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

Series D: Adam Gamoran Papers. 1991–2008.

Subseries 1: Lead Communities and Monitoring, Evaluation, and Feedback (MEF),
1991–2000.

Box
59

Folder
1

Lead Community Consultation seminar. Baltimore, Md.
Correspondence, notes, and background material,
June 1993-September 1993.

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

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**Council for Initiatives
in
Jewish Education**

Date sent: 8/17

Time sent:

No. of Pages (incl. cover): 5

To: Adam Samorin

From:

Organization:

Phone Number:

Phone Number:

Fax Number:

608-263-6448

Fax Number:

Comments:

Adam -

The attached is for your info. Remember,
CISE staff will meet at The Associated
at 10:30 Mon. morning. See you there.

Genny

If there are any problems receiving
this transmission, please call:
216-391-1852

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101
Phone: (216) 391-1852 • Fax: (216) 391-5430

Chair

Morton Mandel

Vice Chairs

Charles Goodman

Neil Greenbaum

Matthew Maryles

Lester Pollack

MEMORANDUM

August 17, 1993

Honorary Chair

Max Fisher

TO: Participants in Baltimore Lead Communities Seminar

Board

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Irwin Field

Alfred Gottschalk

Arthur Green

Thomas Hausdorff

David Hirschhorn

Henry Koschitzky

Mark Lainer

Norman Lamm

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

FROM: Virginia Levi

Enclosed is a copy of the agenda for our two days of meetings in Baltimore next week. Reminder: the meetings begin with lunch at noon on the 23rd and all meetings will take place at:

THE ASSOCIATED
101 West Mount Royal Ave.
Baltimore
410-727-4828

See you there.

DRAFT 1: TENTATIVE AGENDA

CJJE & LEAD COMMUNITIES 2nd SEMINAR.
BALTIMORE. AUGUST 23rd - 24th 1993.

- Session 1: Monday August 23rd : 1:00 - 2: 30 p.m.

The Lead Communities project : Update

- Developments in the Lead Communities
- Developments in the CJJE

- Session 2: Monday August 23rd: 2:45 - 4:15 p.m.

Systemic change

- The concept
- Content, Scope, Quality

- Session 3: Monday August 23rd : 4:30 - 6:30 p.m.

The Lead Communities project

- Enabling options ; programmatic options
- What is a Lead Community project.

- Session 4: Monday August 23rd: 7:15 - 9:00 p.m.

The Goals project

- Goals, Vision and the Educated Jew Project
- Content as shaped by Goals

- Session 5: Tuesday August 24th : 9:00 - 10: 30 a.m.

The support projects:

- Best Practices
- Monitoring Evaluation and Feedback
- Goals

- Session 6: Tuesday August 24th' : 10:45 a.m. - 12:15 p.m.

CJIE resources

- a) Staff
- b) Working with Denominations, Training Institutions and Institutions in Israel
- c) Involvement of Lay Leadership.

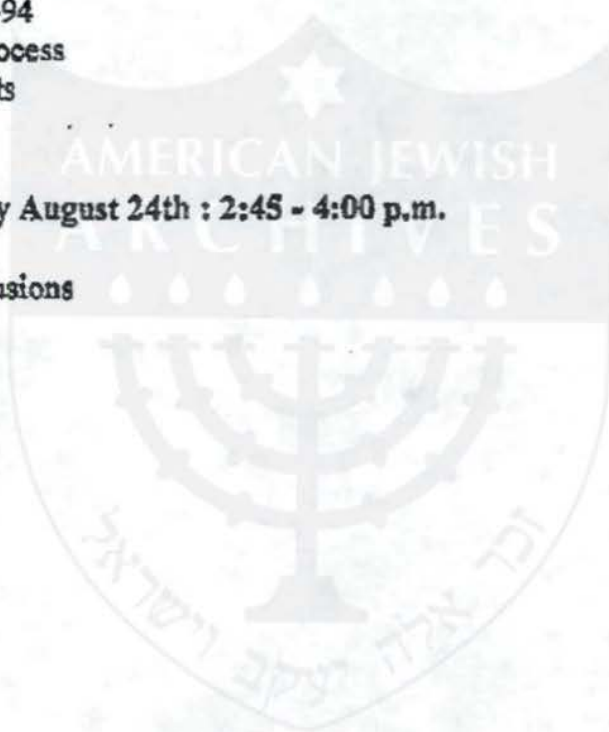
- Session 7: Tuesday August 24th : 1:00 - 2: 30 p.m.

Work plan for 1993-94

- Planning Process
- Pilot Projects

- Session 8: Tuesday August 24th : 2:45 - 4:00 p.m.

Summary and conclusions



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Council for Initiatives
in
Jewish Education

Date sent: Time sent: No. of Pages (incl. cover):
To: August 17, 1993 From: Mary Esther Block
 Adam Gamoran
Organization:
Phone Number: Phone Number:
Fax Number: Fax Number:
 (608) 263-6448 216-391-5430
Comments:

Dear Dr. Gamoran,

IVI has assured me that your airline tickets were mailed to your home address (4730 Waukesha) on August 9. Your ticket for Amtrak rail service for August 24 was mailed on August 13. If you do not have all these tickets by tomorrow, August 18, please let me know so IVI can Federal Express new ones. I am sorry about this.

MEB

If there are any problems receiving
this transmission, please call:
216-391-1852

cover memo

- refer to Balt miss
- list items
- say this substantial, elab
- key issues
- not ~~planning~~ miss
- raise issues
(5-55 contexts for D. & CSS)



THE ASSOCIATED
JEWISH COMMUNITY FEDERATION OF BALTIMORE

Bany

JCC A Bldg

15 E 26th St.

11:50am (Wed)





THE ASSOCIATED

JEWISH COMMUNITY FEDERATION OF BALTIMORE

I'm having lunch w/ Barry & Gail tomorrow. What should I put on the agenda?

(a) reaching educators

(b) ^{Best Practices} & systemic reform yes!

(c) I can't detect the content in these scenarios - What is different? Descriptions sound like most schools we've seen -

(d) How could one pick up document and go forward? step by step? (Hypothetical Case). - Putting BP in action

① (e) ~~Massive~~ communication loop w/ Barry who used to "old system"

② (f) our briefing ^{Gail} ~~them~~ on LC - getting her "up to speed"

g) writing up BP with
building blocks ~~in mind~~ &
content & scope & quality
~~all~~ in mind.



q for fr's

- how did B/M lay leaders
hit it off, connect?

Ted not a system - how set syst ref?

- Barry "Sm + O'D doesn't work for us"



notes for Bd rpt - Aug 93

Purpose - repl. c
Addk.
eval-minded

aims for 92-93

- plus yr - more about common than edc
- study process of forming lcs
- 3 fcs

products →
vis / mobz

- g's - vis, mobz, prof lives
- instrans, rpts

- updates - to CITE, common

- es mobz - common - repres - how diff. >
- eds in partic

- helps guide CITE & common

prof lives

- 3 camp - qual, quant, ~~inter~~ goal or integ
- qualit es

plans for 93-94

- ongoing mte - es goals ploc, eval in new inits
- more active role in self-st
- outcomes assmt - bes. plans

CISTF: LC, LAG lead, ^{Building Profession} ~~Common~~ ~~Model~~, Res Capabil

agenda: staff must learn come of LC's
→ clarity of purpose

Comm. 3s begins Dec 13 1988 - reasons for CISTF

~~Bunny~~ get dates of mtgs, when do they want for the course

local commissioning

- will & concern → shared mission
- use info to guide delib's → ^{prot} ^{line} ^{self} studies
- spec. plan that addresses personnel, support structures

^{desired} outcomes

- CISTF has act together
- LC's understand LC's
- parties know jobs
- CISTF has lots to offer
- clar. partnership
- LC's know what CISTF expects
- LC's know what can expect from CISTF
- lots more to learn
- coming to mtgs is worthwhile

Built agenda

1 update - who call when, who's in charge of what
- domains of responsibility

- details in LC's??

2:45 short pres re LC prog - Gail

- building blocks

- what LC's are - agenda of local comm-ss

- short pres, open disc

4:00 grps by community w/ CISE staff

→ how can your community/comm-ss

address pres + comm-ss

what are issues
what processes
- how do into
how can CISE help

what are issues

5:00 rpt back

dinner

closing session - common issues

if time - pres on goals project

9 pm w/ Alan at hotel

9:30 w/ everyone

- present plan for 23-24

Tues

mes on s/st ref, s-ppt proj's - Barry?

lunch

CLTE resources,
work plan, etc.

