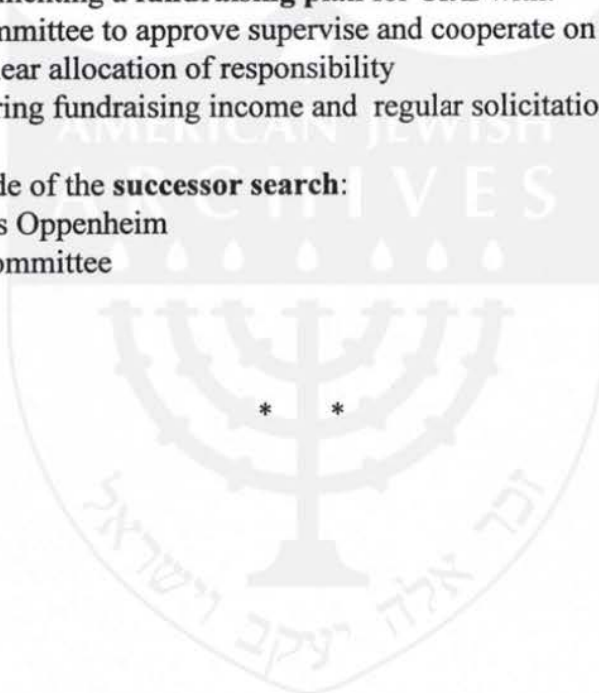
The Goals Project

- The Goals Project will, following the July 1994 seminar in Israel, engage with several "prototype-institutions" in order to show how increased awareness, attention and seriousness about goals has to be tied to investment in educators. This will also serve as a limited laboratory for CIJE to learn about how to develop a goals process. Seminars will take place in Milwaukee, Cleveland and Baltimore and in Atlanta CIJE will engage with a group of lay leaders planning to create a new community high school. An intensive goals project will not commence anywhere until additional capacity has been developed through training "coaches".
- CIJE will concentrate on developing "coaches"/resource people for 9 communities in order to seed Goals Projects in select communities. This will involve identifying and cultivating a cadre of resource-people to work in this project. This should take the highest priority of our work in the Goals Project.

* * *

E. FINANCE AND ADMINISTRATION

1. In the light of CIJE's recent 501C-3 and tax exempt status, several important areas of **administration and fiscal management** will need attention in 1995. These include:
 - Development of a fully-functioning independent payroll and benefits system centered in the New York CIJE office (January 1995)
 - Identification and training of a successor to Virginia Levi
 - Development of a full set of office and inter-office procedures and implementing them for fiscal management and control of CIJE expenses.
2. Developing and implementing a **fundraising plan** for CIJE with:
 - a fundraising subcommittee to approve, supervise and cooperate on the plan
 - clear \$ targets and clear allocation of responsibility
 - a system for monitoring fundraising income and regular solicitations
3. Managing the CIJE side of the **successor search**:
 - Contact with Phillips Oppenheim
 - Convening search committee



III. HUMAN RESOURCES

a. In 1995 the CIJE core **full-time staff** will consist of:

Executive Director	Alan Hoffmann
Personnel Development	Dr. Gail Dorph
Content/Program and In-Service Education	Dr. Barry Holtz
Community Mobilization	Nessa Rapoport
Research and Data Analysis	Bill Robinson

b. Consultants on **ongoing fixed retainer basis**

MEF and Research Agenda	Dr. Adam Gamoran
MEF and Leadership	Dr. Ellen Goldring
Goals Project	Dr. Dan Pekarsky
Building the Profession	Prof. Lee Shulman

c. Consultants on an **ad hoc** basis

Monograph on Restructuring of Community Education + Regional Colleges	Prof. Walter Ackerman
CIJE Steering Committee meetings and Staff meetings	Dr. Ellen Goldring Dr. Adam Gamoran
Planning Consultant on Building Profession	(as yet not identified)
Community Organization	Stephen Hoffman (unpaid)

d. **Mandel Institute**

- Consultation on Goals, Planning and Building the Profession;
- Collaboration on Senior Personnel Development, pieces of in-service training and on Goals Project;
- Cooperation in fundraising.

e. **Successor Search**

Phillips Oppenheim & Co.

