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Minutes and correspondence. Includes Experiment in Congregational Education (ECE) information and reports from meeting with the Lilly Endowment, 1993-1994.

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MINUTES: CIJE Staff

DATE OF MEETING: February 24, 1993

DATE MINUTES ISSUED: March 10, 1993

PRESENT: Shulamith Elster, Seymour Fox, Ellen Goldring,
Annette Hochstein, Stephen Hoffman, Barry Holtz,
Virginia Levi, Arthur Naparstek, Shmuel Wygoda,
Henry Zucker

COPY TO: Morton L. Mandel

I. Progress Report

SHH opened the meeting with a status report on the mobilization of the three communities and the outlook for each. He noted that each has a different work style resulting in different expectations of CIJE.

A. Milwaukee

Milwaukee was described as the closest to our ideal Lead Community. The staff is ready, willing, and reasonably able to move ahead. The lay leaders of the project are committed and anxious to be active in the project.

Milwaukee has hired a project director--Ruth Cohen. The community has a tremendous thirst for knowledge and is eager for anything CIJE can provide. They have established a good wall-to-wall coalition, have identified a key donor, and have the attention and interest of key federation leaders.

All of the necessary building blocks appear to be in place in Milwaukee. This, along with an openness to engage in dialogue, provides a good situation for the Lead Community process to move ahead. Our major challenges in Milwaukee are for CIJE to move rapidly enough to influence decisionmaking at the appropriate time and to respond to community expectations with sufficient resources in the form of materials and consultants.

B. Atlanta

Atlanta is in the process of restructuring its Jewish education program. The recent meeting in Atlanta included time with William Schatten and Gerald Cohen, lay leaders ready to support the process. (Cohen appears ready to provide financial backing, as well.)

The only staff involved at this time is the federation planning staff. The particular personalities involved provide us with a challenge because of a basic cynicism, cockiness, and unwillingness to accept anything we do or say at face value.

Atlanta will require frequent communication, thoughtful suggestions, careful attention, and constant checking back to be sure we are understood. Over time, we should be able to develop a trusting relationship. In the short term, our support for the hiring of a planner should increase our level of acceptance, but we will have to work at developing an ongoing trusting relationship.

In summary, Atlanta has a game plan, but no concrete direction. Atlanta is not ready to listen easily, but with constant work can be brought along. Its greatest strength at present is its lay leadership. Its status as a growth community provides us with an opportunity to help build important models. It was noted that the lack of a wall-to-wall coalition reflects a significant split between newcomers and old-timers. It was suggested that the sense of cynicism and lack of effective communication are important issues even within the staff of the federation.

C. Baltimore

The Baltimore federation is strongly controlling. The federation has developed a plan for reorganizing the education structure, but has no clear sense of how to use that structure effectively. There is a top lay leader for the project, but no wall-to-wall commission.

Baltimore has a strong planner who is the key focal point for the project and who believes he knows what must be done. Our challenge in Baltimore is to introduce questions and challenge programs as the community proceeds down the path it has set for itself.

It was noted that Baltimore is engaged in projects related to master teachers, supplementary schools, and the Israel experience, but in none of these cases is there a clear plan of how to proceed. Our role is to help Baltimore develop an overall vision and to provide ideas and knowledge for use in implementing that vision.

D. Summary of Outcomes of Recent Visits

It was noted that we succeeded in the past month in changing the perception of CIJE from one of a source of money to that of a source of content. We made some headway in clarifying the roles of individuals within the CIJE structure and beginning to build bridges which will be solidified as we follow through on our promises.

II. Next Steps

A. The Issues

The following issues were listed as central to consideration of next steps:

1. Mobilization of the community across-the-board
2. The need to move ahead with pilots
3. Establishment of a multi-year plan
4. Goals project
5. Ensuring that monitoring, evaluation and feedback is in place
6. Organizing to work with the community
7. Funding issues

B. Progress to Date

1. The Planning Guide is in the hands of each community and provides guidance for moving ahead.
2. The first of the Best Practices papers is completed and in the communities. This provides a basis for content-based action in each community. Moving ahead now will help to establish credibility and draw people into the CIJE process.
3. The monitoring project is in place and ready to proceed. There has been a problem with the lag in our activity, but Ellen Goldring will now prepare a new schedule for moving forward.
4. Conversations are under way with the training institutions and specific approaches to the Lead Communities are now being developed.

C. Short-term Goals with the Lead Communities

1. We wish to encourage each community to focus on the need for bringing in or upgrading personnel. This requires understanding and commitment.
 - a. The communities can turn to CIJE to help:
 - staff unstaffed positions
 - recruit 1-3 outstanding educators

- identify current staff to train for a specific role through attendance at one of the national training institutions, the Melton Center or the Jerusalem Fellows program
- b. The MAF grants to the training institutions allow us to ask those institutions to:
 - respond to immediate inservice training needs
 - consider organizing seminars for senior personnel
 - build on the Best Practices project to establish priorities

Our ultimate goal in training is to move toward universal, high-quality inservice training in North America.

- c. Each Lead Community should establish a task force on inservice training.
- d. Following are actions we wish to initiate in Lead Communities during the first year:
 - i. An educators survey should be conducted to provide quantitative data on the current personnel picture. Simultaneously the field researchers will conduct a qualitative study of current personnel, i.e., evaluating the current conditions for Jewish educators in each community. With SE as the point person, we may wish to turn to Isa Aron and others to help the communities move this process ahead.
 - ii. We are ready to launch a pilot project in the Best Practices area. Possible projects include:
 - A seminar for supplementary school principals on best practices in supplementary education.
 - A series of conversations with lay leaders on introduction of change.
 - Meetings with someone like Joe Reimer on the role of rabbis in upgrading supplementary school education.
 - Discussions on upgrading the Israel experience.
 - A seminar on state-of-the-art education in day schools, perhaps with a focus on the teaching of Hebrew.

2. It was suggested that CIJE prepare an inventory of the resources available to Lead Communities including opportunities with the seminaries, the Melton Center, the Jerusalem Fellows, and our various consultants. This will involve going to each of those resources and asking them to commit themselves to what they are ready to provide to the Lead Communities immediately.
3. Following is a list of what we wish to do in the Lead Communities in the first year to work toward upgrading personnel:
 - a. The qualitative and quantitative educators surveys leading to an overall personnel plan, including an emphasis on inservice training.
 - b. Pilot projects to move us ahead.
 - c. New hires and/or uptraining of current personnel in the communities.
 - d. Networking of educators among the three communities.
4. At the same time, in order to encourage mobilization of the community, we should encourage the formation of the local commission and the establishment of task forces including one on personnel and one on Best Practices.

The commission should be encouraged to discuss vision. It was noted that Milwaukee provided us a challenge by asking for our assistance in developing that vision. In further discussion it became evident that we are not currently ready to offer concrete support. We are working with the training institutions to help guide this process and will continue to work on this.

- D. The meeting concluded by noting that the following issues still need to be discussed:
 1. The need for a planning seminar to help move the communities ahead through interaction and conversation.
 2. A plan for how to proceed with the Israel experience. It was suggested that we should work with each community on what it wants to do with the Israel experience and then help to make an approach to the CRB Foundation for support.
 3. A concrete plan for how to proceed with each community.
 4. Longer, more regular staff meetings to move this process ahead.

MINUTES: CIJE Planning and Debriefing Meetings

DATE OF MEETING: February 24-25, 1993

DATE MINUTES ISSUED: March 10, 1993

PRESENT: Shulamith Elster, Seymour Fox, Ellen Goldring,
Annette Hochstein, Stephen Hoffman, Barry Holtz,
Martin Kraar, Virginia Levi, Morton L. Mandel,
Arthur Naparstek, Arthur Rotman, Jonathan Woocher,
Shmuel Wygoda, Henry Zucker

- I. The planning meeting opened with a review of our work with the Lead Communities. It was noted that visits had been made over the last several weeks to each of the communities and that each is at a different point of readiness of lay leadership, staff, and planners. CIJE is now working to clarify a vision of what we want to do in the Lead Communities.
 - A. A primary goal is general mobilization--the formation of a wall-to-wall coalition. It appears that Milwaukee is closest to this goal and Atlanta has the farthest to go.
 - B. In order to establish the current status and future needs of personnel in each community, we are encouraging each to undertake an educators survey that will clarify numbers and qualifications of current staff. At the same time, our field researchers are conducting interviews to learn about the perceptions and working conditions of current educators. When we know the key needs of each community, we will encourage in-service training through the Melton and Jerusalem Fellows programs in Israel and work with the denominational training institutions in the United States.
 - C. In an effort to provide an early demonstration of action, we will encourage the communities to use the work of the Best Practices project to undertake:
 1. a seminar for principals of supplementary schools,
 2. a seminar for lay leaders on change in Jewish education,
 3. a seminar for local rabbis, possibly with Joe Reimer, on their roles in supplementary school education, or
 4. discussions on upgrading the quality of the Israel experience.
 - D. We will encourage the communities to establish a vision for Jewish education. This will be a long-term process which should begin now.

In the discussion that followed, it was noted that CIJE has a basic vision for each Lead Community. By working with the communities, we can help to raise their levels of expectations for themselves and enhance the planning process. This process will require time as relationships are built and the communities develop a clearer understanding of the role of CIJE. We are overcoming a period of skepticism in the communities as each begins to understand that it can be more effective with CIJE than without.

It was noted that we do not currently have signed agreements with the communities, but intend to move in that direction in the months ahead. One piece of such an agreement may be a clarification of the sort of lay and professional involvement we expect in each community.

In the first year we envision taking the following steps:

1. Community mobilization--establishment of a wall-to-wall commission.
2. Development of a joint planning process among the three communities.
3. Guided by the joint process, forward movement on the planning process in each community.
4. Development and administration of a survey to determine the current status of personnel in each community leading to the possible addition of 2-3 new positions, involvement in training programs, and the undertaking of pilot projects as described earlier.

- II. Following this discussion, there was detailed discussion and preparation for the meetings on February 25.

Assignment

It was noted that we had not adequately prepared our board members through either written or personal communication. We will move ahead in the coming weeks to reestablish a communication plan.

It was suggested that we involve our board members more actively by activating the three committees for which chairs have been identified: Lead Communities; Best Practices; Monitoring, Evaluation and Feedback. If board members take an active role in these activities, they will help to legitimize the CIJE process and will encourage involvement of local lay leaders within the three Lead Communities.

It was suggested that we consider establishing a finance committee, as well. This will be proposed to the Executive Committee of the board at its next meeting.

III. Post-Meeting Debrief

Following the February 25 meetings, the staff group reconvened to review them and discuss next steps.

A. Executive Committee Meeting

It was reported that the Executive Committee discussed its role and concluded that the work of CIJE should be carried out through the work of the entire board. It was felt that a meeting schedule for the Executive Committee should evolve, but that two or at most three meetings per year are sufficient at present.

Executive Committee members accepted the current executive directorship arrangement. They would be happy if we could hire a "superstar" to serve as executive and will support the resumption of a search in the future, but are satisfied to proceed as we are.

The group agreed with the concept of working through committees and supported the recommendation that the committees be constituted and begin to function.

Assignment

The current financial situation was shared briefly and it was reported that a meeting with the presidents and executives of our partner organizations is now being scheduled. It was suggested that a teleconference be held with Executive Committee members following that meeting to brief them on the outcomes.

It was clear that Executive Committee members wish to be fully engaged and to provide constructive support to the work of CIJE. It was noted in discussion that ongoing camper contacts are critical and must begin now.

B. Annual Meeting

It was felt that the meeting went well and that the attendance was very good. Scheduling was a concern and it was concluded that in the future we will return to the approach of holding our largest meeting in the morning.

Assignment

It was suggested that at the next annual meeting we continue the practice of featuring the work of one foundation on behalf of Jewish education and that a good possibility for the next meeting might be the Cummings Foundation. It was also noted that we should prepare a letter to Rachel Cowan thanking her for considering membership on the CIJE board and noting our understanding of the Cummings Foundation policy against doing so.

Another suggestion for the next annual meeting is that we consider a report of general interest in the area of Jewish education such as that made by Marty Lipset last year on the population study.

C. Board Meeting

We will begin now to schedule the next board meeting for August and will plan to follow the practice of holding meetings in August and

Assignment

February. We will consider holding an Executive Committee meeting in the interim and having committee meetings in conjunction with the two board meetings. We will begin now to set dates for Board and Executive Committee meetings through February 1994. We may wish to schedule a cultural or informational session in the evening prior to a full day of CIJE meetings.

Assignment

In further discussion about the establishment of the three committees, the following recommendations were made with respect to staffing: Best Practices Committee--Barry Holtz; Lead Communities Committee--Shulamith Elster; Monitoring, Evaluation and Feedback Committee--Ellen Goldring/Adam Gamoran.

It was suggested that we consider adding a Development Committee. This is a topic for discussion at the next Executive Committee meeting.

The issue of ongoing communications with board members and the broader community was raised and will be discussed further in the near future.



- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	ELSTER ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DOE DATE	COMPLETED OR REMOVED DATE
1.	Ask Ellen Goldring to provide Atlanta with a written description of the monitoring, evaluation and feedback project and Claire Rottenberg's role.		SE	3/5/93	3/10/93	
2.	Draft a letter to Rachel Cowan thanking her for considering membership on the CIJE board.		SE	2/25/93	3/15/93	
3.	Provide the communities with a summary of opportunities for working with the training institutions, including Melton in Israel.		SE	2/22/93	3/15/93	
4.	Review list of candidates for two new senior staff positions in Atlanta.		SE	3/5/93	3/15/93	
5.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Gerald Cohen b. Susan Crown c. Arthur Green d. Neil Greenbaum e. Thomas Hausdorff f. Mark Lainer g. S. Martin Lipset (with SF) h. Matthew Maryles		SE	2/25/93	3/31/93	
6.	With BH, discuss the Israel experience program and determine whether this is an Atlanta/CIJE priority.		SE	3/5/93	4/2/93	
7.	With BH, arrange a private meeting with Chaim Botwinick to discuss how to proceed in Baltimore.		SE	3/5/93	4/2/93	
8.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	
9.	Work with Isa Aron and Ellen Goldring to design an educators survey for use in all three communities.		SE	3/5/93	4/15/93	

- ☐ **ASSIGNMENTS**
☐ **ACTIVE PROJECTS**
☐ **RAW MATERIAL**
☐ **FUNCTIONAL SCHEDULE**

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 FUNCTION **CIJE STEERING COMMITTEE**

 SUBJECT/OBJECTIVE **FOX ASSIGNMENTS**

 ORIGINATOR/PROJECT LEADER **VFL** DATE **3/10/93**

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review list of candidates for two new senior staff positions in Atlanta. Propose one or two other candidates.		SF	3/5/93	3/15/93	
2.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Alfred Gottschalk b. David Hirschhorn (with AJN) c. S. Martin Lipset (with SE) d. Florence Melton e. Isadore Twersky		SF	2/25/93	3/31/93	
3.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	



- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Make samples available to Milwaukee of educator surveys used in other communities.		AH	2/22/93	3/15/93	
2.	Ask SE to provide the communities with a summary of opportunities for working with the training institutions, including Melton in Israel.		AH	2/22/93	3/15/93	
3.	Call Ruth Cohen to discuss progress of monitoring in Milwaukee.		AH	2/22/93	3/15/93	
4.	Arrange for field researchers to move ahead. We promised a first report in a couple of months.		AH	2/22/93	3/15/93	
5.	Call Baltimore and Milwaukee for approval for the field researchers to resume their monitoring activities.		AH	3/5/93	3/15/93	
6.	Provide Milwaukee with information on the educated Jew project to help them in setting goals.		AH	2/22/93	3/31/93	
7.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch		AH	2/25/93	3/31/93	
8.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	
9.	Stay in close touch with field researchers to be sure they are serving CIJE needs effectively.		AH	1/28/93	ongoing	
10.	Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.		AH	1/28/93	ongoing	

- ☐ **ASSIGNMENTS**
☐ **ACTIVE PROJECTS**
☐ **RAW MATERIAL**
☐ **FUNCTIONAL SCHEDULE**

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Charles Goodman b. Norman Lipoff c. Charles Ratner d. Bennett Yanowitz		SHH	2/25/93	3/31/93	
2.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review list of candidates for two new senior staff positions in Atlanta.		BH	3/5/93	3/15/93	
2.	With SE, meet with Atlanta about a pilot project.		BH	3/5/93	4/2/93	
3.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	
4.	With SE, begin work with Baltimore on a pilot project.		BH	3/5/93	4/15/93	
5.	With Ellen Goldring and Claire Rottenberg, present pilot projects to Atlanta's Council on Jewish Continuity.		BH	3/5/93	4/20/93	
6.	With SE and SF, prepare suggestions for how to proceed with pilot projects in Atlanta.		BH	3/5/93	TBD	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE KRAAR ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE

3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA.		MLK	1/28/93	TBD	
2.	Arrange second meeting to include CRB, Crown, Avi Chai, Wexner and other funders		MLK	1/28/93	TBD	

- ☐ **ASSIGNMENTS**
☐ **ACTIVE PROJECTS**
☐ **RAW MATERIAL**
☐ **FUNCTIONAL SCHEDULE**

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FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	LEVI ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Revise CIJE letterhead. Consider Commission approach.		VFL	2/5/93	3/15/93	
2.	Design meeting planning process and pull raw materials out of minutes to use for planning.		VFL	3/8/93	3/15/93	
3.	Set dates for board and executive committee meetings through February 1994.		VFL	2/25/93	3/31/93	
4.	Prepare a memo briefly outlining the roles of the 3 board committees and inviting board members to state their preference.		VFL	2/25/93	4/1/93	
5.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	
6.	Schedule a telecon with executive committee members following a meeting of presidents and executives of partner organizations.		VFL	2/25/93	TBD	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Charles Bronfman b. Max Fisher b. Ludwig Jesselson (with AJN) c. Richard Scheuer		MLM	2/25/93	3/31/93	
2.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	



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FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	NAPARSTEK ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Mandell Berman b. Maurice Corson c. David Hirschhorn (with SF) d. Ludwig Jesselson (with MLM) e. Henry Koschitzky		AJN	2/25/93	3/31/93	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ROTMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Lester Pollack		AR	2/25/93	3/31/93	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL, POLICY NO. 4.5
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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board member in follow up to the February 25 meeting and send brief report to VFL: a. John Colman		HLZ	2/25/93	3/31/93	
2.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	

MEMORANDUM

TO: CIJE Staff and Consultants
FROM: Shulmaith Elster
RE: HUC Consultation - May 17-18, 1993

I. Participant list is attached. Please note:

Rabbi Robert Orkard of Westpoint, Connecticut is the New Chair of the Commission on Jewish Education of the Reform Movement.

II. Role of Mandel Associated Foundations and its financial support was acknowledged as was Sara's participation in the Commission. Twersky's vision statement for the Commission was the D'var Torah for the Tuesday session.

III. Program (Sessions I-VII program attached).

IV. List of preliminary papers and their authors.

Larry Cuban: Changing Public Schools and Changing Congregational Schools

Joe Reimer: where School and Synagogues Are Joined

Susan Shevitz: Receptive Contexts and Enabling Traits for Changing Congregational Education

Isa Aron: From the Congregational School to the Learning Congregation: Are We Ready for a Paradigm Shift?

Riv-Ellen Priel: Reflections on the Social Sciences of American Jews and Its Implication for Jewish Education

PARTICIPATION LIST

HUC

Isa Aron
Bill Cutter
Michael Zeldin
Sara Lee
Lee Bycel (Dean, HUC, LA)
Laura Samuels (graduate student at University of Cincinnati
and HUC)
Sherry Blumberg (New York)

STANFORD

Lee Shulman
Larry Cuban
4 graduate students

BRANDEIS

Joe Reimer
Susan Shevitz

REFORM MOVEMENT

Seymour Rossel (UAHC)
Bob Orkard
Shelly Zimmerman (CCAR)
Michael Weinberg (CAJE)
Kyla Epstein-Asor (Cleveland)

OTHERS

Jeff Schein*
Barry Shrage*
Sharon Feiman-Nemser
CIJE Senior Advisors

CIJE

Barry Holtz
Shulamith Elster

*CIJE Senior Advisors

Laying the Groundwork for the Experiment in Congregational Education

Rhea Hirsch School of Education
Hebrew Union College-Jewish Institute of Religion
in partnership with
The Commission on Jewish Education for the Reform Movement

The Problems of Congregational Schools

It is estimated that 80% of Jewish children in America will attend a Jewish school at some point in their lives. For over two thirds of these students, that school will be a supplementary school under congregational auspices.

Critiques of the supplementary school date back to the 1880's, and have remained remarkably constant over the years. Supplementary schools having been faulted for being boring and irrelevant, having unqualified teachers, and lacking substantive parental involvement and support. In many urban centers the problems of supplementary schools have deepened, as day schools have siphoned some of the most committed parents, as well as the most professional teachers. These problems combine to limit the supplementary school in its ability to provide its students with either substantial knowledge of or a deep commitment to Jewish life.

Despite numerous attempts to address these problems through curricular revisions and programmatic innovations, the essential structure and organization of most congregational schools has not changed much since the 1950's.

The Role of the Rhea Hirsch School of Education in Improving Congregational Education

The RHSOE, the Reform Movement's premier graduate program for the training of professionals in Jewish education, was founded in 1969. The school has over 150 alumni who serve in congregations, schools, camps, universities and other educational institutions throughout North America, and in England and Israel as well.

During the spring and summer of 1992, RHSOE faculty and staff engaged in a strategic planning process, which was supported, in part, by the Mandel Associated Foundations. In the course of our deliberations we became convinced that the RHSOE must not only prepare future educators, but also work more directly towards the improvement of settings in which our graduates work. While it would be unrealistic to expect that we could work intensively with hundreds of schools, camps, and Jewish centers, the RHSOE might well serve as a catalyst for improving these institutions through very targeted experiments, such as the Experiment in Congregational Education. A second grant from the Mandel Foundation enabled us to initiate the ECE in partnership with the Commission on Jewish Education.

The Experiment in Congregational Education

The purpose of the ECE is to stimulate a revitalization and re-configuration of congregational education. The ECE will bring together a small number of congregations (between four and eight) which will work together to re-think their notions of Jewish education and explore ways of restructuring their educational programs. Over the course of a three year period, these congregations will engage in a process of examining: what their goals are for Jewish education; what changes in their current institution will meet both their needs and their goals; and what resources will be required to institute these changes? As answers to these questions become clear, each of the congregations will develop and implement a plan for the reconfiguration of the totality of its educational programming.

The ECE is not undertaken with any fixed idea of the the final product that will emerge from the process of reconfiguration. It is likely that a number of different new structures will emerge, perhaps as many new models as there are partners in the ECE. But while we have no preconceived notion of the new structures which the experiment will yield, we do have some very strong convictions about the process which each congregation involved in the experiment will have to undergo. Our reading of research in educational innovation in the public sector and our first-hand experience working with congregational schools have led us to the conviction that school restructuring can only be successful when the process of deciding on the new structure is both broad and deep. The entire spectrum of congregational membership must be represented in this process, which must involve incisive probing into people's Jewish identities, commitments, needs, and values.

Beyond its immediate benefit in the improvement of education in a number of congregations, the ultimate contribution of the ECE will be to the entire field of Jewish education. After four years of analysis, intervention and documentation, we will have a much more sophisticated understanding of the internal dynamics of education in the congregational setting, and the possibilities for change in Jewish education. We will have a number of viable models of restructured institutions, and a wide range of new programmatic alternatives. We hope to use this knowledge in the creation (four years hence) of a "Laboratory for Congregational Education," which will serve as a resource to a larger number of congregations.

Phase One: The Initial Consultation

A new and complicated undertaking, such as the ECE, requires input from a variety of sources. In launching the ECE, we wanted to draw on the expertise of scholars and researchers in related fields, as well as congregational leaders from a range of settings. Thanks to a grant from the Nathan Cummings Foundation, a group of 25-30 scholars and congregational leaders with prior

experience and expertise in this area will be brought together for a two-day consultation in May, 1993.

The goals of this consultation are:

- 1) To gain a deeper understanding of what it will take to assist congregations in reconceptualizing and restructuring the full range of their educational offerings.
- 2) To be in a position to decide:
 - a) how the consortium of congregations might operate;
 - b) how partners in the consortium might be selected;
 - c) how research at each site might be conducted.

While decisions of this sort will probably not be reached at the consultation itself, the issues involved in making these decisions will be discussed.

We have attempted to structure the consultation in such a way as to permit each participant to share his or her knowledge and expertise, and the group as a whole to break new ground in applying its collective wisdom to the task at hand. Five papers have been commissioned which cover five relevant areas of scholarship:

- a) *What do the Jewish social sciences have to teach us about the current state of congregational education? What can we infer from the work of sociologists and anthropologists about the prospects for changing our current structures?* This paper will be written by Riv-Ellen Prell, professor of anthropology at the University of Minnesota.
- b) *What are the cultural, economic and political forces internal to congregations which result in particular educational arrangements, and how might these forces be harnessed to expedite the process of restructuring?* This paper will be written by Joseph Reimer, professor of Jewish education at Brandeis University.
- c) *What processes will enable congregations to reconceptualize their educational programs and to prepare themselves for change?* This paper will be written by Susan Shevitz, professor of Jewish education at Brandeis University.
- d) *What accounts for the durability of the dominant model of supplementary schooling? What attempts have been made to break this mold? Is fundamental restructuring necessary? Is it possible? How does it differ from innovation in a particular area?* This paper will be written by Isa Aron, professor of Jewish education at the Rhea Hirsch School of Education, HUC-JIR.

- e) *What can we learn from the past two decades of innovation in American public schools that might be applicable to the private, voluntary, part-time, anarchic non-system of congregational education?* This paper will be written by Larry Cuban, professor of education at Stanford University.

These papers will be sent out in advance, several weeks prior to the consultation. Participants will be asked to respond to the issues raised in the papers, based on their particular experience and expertise. Then the group will work together to define, outline and adumbrate the process of restructuring congregational education.