SELF STUDY ??

1) Alan is overwhelmed
has no idea about our project - has to read it

2) once Carl gets working w/ computers,
our role becomes less ~~admin~~ implement

3) fcs must be laid back

4) 9 pm Mon pm - w/ Alan MEF
9:30 w/ Carl + Barry

tell A what E will be delivering
overheads? up to 15-20 min
elab on ed rpts

~~set~~ set up communic lines

1) ELR rpt - good

2) Claire's replacement - update

3) ^{useful} glossary - raised q's of clarifying concepts
- hope to be doing so in mts
- "you shocked us" - good

4) mts w/ Most - what about MEF rpts

5) where intend to pick up the CIE story
- need to discuss
- too many resolutions?
- priority?

6) July 25 plans for MEF
- need to discuss

→ - favorable to common prot idea

- on going MEF

- nature of vis process

- need to get more specific - goals

- lines of education

- training/recruiting of indie educators
- monitor this

- Hebrew assmt - will disc w/ Ellen

- why do they need us? to set access

Szymar
pos devels w/ ~~Szymar~~ Hirschhorn
\$100,000/yr to eval
- is pressing on goals

USE goals proj

demands coming to Isr to work on goals

Ed Ten Project - to inspire visions
- to disc w/ sophistic educators & lay leaders

communities viz.ing process

S needs

rewrite of visions section that incorp goals proj

- redo July 25 memo
 - instead of showing section,
~~that~~ say seeking ach' tests
 - leave in self-study stuff

- from vision to goals

Bring to Baltimore

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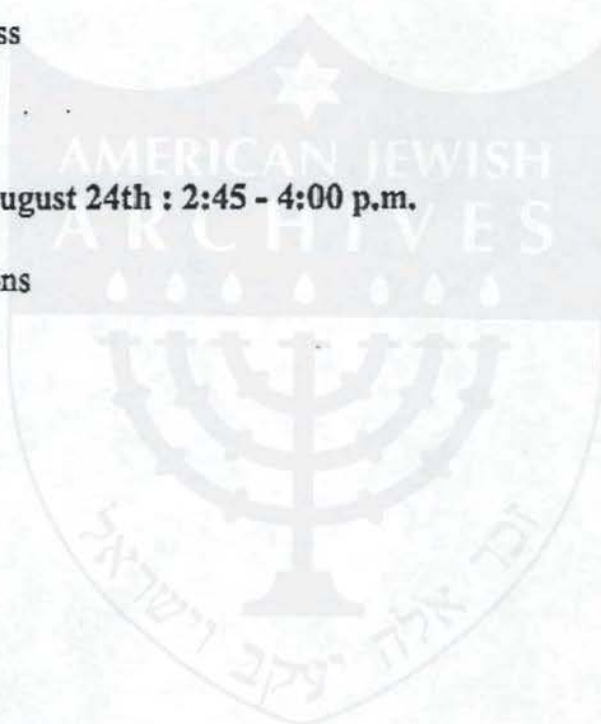
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Summary and conclusions



CIJE Project on Monitoring, Evaluation, and Feedback in Lead Communities
Progress Report — August 1993

Dr. Adam Gamoran and Dr. Ellen Goldring

How will we know whether the Lead Communities have succeeded in creating better structures and processes for Jewish education?

On what basis will CIJE encourage other cities to emulate the programs developed in Lead Communities? Like any innovation, the Lead Communities Project requires a monitoring, evaluation, and feedback (MEF) component to document its efforts and gauge its success.

By monitoring we mean observing and documenting the planning and implementation of changes. Evaluation entails interpreting information in a way that strengthens and assists each community's efforts to improve Jewish education. Feedback consists of oral and written responses to community members and to the CIJE.

This progress report describes the activities in which the project has been engaged during 1992-93 and the products it has yielded. The main activities include: (1) Ongoing monitoring and documenting of community planning and institution-building; (2) Development of data-collection instruments; (3) Preparation of reports for CIJE and for community members.

I. *Ongoing Monitoring and Feedback*

To carry out on-site monitoring, we hired three full-time field researchers, one for each community. The field researchers' mandate for 1992-93 centered on three questions:

- (1) What is the nature and extent of mobilization of human and financial resources to carry out the reform of Jewish education in the Lead Communities?
- (2) What characterizes the professional lives of educators in the Lead Communities?
- (3) What are the visions for improving Jewish education in the communities?

The first two questions address the "building blocks" of mobilization and personnel, described in *A Time to Act* as the essential elements for Lead Communities. The third

question raises the issue of goals, to elicit community thinking and to stimulate dialogue about this crucial facet of the reform process.

Monitoring activities involved observations at virtually all project-related meetings within the Lead Communities; analysis of past and current documents related to the structure of Jewish education in the communities; and, especially, numerous interviews with federation professionals, lay leaders, rabbis, and educators in the communities.

Each field researcher worked to establish a "feedback loop" within her own community, whereby pertinent information gathered through observations and interviews could be presented and interpreted for the central actors in the local lead community process. We are providing feedback at regular intervals (generally monthly) and in both oral and written forms, as appropriate to the occasion. An important part of our mission is to try to help community members to view their activities in light of CIJE's design for Lead Communities. For example, we ask questions and provide feedback about the place of personnel development in new and ongoing programs.

We are also providing monthly updates to CIJE, in which we offer fresh perspectives on the process of change in Lead Communities, and on the evolving relationship between CIJE and the communities. For instance, in July 1993 we presented views from the communities on key concepts for CIJE implementation, such as Lead Community Projects, Best Practices, and community mobilization. This feedback helps CIJE staff prepare to address community needs.

II. Instrumentation

A. Interview Protocols

The MEF team developed a series of interview protocols for use with diverse participants in the communities. These were field tested and then used beginning in late fall, 1992, and over the course of the year. The interview schema for educators were further refined and used more extensively in spring, 1993.

B. Survey of Educators

We also played a central role in developing an instrument for a survey of educators in Lead Communities. The MEF team worked with members of Lead Communities, and drew on past surveys of Jewish educators used elsewhere. The survey was conducted in Milwaukee in May and June, 1993, and it is scheduled to be implemented in Atlanta and Baltimore in the fall of 1993.

The purpose of the educator survey is to establish baseline information about the characteristics of Jewish educators in each community. The results of the survey will be used for planning in such areas as in-service training needs and recruitment priorities. The survey will be administered (was administered in Milwaukee's case with a response rate of 86%) to all teachers in the Lead Communities. Topics covered in the survey include a profile of past work experience in Jewish and general education, future career plans, perceptions of Jewish education as a career, support and guidance provided to teachers, assessment of staff development opportunities, areas of need for staff development, benefits provided, and so on.

III. *Reports*

A. Reports on the Professional Lives of Jewish Educators

Each community is to receive three types of reports on educators: A qualitative component, describing the interview results; a quantitative component, presenting the survey results; and an integrative component, which draws on both the qualitative and quantitative results to focus on policy issues. The schedule for delivering these products is dictated by the specific agendas of each community.

The qualitative reports elaborate on elements of personnel described in A Time to Act, such as recruitment, training, rewards, career tracks, and empowerment. Examples of key findings in reports written so far are the extent of multiple roles played by Jewish educators (e.g., principal and teacher; teacher in two or three different schools), and the tensions inherent in these arrangements; the importance of fortuitous entry into the field of Jewish education, as opposed to pre-planned entry, and the challenges this brings to in-service training; and the diversity of resources available to professional development of Jewish educators, along with the haphazard way these resources are utilized in many institutions.

B. Reports on Mobilization and Visions

Information about mobilization and visions has been provided and interpreted for both CIJE staff and members of Lead Communities at regular intervals. In September, we are scheduled to provide a cumulative Year-1 report for each community which will pull together the feedback which was disseminated over the course of the year. These reports will also describe the changes and developments we observed as we monitored the communities over time.

IV. *Plans for 1993-94*

A. Ongoing Monitoring and Feedback

A central goal for 1993-94 will be the continued monitoring and documenting of changes that occur in the areas of educational personnel, mobilization, and visions. In addition, we are proposing to play a larger role than we initially anticipated in the community self-studies, just as we did with the educators survey. (The educators survey is in fact the first element of the self-study, as described in the Planning Guide.)