[See Exhibit 1 for matrix of allocation of staff/consultant time to major activity areas]

APPENDIX A: ISSUES FACING CIJE

Some conceptual issues have arisen regarding the preferred role for CIJE:

1. With its outstanding education staff, should the CIJE develop and implement projects (e.g. seminars for principals) or should it enable others to implement, using its resources to develop the ideas, the plans and the policies that will enable others to implement and disseminate change?

The 1995 workplan recommends a mid-position, with the CIJE devoting the largest share of its staff time to developing the appropriate strategies and leading others to implement them, while undertaking a small number of pilot field/implementation activities. These are required, we believe, in order to energize a depressed field and demonstrate that quality can be achieved and that serious content can make a difference.

2. How can CIJE influence existing organizations (JESNA, CJF, JCCA, universities, institutions of higher Jewish learning) so that their work in education reflects the priorities of our mission?

This workplan takes the position that in 1995 CIJE should engage with three carefully selected organizations - probably JESNA and JCCA - and develop joint planning groups to target specific areas of Jewish educational activity and plan for capacity and funding. In future years this function should be expanded to other organizations. In addition, the creation of the new standing committee on Jewish Continuity of the CJF in 1995 will have CIJE at the core of the framing of its mission.

3. How should we relate to projects of CIJE which could grow beyond the present mission in order to ensure their maximum contribution?

It is recommended that some time in the future some CIJE projects could be spun off into semi-independent activities which would both be highly attractive for fundraising and have a life of their own. The Goals Project could be considered as first in this category. In 1995 first steps could be taken to establish this as a "project" rather than a center at Harvard University in a relationship similar to that of the present Harvard-Mandel project. This could be a model for other areas of CIJE's work and has considerable potential for fundraising.

EXHIBIT I: TIME ALLOCATION BY PERCENTAGE OF STAFF AND CONSULTANTS

	CORE & BOARD	BUILDING THE PROFESSION	CONTENT & PROGRAM	COMMUNITY MOBILIZATION	RESEARCH & MEF	TOTAL
A. FULL-TIME STAFF						
<i>ALAN HOFFMANN</i>	40	25	15	15	5	100
<i>GAIL DORPH</i>	20	70	10	0		100
<i>BARRY HOLTZ</i>	20	40	30	10		100
<i>NESSA RAPOPORT</i>	40			60		100
<i>BILL ROBINSON</i>	10				90	100
<i>ROBIN MENCHER</i>	100					100
<i>SANDRA BLUMENFIELD</i>	100					100
B. CONSULTANTS ON RETAINER % of CIJE Time						
<i>ADAM GAMORAN</i>	10				90	100
<i>ELLEN GOLDRING</i>	10	20			70	100
<i>DAN PEKARSKY</i>	10	40	50			100
<i>LEE SHULMAN</i>	5	60			35	100
<i>WALTER ACKERMAN</i>	10	45			45	100
C. MANDEL INSTITUTE % of CIJE Consulting Time						
		40	40		20	100