RHEA HIRSCH SCHOOL OF EDUCATION
Hebrew Union College-Jewish Institute of Religion

Reconceptualizing Congregational Education
Tentative Program for Consultation on May 17-18, 1993

Introduction The Synergy Required to Arrive at a New Vision or Paradigm
of Congregational Education

SESSION I The mission of congregations and congregational education
(Monday morning)

What ought to be the mission of congregations? What should
the role of Jewish education be, within this larger mission?

Drawing on our own knowledge, and our reading of the papers,
we will contrast ideal views with the current realities.

SESSION II What operating assumptions guide our current paradigm of
congregational education? (Monday afternoon)

What are the implications of the assumptions that undergird
current paradigms of Jewish education? What might we
want/need to challenge in some of these assumptions?

SESSION III What is Jewish learning? What power does it have to shape
and transform people's lives? (Monday evening)

What experiences of Jewish learning in our own lives were
transformative? What factors made them so powerful? What
circumstances might make these kinds of experiences more
common for members of congregations?

SESSION IV Deriving conceptual principles as a guide for reconceptualizing
congregational education. (Tuesday morning)

What core affirmations and assumptions would be consonant
with an enhanced vision for congregational education? What
conceptual principles can we affirm?

SESSION V

What are the forces that enhance or inhibit change in congregations? (Tuesday morning and afternoon)

Presentations by representatives of Leo Baeck Temple in Los Angeles and Congregation Beth Am in Los Altos Hills, on the process of restructuring education in their congregations.

What can we learn from these two case studies about the necessary pre-conditions for restructuring, and guidelines for the process itself? From this, we will derive a set of operational principles for restructuring congregational education.

SESSION VI

Where do we go from here? (Tuesday afternoon)

Presentation on how a coalition might work, drawing on several models.

Review of the "principles" arrived at in previous sessions; discussion of the relationship between the two types of principles.

Next Steps

MINUTES: CIJE Staff Teleconference

DATE OF MEETING: July 22, 1993

DATE MINUTES ISSUED: July 26, 1993

PRESENT: Seymour Fox, Annette Hochstein, Stephen Hoffman,
Alan Hoffmann, Barry Holtz, Virginia Levi (Sec'y),
Shmuel Wygoda, Henry L. Zucker

COPY: Gail Z. Dorph, Morton L. Mandel

I. The minutes and assignments of June 30 were reviewed.

- Assignment A. SF will talk with David Hirschhorn about finalizing arrangements for a Blaustein grant as soon as Mr. Hirschhorn has recovered from his recent surgery. It still seems likely that we will be able to announce the grant on August 26.
- B. MLM is trying to arrange a meeting with Gershon Kekst in New York. He hopes to speak with Mr. Kekst before he meets with SF in Israel on August 3.
- C. MLM plans to talk with Erica Jesselson about how the Jesselson family will relate to CIJE. He will suggest that a family member serve on the board. He hopes to hold this meeting prior to the August board meeting.
- Assignment D. It was agreed that we need to develop a more systematic approach to the distribution of CIJE materials. A case in point is the haphazard way in which the publication on Best Practices in Supplementary Schools was distributed. BH will meet with Jon Woocher to get some guidance on how we might identify appropriate audiences. That meeting will be for information, only.
- E. Another item for future CIJE consideration is the status and best use of senior advisors.
- Assignment F. VFL will work with CJF to schedule a meeting of CIJE with Lead Community representatives on Tuesday, November 16.
- Assignment G. SHH will call Carl Sbeingold to talk about a CIJE slot on the GA agenda.

II. August 26 Board Meeting Preparations

A. Campex Calls

Counselors are beginning to make phone calls and will submit written reports to VFL as they are completed. Barry Holtz will talk with

Billie Gold. VFL will get SF a California phone number for Seymour Martin Lipset.

B. Materials to be mailed in advance.

1. Barry Holtz has submitted a report on best practices. He will have feedback from the Mandel Institute by July 27.
2. Adam Gamoran will have his paper to ARH around July 27.

C. It was agreed to recommend that the following materials be included in the meeting books:

1. Minutes of February board meeting.
2. Progress report.
3. Best Practices report.
4. Monitoring, evaluation and feedback report.
5. Bios on Gail Dorph, Adam Gamoran, Ellen Goldring, Alan Hoffmann and Barry Holtz.
6. Board and staff lists.

III. August Staff Meeting

- A. The meeting will take place at the American Friends of Hebrew University, 11 East 69th Street, New York. It will begin on August 19 at 10 a.m. and conclude on August 20 at 4 p.m.
- B. Participants will include Gail Dorph, Seymour Fox, Ellen Goldring, Annette Hochstein, Barry Holtz, Alan Hoffmann, Ginny Levi and Shmuel Wygoda.
- C. The agenda will include the following:
 1. Bringing new staff people on board.
 2. Preparations for Baltimore meeting.
 3. Preparations for board meeting.
 4. Develop annual work plan.

IV. Lead Communities Joint Meeting

A. The meeting on August 23 will begin with lunch at noon at THE ASSOCIATED in Baltimore. It will go into the evening on Monday and conclude by 4 p.m. on Tuesday, August 24. CIJE staff will meet at THE ASSOCIATED by 10:30 a.m. to do final planning for the meeting.

ment B. The meeting will focus on each community's plans for the year. (Each will be asked to prepare a written document in advance.) We seek the following products during this year:

1. Complete the educators surveys and data analysis and plan for personnel development in each community.
2. Continue to gather data.
3. Develop action plans.
4. Clarify monitoring, evaluation and feedback work.
5. Integrate the goals project and best practices work.

It was suggested that each community needs a strategic vision to shape approaches and outcomes. This will be the primary topic of discussion among CIJE staff at 10:30 on August 23 in Baltimore.

ment V. A draft letter reporting on the Best Practices project from Barry Holtz to Rachel Cowan was discussed. It was concluded that the letter is fine as is, but it was suggested that a sentence be added indicating that BH looks forward to meeting to discuss plans for the future.

It was noted that we should give greater attribution to the Cummings Foundation. The foundation name will be included in future editions of the Best Practices in Supplementary Schools report. It was noted that whenever we write anything about a funded project, we should be certain to refer to the funder.

BH was asked about feedback he has received to the report. He noted that while feedback has been generally very positive, people have noted that it would be useful to have more analysis on how a successful school achieved that success. It was noted that in-depth portraits are the best way to achieve that goal and will be included in future editions.

It was suggested that Rachel Cowan be invited to the August 26 board meeting as a guest.

CIJE Staff Teleconference
July 22, 1993

Page 4

VI. Status Reports on Communities

A. Milwaukee

SHH reported having spoken with Howard Weinstein about Milwaukee's needs for planning. It appears that Milwaukee is seeking ongoing guidance to walk them through the process of strategic planning. Weinstein is not planning to be deeply involved in this process.

ment It was suggested that ADH should consider what kind of planning help Milwaukee requires and how to proceed with this.

VFL noted a request from Ruth Cohen for suggestions of someone to lead a Milwaukee discussion on visioning in October. [The retreat originally scheduled for August has been rescheduled for October and this is the event at which they wish to have guidance from a person with "vision."] They have invited Barry Chazan, who is not available. If CIJE wishes to have input into the selection of a discussion leader, we should move quickly.

B. Atlanta

SHH reported that Steve Gelfand is planning to become the lead planner on the education agenda in Atlanta. He is anxious to see Atlanta move forward with CIJE this summer. It was proposed that a teleconference be scheduled with Gelfand to discuss his thinking prior to the Baltimore meeting. VFL will try to arrange this for Thursday, July 29 at 10 a.m. [Later: Gelfand reported to VFL that it is premature to have such a telecon. He is at a very preliminary point in his thinking and wants to talk with local lay leaders before meeting with CIJE.]

C. Baltimore

It was concluded that a teleconference with Darrell Friedman is not necessary. Communication appears to be good and Baltimore is not waiting for a telecon.

It was noted that Baltimore is in the final stages of approving a strategic plan. VFL will get a copy of that plan from Mark Gurvis and send it to Israel. [Later: Mark did not have the plan. Chaim Botwinick indicated that it is to be approved on July 30 and that he will send it to both Cleveland and Israel following that approval.]

VII. The next telecon is scheduled for Thursday, July 29 at 9 a.m. eastern daylight time.

MINUTES: CIJE STAFF MEETING

DATE OF MEETING: August 19 - 20, 1993

DATE MINUTES ISSUED: October 18, 1993

PRESENT: Gail Z. Dorph, Seymour Fox, Ellen Goldring, Annette R. Hochstein, Alan D. Hoffmann, Barry W. Holtz, Daniel Pekarsky, Shmuel Wygoda, Virginia F. Levi, (Sec'y)

COPY TO: Morton L. Mandel, Ann G. Klein, Adam Gamoran, Henry L. Zucker

I. Introductory Remarks

Alan Hoffmann opened the meeting, outlining his assignment as full-time executive of CIJE for the next three years. He described the assignment as an exciting opportunity to put into practice what he has been teaching. He noted that our challenge is to determine whether, by addressing Jewish education comprehensively and simultaneously, we can really radically alter its direction. He noted his excitement at working with this unique group of people and reminded participants that while the focus of these particular meetings would be primarily work with the Lead Communities, this group is the staff of all of CIJE.

We were reminded that the Lead Community project is one of four recommendations of the Commission and that building the profession, building lay leadership, and establishing a research agenda are at least as important as the Lead Community project. Included in our mandate are such matters as how we will involve the training institutions in building the profession, who will be the lay leaders of the future and how can we encourage them to consider Jewish education a top priority, and how we get people to both conduct and fund research.

ADH noted that with regard to the Lead Communities we have an educational challenge of our own. The people teaching and learning our material are not always "getting it." He noted that a curriculum that does not teach is not a good curriculum. We will have to articulate our mission so that we understand it and others get it. Six months from now, any one of the core staff should be able to lead a seminar on the Lead Community which is effective intellectually, conceptually, and practically. At the same time that this group is learning, we will need to have a way of moving forward with our clients.

It was also noted that we must work within the context of the culture of the Lead Communities and Federation. We have selected Federations as the host institution of the Lead Communities concept. We must understand that the Federation culture is one of consensus building and our work is to engage in major systemic reform. There may ultimately be

some tension between these two approaches and the issue should remain on the staff agenda.

II. The Conception Reconsidered

Seymour Fox reviewed the experiences that led to the CIJE and Lead Communities. He noted that it was felt that the political environment was such in 1987 that the right players working together toward consensus could have an impact on Jewish continuity. A decision was made to work in a partnership between the communal and private communities.

A commission was formed which included a broad representation of the entire North American Jewish community. Each commissioner was interviewed before the first and each subsequent meeting. Out of this process came 23 areas of possible programmatic focus. In order to select among the 23, consultants advised us to distinguish between necessary and sufficient conditions. From this came the concept of the "enabling" versus "programmatic" options. The enabling options are the building blocks which are preconditions to move the programmatic areas forward. Written evaluations of the 23 areas showed that none of the programmatic options could be accomplished without the personnel to undertake them or the support of lay leadership. The following preconditions were identified: community, funding, and personnel.

SF noted that the enabling options had to be approached systemically and in a way that would have ongoing impact. The concept of a "community action site" was developed as a way to test the centrality of the enabling options. This should be a merger of local and national/international forces.

The community action site formulation eventually evolved into the Lead Community concept. There were 23 communities which applied to be Lead Communities and thought was given to working with all 23. It was felt that by beginning in this way, they would gradually have narrowed themselves down to a small and manageable group. In the end, it was decided to complete the selection process which resulted in the selection of three communities.

The model of a Lead Community is to mobilize key lay leadership to undertake a radical approach to Jewish education. This was not intended as minor variations of business as usual. One way to mobilize local lay leaders is to bring them together with CIJE board members.

In discussion, it was noted that the three Lead Communities are moving forward with commissions which thus far have structure but no content. Perhaps the local commissions could use the questions identified in the commission process for evaluation of the 23 options to evaluate their own lists of concerns.

It was suggested that the staff of the Lead Communities have been reluctant to permit CIJE staff and lay people to interact with local lay

people and rabbis for fear that they will lose interest in other community priorities as they commit themselves to Jewish education and to national issues.

It was noted that the Lead Community concept has not yet been implemented. We are very much at the beginning. The first step is to go back and clearly define it. The basic concept of the CIJE was that it should become a mechanism to make innovation happen in the areas of personnel and community through the Lead Communities. A longer term goal is to encourage quality research in Jewish education. It was noted that we need to find ways to work effectively with the Lead Communities. This might include the following:

1. A key member of the CIJE board should lead a discussion of the concept with their community counterparts.
2. Staff should work directly with rabbis and head educators in the communities.
3. There should be a regular process of education of the lay leaders through a series of ongoing seminars.
4. We should develop a game plan for each community.

It was suggested that from the point of view of the Lead Communities, they see CIJE in a variety of ways, such as:

1. A Time to Act recommends the establishment of Lead Communities - places where "things are popping in Jewish education."
2. Our selection as a Lead Community means that we are already a model for others.
3. We have access to a giant consulting group known as CIJE.
4. We want CIJE to help us refine what we want to do. We, the local lay leaders, have been taught to do our own thinking.
5. If we schedule a meeting, of course the CIJE staff will be there.
6. CIJE should be a major resource for us.
7. We are providing CIJE with a laboratory in which to test out their theories regarding the centrality of personnel and community.