In the spring, our field researcher for Atlanta notified us that she would be resigning her position, effective July 31. Although we regret her resignation, we are trying to use it to our advantage by hiring a replacement whose skills fit with the evolving responsibilities of the MEF project. The new field researcher in Atlanta will have expertise in survey research, and will play a lead role in working with the communities to carry out the self-studies.

B. Outcomes Assessment

Although specific goals for education in lead communities have yet to be defined, it is essential to make the best possible effort to collect preliminary quantitative data to use as a baseline upon which to build. We are proposing to introduce the diagnostic Hebrew assessment for day schools, created by Professor Elana Shohamy of the Melton Centre in Jerusalem, as a first step towards longitudinal outcomes analysis. The great advantage of the Shohamy method is its value as a diagnostic tool, encouraging schools to use the results of the assessment to guide their own school improvement efforts. The tests have common anchor items, but are mostly designed especially for use in each school.

C. Encouraging Reflective Communities

The MEF project will be successful if each Lead Community comes to view evaluation as an essential component of all educational programs. We hope to foster this attitude by counseling reflective practitioners — educators who are willing to think systematically about their work, and share insights with others — and by helping to establish evaluation components in all new Lead Community initiatives.

1994

[illegible]

Revised Agenda:
CIJE and Lead Communities
Baltimore-- August 23-24, 1993

Original Agenda Item

Monday, August 23

Session I

Session 1

- 1-3:15
A. Developments in the CIJE: Update
B. Developments in the Lead Communities

Alan Hoffmann
Community Representatives

Session II

Session 3

- 3:15-6:15
Personnel and Community:
The Building Blocks of Lead Communities
Presentation
Discussion
Break out groups by community
Summary

Barry Holtz

Alan Hoffmann

Session III

Session 4

- 7:15-9
The Goals Project

Seymour Fox

Tuesday, August 24

Session IV

Session 2 and 5

- M. in pres on MEF
A Systemic Approach to Issues of Jewish Education:
Scope, Quality, Content [The Three "Support Projects" as Examples]
Presentation
Discussion
~~Break out groups by community~~
Summary

Gail Dorph

Alan Hoffmann

Session V

Session 6 and 7

- (pre for board mtg)
CIJE Resources for Lead Communities: Work plan

Alan Hoffmann

Adam
Stew, Barry - AtI

Rob
Sey, Gail - Milu

Julie
Annette, Shmuel - Balt



SESSION ON SYSTEMIC CHANGE

Imagine a project that would be a lead community project. Think about developing questions that you might ask of these products, *jects.*

Building Blocks:

Personnel

Mobilizing community

Screens/Criteria:

Scope

Content

Quality



CIJE SEMINAR--August 23, 1993

Regarding Personnel:

1. What are the personnel issues facing your community?
2. What data is already available about personnel in your community?
3. What processes can we put into place to make use of the results of the professional lives of Jewish educators and the educators' survey?

Regarding Mobilizing Community:

1. For a commission to change the climate for Jewish education in a community, it needs to develop elements, such as:
 - champions for Jewish education
 - wall to wall coalition
 - advocacy for Jewish education
 - climate for ferment and debate
 - increased local funding for Jewish education...

What else do you think needs to be added to this list?

2. What is and can your commission do to foster this enterprise?

CIJE SEMINAR--August 23, 1993

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GOALS FOR JEWISH EDUCATION IN LEAD COMMUNITIES

The Commission on Jewish Education in North America did not deal with the issue of goals for Jewish education in order to achieve consensus. However, the Commission knew that it would be impossible to avoid the issue of goals for Jewish education, when the recommendations of the Commission would be implemented.

With work in Lead Communities underway, the issue of goals can no longer be delayed for several reasons;

- 1) It is difficult to introduce change without deciding what it is that one wants to achieve.
- 2) Researchers such as Marshall Smith, Sara Lightfoot and David Cohen have effectively argued that impact in education is dependent on a clear vision of goals.
- 3) The evaluation project in Lead Communities cannot be successfully undertaken without a clear articulation of goals.

Goals should be articulated for each of the institutions that are involved in education in the Lead Communities and for the community as a whole. At present there are very few cases where institutions or communities have undertaken a serious and systematic consideration of goals. It is necessary to determine the status of this effort in the Lead Communities. There may be individual institutions (e.g. schools, JCCs) that have undertaken or completed a serious systematic consideration of their goals. It is important to learn from their experience and to ascertain whether an attempt has been made to develop curriculum and teaching methods coherent with their goals. In the case of those institutions where little has been done in this area, it is crucial that the institutions be encouraged and helped to undertake a process that will lead to the articulation of goals.

The CIJE should serve as catalyst in this area. It should serve as a broker between the institutions that are to begin such a process and the various resources that exist in the Jewish world -- scholars, thinkers and institutions that have deliberated and developed expertise in this area. The institutions of higher Jewish learning in North America (Y.U., J.T.S.A. and H.U.C.), the Melton Centre at the Hebrew University and the Mandel Institute in Jerusalem have all been concerned and have worked on the issue of goals for Jewish education. Furthermore, these institutions have been alerted to the fact that the institutions in the Lead Communities will need assistance in this area. They have expressed an interest in the project and a willingness to assist.

The Mandel Institute has particularly concentrated efforts in this area through its project on alternative conceptions of "The Educated Jew." The scholars involved in this project are: Professors Moshe Greenberg, Menahem Brinker, Isadore Twersky, Michael Rosenak, Israel Scheffler, Seymour Fox and Daniel Marom. Accompanied by a group of talented educators and social scientists, they have completed several important essays offering alternative approaches to the goals of Jewish education as well

as indications of how these goals should be applied to educational settings and practice. These scholars would be willing to work with the institutions of higher Jewish learning and thus enrich their contribution to this effort in Lead Communities.

It is therefore suggested that the CIJE advance this undertaking in the following ways:

1. Encourage the institutions in Lead Communities to consider the importance of undertaking a process that will lead to an articulation of goals.
2. Continue the work that has begun with the institutions of higher Jewish learning so that they will be prepared and ready to undertake community-based consultations.
3. Offer seminars whose participants would include Lead Community representatives where the issues related to undertaking a program to develop goals would be discussed. At such seminars the institutions of higher Jewish learning and the Mandel Institute could offer help and expertise.

The issue of goals for a Lead Community as a whole, as well as the question of the relationships of the denominations to each other and to the community as a whole will be dealt with in a subsequent memorandum.

Seymour Fox & Daniel Marom

Billie

baseline interviews

- reps

resp for ripple

Lavie

Mitu - not asking for reps

- ask for rec - selected, invited

- because of it don't have answers

Stanley Horowitz

- what about measuring outcomes

(AG was too specific in responding)

Mark Lainer

why shift to closer feedback on

why not there from the start -

Board mtg planning session
Outcomes desired

leave feeling good about CIJF

- serious

- moved along - quality ^{of staff} / work plans

- what our vision is

we've had an uneven start,
but we've learned a lot

group is committed

camper contacts

ST Twersky - how long is it taking to do something

AR - what would const. doing something

ST - \$, pilot projects
- training insts

assignment for Julie & Roberts re ~~efforts~~

Julie - community level
- what have they done
already in B

R - what instruments & documents
does Tesna have on this



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Planning Meeting
August 25, 1993
1:00 - 5:00 PM

Participants: Gail Dorph, Seymour Fox, Adam Gamoran, Annette Hochstein,
Steve Hoffman, Alan Hoffmann, Barry Holtz, Ann Klein,
Ginny Levi, Mort Mandel, Art Rotman, Jon Woocher, Shmuel
Wygoda

I. Desired Outcomes of August 26 Meetings MLM

A. Executive Committee

B. Board of Directors

Sense of progress and excitement, e.g.

- new CIJE staff
- local commissions in place; lay involvement
- deep interest in Best Practices
- educators survey as basis for plan for personnel
- monitoring, evaluation & feedback process in place

Plans for the future

II. Reports on Camper Contacts MLM

Any comments on conversations with board members
which should be considered as we move through the day?