Steering Committee

AD11

MEMORANDUM

To: Steve Hoffman

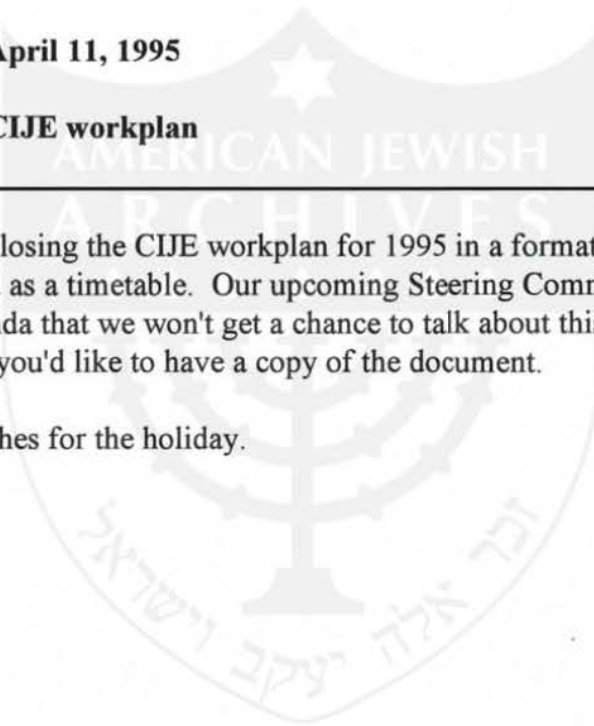
From: Alan Hoffmann

Date: April 11, 1995

Re: CIJE workplan

I am enclosing the CIJE workplan for 1995 in a format which has now been arranged as a timetable. Our upcoming Steering Committee meeting has such a full agenda that we won't get a chance to talk about this matrix at that time, but I thought you'd like to have a copy of the document.

Best wishes for the holiday.



Summary after 6/4

A211

MEMORANDUM

To: Richard Shatten

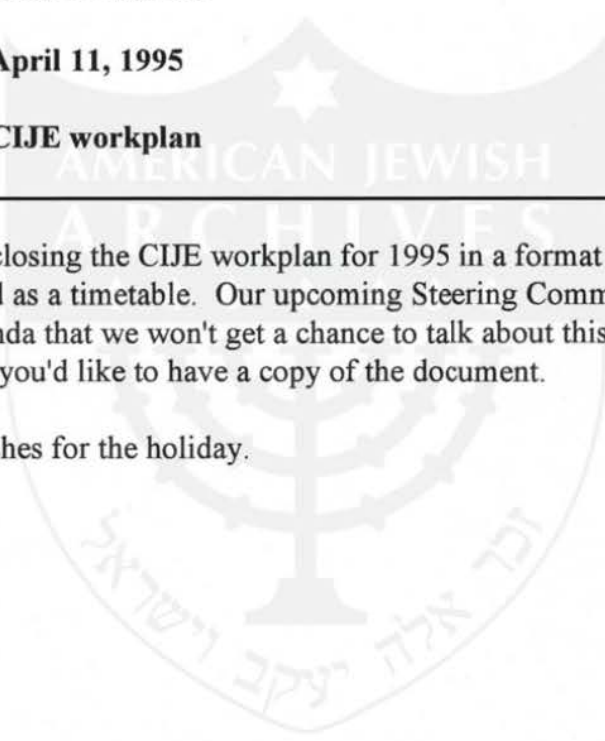
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FAX TRANSMISSION

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

15 EAST 26TH STREET
NEW YORK, NY 10010
(212) 532-2360
FAX: (212) 532-2646

~~faxed~~
file
Workplan

To: Alan Hoffman **Date:** July 25, 1996
Fax #: 011-972-2-567-1416 **Pages:** 17, including this cover sheet.
From: Sarah Feinberg
Subject: CIJE Workplan