It was suggested that we are functioning in a general environment where we are not completely understood. It is our perception that the local Federation leadership is often not interested in moving to major change. We need to change that and get the communities to buy into our vision.

One approach may be to assign local campers (e.g. rabbis and educators) to CIJE staff.

III. Basic Concepts

A. Systemic Reform

The concept of Lead Community is intended to lead to systemic change. The goal is not to solve individual problems, but to take a macro view of personnel and to attempt to have an influence at the level of policy and to design solutions. Local lay leadership is to be mobilized and empowered to have an impact. This is to be accomplished by recruiting top tier people, including one or several "champions" and to raise the quality of people choosing to serve on boards of Jewish educational institutions.

The notion of systemic change implies that dealing with personnel and community jointly will have a greater impact than dealing with either independently.

B. Scope, content and quality

1. Scope - Lead Communities are expected to engage with most of the key institutions in a given community. Most of the people in a community should, over time, be affected. Whether working within a given domain or across a range of domains, a significant proportion of clients should be impacted. (Innovative approaches should be found to encourage institutions to work cooperatively.)
2. Quality - We seek standards of quality that can be made specific and defined and that would not be satisfied with the status quo. The monitoring, evaluation and feedback project is intended to support this concept. We need a way of determining and conveying standards below which we will not go.
3. Content - The content to be dealt with in the Lead Communities is to reflect the work of Best Practices and the goals project. This may be done in terms of programmatic options -- personnel for what?

In discussion, it was suggested that the systemic approach is to create a plan which, over time, encourages more people to have more cumulative experiences which lead to stronger Jewish commitment.

It was suggested that the release of the Best Practice reports one by one may encourage a narrow approach. This might be rectified if each report included an introduction which puts the individual piece into a larger context. It was also suggested that the Best Practices be introduced to the lay leaders and educators of each Lead Community by having Barry discuss each and work with the group to develop an approach. The Best Practice books should be viewed as

a curricular resource for the training of personnel in the Lead Communities.

It was suggested that we need an outline of the ideal Lead Community for our use. We might simulate this by taking one community as an example, laying out all that we know about the community, and developing a sense of what that community could be. This might force us to develop a set of goals.

IV. Working with the Communities

A. Planning and the local commissions

We have made clear the expectation that each community establish a wall-to-wall coalition and each community believes that it has done so. The commission is to be the local mechanism for discussion, policy making and planning. It is here that process and content should come together. It was agreed that Federation would serve as the convener. In addition, CIJE has asked that each community appoint a full time staff person to the project.

We seek the following products from the local commissions:

1. An expression of shared concern and mission for Jewish education
2. A self-study of the Lead Communities' educational systems including:
 - a. The educators survey
 - b. The educational profile
 - c. An organizational profile
 - d. A needs analysis
3. Pilot projects to get an early start
4. A multi-year plan to address personnel (in service-training, recruitment, salaries, training programs, etc.) and community mobilization (including a plan for action and implementation)

It was suggested that we encourage the communities to devote the next year to the issue of personnel. The first step might be to look at what the educators survey means for each community.

Pilot projects may emerge out of discussion of the educators survey or of the Best Practices papers, the self-study, or the needs assessment.

V. Baltimore Meeting

It was suggested that we seek the following outcomes from the Baltimore meeting:

1. The Lead Communities see CIJE as having its act together and having a lot to offer.
2. Communities understand the concept of Lead Community and what CIJE can legitimately expect.
3. It is clear to participants what they are to do when they return home.
4. The concept of partnership is further clarified.
5. Participants see themselves as involved in a learning process and understand that there is a lot more to learn.
6. There is a sense that coming to these meetings is worthwhile.
7. The following next steps are agreed upon:
 - a. The local commission agenda
 - b. The establishment of pilot projects
 - c. Work on goals and visioning
 - d. Personnel will be addressed through the educators survey and analysis, a plan, and early action.

The second day of the planning session was devoted primarily to reviewing and revising the agenda for the Baltimore Lead Communities Seminar. The following points were raised and may be of use as we continue planning the work of CIJE.

1. We should consider the assignment of campers within the Lead Communities.
2. We should consider whether the lay leadership of the Atlanta commission is appropriate for this project.
3. The core staff includes Alan Hoffmann, Barry Holtz, Gail Dorph, Steve Hoffman, Adam Gamoran, Ellen Goldring, Danny Pekarsky and Ginny Levi. Key consultants are Seymour Fox, Annette Hochstein and Shmuel Wygoda. For now this is a Cleveland based operation with a satellite office in New York. The field researchers work for and report to Adam and Ellen.



BUREAU OF JEWISH EDUCATION OF GREATER LOS ANGELES

"Keeping the Jewish People Jewish, Through Education."

September 28, 1993

Dr. Barry Holtz
Melton Research Center
3080 Broadway
New York, NY 10027

Dear Barry:

At the recent CAJE Conference in San Antonio, I had the pleasure of attending the "work-in-progress" presentation you delivered regarding the CJE's Best Practices Project. Upon my return to Los Angeles, I conveyed a number of your preliminary findings to Dr. Gil Graff (who has since become our Executive Director) and to other members of our professional staff. There is uniform feeling here that your work is of great significance and merits widespread dissemination.

To this end, I am writing to inquire whether the CJE has made provision for similar "work-in-progress" briefings in major Jewish communities such as ours. As you know, there is considerable interest here in revitalizing the supplementary school. The CJE project which you direct will undoubtedly be of tremendous interest to communal leaders and school stakeholders.

Please let me know whether a visit to Los Angeles during the course of the current academic year lies within the realm of possibility, and whether there is anything our BJE can do to facilitate such an opportunity.

Best wishes for continued success!

Sincerely,

Dr. Ron Reynolds
Director of School Services

CC: Dr. Gil Graff

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Excerpt from CIJE staff telecon minutes of October 6, 1993:

II. GA Plans

A. Lead Communities Seminar - 11/16-17

1. CIJE representatives will include the four core staff plus Ellen Goldring, Roberta Goodman, and Julie Tammivaara. We will ask Daniel Pekarsky and Adam Gamoran, as well.
2. We will work to get the following community representatives at the meeting.
 - a. Atlanta: Bill Schatten, David Sarnat, Lauren Azoulai, Janice Alper, Steve Gelfand.
 - b. Baltimore: Genine Fidler, Darrell Friedman, Chaim Botwinick, Marshall Levin, Nancy Kutler.
 - c. Milwaukee: Jane Gellman, Louise Stein, Rick Meyer, Howard Neistein, Ruth Cohen.

It was agreed that we would like to have the Federation directors present for at least a portion of the seminar. Alan will call each of the three to encourage attendance of those listed above. If the Federation execs are not available for the two full days, he will strongly encourage their participation on the second day and will indicate that the agenda will be adjusted to accommodate this.

3. Ginny will work with individuals to register for the GA and reserve hotel rooms.

B. CIJE-related meetings at the GA

1. Chuck Ratner is scheduled to present on Thursday, November 18 at 10:00 AM. Alan will talk with Steve Hoffman about the preparation of his remarks and making certain that CIJE is highlighted.
2. MLM will introduce the prime minister Thursday evening.
3. We are scheduling a CIJE breakfast meeting for Friday at 7 - 8 AM to include MLM, Steve Hoffman, Chuck Ratner, ADH, GZD, BWH, the three community Federation execs, and one or two lay people from each of the Lead Communities.
4. A forum entitled "What Works in Jewish education" is scheduled for Friday morning, 8 - 9:45 AM. It is not yet clear whether Alan or Barry will be invited to present.
5. A session for continuity commission chairs is scheduled for Friday afternoon, 2 - 3:45 PM. (According to Jon Woocher, it is hoped that there will be Lead Community involvement in the reports and

responses. This has not yet been planned and no one has been invited to present.) Anyone who attends the session will have to plan to remain in Montreal for Shabbat.

Alan will talk with Jon Woocher and Steve Hoffman about details of these sessions. We will focus on the GA during the next telecon.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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TO: Gail Dorph, Seymour Fox, Adam Gamoran, Annette
Hochstein, Steve Hoffman, Alan Hoffmann, Barry
Holtz, Ann Klein, Shmuel Wygoda

FROM: Ginny Levi

DATE: October 19, 1993

Attached are the minutes of the CIJE Executive Committee and
Board Meetings of August 26.

Executive Director

Alan Hoffmann

MINUTES: CIJE Executive Committee

DATE OF MEETING: August 26, 1993

DATE MINUTES ISSUED: September 22, 1993

PRESENT:

Committee Members: Morton Mandel (Chair), Mandell Berman, Charles Bronfman, John Colman, Mark Lainer, Matthew Maryles, Melvin Merians, Charles Ratner, Esther Leah Ritz

Consultants and Staff: Seymour Fox, Annette Hochstein, Stephen Hoffman, Alan Hoffmann, Virginia Levi (Sec'y)

I. Introductory Remarks

The chair opened the meeting by expressing the regrets of Charles Goodman, Neil Greenbaum, David Hirschhorn and Lester Pollack for their inability to be present. He wished Mr. Hirschhorn a speedy recovery from his recent surgery.

Mr. Mandel expressed his pleasure at now having a full-time executive of the highest quality. He noted that Alan Hoffmann has taken a three-year leave from Hebrew University to direct the work of CIJE, effective August 15. He noted that Alan's acceptance of this appointment serves to validate the work of the Commission and he reported that one of the major tasks Alan Hoffmann will undertake is to identify his successor during his three year term.

The chair then expressed his gratitude to Seymour Fox, Annette Hochstein, Steve Hoffman, Art Rotman and the many people who have worked to bring CIJE along, in the absence of a full-time executive. He also expressed his gratitude to Shulamith Elster for two years of service to CIJE and reported that she has taken a position as Professor of Jewish Education at Baltimore Hebrew University. She will continue to have contact with CIJE in that capacity.

The chair concluded his remarks, noting that with a staff now in place, CIJE has the "engine" to move our efforts ahead.

II. Progress Report

The chair then turned to Annette Hochstein for a report on progress since the February meeting. She noted that two major challenges had been raised at the last board meeting:

First: Since the creation of CIJE, first Steve Hoffman then Art Rotman guided the work of the organization, while continuing in their full-time positions. CIJE clearly needed a full-time professional head.

Alan Hoffmann has now accepted the top position.

Second: Concern had been raised about the slow progress in the Lead

Communities. Since February much progress has been made.

1. CIJE staff visited each of the Lead Communities several times between February and August, working with local lay and professional leaders to move planning forward, and to begin laying concrete groundwork.
2. Two meetings between CIJE professional staff and representatives of all three Lead Communities were held during the six-month period. During the first meeting, agreement was reached on methods of working together and lines of communication. This has resulted in a much smoother process. The second meeting focused on content, and resulted in a much better understanding of directions and mutual goals.
3. Within the Lead Communities the following has been accomplished:
 - a. A wall-to-wall coalition of lay and professional leaders has been or is being established in each community. These have begun meeting in Atlanta and Milwaukee and the first meeting of the Baltimore group was scheduled for September.
 - b. CIJE has recommended that each community appoint a staff person to the project on a full-time basis. Milwaukee has done so, Baltimore has given a current staff person responsibility for the project on a part-time basis, and Atlanta is searching for a person to staff the project.
 - c. All three communities have begun to identify issues, and project visions.
 - d. CIJE is working with Reform, Orthodox and Conservative denominational training institutions on how they can help their constituencies in the Lead Communities.
 - e. Both quantitative and qualitative surveys of personnel have been designed. They have already been administered in Milwaukee and are scheduled in Atlanta and Baltimore. They should provide a complete picture of the current personnel situation in each community, and allow each to plan for its most pressing needs. Among the preliminary findings are the following:
 - (1) A very high proportion of Jewish educators has not visited Israel.
 - (2) The Jewish educators as a group are, in some communities, a more stable work force than previously thought. Their needs can thus be addressed more easily because of that stability.

As a result of the work of the past six months, the agendas of the Lead Communities are taking shape. Local leadership is

beginning to be mobilized for Jewish education. In addition, the communities are in the process of determining steps to take to improve the quality of their personnel.

Discussion

In the discussion that followed Esther Leah Ritz reported having met with Adam Gamoran, director of the Monitoring, Evaluation and Feedback Project. The project has begun to gather baseline data and documentation in each community. It looks at what is presently happening, and how the educational process works. This will help us understand and evaluate the process from its inception. Esther Leah noted that a field researcher has been placed in each of the communities and that the documentation of this start-up phase is complete. She suggested that the monitoring process serves as an "audit trail" and that we are building into each Lead Community the capacity for self-evaluation, through the feedback we can provide them.

A question was raised about the impact of the current recession on fundraising in the Lead Communities. It was suggested that a good idea will attract support, and that this has happened in Milwaukee. In times like this, communities have to make a decision about how to spend current dollars more effectively.

In response to a question about how people in the communities are reacting to outside intervention, it was reported that this is a joint learning process. There is a core of people in each community with a clear interest and desire to work closely with CIJE. We continue to work with that core to transmit the goals and standards of CIJE to a broader base of community members.

It was noted that we are breaking new ground on how a continental entity with a strong point of view can have impact at the local level. By agreeing to become Lead Communities, they have agreed to "buy in" to CIJE's idea of how they should operate. While the communities initially expected CIJE to come to them with "a pot of gold," despite frequent indications to the contrary, they are becoming clearer on CIJE's role in contributing expertise and a concept. The communities now understand and accept the centrality of the building blocks identified by the Commission: community mobilization and personnel. These will be among the top priorities in their strategic plans.