III. Run through the day MLM

A. Executive Committee

1. Attendance
2. Schedule: Gather at 9:30, convene at 10:00,
conclude by noon
3. Detailed review of agenda

B. Board

1. Attendance
2. Schedule: Luncheon at noon; convene at 1:00,
conclude by 4:00 PM
3. Detailed review of agenda

C. Reminder: debrief session 4:00 - 5:00 PM

IV Issues for exec committee?

CIJE Board Meeting Participants
August 26, 1993

Daniel Bader

*Mandell Berman - Detroit

Chaim Botwinick

*Charles Bronfman

*John Colman

~~Jay Davis~~

Gail Dorph

*Seymour Fox

Adam Gamoran

~~Jane Gellman~~

Billie Gold

Thomas Hausdorff

~~*David Hirschhorn~~

~~Robert Hirt~~

*Annette Hochstein

*Stephen Hoffman

*Alan Hoffmann

Barry Holtz

Stanley Horowitz

Gershon Kekst

Ann Klein

~~Martin Kraar~~

*Mark Lainer

Norman Lamm

*Virginia Levi

~~S. Martin Lipset~~

*Morton Mandel

*Matthew Maryles

*Melvin Merians

Richard Meyer

~~*Lester Pollack~~

*Charles Ratner

*Esther Leah Ritz

Art Rotman

David Sarnat

William Schatten

Richard Scheuer

Louise Stein

Rabbi Paul Steinberg

Rabbi David Teutsch

Isadore Twersky

Ilene Vogelstein

Jonathan Woocher

Shmuel Wygoda

Bennett Yanowitz

* Expected attendance at Executive
Committee meeting

CISE UJA-chain
NYC ortho
pres of UAH

Tesna pres.
Joseph Found

past lay pres of UAH

NY HUC pres

pres of Reconstructive Lab Coll

past pres of Tesna
pres of JCF

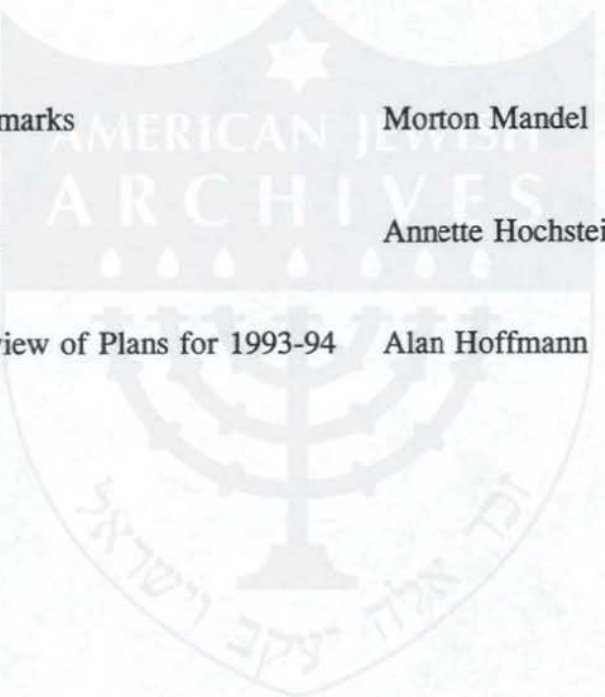
MAF
Chair of Bd

LA leader

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
EXECUTIVE COMMITTEE MEETING**

August 26, 1993
10:00 - 12:00 Noon

AGENDA

- 
- I. Introductory Remarks Morton Mandel
 - II. Progress Report Annette Hochstein
 - III. Preliminary Review of Plans for 1993-94 Alan Hoffmann

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
BOARD OF DIRECTORS MEETING**

August 26, 1993

1:00 - 4:00 p.m.

AGENDA

- | | | |
|------|---|--|
| I. | Welcome and Progress Report | Morton Mandel
Chair |
| II. | Comments of Executive Director | Alan Hoffmann
Executive Director |
| III. | Lead Communities at Work | |
| | A. Project Overview | Charles Ratner, Chair
CIJE Lead Communities Committee |
| | B. Atlanta Update | William Schatten, Chair
Council for Jewish Continuity, Atlanta |
| | C. Baltimore Update | Ilene Vogelstein, Chair
Committee on the Lead Community
Project, Baltimore |
| | D. Milwaukee Update | Louise Stein, Co-Chair
Commission on Vision and Continuity,
Milwaukee |
| | <i>E. Alan Hoffmann</i> | |
| IV. | Monitoring, Evaluation and Feedback Project | |
| | A. Introductory Remarks | Esther Leah Ritz, Chair
Monitoring, Evaluation & Feedback
Committee |
| | B. Project Update | Adam Gamoran, Director
Monitoring, Evaluation & Feedback
Project |
| V. | Best Practices Project | |
| | A. Introductory Remarks | John Colman, Chair
Best Practices Committee |
| | B. Project Update | Barry Holtz, Director
Best Practices Project |
| VI. | Concluding Comments | Isadore Twersky |



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Adam,

Please investigate what
Annette is disturbed about -
re: structure in Baltimore -
Can you get Cleveland's
strategic plan?

Steve Hoffmann's "principles"
sound like "content" to
me. Please explain. His
sounds like short laundry
list. Sorry - again, I don't
get it.

post-mtg
staff mtg



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minutes - flesh out, release fast

challenges

- power & structure - common mobilz
ors of the proj

address
this
issue

Att - in future, work plan can't be weakest session

* - we don't know what "script"
"score" we
have in mind for the communities

haven't got top lay + profs really
involved in the communities

Nb Daniel F said 1c proj will drive

SH said Ilene + Benine are tied
in w/ key lay

* - Marshall is still lay player

* laundry lists us a theory, reasons,
priorities

Barry - BP



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Commission rec BP in new or

impts of prev side

- how BP aff LC's

① prior, contin to descr. key areas

② BP & LC

(a) connect to scope, content, quality

- what is quality, anyway

- helps evaluators know
what quality is

- standards

(b) personnel

- what makes good in s. pp / s. lo.
- personnel

(c) use BP to educate communal
leaders about quality in Jeduc

(d) curric for upgrading personnel

~~from~~ ③ from Best Prac to new practices

Ga.1



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we've seen "a good's hood",
but not perfect, not influence those around

rethink - what constitutes the syst
what drives it

* Ted res shows exposure to many actions
has impact - more effort than
any one endeavor
"2+2=5"

scope/quant - does proj cover major settings
+ insts in which ed takes place
- will most people in community
be touched
goal/ is proj aimed at affecting
profound + lasting change

content - incop BP?

quality - use M&P

69.1-2



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Genuine

inherent tensions
- "pull in all"
- vs. "an instit"

Gelfand

we can pick any mo;
- must focus on pers + mobil

Genuine

scope = goals
content = BP
quality = eval

Man write notes



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- substantive fdbt - leverage

- es of communic probl

- B's strates plan, money - ult

- impt that know my contribs
came from fr's





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mtg of AIH

① communic

- f2bk loop
- AG's time

② dissem of info

- Auth as consultant
ARCH + adv's board

ME F is sticking

- if don't deal w/
for 3 months, that's ok



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policy rpts
— need to ~~discuss~~ provide options

or

— work w/ Barry — converges
w/ his #9,

new paradigms in Jewish educ



Personnel issues - Milwaukee

quantity

quality

attract to midsize community

salary limitations



Personnel issues - Atlanta

① standards for educators

- no recruitment/training process
- + compensation is an issue
- ~~no~~ ^{little} professional growth for sr educ
- lack of career tracks
- shortage of trained personnel
for non-normal,
no professional growth



Baltimore - personnel issues

comprehensive, coordinated, citywide
recruitment

placement

retention

salaries

career ladders

teacher shortage

"Jewish role models"

- see list of 14 needs

plans for GA - Nov.



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Tues Nov 16 - lunch
to mid afternoon Wed Nov 17





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incentives for change

need for rewards & sanctions

not fully concept

utilize outside res as stimulus,
but long term must be invested
from w/in the communities

how get eds to buy into BP?