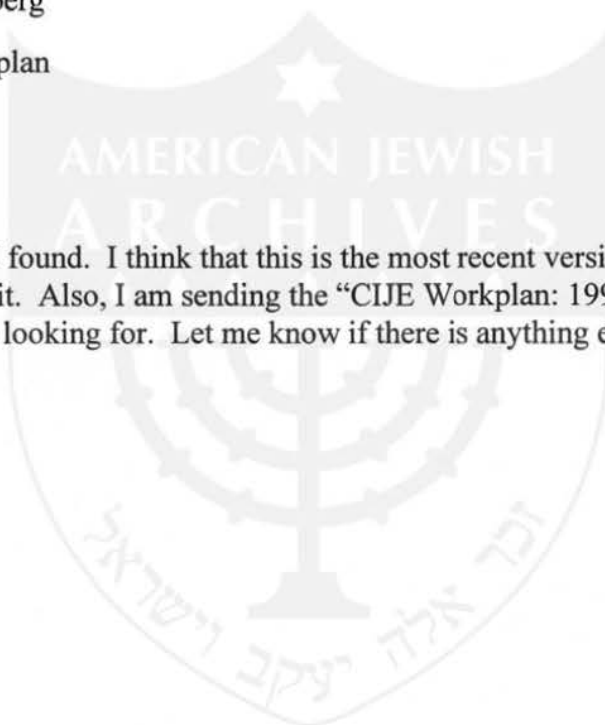
COMMENTS:

Alan:

I am sending you what I found. I think that this is the most recent version. I found it in the computer and reprinted it. Also, I am sending the "CIJE Workplan: 1995 towards 1996." I hope that this is what you are looking for. Let me know if there is anything else you need.

Talk to you soon.

sarah



CIJE Workplan and Budget

Fiscal Year 1995: Draft 5 [7/11/95]

- Footnotes indicate text that has been altered or removed.
- Underscored words indicate text that has been added.

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* *
*

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To include:

- a. *Impacting in-service training strategically through developing a plan to build capacity for training nationally, regionally and locally and then testing the plan.*
- b. *First steps towards a comprehensive plan for building the profession*

a. in-service training

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¹central agencies, professional organizations, and the denominational movements to the endeavor

4. Articulating and disseminating (where necessary developing) in-service training concepts, curricula and standards.

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²This group will articulate the charge to a planner to be commissioned in 1996.

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In 1995 this will be translated into 4 major foci of our work:

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This involves the continued mobilization of outstanding lay leaders to CIJE leadership positions through:

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- Addition of 8 - 16 Board members in 1995 (4 - 8 at each of two meetings) and 6 - 12 additional committee members (3 - 6 at each board meeting)

2. Impacting on the Jewish educational agenda of an ever-increasing number of communities

This involves:

- Ensuring that an ever-increasing number of North American Jewish communities are engaged in comprehensive high quality planning for Jewish educational change. Our target for December 1995 is 6 communities³ engaged in this process.
- Articulate a plan for creating a network of "affiliated" or "essential" communities leading to a definition of such a community and a proposed time line and outcomes in creating the network.
- Working closely with the CJF and its new standing committee to focus CJF's central role in continental community mobilization for Jewish education.

3. Telling the Story

This means articulating CIJE's core mission to the most significant lay and professional audiences so as to help build the climate for change. This will involve:

- Dissemination of policy brief to key constituencies

³9 communities

- preparing and disseminating 1 - 2 CIJE publications⁴ selected from:
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 - guidelines on in-service training
 - policy brief: on the remuneration of Jewish educators
 - occasional paper: the goals project
 - occasional paper: best practices on in-service training
- Distribution plan for Best Practices volumes
- Creation of small advisory group (e.g. Finn) for strategizing media and communication opportunities
- Develop a publicity program with future targets
- Planning and preparation for 1995 GA⁵

4. A Strategy for engaging potential community champions

- Develop think piece toward a 1996 first iteration of a plan for engaging major community leaders in Jewish education.



⁴3 - 4 CIJE publications

⁵ 1996: Development of a data base both for distribution of all our materials and for ranking and tracking of professional and lay leadership

C. MONITORING, EVALUATION AND FEEDBACK

The workplan for monitoring, evaluation and feedback has been developed in consultation with the advisory committee and reflects the completion of some work in progress and some new directions for this project.

The main areas of work for 1995 that are proposed are:

1. Analysis and Dissemination of Community Data on Educators and Survey Methods

This includes:

- Further analysis of Educators' Survey data in the CIJE laboratory communities including a further Policy Brief on Educational Leaders⁶
- Full Integrated Report across all three communities
- Development of a "module" for studying educators in additional communities which involves refining the survey instruments and interview protocols and making them available to other communities by writing descriptions of the procedures.