A question was raised about what denominational training institutions can do for CIJE. It was reported that they are being asked to provide improved training opportunities to meet the needs of educators currently in the Lead Communities. In addition to the training institutions of the movements, general universities can also be tapped. For example, Atlanta is working with Emory University to engage talented, interested faculty in the process. It was also suggested that the involvement of the movements goes beyond the training institutions to the other central educational organizations of each movement.

It was suggested that as new Lead Communities are identified, it would be useful to involve lay and professional leaders from the initial Lead Communities in order to help smooth the process.

III. Preliminary Review of Plans for 1993-94

Alan Hoffmann began his remarks by noting that his work with CIJE is a direct continuation of his work at the Melton Centre for Jewish Education in the Diaspora, of Hebrew University. Much of his work at the Melton Centre has related to the process of effecting change on an institutional basis. He looks forward to the opportunity to think about change for Jewish continuity through Jewish education on an even larger scale.

He also noted that the work of CIJE is being closely watched by those concerned with Jewish continuity in other parts of the world. What happens in North America will have a significant impact on what happens elsewhere in the world.

Alan noted that he begins his assignment with CIJE with a major asset: its highly competent staff. He introduced the members of the core staff as follows:

- A. Barry Holtz, who has been working with CIJE on a part-time basis, has now joined full-time. He will continue his work on best practices, in addition to other assignments, particularly supervising the introduction of pilot projects in Lead Communities.
- B. Gail Dorph has come from the University of Judaism, where she has been in the forefront of teacher training. She will be working closely with the Lead Communities.
- C. Adam Gamoran of the University of Wisconsin and Ellen Goldring of Vanderbilt University are coordinating the Monitoring, Evaluation and Feedback Project. Working with them are field researchers Roberta Goodman in Milwaukee and Julie Tammivaara in Baltimore. A new field researcher is being sought for Atlanta.
- D. Virginia Levi serves as the point of contact and "mission control" for the enterprise.

A second ring of staff includes the following consultants:

- E. Seymour Fox, working on visions and goals.
- F. Annette Hochstein, working with the Monitoring, Evaluation and Feedback Project.
- G. Steve Hoffman, working with community process.
- H. Daniel Pekarsky, helping communities and institutions to set goals and visions.
- I. Shmuel Wygoda, on personnel development.

Work Plan for CIJE

CIJE is much more than the Lead Communities Project. Its major objectives are the following:

is at the moment provided by the Mandel Associated Foundations. With Alan Hoffmann in place, a major undertaking will be to attract broad support.

We are happy with the broad acceptance of the centrality of Jewish education. CIJE now has the task of convincing the communities to "put their money where their mouths are." We need to figure out how to tap the funding that we know is there.

It was noted that we spent two generations trying to make Jewish youngsters more American. Now we are working to make our American children more Jewish. There is emotional resistance to be overcome.

V. The CRB Foundation's Israel Experience Program

Charles Bronfman reported that a new consortium has been formed with CJF and UJA and that four communities have been selected to serve as pilots. The CRB Foundation is providing financial support for the staffing of this project with emphasis on marketing. Communities are asked to fund the actual trips. A cooperative venture with the Joint Authority for Jewish Zionist Education is providing funding for educational encounters in Israel between Israeli and Diaspora youth.

A research project with the Melton Centre has been designed to evaluate the impact of trips to Israel. The results are now being evaluated. It appears that many trips lack a certain emotional element which this project hopes to fill by recruiting Israeli youngsters to participate with North American students on Israel trips.

VI. Adjournment

The meeting was adjourned at 12:00 noon.

MINUTES: CIJE BOARD MEETING

DATE OF MEETING: August 26, 1993

DATE MINUTES ISSUED: September 23, 1993

ATTENDANCE:

Board Members: Morton Mandel, (Chair), Daniel Bader, Mandell Berman, Charles Bronfman, John Colman, Billie Gold, Thomas Hausdorff, Gershon Kekst, Mark Lainer, Matthew Maryles, Melvin Merians, Charles Ratner, Esther Leah Ritz, Richard Scheuer, David Teutsch, Isadore Twersky, Bennett Yanowitz

Consultants and Staff: Gail Dorph, Seymour Fox, Adam Gamoran, Annette Hochstein, Stephen H. Hoffman, Alan D. Hoffmann, Barry W. Holtz, Ann G. Klein, Arthur Rotman, Jonathan Woocher, Shmuel Wygoda, Virginia Levi (Sec'y)

Guests: Chaim Botwinick, Robert Hirt, Richard Meyer, David Sarnat, William Schatten, Louise Stein, Paul Steinberg, Ilene Vogelstein

I. Welcome and Progress Report

The chair welcomed all participants in the meeting and introduced three new members of the board -- Billie Gold, President Elect of JESNA; Gershon Kekst, Chairman of the Board of the Jewish Theological Seminary of America; and David Teutsch, new President of the Reconstructionist Rabbinical College. He also welcomed the following guests from the Lead Communities: William Schatten, chair of Atlanta's Council of Jewish Continuity and David Sarnat, Executive of the Atlanta Federation; Ilene Vogelstein, Chair of the Committee of the Lead Community Project in Baltimore, and Chaim Botwinick, Director of Baltimore's Center for the Advancement of Jewish Education; Louise Stein, Co-chair of Milwaukee's Commission on Visions and Initiatives in Jewish Education and Richard Meyer, Executive of the Milwaukee Federation.

The chair expressed his pleasure in introducing Alan Hoffmann, newly appointed executive director of CIJE. Alan has taken a three year leave of absence from his position as director of the Melton Centre for Jewish Education in the Diaspora, of Hebrew University, where he has been since 1980. This is the largest academic training center in Jewish education in the world.

The chair noted his thanks to both Steve Hoffman and Art Rotman for getting CIJE off the ground while retaining their full time responsibilities with their own agencies. He noted his strong sense of optimism regarding the potential for positively impacting Jewish education under the leadership of Alan Hoffmann, as CIJE's first full time professional director.

II. Comments of Executive Director

Alan Hoffmann remarked that he looks forward to working closely with this board, many of whom he knows in other contexts. As a student of the process of change in Jewish education, he looks forward to having a central role in this bold new enterprise. At its heart is the belief that systemic change is possible at both the local and continental levels. By building a new generation of educators and mobilizing top leadership, we can build on the revolutionary climate which has arisen over the last ten years to seriously impact Jewish education.

He noted that the process CIJE has undertaken is a long one. He hopes during the three years of his assignment to lay a strong foundation, and looks to this board for its help and counsel.

A. CIJE has four clear objectives:

1. Build the profession - create a new generation of professionals and leadership for Jewish education.
2. Mobilize community support - bring to Jewish education a new generations of champions.
3. Establish a research agenda and secure funding for that agenda.
4. Establish Lead Communities as laboratories in which to implement reform for Jewish education based on building the profession and mobilizing community support.

B. Staffing

Alan noted that one of the attractions for him is the staff with whom he will work in this venture. He introduced the staff as follows:

1. Core staff

- a. Gail Dorph comes from the position of director of the Fingerhut School of Education at the University of Judaism. She will work full time with CIJE and will be the primary liaison to the Lead Communities.
- b. Barry Holtz has been consulting with CIJE while retaining his position as co-director of the Melton Research Center for Jewish Education at the Jewish Theological Seminary of America. He joins CIJE full time for two years and will

continue to direct the Best Practices project and work with the Lead Communities on the establishment of pilot projects.

- c. Adam Gamoran of the University of Wisconsin and Ellen Goldring of Vanderbilt University co-direct the Monitoring, Evaluation and Feedback project. Working with them are Julie Tammiivaara in Baltimore and Roberta Goodman in Milwaukee, serving as full time field researchers. A field researcher for Atlanta is being sought.
- d. Virginia Levi will serve as administrative coordinator from the CIJE head office in Cleveland.

2. Consultants

- a. Seymour Fox - on the issue of vision and goals.
- b. Annette Hochstein - working with the monitoring, evaluation and feedback project.
- c. Steve Hoffman - advising on community development.
- d. Daniel Pekarsky - North American consultant on goals and vision.
- e. Shmuel Wygoda - on training opportunities in Israel

C. Lead Communities Project

Alan noted that a two day meeting in Baltimore had just concluded at which representatives of the three Lead Communities and CIJE had worked together intensively on the content of the project. This followed a similar meeting in May during which structural and process issues were resolved. We have learned that it takes time to understand, absorb and transmit the centrality of the building blocks identified by the Commission: personnel development and community mobilization. He listed the following challenges for CIJE:

- 1. How do we get on the community agenda? Can personnel and community organization be a way to organize local priorities in those communities which already have their own strategic plan for Jewish education?
- 2. We will soon have a diagnostic profile of educators in the Lead Communities. How can these be used to develop a plan for upgrading personnel?
- 3. How can we take the Best Practices documentation and research and translate it into projects in the Lead Communities? Elsewhere?
- 4. How can we help Lead Communities engage in the debate about the goals and outcomes of Jewish education?

5. How can we help Lead Communities raise the priority of Jewish education on the local funding agenda?

Alan concluded by noting that there is no recipe for quick change in Jewish education. It is a complex process which requires that we learn to talk carefully with one another. The Lead Communities are laboratories for demonstration. CIJE has yet to determine fully how to disseminate what is learned in those laboratories. This is the challenge that we face in the years ahead.

III. Lead Communities at Work

A. Project Overview

The chair introduced Charles Ratner, Chair of the Lead Communities Committee of CIJE. He noted that Mr. Ratner is an exceptional leader who cares deeply about the Jewish condition. Charles chaired Cleveland's Commission on Jewish Continuity which resulted in a new design for Jewish education in Cleveland.

Charles noted that the Lead Communities project aims to demonstrate the following:

1. What can happen, if funding, leadership, and planning coalesce on behalf of Jewish education.
2. How the two building blocks (personnel development and community mobilization) can be actualized within a community and what can occur if this happens.
3. The impact of using Best Practices as a curriculum for change.
4. To put monitoring and evaluation in place to show how the process is working.

Charles noted that the early euphoria of the selection of Lead Communities evaporated quickly, and was replaced by confusion on just what it meant to be a Lead Community. In the following months it was necessary to develop a common language, identify the tasks of the communities, and determine the role of CIJE. These initial steps have now been accomplished and a number of concrete steps have been undertaken.

1. A quantitative survey of educators has been administered in Milwaukee and is scheduled to be done in Atlanta and Baltimore this fall. It will provide us with rich data on the professionals in each community.
2. An ethnographic study of the "professional lives of educators" is being undertaken in each of the three communities and will provide us with qualitative information on the Jewish

educators of those communities: their background, attitudes, motivation, job stability.

3. The monitoring, evaluation and feedback project is well under way with field researchers in place and periodic reporting to the communities.
4. The Best Practices project has completed its first two studies and is working to use the reports to develop pilot projects in the communities.

An August meeting in Baltimore of the Lead Communities and CIJE staff was seen as a turning point for the Lead Community process. The communities have begun to strategize and prioritize, and joint work plans are being developed together with CIJE staff. The shared experience and pain of moving this process forward has led to a sense of mutual trust and partnership. Having been a part of the team that visited prospective Lead Communities and recommended the final selections, Charles noted his sense of the wisdom of selecting these three wonderful communities which are committed to succeeding. He noted that we are now ready to show the world what can happen when all of this comes together.

B. Atlanta Update

The chair then called on Dr. William Schatten, chair of the Atlanta Council for Jewish Continuity, to report on Atlanta's progress. William noted that a planning process resulted in the recommendation to restructure the delivery of Jewish education service in Atlanta. A new organization has been created devoted to serving Jewish educators. Atlanta is now working to develop a program with Emory University for in-service training of Jewish educators.

The Atlanta Federation has undertaken a planning and coordinating role through the Council for Jewish Continuity of which Dr. Schatten is chair. The CJC is broadly representative of the lay and professional community in Atlanta. The CJC's work plan for the year involves teen trips to Israel, continuing professional education, and JCC programming in Jewish education as well as starting a long range planning process. An academic symposium with the Hebrew University on Jewish education is scheduled to take place in October. In addition, Emory University will offer a new masters program in Judaic studies in September 1994. William noted that with CIJE's help, Atlanta will continue on a path of positive change for Jewish education.

Discussion

In the discussion that followed William was asked whether the atmosphere in Atlanta is significantly different from that of a year ago. He noted that there is a sense of excitement in Atlanta as a result of this process. Many new beginnings have occurred including

the appointment of a director of the new Jewish Educational Services. Atlanta is at the point of moving from dream to reality.

Could the changes now occurring in Atlanta have taken place within the old structure? It was suggested that the previous structure was not meeting current community needs. With respect to the Jewish education services, insufficient attention was being given to the educators and educational institutions.

In response to a question about the relationship of the Council for Jewish Continuity and Jewish Educational Services to the Atlanta Federation, it was noted that the CJC is the education desk of the Federation for conceptualizing, planning, and coordinating. Among the activities it coordinates is the work of the JES.