-BH- all want to improve
-ie, good will
—not enough

resources



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Genuine - what commitments from Bd members

SH - no pot of gold

- But as SG says, need access

- w/ mpt to have the product

Genuine - we need help w/ local donors

- need nat. approach

Marshall - other local needs
besides Tied

- so need to coord
to maximize return

- need to validate CITE proj

- need to prioritize

AH - challenge funders, campaign

- eg AH + AN going to C. Ly. Fund

- need to mobilize ^{development} committee

A+1 headout - pers + mobilz

A+1 - 1



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Gelfand - #1 is easy - probs are
easy to list

JA

① level of standards

- by what criten do we involve people

- standards vary

SG - what is a std

- entry req

- need same stds for all?

- minimum

BH - who sets the stds?

JA - no consensus

SG - no formal process offered to user stds
- acad or pedas

compensation - wide range
- ~~fixed~~ benefits

recognition issues
- of impt - alt's



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disc of ed rpts.

- self-satisf

- but J notes little input

- need to adapt survey for A+1

sr eds - little is there

BH - what about informal eds?

LA - probs - shortage

- even less prof level

SG - not so serious a probl

(SG - probl knowing what to offer)?

career taks? don't know

JT - need to develop local experts

SH career taks in youth work
may be imposs

JA access to local expertise
- eg art/ artistic communities

A+1-3



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data on personnel - no
utilizat of rpts

- take info to CJC
 - move in direct we are
 - devel units to respond
- overlay pol.t, f. name,
pr. m, impact

BH - lay role in framing 2's
for analys. s?

SG - not must create package for lay

CA - ~~lay~~ lay leaders as advocates
for plans

BH - tool for engaging in ad. sic

A+1 - 4



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mob 12

JA - \$ not there

SG - yes, \$ are there, but
there are other needs
besides edc

SH - growing group of lay leaders,
who want to see something
special happen in edc, but
haven't been preceded w/ an
action plan - not

LA - add to list
- diversify the local funding
for J edc -

SG - need objectives
- what anticipated outcomes are,
what's acceptable

SH - growing common - setting new \$'s
- should be able to fund
w/o diverting from other needs

SH - be guided by a vision
- don't just take whatever is offered



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Balt
personnel

- coord recruitment, attend, replace
 - eg Jewish role models
- 14 priorities in strategy plan
 - will need to prioritize
- shortage of demand response
 - not enough ref, conserv ed-cats

AMERICAN JEWISH
ARCHIVES

Mobilize

- human, financial resources

- ch percep of edc
 - broaden the def - incl informal

PC
how use survey?

- CB - because CIST said so
- for planning

SF - need to plan way this will be used

- method



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SG — wants to know what results are

SF — no, can plan even w/o knowing

RC — must give info back



Milw

personnel

- goal
- quant
- training
- setting → problem



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personnel task force
- will address survey results

how does system reach press etc

finding

new roles for it's

model

win-win situation

raise level of expectations - long term results

fostering + membership

need to exp Fed's role



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AH - surprises

- eg M.L. said diffc to get lay people to committee to work on pers because it's seen as a profess issue



goals



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M Milu - Jane's Temple, by S.H.
has done a lot

SF - would they be willing to be
held accountable for the goals?

disc of account where we are

- SF - "need to come clean"

SG - agencies resist articulating
goals they can be held
accountable for

~~SG~~
SG - goals prog, has enormous potential
- let's not talk about why
we can't do it

SG - ok, need to understand barriers

goals - 2



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SF- ^{community} discussion on goals
- not necess community-wide consensus

standards
- high level of discourse
- can be translated into practice

LS - goals ^{not} as 3rd ending factor



Atlanta update



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restructuring of BJF

- taking service delivery out

- Janice - exec direc of JES

- embodiment of personnel

- already in interaction, y ed's

- CTC search

plans for survey after pr ID

task forces

- IS exper

- prof devel

- w/ JES

- reserves of Emory

- Ted at JCC venue

Oct 10 symposium

- CTC, Am Friends of Heb U

- Jewish center + Jewish ed

- Della Pergola

- Z'ee Mankowitz

Baltim. update



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strategic plan

- establish CATE

- 1c committee

Ed survey - by beginning of Oct

- sr eds - pres

- teachers in day
& cong schls

* cost issue

other initiatives

committed to moving forward

have infrastruc

- move forward

Mila - update



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cohesive team of 3

"hands-on lay leaders"

orgs in place

mobl^z - translating ideas into reality

- how create buy-in into the process

- get orgs to share community goods

- meet our needs in wider framework

prof devel

survey completed

task force on personnel

planning

visioning

① 5-me - full commiss mts
- Wooten

- not pleased w/outcome

- need to elevate, enrich

② mts at Louise's house
- excited about it

- feeds into commiss opt in Oct

- as tool for mobilizing the community

need for prioritizing

- as Famed

- + think tank

- will draw them into the process





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- disc of strategy plus
- comp to secular ed
 - probs in getting radical visions
 - need for input

-
- * - how can visioning incorp radical ch
- how can it be systemic?
-

Barry

what is a lc?

- we are learning
- CIFE's notion

① Building blocks Systemic

- commission history

→ bldg blocks run thru all of the

- chain - what is "mobilizing"?

- SH - descr w-t-u credit

- Irene - J comm - outside Fed syst

- SH - 7-15 - cons

- AB - reps mobiliz own constituency



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SH - incentives

- Chev Fellows is a gift
- congress set incentives for service etc.

ST - need to recruit outstanding individuals

- mobilize / persuade / contribute to one another
- eds & feds must speak to one another



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written fdbk to committees
- copies to Alan

wr fdbk to CISE
- to Alan via Garry

can communicate dir w/ Barry

— will go to Annette - she'll give
feedback

SH - writ resp from comm

Can't call w/ RH + me

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

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TO: Participants in Lead Communities Seminar
and Other Interested Parties

FROM: Alan D. Hoffmann

Alan

DATE: October 5, 1993

I am pleased to enclose the minutes of the Lead Communities Seminar which took place in Baltimore on August 23-24, 1993. I hope you agree that these meetings served to clarify our work and to move the Lead Communities process forward.

We are grateful to Chaim Botwinick and the Baltimore staff for all their work in arranging the meetings, accommodations, and excellent meals. I look forward to seeing many of you in Montreal on November 16-17.

MINUTES: CIJE/LEAD COMMUNITIES SEMINAR

DATE OF MEETING: August 23 - 24, 1993

DATE MINUTES ISSUED: October 5, 1993

PRESENT: Janice Alper, Lauren Azoulai, Chaim Botwinick, Ruth Cohen, Gail Dorph, Genine Fidler, Seymour Fox, Adam Gamoran, Steve Gelfand, Jane Gellman, Roberta Goodman, Annette Hochstein, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Marshall Levin, Louise Stein, Julie Tammivaara, Ilene Vogelstein, Shmuel Wygoda, Virginia Levi, (Sec'y)

COPY TO: Darrell Friedman, Ellen Goldring, Morton Mandel, Richard Meyer, Charles Ratner, David Sarnat, William Schatten, Henry Zucker

I. Introductory Remarks and Updates

A. Developments in CIJE

Alan Hoffmann opened the meeting, thanking THE ASSOCIATED for its hospitality and the help provided in organizing the meetings.

Alan reported that he has accepted a three year assignment as executive director of CIJE, on loan from the Hebrew University. His decision to accept the position builds on ten years of working on issues in Jewish education in the Diaspora and his academic interest in issues relating to the process of change. The Commission on Jewish Education in North America is the most systematic and serious effort to establish a new strategic vision for Jewish education and Jewish continuity. The recommendations of the Commission provide an exciting opportunity to effect change through the key building blocks identified by the Commission. Alan noted that this is cutting edge work both for general education and Jewish education and that he found the opportunity to participate enticing.

CIJE attempts to get at fundamental issues by building consensus among partners not used to working together. During the next three years, CIJE and the Lead Communities will work together to create the foundations for the future. The Lead Communities process is expected to be a long term effort. He reminded the group that CIJE is committed to the training of personnel, lay leadership mobilization and the establishment of a research agenda for North America, in addition to working with the Lead Communities.

B. The Staff of CIJE

Alan introduced the staff of CIJE, promising a memo detailing the responsibility of each and how they can be reached in the near future.

1. The Core Staff

The core staff includes the following:

Alan Hoffmann - executive director

Barry Holtz - full time as of July 1. Barry will run the Best Practices project and will coordinate the conceptualization and development of pilot projects.

Gail Dorph - will be the first point of reference for the Lead Communities. She will be visiting regularly, on a schedule to be jointly determined.