2. Monitoring and Evaluation of CIJE-initiated Projects

In CIJE selected laboratory communities, MEF will:

- Guide communities to monitor and evaluate Personnel Action Plans
- Monitor and evaluate Goals Project activities
- Analysis of changing structures of Jewish education in North America (Ackerman)

3. Conceptualizing a Method for Studying Informal Education and Educators

A process of consultation with experts and thinking to result in a design by the end of 1995 for implementation in 1996⁷

⁶further Policy Briefs on: Salaries and Benefits; Career Plans and Opportunities and Teacher Preferences for Professional Development; Educational Leaders

⁷Leading Educational Indicators

In place of monitoring day-to-day process in the Lead Communities, the MEF Advisory Committee has suggested the development of Leading Educational Indicators to monitor change in North American communities.

- In 1995 to hold by June the first discussion with consultants on establishing some "Leading Indicators" and to begin gathering data on those indicators in the second half of the year.

4. Towards a Research Capacity

In the second half of 1995 develop a plan for creating research capacity and an agenda for North America.



D. CONTENT AND PROGRAM

The resources of both the **Best Practices** and **Goals** Projects will, in 1995, be primarily redirected to the CIJE efforts in Building the Profession and Community Mobilization. Thus:

Best Practices will:

- be designed around those best practices of in-service education with the preparation of shorter occasional papers on these practices
- be developed on the Jewish Community Center (in cooperation with JCCA) emphasizing the personnel aspects of these outstanding practices
- create one-day short consultations on aspects of in-service training as these emerge in the community personnel action plans
- make presentations to lay leaders as part of CIJE Community Mobilization efforts⁸

The Goals Project

- The Goals Project will, following the July 1994 seminar in Israel, engage with several "prototype-institutions" in order to show how increased awareness, attention and seriousness about goals has to be tied to investment in educators. This will also serve as a limited laboratory for CIJE to learn about how to develop a goals process. Seminars will take place in Milwaukee, Cleveland and Baltimore and in Atlanta CIJE will engage with a group of lay leaders planning to create a new community high school. An intensive goals project will not commence anywhere until additional capacity has been developed through training "coaches".
- CIJE will concentrate on developing "coaches"/resource people for laboratory communities⁹ in order to seed Goals Projects in select communities. This will involve identifying and cultivating a cadre of resource-people to work in this project. This should take the highest priority of our work in the Goals Project.

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⁸create two seminars for educators on Best Practices in local communities

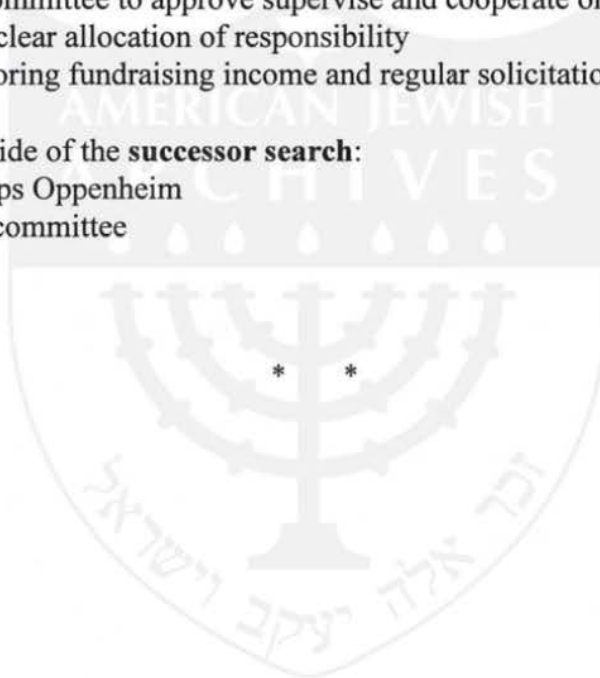
⁹for 9 communities

E. FINANCE AND ADMINISTRATION

1. In the light of CIJE's recent 501C-3 and tax exempt status, several important areas of **administration and fiscal management** will need attention in 1995. These include:
 - Development of a fully-functioning independent payroll and benefits system centered in the New York CIJE office (January 1995)
 - Identification and training of a successor to Virginia Levi
 - Development of a full set of office and inter-office procedures and implementing them for fiscal management and control of CIJE expenses.