C. Baltimore

The chair introduced Ilene Vogelstein, chair of Baltimore's Committee on the Lead Community Project. She noted that Baltimore had been involved in a number of activities prior to May 1993, when the Lead Communities and CIJE staff met. Before that time Baltimore was engaged in the development of a strategic plan which yielded 53 recommendations, 14 of which relate directly to personnel. Baltimore has also restructured its Center for the Advancement for Jewish Education, whose director staffs the CIJE project. Ilene also enumerated a series of educational initiatives which are in various stages of planning and implementation.

Following the May meeting of Lead Communities and CIJE, Baltimore established its wall-to-wall coalition of lay and professional leaders. It began a process of clarification of goals and procedures. Also following the May meeting, Baltimore participated in the design of the educators survey and began plans for its administration, scheduled for this fall.

For Baltimore, the August 23-24 meeting of Lead Communities with CIJE produced the following results:

- established a sense of team among CIJE and the three communities
- crystallized the concept of CIJE
- helped show how to interface Baltimore strategic plan with CIJE's goals

As a result, Baltimore staff and lay leadership are ready to move forward. In addition, a meeting of Reform rabbis and Jewish educators has been scheduled to discuss CIJE initiatives.

Baltimore sees itself with the following challenges as it moves forward with the CIJE project.

- The community expects that the Baltimore commission has a "pot of gold" ready to fund innovative ideas.
- The need to ensure psychological and systemic change rather than just the implementation of new program initiatives. Baltimore hopes to help its community to look at Jewish education differently.
- Immediately impact comprehensive retraining and professionalization of Jewish educators.
- Need principles and educational goals such as those being identified through the Best Practices project.
- Need to work to include people and organizations from outside the Federation system.

Ilene concluded by noting that Baltimore is very proud to be a Lead Community, is energized and ready to have a significant impact on Jewish education.

Discussion

It was noted that many people in the Lead Communities are aware that they have been selected to be Lead Communities, but beyond a small core, they are not clear on what that means. Communities need to communicate clearly what being a Lead Community is about.

Baltimore is responding to the financial challenge by establishing a Fund for Jewish Education. Milwaukee is working to go beyond the Federation in its search for financial support. It was noted that the mobilization of community support is critical to this funding so that financial resources are redirected to Jewish education. Baltimore agreed and indicated a conscious effort is being made to bring a range of people into the process.

D. Milwaukee

Louise Stein characterized the work of the Milwaukee Lead Community project to date as a tremendous investment of time, planning, learning and a leap of faith. She described Milwaukee as a "living laboratory for systemic change in Jewish education." Milwaukee began by identifying a project director and by raising questions within the community and with CIJE. A broad coalition of 60 community representatives was established and has begun meeting to identify issues and to establish a vision of the ideal Jewish community. It is defined as a community which provides an educating environment, where learning is life long, people are serious about their Judaism, and Jewish values are lived.

Two task forces have been established, one to work on personnel issues and the second to develop a strategic plan. A family education think

tank has been established. The quantitative survey of educators has been completed with an 86% return and analysis of the data is now in process. This will serve as the basis for planning by the personnel task force. In addition, Milwaukee is encouraging individual institutions to establish goals in conjunction with the Best Practice project. The Monitoring, Evaluation and Feedback project is beginning to provide valuable feedback information to the community which can be used to help move the community forward on a strategic plan through its task forces.

Milwaukee looks forward to forging ahead, working with the new staff of CIJE, sharing the common language forged at the recent seminar of Lead Communities. Louise concluded by thanking the Milwaukee Federation for its support, CIJE for its responsiveness and support as Milwaukee began this undertaking, and a deep appreciation to the Helen Bader Foundation for funding the project director to help move this process forward.

Discussion

The board was reminded that the denominational institutions of higher Jewish learning were involved in the work of the Commission and are represented on this board. They have been asked to prepare to work with their constituencies in the Lead Communities and to respond to requests from the communities for support.

It was noted that a substantial portion of the Jewish population is not actively involved with the institutions that make up the Jewish communal system. Has thought been given to reaching these people? It was noted that a number of Federations are working more closely with synagogues than they have in the past as a means of reaching out more broadly.

E. Conclusion

Charles Ratner indicated his belief that the Lead Community Selection Committee did a wonderful job, as evidenced by today's presentations. He continued, noting that Cleveland's experience with the identification of funding shows how important it is to dream these dreams.

Cleveland began by establishing a broad-based coalition which was asked to design a program without regard to funding. Over a period of three years, the process of "dreaming" moved ahead, involving a wide range of the community. Following the submission of a report, work began on the establishment of a funding coalition. Initially, this involved the Federation Endowment Fund and three private families for a total of 4 million dollars. Four years later, in a second round, 8 million dollars were committed for the next four year period. This involves the decision of the Federation to change how it funds Jewish education and the inclusion of an additional six families supporting the effort.

Moral of the story: If you put an exciting program in place, it will draw financial support. He noted that what is happening in the three communities is so worth while that it has to work.

The chair thanked the presenters, noting that after his working twelve years on behalf of Jewish education, these reports today proved that it was all worthwhile.

IV. Monitoring, Evaluation and Feedback Project

A. Introductory Remarks

Esther Leah Ritz, chair of the Monitoring, Evaluation and Feedback Committee, was asked to introduce this presentation. In doing so, she noted that the consultants working with CIJE from the University of Wisconsin epitomize the high quality people involved in the world of general education who are being attracted to Jewish education by the CIJE. She introduced Dr. Adam Gamoran, Professor of Sociology at the University of Wisconsin since 1984. He is interested in tracking in public education and has just returned from a year in Edinburgh, Scotland where he had been working on a Fulbright scholarship.

B. Project Update

Adam Gamoran asked: How will we know whether Lead Communities are successful in creating change? How will we understand the barriers and how they are surmounted?

We need an evaluation project in order to create useful knowledge -- to disseminate the learning of this experiment. We also need evaluation to provide the individual communities and CIJE with feedback as well as to facilitate reflective practice within the Lead Communities. We are asking the communities to take the time to think systematically about what they are doing so that we can always be finetuning and improving on our work. It is our hope that this process of constant review and revision will become a norm in the Jewish community.

During the past year, as the Lead Communities were selected and established, the MEF project was involved in documenting the process of engaging the communities. This first year was one which focused more on community dynamics than on education.

A field researcher was assigned to each community. Their job, initially, was to document the extent and nature of community mobilization for Jewish education, to characterize the lives of Jewish educators in the communities, and to determine the visions and goals of the communities for Jewish education. Working with the communities, they developed and began to implement interview protocols to study the lives of Jewish educators in the communities. They also developed a survey of educators which is now being administered and the results analyzed. In addition, they are providing the

communities with a fresh perspective and the interpretation of an outsider as they move forward with the project and are keeping CIJE informed of what they are learning.

In looking at the characteristics of Jewish educators, the researchers have been conducting interviews to provide a sense of how people feel about their work. They are now preparing in depth analysis of these interviews which will result in a written report of their findings. The reports will be policy oriented, their purpose to help the communities determine future directions.

For example, the qualitative study is showing that substantial numbers of Jewish educators have had little or no formal training. While communities offer a wide range of professional development experiences, these are often sporadic and the likelihood of attracting the untrained educators is uncertain. These two findings, viewed together, raise the concern that many educators are getting neither pre-service nor in-service training.

During the year ahead the Monitoring, Evaluation and Feedback project plans to:

1. Continue ongoing monitoring and feedback. Specifically, the plan is to document the process of articulation of goals and to develop measures by which the process can be assessed; to monitor the progress in establishing broad-based community coalitions for Jewish education; and, having established a base line on the lives of educators, to evaluate change.
2. Become more deeply involved in the process of community self-study.
The researchers will work with the communities to develop profiles, looking at the institutions for information on the participants, program components, supporting resources, and sources of financial support. This should lead, over time, to needs analyses and market surveys.
3. Seek assessment instruments for use in measuring outcomes.

Adam noted that the project will be successful if each Lead Community comes to realize the centrality of evaluation in its work.

Discussion

When asked whether base-line interviews have been conducted with members of the wall-to-wall coalitions, Adam noted that some interviews had been conducted. However, interest has been raised in the ripple effect of people's involvement with the coalition, i.e. the extent to which they are taking our ideas back to their home agencies. This has not been studied but should be in the future.

It was reported that there will be an evaluation component of each project in the communities which is clearly identified as a "Lead Community project." Early in the process, the emphasis was on monitoring and evaluation. As the field researchers have moved forward, their role has changed to some extent from observing only to becoming somewhat involved in the community process. It was noted that now that CIJE staff is in place, the role of the field researchers will return primarily to that of observer.

Esther Leah Ritz concluded by noting her hope that this process will help us develop the capacity for long term studies of the impact of our work.

V. Best Practices Project

A. Introductory Remarks

John Colman, chair of the Best Practices committee was asked to introduce this presentation. He noted that we are lucky to have Dr. Barry Holtz directing the Best Practices Project, on leave from his position as co-director of the Melton Research Center for Jewish Education at the Jewish Theological Seminary of America. He described Barry as a man of broad scope, skepticism, and the modesty of a trained clinician. He referred to the July 13 written update on the Best Practices project (included in materials circulated to the Board) as a good review of the complexities of the project. The method that has been developed of continuous analysis, feedback and application is vital to the work of CIJE.

B. Project Update

In light of the day's focus on the Lead Community enterprise, Barry indicated his intention to look at the relationship of the Best Practices project to the Lead Communities. He noted that the Best Practices project is a means of establishing a research base by documenting success stories in Jewish education. At the same time, the project is intended to introduce new ideas (best practice) into Jewish educational practice. The project is intended to establish standards of quality.

The project has identified nine areas for study in Jewish education. The first volume on Best Practices in Supplementary Schools was completed in January, 1993. A second study on Best Practices in Early Childhood Education has just been completed and was available at the meeting. Each of these studies will be rewritten in greater depth in the future. At the same time, work is progressing on a volume on best practices in Jewish community centers, being prepared in close cooperation with the JCC Association. Work is also under way on a volume on best practices in day schools, being developed in conjunction with the denominations and JESNA.

Following is a sample of some of the findings in the early childhood volume:

1. There is an explosion of programs in this area and a tremendous strain on the system. There is no area where the issue of personnel shortage is more acute than this. In fact, a significant number of teachers are non-Jewish.
2. The best practice sites identified are at least as good as any early childhood programs in North America. There is evidence that they are having an impact on the Jewish commitment of families.
3. There is better supervision in early childhood programs than in any other area of Jewish education. This is attributable to licensing requirements.
4. Training is a serious issue in early childhood programs. Many of the teachers have no Judaic training and many others have no education training.
5. Early childhood programs provide us with a "window of opportunity" with families. Typically there is significant interaction with families at this level and many of the good programs see provision of family education as their responsibility. The rate of continuation with day school education is high.

Barry concluded by noting that there is no plan to take any of the best practices and "drop" them into a community. However, they provide an excellent curriculum for thinking through the change process.

VI. Concluding Comments

The chair introduced Rabbi Isadore Twersky to conclude the meeting with a D'var Torah. He began by responding to a question posed by Charles Ratner earlier in the meeting about a source for the concept of leveraging. He noted that this might be traced to Hillel, the Elder, about whom it is said, "He loved all people and brought them close to Torah." This is interpreted as drawing people together at the fountain of Torah, where they have an opportunity to leverage each other's support.

He noted that in the discussion about the work of Lead Communities, reference had been made to bringing in the people on the perimeter. He paraphrased Franz Rosenzweig, who wrote that we need to "let the center radiate out to the periphery."

Rabbi Twersky noted that there has indeed been remarkable change in the sociological setting, atmosphere or attitude. He suggested that rather than aiming solely for "change," we should seek improvement, intensification, and implementation as key ideas guiding CLJE work.

In his D'Var Torah, he likened Jewish education to a seed that keeps growing, burgeoning, and budding. As a seed grows long after planting, Torah study continues to instruct and direct intellectually and experientially long after the conclusion of the formal instruction. He noted that the vision of CIJE is to help provide a Jewish education which will continue to resonate, to stimulate and sensitize youngsters and adults to contemplate the poetry and pageantry of our tradition. The vision, ultimately, is to continue to preserve our people as proud committed Jews.

VII. Adjournment

The chair thanked Rabbi Twersky and the meeting was adjourned at 4:00 P.M.



A private,
family
foundation
since 1937

September 20, 1993

Dr. Barry Holtz
Council for Initiatives
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P.O. Box 94553
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
Dear Barry:

Thank you very much for sending me the books, Back to the Sources and Finding our Way. A brief scan through them tells me that these are ones I will want to study with considerable care, and I look forward to doing that.

Dorothy, Ed and I are still talking about what a wonderful meeting we had with you and your colleagues a week or so ago. You are involved in a terrific project from which we have much to learn. I am delighted that we have begun a conversation which I am sure will last for some time to come. It holds great promise, and I am grateful to you, Alan, and Art for stimulating it.

My best to you and your colleagues. I look forward to being with you again soon.