Ginny Levi - will serve as the mission control, running the office from the primary address in Cleveland.

Adam Gamoran and Ellen Goldring - (part-time) together will direct the monitoring, evaluation and feedback function.

Julie Tammiavaara and Roberta Goodman - (full-time) are field researchers working with the MEF project monitoring, evaluating, and providing feedback to the Lead Communities and CIJE.

2. Consultant Team

Steve Hoffman - advising on community process

Seymour Fox - bridge between the Educated Jew project and the goals project

Annette Hochstein - consultant on monitoring, evaluation and feedback

Shmuel Wygoda - will coordinate personnel training in Israel and will continue to work with the training institutions.

Daniel Pekarsky - North American consultant on the goals project

Mr. Hoffmann noted his special thanks to Henry Zucker for his consultation and close direction of the project to this point.

C. Developments in the Lead Communities

Each of the communities was asked for a brief update on the status of their work.

1. Atlanta

- a. A major restructuring of the Bureau of Jewish Education has taken place, resulting in a new organization with a more clearly defined focus. The new director of the Jewish Educational Services, Janice Alper, was introduced.
- b. A search is under way to find staff for the Council for Jewish Continuity.
- c. The educators survey will be administered in October.
- d. The Council for Jewish Continuity is now establishing task forces on the Israel experience, professional development, and Jewish education in the JCC.
- e. An academic symposium with Hebrew University is scheduled on Jewish continuity and Jewish education for October 10, 1993. The main speakers will be Sergio Delapergola and Zev Mankowitz, the new director of the Melton Centre in Jerusalem. The audience will be rabbis, members of day school and congregation education boards, and all educators.

2. Baltimore

- a. A strategic plan was adopted in July. Included in its recommendations were the establishment of the Center for the Advancement of Jewish Education and the Committee on the Lead Communities Project, whose members are presently being identified and appointed.
- b. The educators survey will be administered in early October.
- c. A conference is scheduled for educators in the tri-state area.
- d. Consideration is being given to working with the Senior Educators and Jerusalem Fellows programs for training senior personnel for Baltimore.

3. Milwaukee

- a. The staff and co-chairs of the Commission on Jewish Vision and Continuity serve as a comprehensive team. The organizational structure is in place and task forces are being established.
- b. Milwaukee is working on ways to get committee buy-in to the concept of systemic change.

- c. The educators survey has been administered and is now being analyzed. Senior educators have also been surveyed and the process of analysis has begun.
- d. Two sessions have taken place on visioning as the basis for determining community goals. A commission retreat is scheduled for October, at which time a plan will be developed.
- e. Consultants are being interviewed to help in the area of planning.
- f. A think tank on family education has been established.

D. Discussion

Much of the discussion that followed focused on Milwaukee's work on visioning. It was described as the first step in developing a strategic plan. It was suggested that there are no useful models for how to go about this. The following might characterize a successful visioning process:

1. Excitement and motivation
2. A new perception of what could be done -- moving to a new plane
3. The establishment of long-term goals
4. The beginning of a mission statement

II. Personnel and Community: The Building Blocks of Lead Communities

A. Presentation

Barry Holtz noted that the concept of a Lead Community is complicated, evolving, and lends itself to continuing analysis. While we are learning what a Lead Community is as we proceed, CIJE has a basic concept of what constitutes a Lead Community. The first criterion is that a Lead Community must address the building blocks, to be discussed in this session. The second, that the Lead Community must take a systemic approach; will be discussed in a later session.

The work of the Commission on Jewish Education in North America was reviewed. It was noted that the primary goal was to ensure Jewish continuity through Jewish education. When representatives of the major segments of the Jewish community were asked for ideas on how Jewish education could effectively impact Jewish continuity, the result was an inventory of 23 "programmatic options" including such areas as: improving early childhood education, work with youth groups, media, etc. The Commission was faced with the question of how to select and prioritize among these many important areas. There were powerful advocates for many of these options and no confirming

research that any one of the options could have a greater impact than any other. With this in mind, the Commission searched for issues that might cut across the programmatic options and identified two "enabling options," or building blocks, which must always be present for Jewish education to succeed: building the profession and mobilizing the community.

Building the profession looks at the fundamental key dimension: the people who educate. This includes teachers, principals, camp counselors, leaders of Israel trips, JCC staff, youth group leaders, etc. Without sufficient quality or quantity of trained personnel both in the areas of upper and middle management and on the front lines, Jewish education cannot be successful.

Mobilizing the community points to the need for a core of committed lay leaders to provide the commitment, support, and funding to move the process forward.

A Lead Community must emphasize these two crucial areas. CIJE is prepared to work with the communities on the details of how to move forward. Each community will generate its own approaches to these building blocks.

B. Discussion

Mobilizing the community was further described as a process of coalition building, a "seamless representation" of rabbis, lay leadership of synagogues, and the leaders of community agencies. It is the successful involvement of new lay players, committed to Jewish education, that will determine the ultimate success of Lead Communities.

It was suggested that it is important to reach beyond the Federation system in involving people in the process. Federation can serve as the convener and mobilizer, but should not be a gate keeper. The resulting coalition should bring together partners who have not necessarily worked together in the past. It was suggested that a true coalition should include representatives sent by the agencies, not selected by the convener.

It was noted that establishing a wall-to-wall coalition is only the first step in the process. This must be followed by educating participants to ensure that they represent their constituencies effectively. Once the process gets started, it should become apparent to all aspects of the community that they cannot afford to stay outside of the process. In order for participants to see themselves as agents of change, they must feel empowered through a sense of ownership, an opportunity to make a difference, and an opportunity for personal growth.

C. Break Out Groups

Each community was asked to consider separately the following questions:

Regarding Personnel:

- What are the personnel issues facing our community?
- What data is already available about personnel in our community?
- What processes can we put into place to make use of the results of the professional lives of Jewish educators and the educators survey?

Regarding Mobilizing the Community:

- For a commission to change the climate for Jewish education in a community, it needs to develop elements, such as:

champions for Jewish education
wall-to-wall coalition
advocacy for Jewish education
climate for ferment and debate
increased local funding for Jewish education

What else do you think needs to be added to this list?

- What is and can your commission do to foster this enterprise?

Following are summaries of the community discussions:

1. Baltimore

a. Personnel issues

- (1) The need for coordinated recruitment, placement, salaries, and retention efforts. Baltimore has identified 14 priorities within the area of personnel in their strategic plan and will be working to prioritize them.
- (2) A shortage of personnel by denomination. There are too few Reform educators to meet the Community's needs, resulting in the movement drawing on the resources of the Conservative movement which must, therefore, draw personnel from the Orthodox movement.

- b. With respect to mobilization of the community, Baltimore listed the following needs:
- (1) To leverage national as well as local funding.
 - (2) To create appropriate expectations and communicate them to the community.
 - (3) To change the perception of Jewish education, broadening the definition to include informal as well as formal.

2. Atlanta

a. Personnel Issues

- (1) The need to develop minimum standards for Jewish educators.
- (2) The need for formal programs for in-service training in the community.
- (3) Programs for recruitment.
- (4) Compensation - how to determine pay and benefits.
- (5) Personal growth for senior educators.
- (6) Career tracks for personnel.
- (7) More trained personnel for informal education.
- (8) Youth leaders need a sense of mission.
- (9) The need for a resource list and access to people from outside Jewish education.

Atlanta plans to use the educators survey to work with the local commission (CJC) for planning and to advocate within particular areas. They will determine priorities and set a time table for action.

- b. With respect to mobilizing the Community, Atlanta identified the following needs:
- (1) A vision for Jewish education.
 - (2) A definition of objectives and desired outcomes.
 - (3) Diversified funding.
 - (4) A multi-faceted approach.

In the discussion that followed, it was suggested that the educators survey can be used by each community to help with planning and prioritizing and to advocate for particular next steps. It was suggested that plans be made to disseminate the results to participants in the survey as well as to Federation leadership, rabbis, and senior educators in the community. The results should serve as a basis for conversation; it should lead to dialogue and an interactive process.

It was noted that Ruth Cohen has written a memo on the administration of the survey in Milwaukee which should be useful to Atlanta and Baltimore as they administer the survey. It was intended that the survey be the same for all three communities, for comparison purposes, and noted that if either Atlanta or Baltimore wishes to revise the instrument in any way, they should consult with Ruth as well as Adam Gamoran or Ellen Goldring. It was also agreed that any comparative report must be approved by all three communities before it is disseminated.