2. Developing and implementing a **fundraising plan** for CIJE with:
 - a fundraising subcommittee to approve, supervise and cooperate on the plan
 - clear \$ targets and clear allocation of responsibility
 - a system for monitoring fundraising income and regular solicitations

3. Managing the CIJE side of the **successor search**:
 - Contact with Phillips Oppenheim
 - Convening search committee



III. HUMAN RESOURCES

a. In 1995 the CIJE core **full-time staff** will consist of:

Executive Director	Alan Hoffmann
Personnel Development	Dr. Gail Dorph
Content/Program and In-Service Education	Dr. Barry Holtz
Community Mobilization	Nessa Rapoport
Research and Data Analysis	Bill Robinson

b. Consultants on **ongoing fixed retainer basis**

MEF and Research Agenda	Dr. Adam Gamoran
MEF and Leadership	Dr. Ellen Goldring
Goals Project	Dr. Dan Pekarsky
Building the Profession	Prof. Lee Shulman

c. Consultants on an **ad hoc** basis

Monograph on Restructuring of Community Education + Regional Colleges	Prof. Walter Ackerman
CIJE Steering Committee meetings and Staff meetings	Dr. Ellen Goldring Dr. Adam Gamoran
Planning Consultant on Building Profession	(as yet not identified)
Community Organization	Stephen Hoffman (unpaid)

d. **Mandel Institute**

- Consultation on Goals, Planning and Building the Profession;
- Collaboration on Senior Personnel Development, pieces of in-service training and on Goals Project;
- Cooperation in fundraising.

e. **Successor Search**

Phillips Oppenheim & Co.

[See Exhibit 1 for matrix of allocation of staff/consultant time to major activity areas]

APPENDIX A: ISSUES FACING CIJE

Some conceptual issues have arisen regarding the preferred role for CIJE:

1. With its outstanding education staff, should the CIJE develop and implement projects (e.g. seminars for principals) or should it enable others to implement, using its resources to develop the ideas, the plans and the policies that will enable others to implement and disseminate change?

The 1995 workplan recommends a mid-position, with the CIJE devoting the largest share of its staff time to developing the appropriate strategies and leading others to implement them, while undertaking a small number of pilot field/implementation activities. These are required, we believe, in order to energize a depressed field and demonstrate that quality can be achieved and that serious content can make a difference.

2. How can CIJE influence existing organizations (JESNA, CJF, JCCA, universities, institutions of higher Jewish learning) so that their work in education reflects the priorities of our mission?

This workplan takes the position that in 1995 CIJE should engage with three carefully selected organizations - probably JESNA and JCCA - and develop joint planning groups to target specific areas of Jewish educational activity and plan for capacity and funding. In future years this function should be expanded to other organizations. In addition, the creation of the new standing committee on Jewish Continuity of the CJF in 1995 will have CIJE at the core of the framing of its mission.

3. How should we relate to projects of CIJE which could grow beyond the present mission in order to ensure their maximum contribution?

It is recommended that some time in the future some CIJE projects could be spun off into semi-independent activities which would both be highly attractive for fundraising and have a life of their own. The Goals Project could be considered as first in this category. In 1995 first steps could be taken to establish this as a "project" rather than a center at Harvard University in a relationship similar to that of the present Harvard-Mandel project. This could be a model for other areas of CIJE's work and has considerable potential for fundraising.