Cordially,


Craig Dykstra
Vice President, Religion

CD/ljl

CLJE ISRAEL STAFF SEMINAR
October 20th-25th, 1993

AGENDA

I. Lead Communities: 1993/4 Operations

A. Benchmarks:

- January 31st 1994
- April 30th 1994
- July 31st 1994

1. Personnel:

- a. Senior Personnel - Presently in Israel
For future training in Israel
For training in U.S.
- b. Diagnostic profile and its relationship to personnel program
- c. Populations and dates for personnel seminars

2. Strategic Planning:

- a. Agenda for local commissions
- b. From local commissions to local institutions
- c. Priorities within existing strategic plans

3. Goals:

- a. Who will manage time process in LC's?
- b. Training institutions and individual LC's

4. Pilot Projects:

- a. For educators
- b. For students
- c. For lay leadership

5. Community mobilization

- Champions
- Lay leaders
- Grass roots
- "Wexner" project idea

B. GA seminar

C. Letter of agreement

II. CIJE: general

A. Denominations

B. Training institutions

C. Rabbis

D. From 3-23 ("Boston")

E. Educational Community

- Professional Advisory Group
- Conference and meetings

F. Lilly/CIJE colloquium

- Dates
- Participants
- Subjects

CIJE Israel Seminar
20th-25th, October 1993

Schedule

Wednesday, 20th, October 1993

9:00-10:30	Meeting with Deborah Goldstein, a Senior Educator from Melton Centre
10:30-12:00	Meeting with Seymour Fox, Daniel Marom, Shmuel Wygoda, Barry Holtz, Gail Dorf, Virginia Levi on the Educated Jew Project
12:30-1:30	Lunch - opening
1:30-2:30	Session I
2:30-2:45	Break
2:45-4:00	Session
4:00-4:15	Break
4:15-5:30	Session
5:30-7:00	Break
7:00-8:00	Dinner at 10 Yehoshafat St.
8:00-9:30	Session II

Thursday, 21st, October 1993

9:00-10:30	Session III
10:30-10:45	Break
10:45-12:15	Session
12:30-1:30	Lunch
1:30-2:45	Session IV
2:45-3:00	Break
3:00-4:00	Session
4:00-7:00	Break
7:00 -	Working dinner at Confederation House, Yemin Moshe, Jerusalem

Friday, 22nd, October 1993

8:00-9:30	Session V
9:30-9:45	Break
9:45-11:15	Session
11:15-11:30	Break
11:30-1:00	Session VI
1:00-2:00	Lunch

Saturday, 23rd, October 1993

7:00pm-10:00pm- Session VII

Sunday, 24th, October 1993

9:00-10:30 Meeting with Howie Dietcher, Director of Senior Educators program
of the Melton Centre, The Hebrew University
10:30-10:45 Break
10:45-12:15 Session VIII
12:30-1:30 Lunch
1:30-3:00 Session IX
3:00-3:15 Break
3:15-5:00 Session
5:00-6:30 Meeting with Leslie Brenner, a Senior Educator from Melton Centre

Monday, 25th, October 1993

9:00-10:30 Session X
10:30-10:45 Break
10:45-12:15 Session
12:30-1:30 Lunch
1:30-3:00 Session XI
3:00-3:15 Break
3:15-5:00 Session

Useful Information:

Alan Hoffmann - Telephone at home: 249690
Caroline Biran - Telephone at home: 716777

Address of CLJE - Israel office: 10 Yehoshafat Street, German Colony, Jerusalem
Tel: 617418, 619951 Fax: 619951

Hotel address: Laromme hotel, 3 Jabotinsky Street, Jerusalem
Tel: 756666 Fax: 756669

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101

Phone: (216) 391-1852 • Fax: (216) 391-5430

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TO: John Colman, Seymour Fox, Adam Gamoran, Ellen Goldring, Annette Hochstein, Steve Hoffman, Mort Mandel, Chuck Ratner, Barry Reis, Esther Leah Ritz, Shmuel Wygoda, Hank Zucker

FROM: Ginny Levi

DATE: October 18, 1993

RE: CIJE Update

Enclosed are various reports and letters which I've gathered to bring you up to date on the work of CIJE. We plan to circulate updates periodically to keep you informed. Some of the materials, particularly the notes on Lead Community visits, are sensitive and we would appreciate your keeping it confidential.

Enclosures include the following:

1. Notes prepared by Gail Dorph on visits to Lead Communities.
2. Memo of Sept. 9 from Art Naparstek on meeting with Lilly Foundation.
3. Memo of Sept. 10 from Barry Holtz on meeting with Lilly Foundation.
4. Letter of Sept. 20 from Craig Dykstra, Lilly Foundation.
5. Preliminary agenda of Staff Seminar in Israel.
6. Excerpt from minutes of Oct. 6 outlining plans for GA.
7. Letter of Sept. 28 from Ron Reynolds.

Executive Director

Alan Hoffmann

**NOTES FOR STAFF
THIRD CIJE SEMINAR
G.A. Montreal, 16-17 November 1993**

Tuesday, Nov. 16th:

- 2:00pm: Session I: Introduction
Theme of seminar: *"How do we move forward in personnel, community mobilization and goals."* ADH
- 2:15pm: Session II: Community updates
(ADH/GD to prepare outline
So that there is consistency between each report)

Discussion BH
- 3:00-4:30pm: Session III
"Projected first year outcomes in personnel"
- a) 3:00-3:30: "Critical path for individual LC developing personnel plan" BH
[Based on Annette's presentation. To be adapted by BH
- * Educator survey completed
 - * Educator survey discussed
 - * Planning Committee prepare action plan
 - * Personnel situation discussed in community
 - * In-service pilot project
 - * Israel seminar
 - ETC...]
- b) 3:30-4:00: "Analytical potential of Educators Survey" - Ellen Goldring
- c) 4:00-4:30: Discussion
- d) 4:30-4:45: Break

4:45-10:00pm: Session IV

"Engaging community in discussing educators survey and implications"

4:45pm: a) Introduction:

ADH

4:55pm: b) The Milwaukee experience: Roberta Goodman

5:15pm: c) Discussion

6:00pm: Dinner

7:00pm: d) Break out groups: Each community translates "engaging" into its own terms:

- i. Timing
- ii. Implication for action

They will be asked to relate to:

- * Content
- * Audience
- * Projected outcomes
- * Who is responsible

8:30-9:00pm: e) Break-out groups report back

9:00-9:30pm: f) Discussion

Wednesday, Nov. 17th:

7:30-8:30am: Breakfast with three executive directors

8:30am: Session V

Preparing a LC personnel action plan

8:30-9:00am: Presentation

GD

1. Mapping Current and Future Situations:

- a. Educators Survey shortcomings, needs, (e.g. training, recruitment)
- b. Predict future needs ("forecast") with input from local educators
 - * Retirements
 - * Demographic trends
 - * Do you have demographic data?
 - * Other

2. Stages of implementation (should reach pilot projects)

3. CUE Pilot Projects

- a. Educational leaders retreat
- b. Lay professional seminar in Israel on goals
- c. Best practice seminar

9:00am: Discussion

9:30-9:45am: Break

9:45am: *Exercise: A first cut Personnel Action Plan in our community*
[What will be steps.
Chart your own process)

Exercise they receive:

- a. Where will Action Plan be discussed?
 - b. When?
 - c. Participants
 - d. Projected outcomes, e.g. Pilot Projects
 - e. Who is responsible?
-

ISSUES THAT WILL EMERGE IN EXERCISE:

- * Problems e.g. early childhood, teacher in service

- * Prioritize based on:

- a. need
- b. cost
- c. feasibility

- * Possibilities or option:

- a. local suggestions
- b. CIE suggestions

We need to raise the pilot projects which will precede the action plan.

E.g. Principals seminar, goals seminar in Israel, Senior Educator, Best practices, etc.

EXAMPLES OF CIE PILOT PROJECTS (across community)

1. "Educational Leaders Retreat" - Vanderbilt

- For whom? Principals/heads of institutions - supplementary + day school cross denominational
- When? April
- Why? "Kick off" of professional development for educational leaders

2. Lay-Professional seminar in Israel on Goals

- For whom? Chairs + professionals of CIE, local projects + CIE board members
- When? July
- Why? "Up level of discourse" so that this becomes content driven

3. "Best Practices Seminar"

- * Lay leaders
- * Educators



BUREAU OF JEWISH EDUCATION OF GREATER LOS ANGELES

"Keeping the Jewish People Jewish, Through Education."

November 9, 1993

Dr. Barry W. Holtz
Melton Research Center
3080 Broadway
New York, NY 10027

Dear Barry:

Thank you for following up on our request in such a timely manner. I am pleased that the leadership of the CJE is prepared to disseminate knowledge of its activities and accomplishments to communities seeking to benefit from knowledge of the Council's important work.

There are several possible opportunities for you to meet and interact with our communal lay leadership and professional staff. There is a possibility that we will conduct a BJE Board Retreat sometime in early March. Last year's retreat brought 50 leaders together at the nearby Brandeis-Bardin Institute for a spirited day of deliberation, discussion and fellowship. Should we schedule a 1994 retreat, I foresee the possibility of a 90 minute presentation and discussion segment for you.

Should there be no retreat, we would be pleased to reserve a full hour of time at our March board meeting (attended by over 50 communal leaders), as well as to arrange additional meetings with key lay leaders, BJE staff, principals, and Federation leadership. Some of these additional meetings could, of course, be organized in addition to your participation in a retreat program.

Please let me know whether these possibilities strike a receptive chord. Within a short period of time we should then be able to finalize arrangements.

Best wishes for continued success!

Sincerely,

Dr. Ron Reynolds
Director of School Services

cc: Dr. Gil Graff

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DEC 7 1993

*A private,
family
foundation
since 1937*

December 3, 1993

Mr. Alan D. Hoffmann
Council for Initiatives in Jewish Education
P.O. Box 94553
Cleveland, Ohio 44101

Dear Alan:

Thank you for your contributions to the Valparaiso consultation. I know it was a little difficult dropping in on the middle of someone else's conversation like that, but your presentation and the example of your project stimulated a lot of good self-reflection in our group about the structure and aims of the Valparaiso project. I am all the more convinced that these two projects, while in many ways very different, have much to learn from each other, and I look forward to further conversations along the way.

Thank you for sending me Mike Rosenak's book. I have only had a chance to take a cursory look at it, but I am intrigued by what I see and look forward to some time over the holidays to read it.

My best wishes to you, your colleagues, and family this holiday season. Blessed Hanukkah.

Very sincerely,

A handwritten signature in dark ink, appearing to be 'CD' or 'C.D.', written in a cursive style.

Craig Dykstra
Vice President, Religion

CD/ljl

BOARD MEETING
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
APRIL 21, 1994
8:30 A.M. - 4:30 P.M.
CENTER FOR JEWISH STUDIES (CUNY)
NEW YORK CITY

Attendance

Board Members: David Arnow, John Colman, Maurice Corson, Jay Davis, Billie Gold, Neil Greenbaum, David Hirschhorn, Norman Lamm, Morton Mandel, Melvin Merians, Lester Pollack, Charles Ratner, Esther Leah Ritz, Richard Scheuer, Ismar Schorsch, David Teutsch, Maynard Wishner, Bennett Yanowitz

Guests: Genine Fidler, Joshua Fishman, Robert Hirt, Barry Kosmin, Carl Sheingold, Ilene Vogelstein

Consultants and staff: Sandee Brawarsky, Gail Dorph, Ellen Goldring, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Isaac Jeret, Micah Klein, Martin Kraar, Virginia Levi, Daniel Pekarsky, Arthur Rotman, Richard Shatten, Leah Strigler, Jonathan Woocher

Copy to: Daniel Bader, Mandell Berman, Charles Bronfman, Gerald Cohen, Susan Crown, Max Fisher, Charles Goodman, Alfred Gottschalk, Thomas Hausdorff, Gershon Kekst, Mark Lainer, Marvin Lender, Norman Lipoff, Seymour Martin Lipset, Matthew Maryles, Florence Melton, Isadore Twersky

I. Introductory Remarks

Morton Mandel, chair, opened the meeting by welcoming those present and introducing first-time attendees. In particular, he welcomed Jay Davis, a new board member from Atlanta, and Maynard Wishner, a new board member and vice chair of CIJE and the new president of CJF. First-time guests included Genine Fidler, co-chair of the Lead Community project in Baltimore; Carl Sheingold, Assistant Executive Vice President of the Council of Jewish Federations; and Richard Shatten, Executive Director of the Mandel Family Philanthropic Program. In addition, he introduced three graduate students who were present to assist during the day: Isaac Jeret, Micah Klein, and Leah Strigler.

The chair thanked the Center for Jewish Studies at CUNY for serving as a co-sponsor of the board meeting and noted, in particular, the support provided by Center Director Dr. Egon Mayer. He then turned to Dr. Frances Horowitz, President of the Graduate School and University Center of the City University of New York, who offered a few words of welcome.

II. Presentation: "From the 1990 Population Survey Until Today: Jewish Continuity and Jewish Education"

The chair introduced Dr. Barry Kosmin, Director of Research at the Council of Jewish Federations and a Visiting Professor of Sociology and Jewish Studies at the CUNY Graduate Center. Dr. Kosmin is Director of the Mandell L. Berman Institute--North American Jewish Data Bank. He directed the 1990 CJF National Jewish Population Survey which has played such an important role in mobilizing the North American concern for Jewish continuity.