3. Milwaukee

Milwaukee reported the following summary of their discussion:

- a. Personnel has been identified as a key community priority. Milwaukee is establishing a personnel task force to look at issues of quantity, quality, setting (attraction to a mid-size community) and salary limitations.
- b. Many people find the issues overwhelming to deal with. This is viewed as the realm of the professionals. It involves risk.
- c. The following issues were raised with respect to the use of the results of the surveys of educators.
 - (1) How do you effect change in professional development, yet tie it to clear educational outcomes in the classroom?
 - (2) What kind of professional growth will have an impact?
 - (3) How will the data be used with professionals?
 - (4) How will the data be used in the Lead Community?
 - (5) Are there approaches that are likely to work?
 - (6) How can the data refine our understanding of the personnel issue?
 - (7) How are people approached to participate in this issue?

What kind of strategies can we develop to approach them?

- (8) How do we convince people that this issue is central to systemic change?

d. Next Steps

- (1) Development of a vision of what is possible.
- (2) Deal more practically with the possibility of funding.
- (3) What kind of new roles can be developed for teachers?

e. In order to change the climate for Jewish education in the community, Milwaukee identified the following elements:

- (1) Create a win-win situation. How will people benefit?
- (2) How do we stay focused on our agenda while the constituent entities are carrying out their agendas?
- (3) What is the treatment going to be of potential champions -- who and what?
- (4) How do people get a sense of the excitement of a lead project?
- (5) How do we maintain long-term interest by showing results early in the process?

f. Milwaukee identified the following steps to foster the enterprise:

- (1) The role of Federation must be expanded. How do we capture the lay and professional leadership?
- (2) How can Federations' educating role be enhanced?
- (3) What kind of lay education will be undertaken?
- (4) How do you work in a coalition?
- (5) Developing a common language for "systemic change."

The session concluded by noting that this process has contributed greatly to defining a Lead Community project. It would address these issues and serve as the basis for monitoring, evaluation and feedback. This can provide us with the agenda for the future.

III. The Goals Project

Alan Hoffman introduced this presentation, noting that this is one of the support projects for a systemic approach to our work.

Seymour Fox indicated that the "Educated Jew Project" is under way at the Mandel Institute to deal with the outcomes of Jewish education. Participants include Professors Menachem Brinker, Moshe Greenberg, Michael Rosenak, Israel Sheffler and Isadore Twersky. The work of this group will be published soon and may be of use to the communities in their work on goals. Seymour Fox then distributed and discussed the paper entitled "Goals for Jewish Education in Lead Communities" (enclosed).

In reviewing the paper, he noted that the issue of goals for Jewish education had consciously been set aside by the Commission on Jewish Education in North America in an effort to reach consensus on basic approaches to continuity. It was clear, however, that the Commission's recommendations could not be implemented without being put in the context of the goals of Jewish education. Goals are necessary to introduce change, to have an impact and to evaluate progress.

It was suggested that goals should be developed both institutionally and community wide. They should be adopted with the understanding of willingness to be held accountable for working to attain these goals. It was noted that it is important not to penalize institutions that do not achieve their goals, but to reward those that do attempt to reach them.

CIJE should serve as a catalyst for the establishment of goals. With this in mind, CIJE has been consulting with denominational training institutions, asking them to prepare to work with their movements in the Lead Communities in the process of setting goals. The Educated Jew project could form a basis for consultation with the denominations.

In the discussion that followed it was suggested that a community might begin with a non-threatening conversation to identify goals upon which all could agree. The demographic trend lines serve as a basis for this discussion. It might lead to conversations within the denominations of the community and, from there, to the establishment of discussions with the national, denominational movements.

While it was noted that the climate is right for this discussion, it was also suggested that common community goals will be difficult to reach and that communities may wish to focus first on specific institutions.

It was suggested that communities be encouraged to engage in conversation without expecting to reach consensus. By encouraging constructive discourse, the community could create an environment in which everyone aspires to a higher level. The offer was made that the Mandel Institute would be willing to conduct a colloquium for representatives of the three communities in Israel to discuss in depth the setting of goals.

The discussion concluded by suggesting that the setting of goals may be the third building block for change in Jewish education.

IV. A Systemic Approach To Issues in Jewish Education: Scope, Quality and Content

A. Presentation

Alan Hoffmann introduced Gail Dorph to make this presentation, noting that CIJE's support projects (the goals project, monitoring, evaluation & feedback; and best practices) are part of a systemic approach to change. Gail noted that we usually think either institutionally or programmatically, but that one institutional program cannot have a sufficiently broad impact. Now as we reconceptualize how we look at Jewish education, we should consider the system and what drives it.

CIJE has selected the building blocks (personnel and community mobilization) because they have the potential to impact the entire system. This represents a conceptual and semantic change. We consider it worth the effort both because we know that developing program by program does not work and also that there is an incremental benefit when young people are involved in multiple experiences in Jewish education.

In order to move beyond the approach of working program by program, we have to consider new approaches; we cannot move forward with business as usual. Our goal is to change the entire system. Therefore, to impact the area of personnel, we seek not just staff development, but a look at the broader picture of recruitment, retention, salary and benefits, etc.

As projects are identified which might have systemic impact, they should meet the criteria of scope, content and quality.

1. Scope

a. Quantitative

- (1) Should cover all (or most) settings or institutions where most of the education takes place.
- (2) It should impact most or all of the people.

b. Qualitative

It should be aimed at effecting profound and lasting change.

2. Content

- a. Is it a substantive and thoughtful project?

- b. Is it based on the projection of a vision for Jewish education towards specific goals?
- c. Is it reflective of the learning of a Best Practices project?

3. Quality

A project should be characterized by high standards that can be made explicit and that are not addressed by the status quo. The Best Practices and Monitoring, Evaluation & Feedback Projects ensure that a Lead Community effort is geared toward systemic change and has the potential to be comprehensive and long lasting.

B. Discussion

It was suggested that in this reconceptualization of our approach to Jewish education, the desire to involve a wide range of people and settings might interfere with the focus on content. In response it was suggested that change has no meaning if it does not impact institutions and clients, and that having an impact on only one institution or client group is not systemic. The Lead Community effort should be a coordinating one, with the goal of permeating an entire community.

It was suggested that in light of our awareness that several positive experiences in Jewish education have an exponential impact, a Lead Community project might take a single institution and import programs from other institutions which build on each other. The example was given of a supplementary school that involves its students in camping and an Israel experience.

C. Monitoring, Evaluation and Feedback - a Support Project

Adam Gamoran opened the presentation by asking how we will know if Lead Communities are coming up with new processes and products for Jewish education. He noted that this work begins with the Lead Communities, but is intended to have continental impact. The monitoring, evaluation & feedback project is intended to do the following:

1. Inform us about a particular approach that has been effective, what challenges were overcome, and how it worked.
2. Provide feedback to both the communities and CIJE as the project moves ahead.
3. Encourage reflective practice, i.e. get participants to think and reflect systematically about how the project is going.

It is hoped that this project will result in the Lead Communities becoming evaluation minded, and that evaluation will become a part of

the ongoing process in each community. This should become a community norm.

He noted that the first year of the project has been one of planning. A Time to Act lays out specific desired outcomes. MEF has been monitoring the planning process, both to provide feedback and to establish a basis for similar efforts to be undertaken in other communities in the future.

In this first year, the evaluators have been looking at the following three issues:

1. What is the nature of the professional lives of educators in the community?
2. What is the extent of community involvement?
3. What is the vision for Jewish education?

By beginning early, MEF can monitor the entire process as it unfolds. In that process, a feedback loop has been established through full time field researchers where regular contact with key people in the communities provides ongoing oral and written feedback.

In looking at the professional lives of educators, the field researchers will be providing base line data by writing qualitative reports, evaluating the data of the educators survey and writing about mobilization for change in the first year. These reports should develop a picture which will allow the communities to engage in reflective practice. They should provide a fresh slant, a useful perspective, and documentation of issues about which the communities may or may not already be aware. They will most likely also identify new personnel issues.

CIJE also recommends that each community engage in self-study as a means of determining base line data. The MEF team is available to help. In addition to the educators survey, communities should prepare an organizational profile describing the participants, program components, and finances of institutions that deliver Jewish education.