CIJE WORKPLAN: 1995 TOWARDS 1996

<p>A. <u>Building the Profession</u></p> <p>a. <u>In-Service Training</u></p> <p>i) TEI X 2</p> <p>ii) Advisory Team on Early Childhood Education</p> <p>iii) Harrard Principle Center</p> <p>iv) Consultation on TEI for Torah u'mesorah</p> <p>v) Consultation on Professional Development for Schools</p> <p>b. <u>Guidance to Communities in developing Comprehensive In-Service Training</u></p> <p>i) 3 Consultations in NYC for Milwaukee, Atlanta, Baltimore leading to local pilot initiative</p> <p>ii) Machon l'Morim in Baltimore</p> <p>iii) Cleveland College Masters Program consultation</p> <p>c. <u>Exploring ways to mobilize existing training institutions, central agencies professional movements and denominations</u></p> <p>i) Consultation on Early Childhood with Colleges of J. Study</p> <p>ii) Planning process with Branders University</p> <p>d. <u>Articulating and Disseminating (where necessary developing) in-service concepts, curriculae and standards</u></p> <p>---</p> <p>e. <u>Comprehensive Planning for Building the Profession</u></p> <p>i) Establish advisory committee</p>	<p>-TEI x 45</p> <p>-Recruit Cohort</p> <p>-Meets-develops strategy-writes</p> <p>-Hrd. Principal's centre Spring+Fall</p> <p>- ?</p> <p>- Consultation in first 1/4</p> <p>-3 Consultations in NYC for Baltimore, Milwaukee, Atlanta, Plus Cleveland, San Francisco, Hartford (?), W. Palm Beach (?)</p> <p>-Will continue</p> <p>-?</p> <p>-?</p> <p>-Continue through 1996</p> <p>-Establish advisory committee with charge to planner. Hire planner</p>	<p>-Principals for Community Day High Schools (Steinhardt, Jim Joseph, Arihar)</p>

<p>C. MONITORING, EVALUATION AND FEEDBACK</p> <p>a) Building Research Capacity -Integrated Report on Teachers -Reports on Educational leaders in 3 communities (individual and combined) -Research papers on teacher power, teacher in-service and levers for change</p> <p>b) Building Evaluation Capacity for North America -CIJE Manual -develop -Proposal for evaluation institute -Consultation on evaluation institute</p> <p>c) Evaluating CIJE Initiatives -Evaluating TEI</p> <p>d) Planning for the Future -Informal education -consultation -Plan for seminar on what have we learned</p>	<p>- - Policy brief on leaders</p> <p>Publish and distribute - -</p> <p>Continued and increased</p> <p>Continued towards design of instruments and survey in 1996-97 school year July 1996 in Israel</p>	<p>Distribution, dissemination of all</p> <p>Dissemination plan</p> <p>Hire staff and develop institute</p>
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1995	1996 ROLLOVER	PLANNED OR IN DEVELOPMENT STAGES
<p><u>D. CONTENT AND PROGRAM</u></p> <p>a) Best Practices I) Complete JCCA-Best Practice ii) Best Practices in professional development - begin iii) One day short consultation on in-service iv) Plan for presentations to lay leaders</p> <p>b) Goals Project I) Engage with prototype institutions ii) Plan for extending capacity iii) Engage with communities iv) Wexner Heritage</p> <p><u>E. FINANCE AND ADMINISTRATION</u></p> <p>a) Hire new executive director</p> <p>b) fully-functioning payroll and benefits in New York</p> <p>c) Successor to VFL</p> <p>d) Full set of inter-office procedures for fiscal management</p> <p>e) Fundraising plan and implementation</p>	<p>Publish volume Write and publish</p> <p>One-day short consultations</p> <p>Presentations to lay leaders</p> <p>Continues</p> <p>July 1996 Seminar ? ?</p> <p>?</p> <p>-</p> <p>-</p> <p>Continued</p> <p>Continued</p>	<p>Dissemination plan</p> <p>“Curriculum” for new director, overlap with previous director</p>