In the coming year, MEF intends to:

1. Complete the survey on the professional lives of educators.
2. Complete the educators survey.
3. Analyze and interpret these two studies.
4. Submit a first report on mobilization.
5. Work with communities on their profiles.

In the discussion that followed this presentation, it was suggested that CIJE consider providing the communities with training in reflective practice.

A question was raised about plans for dissemination of the information being gathered. It was noted that nothing will be shared without prior approval of the communities, that the project is designed mainly for feedback to the communities, and that the broader issue of dissemination must be addressed in the future. It was noted that with respect to the self-study, MEF can help to identify useful issues for consideration and work with the communities to list organizations and identify top priorities. This first step of the self-study should be followed by a needs analysis. The self-study process is intended to be ongoing and may help communities to adjust or change direction as they proceed.

It was suggested that there is a finite amount of energy for mobilizing the community. At some point, each community will need to agree on a direction and plan to move ahead in that direction. The process of self-study and needs analysis should help to sharpen the focus of the community, but need not narrow the goals.

It was suggested that each community has its own order of priorities -- that each community is in a "different place." Should each wait for the others in order to proceed? Is there a benefit in moving forward together? In response, it was suggested that CIJE participate in the process of prioritization and that communities be prepared to be flexible and adapt to new information as it comes in. Communities were encouraged to share informally so that each is aware of what the others are doing.

It was noted that it is difficult to introduce radical and systemic change. If we can forge a joint understanding among lay leadership and professionals on a local and continental level, we can move beyond business as usual.

This forces us to confront the realities of Federation planning. Lay leaders will tolerate information gathering for a period of time after which they will want to move forward in a concrete way. While communities move forward and identify directions, additional information will be coming in which may suggest modification. MEF needs to respond to this need for modulation.

In order to be as broad based as possible, it is expected that each of the communities will be developing a strategic plan for Jewish education for the next three to five years. This must go beyond personnel and community mobilization to a look at what a community wishes to look like and be. Decisions will have to be made on desired directions in order to facilitate planning. In other words, a community should not limit itself to working only on personnel and community. However, these building blocks are central to moving forward.

V. Funding and Fund Raising

How can CIJE help local communities with funding? It was suggested that communities identify local sources of funding and that CIJE work with them in an effort to encourage their support. It was also suggested that if CIJE were to cultivate relationships with foundations and know their priorities, these might help communities focus their directions. There was a strong feeling, however, that Communities should move forward in planning with the understanding that it is preferable for ideas to attract funding rather than the converse.

The group was reminded that it had been recommended earlier that a development committee be established, to be made up of representatives of CIJE and the local Communities. This group might explore what is available locally as well as continentally. This idea will be pursued.

VI. Work Plan

Gail Dorph and Alan Hoffmann planned to visit each of the three communities during the two weeks following the Baltimore meeting. At that time, individual community work plans to cover a period of three to six months were to be discussed.

The next joint Lead Communities meeting is scheduled to take place prior to the opening of the GA in Montreal. It will begin with an optional lunch on Tuesday, November 16 (meeting to begin promptly at 2:00 PM) and conclude with lunch on Wednesday, November 17. Each community was encouraged to put this meeting on the calendars of professional or lay leaders whom they feel should be present.

Another joint Lead Communities meeting will most likely be scheduled for February. These dates will be proposed shortly.

Gail Dorph will plan to visit each Community at least one time each month for a period of two to three days.

A question was raised about whether the Lead Community representatives should plan to attend all CIJE board meetings in the future. This will be responded to as soon as possible.

VII. Best Practices, Another Support Project

Barry Holtz reminded the group that the Commission on Jewish Education in North America recommended that an inventory of Best Practices be developed. It was felt that identification of Best Practices could help to build our understanding of Jewish education in North America. These Best Practices could serve as "existence proofs." They should help the Lead Communities by serving as models.

To date, a first look has been completed in the areas of supplementary schools and early childhood education. More in depth analysis of these areas will be done in the future.

The Best Practices project identifies high quality programs with significant content which cover a broad scope. It makes a case for personnel as the means of making a difference. It can be helpful in mobilizing the community by showing lay leaders what quality is in Jewish education. Holtz is prepared to work with local lay leaders in this area.

In addition, the project may provide a curriculum for upgrading personnel. For example, we may wish to recommend that the rabbis from best practice programs be invited to Lead Communities to work with local rabbis in areas of mutual interest.

The Best Practices project is intended to identify the best of what now exists. From here, it is hoped that the communities will work with CIJE to move on to new practice.

In the discussion that followed, it was noted that many successful programs depend on personnel and that this might limit the long term usefulness of the best practice studies. However, if the principles of best practices can be extracted and common elements of success can be identified, these can be translated to the communities.

It was noted that the best practice studies require a context. They provide the basis for a curriculum to raise the level of discourse.

VIII. Concluding Remarks

Alan Hoffmann noted that he senses an emerging clarity of purpose and a joint sense of mission coming from these meetings. He stated that we are building on the past and moving very positively into a new period. He concluded by thanking Baltimore for its hospitality and all participants for their serious involvement.

GOALS FOR JEWISH EDUCATION IN LEAD COMMUNITIES

The Commission on Jewish Education in North America did not deal with the issue of goals for Jewish education in order to achieve consensus. However, the Commission knew that it would be impossible to avoid the issue of goals for Jewish education, when the recommendations of the Commission would be implemented.

With work in Lead Communities underway, the issue of goals can no longer be delayed for several reasons;

- 1) It is difficult to introduce change without deciding what it is that one wants to achieve.
- 2) Researchers such as Marshall Smith, Sara Lightfoot and David Cohen have effectively argued that impact in education is dependent on a clear vision of goals.
- 3) The evaluation project in Lead Communities cannot be successfully undertaken without a clear articulation of goals.

Goals should be articulated for each of the institutions that are involved in education in the Lead Communities and for the community as a whole. At present there are very few cases where institutions or communities have undertaken a serious and systematic consideration of goals. It is necessary to determine the status of this effort in the Lead Communities. There may be individual institutions (e.g. schools, JCCs) that have undertaken or completed a serious systematic consideration of their goals. It is important to learn from their experience and to ascertain whether an attempt has been made to develop curriculum and teaching methods coherent with their goals. In the case of those institutions where little has been done in this area, it is crucial that the institutions be encouraged and helped to undertake a process that will lead to the articulation of goals.

The CIJE should serve as catalyst in this area. It should serve as a broker between the institutions that are to begin such a process and the various resources that exist in the Jewish world -- scholars, thinkers and institutions that have deliberated and developed expertise in this area. The institutions of higher Jewish learning in North America (Y.U., J.T.S.A. and H.U.C.), the Melton Centre at the Hebrew University and the Mandel Institute in Jerusalem have all been concerned and have worked on the issue of goals for Jewish education. Furthermore, these institutions have been alerted to the fact that the institutions in the Lead Communities will need assistance in this area. They have expressed an interest in the project and a willingness to assist.

The Mandel Institute has particularly concentrated efforts in this area through its project on alternative conceptions of "The Educated Jew." The scholars involved in this project are: Professors Moshe Greenberg, Menahem Brinker, Isadore Twersky, Michael Rosenak, Israel Scheffler, Seymour Fox and Daniel Marom. Accompanied by a group of talented educators and social scientists, they have completed several important essays offering alternative approaches to the goals of Jewish education as well

as indications of how these goals should be applied to educational settings and practice. These scholars would be willing to work with the institutions of higher Jewish learning and thus enrich their contribution to this effort in Lead Communities.

It is therefore suggested that the CIJE advance this undertaking in the following ways:

1. Encourage the institutions in Lead Communities to consider the importance of undertaking a process that will lead to an articulation of goals.
2. Continue the work that has begun with the institutions of higher Jewish learning so that they will be prepared and ready to undertake community-based consultations.
3. Offer seminars whose participants would include Lead Community representatives where the issues related to undertaking a program to develop goals would be discussed. At such seminars the institutions of higher Jewish learning and the Mandel Institute could offer help and expertise.

The issue of goals for a Lead Community as a whole, as well as the question of the relationships of the denominations to each other and to the community as a whole will be dealt with in a subsequent memorandum.

Seymour Fox & Daniel Marom