Dr. Kosmin's remarks focused on the importance of research and the significance of the questions which are and are not asked. He noted that the 1990 CJF National Population Survey was not intended as a research instrument in education. Several subsequent studies have extracted data which correlate Jewish commitment to Jewish educational background. From this we may extrapolate that Jewish education plays an important role in one's Jewish identity, but cannot establish a clear causal connection.

Dr. Kosmin suggested that, in light of the serious attention being given to Jewish education for Jewish continuity, the next Jewish population survey, planned for the year 2000, should be designed to get at specific issues of Jewish education more directly.

Dr. Kosmin made a case for the development of a Jewish educational research agenda and the undertaking of that research in the near term. Some of the issues that might be considered include the following:

- A. Identify objective measurements of the outcomes of various forms and levels of Jewish education.
- B. Consider the role of Hebrew language study in Jewish identity development.
- C. Consider the sociological effects of intermarriage on Jewish education.
- D. Conduct a longitudinal cohort study: select a group of 1994 Bar and Bat Mitzvah youngsters and follow their experience over a period of years to begin to determine what has an impact on Jewish identity.

In the discussion that followed, the following issues were raised:

- Perhaps family values should be our focus rather than Jewish education. In response, it was noted that while we cannot socially engineer families, there is hope of impacting Jewish education.
- We should consider how to use educational experiences not focused primarily on religious training to impact Jewish identity. The Israel experience is a prime example.

- Our approach should remain comprehensive, looking at family education, Hillel programs and work with young adults, as well as focusing on the education of young people. In fact, it was noted that we cannot afford to give up on any segment of the population, but should set clear goals and work toward achieving them.

III. Committee Meetings

During the next segment of the meeting, participants divided into the four board committees to review and discuss materials distributed in advance of the meeting. When the group reconvened, committee chairs were asked to briefly summarize the highlights of their discussion.

A. Community Mobilization - Charles Ratner, Chair

The committee's focus is on building community support for systemic change. In discussing the work which CIJE has undertaken in the Lead Communities, the committee reviewed findings which suggest that in order for the change process to work, a community needs effective leadership in the following three areas:

1. Lay champions committed to systemic change for Jewish education.
2. A federation executive equally committed.
3. A professional whose full-time responsibility it is to help the community work toward systemic change.

The committee discussed the tension present in most communities between a commitment to the status quo and the desire for systemic change. It heard evidence of new financial resources and a reprioritization occurring in many communities in North America which will place Jewish education at or near the top of the community agenda.

Mr. Ratner concluded by noting that the Committee on Community Mobilization will be very dependent on the work of the other committees because their successes will help to encourage greater community commitment.

B. Research and Evaluation - Esther Leah Ritz, Chair

The committee reviewed its charge to create and expand the capacity to do research on Jewish education in North American and to develop evaluation-minded communities. The committee will consider a proposal to convene a conference of individuals and representatives of institutions interested in conducting research in both Jewish and general education with an eye toward developing a research agenda. It will also consider ways to expand local research capacity and commit local funds to evaluation.

The committee discussed some preliminary outcomes of the study on personnel which has been undertaken in the three Lead Communities. This discussion led to the conclusion that our work should begin with a definition of a problem, determine ways to build in evaluation to the execution of a project, conduct analysis of outcomes, and either modify the approach or use the results to determine next steps. We wish to encourage communities to incorporate this process into their work in a way that uses resources as effectively as possible.

C. Content and Program - John Colman, Chair

This committee will concern itself with such CIJE activities as the Goals Project and the Best Practices Project. The focus of this introductory meeting was on the Best Practices Project.

One function of the project is to give hope to our work by identifying ways in which Jewish education can be provided effectively. This project offers a curriculum for change. Individuals have been identified to document best practices in a particular area of Jewish education. Once these best practices are identified, CIJE can provide experts to work with communities or institutions on replication or adaptation.

D. Building the Profession - Morton Mandel, Acting Chair

We are looking for a way to get "our fair share" of the best people to select Jewish education as their chosen profession. The issues for this committee are:

1. Recruitment
2. Professional development
3. Retention
4. Positive perceptions of Jewish education in the community

The committee will consider how we can move from planning to action. It will work with the reports of the Lead Community personnel studies and other data now being gathered. It may invite experts in professional development to provide guidance as an agenda for building the profession is developed.

Rabbi Joshua Fishman was asked to report on the work that he and Torah Umesorah are undertaking with respect to building the profession. He noted that the greatest reservoir of untapped talent for Jewish education lies in yeshivot. With the help of a grant, a teacher training program is being developed to provide a hands on, supervised training program to prepare Yeshiva graduates to be effective Jewish educators.

IV. The Goals Project

The chair noted that a presentation on CIJE's work in the area of goals provides us with an opportunity to recognize David Hirschhorn of Baltimore, who has encouraged us to be "positively skeptical" by raising difficult questions regarding the purposes and outcomes of a Jewish education. As a result of the questions raised by Mr. Hirschhorn, a major project is now under way to develop various definitions of what it means to be an educated Jew.

The chair called on Mr. Hirschhorn to introduce our speaker.

Mr. Hirschhorn noted that fifteen years ago the Baltimore Federation identified Jewish education as a primary concern. Substantial funding was devoted to this area, resulting in frustration when there was no clear evidence that progress was being made. It was, in part, for this reason that Mr. Hirschhorn chose to join the Commission on Jewish Education in North America. He noted his pleasure in introducing Dr. Daniel Pekarsky, on the faculty of the University of Wisconsin and a Philosopher of Education, to describe the Goals Project now being undertaken by CIJE.

Dr. Pekarsky noted that the Goals Project is based on the premise that the effectiveness of Jewish education depends on the degree to which we are clear on what we are trying to accomplish. He noted that a "vision driven institution" has a clear sense of the kind of person and community it is trying to cultivate. It is our belief that vision, while not the total answer, is indispensable to an effective institution and insufficiently present in the majority of Jewish educational institutions today. The purpose of the Goals Project is to encourage our educational institutions to become clearly vision driven.

Goals are critical as the basis for evaluating outcomes and for the purpose of making basic educational decisions. Even more fundamental than goals is the vision of the kind of person we are trying to cultivate. Basic goals need to be interpreted within a basic vision.

Vision is too seldom present in Jewish education. In some cases there is no guiding vision and in others the vision is hidden to those working within an institution. A vision must be clear and compelling and an institution must have a plan for translating that vision into practice. The agenda of the Goals Project is to encourage vision drivenness in Jewish education. It will rely heavily on the work of the training institutions and the educated Jew project of the Mandel Institute.

The Goals Project is undertaking the following activities:

1. A library of resources is being established to help clarify the nature of vision, and to guide the process.

2. A seminar will be held in Jerusalem in July 1994 for lay and professional leaders from the Lead Communities and other North American communities.
3. A series of local seminars will be held during the next year in the Lead Communities to help move toward vision drivenness.

In the discussion that followed the presentation it was noted that, important as it is, vision cannot be separated from other elements of an effective institution. It was also noted that CIJE does not advocate any particular vision or set of visions, but argues that the vision must be compelling for the key stakeholders of an institution or community.

V. D'Var Torah

The chair introduced Dr. David Teutsch, President of the Reconstructionist Rabbinical College, who concluded the meeting with an inspirational D'Var Torah.

EXECUTIVE COMMITTEE MEETING
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
APRIL 21, 1994
8:30 A.M. - 4:30 P.M.
CENTER FOR JEWISH STUDIES (CUNY)
NEW YORK CITY

Attendance

Executive Committee: Morton Mandel, Chair, John Colman, Billie Gold, David Hirschhorn, Stephen Hoffman, Alan Hoffmann, Melvin Merians, Lester Pollack, Charles Ratner, Esther Leah Ritz, Richard Shatten, Maynard Wishner, Virginia Levi, Secty.

Copy to: Mandell Berman, Charles Bronfman, Mark Lainer, Matthew Maryles

I. Introductory Remarks

Morton Mandel, chair, opened the meeting by welcoming Maynard Wishner, new chairman of the Council of Jewish Federations and, in that capacity, vice-chair of CIJE. He reminded those present that the vice-chairs of CIJE are the chief volunteers of the organizations with which we have been working most closely since the Commission on Jewish Education in North America. He noted CIJE's ongoing interest in working closely with other national agencies with a similar interest, and especially with CJF, JCCA, and JESNA. Now that the CIJE staff is in place, work has begun to optimize these relationships and work together effectively.

The chair also introduced Richard Shatten, new Executive Director of the Mandel Family Philanthropic Program.

The chair reminded those present that the role of the Executive Committee is to consider management issues for CIJE while the Board of Directors makes policy decisions. The Board is currently comprised of 37 members, each of whom has been appointed to serve on one of the four Board committees which will take responsibility for specific aspects of CIJE's work. The Board remains in formation and will probably grow somewhat in the months ahead.

A programmatic steering committee has been formed. Its members include the chairs of the Board committees and members of the CJJE staff. The Steering Committee will coordinate the work of the committees to insure that each is aware of what the others are doing.

II. CJJE Staff

Alan D. Hoffmann, Executive Director of CJJE, reviewed for the Executive Committee current CJJE staffing.

Gail Z. Dorph - formerly Director of the School of Education at the University of Judaism in Los Angeles, now serves as CJJE's arm in the Lead Communities. She has consulted extensively in the communities and is working with the core planning group in each. She is working to help the communities move forward on issues relating to content and personnel. She staffs the Board committee on Building the Profession.

Adam Gamoran and Ellen Goldring - on the faculty of the University Wisconsin and Vanderbilt University, respectively - serve as consultants on research, monitoring, and evaluation. In addition to supervising and directing the Monitoring, Evaluation and Feedback Project in the Lead Communities, they are thinking through our agenda on research and, together, staff the Board committee on Research and Evaluation.

Barry W. Holtz - on a two year leave from a faculty position at the Jewish Theological Seminary of America. His work focuses on the Best Practices Project. He is working to develop models of personnel and pilot programs for local implementation. He staffs the Board committee on Content and Program.

Virginia F. Levi - serves as administrative coordinator for the work of CJJE.

Daniel Pekarsky - on the faculty of the University of Wisconsin, a philosopher of education and consultant with CJJE. He is melding interests in Jewish education and the philosophy of education in his work on the Goals Project. He has visited the Lead Communities to discuss the project and is working with the Mandel Institute in Jerusalem on a summer goals institute.

Stephen H. Hoffman - Executive Director of Jewish Community Federation of Cleveland - consultant, advisor, and troubleshooter on issues on community organization.

Seymour Fox - working with staff and consultants at the Mandel Institute in Jerusalem to think through concepts of what it means to be an educated Jew. Much of this work serves as the basis for the Goals Project.

Annette Hochstein - working with CJJE on issues of planning.

Roberta Goodman, William Robinson, Julie Tammivaara - full-time field researchers, one located in each of the Lead Communities, to work on monitoring evaluation and feedback.

Alan D. Hoffmann, Executive Director - most recently Executive Director of the Melton Research Center at Hebrew University, now directing the work of CJJE for a period of three years. He staffs the Board committee on Community Mobilization.

III. 1994 Update and Work Plan

Mr. Hoffmann reported that work is under way on a multi-year planning process for CJJE. In the interim, a 1994 work plan has been drafted. Following are some highlights.

As background, Mr. Hoffmann noted that the goal articulated by the report of the Commission on Jewish Education in North America was to bring about systemic change in Jewish education in North America by changing trend lines. The task of the Commission was to establish what our strategic position should be. The Commission began by identifying a long list of programmatic approaches, then stepped back to determine the common pre-conditions for change in these programmatic areas. Two basic pre-conditions were identified: 1) building the profession - noting that we need more qualified and deeply committed people in the profession of Jewish education; and 2) community mobilization - noting that the lay leadership must be committed to the centrality of Jewish education for Jewish continuity in order to create the environment necessary for building the profession. As the Commission worked to understand the current state of Jewish education, it became clear how little data there was to support its theories. As a result, a third pre-condition was identified: the need to set an agenda and undertake research in the field of Jewish education. The fourth recommendation of the Commission was to establish Lead Communities as local sites where we could demonstrate that change could be accomplished.

It was apparent in August 1993, when the current CJJE staff was brought on board, that the energy of CJJE in its formative months had been focused almost exclusively on work

with Lead Communities. We were in danger of having our laboratories be our only story. CIE is now re-focusing its work, with the Lead Communities remaining one significant segment of the work of CIE.

Work currently underway includes the following:

- Four Board committees have been established to develop policy recommendations for presentation to the Board. It is anticipated that additional involvement in the work of CIE will be generated through further appointments to these committees. The committees will focus on 1) building the profession, 2) content and program, 3) community mobilization, 4) research and evaluation.
- A plan for the mobilization of lay leadership is currently being developed. CIE will work closely with CJF, JCCA, JESNA, and other national organizations, including those representing the denominations, to develop a joint strategic plan for lay leadership mobilization.
- Work in the Lead Communities has progressed to the point where initial research is being analyzed for use in developing local action plans. CIE has begun to think about when and how to share what is being learned in the laboratories with other communities. Discussions are underway with potential partners in the dissemination of our findings.
- The following issues have been identified over the past eight months:
 1. As we work with local federations towards the establishment of coalitions, we have discovered how difficult it is to achieve reform within a context oriented toward consensus building.
 2. It is a challenging task for an intermediary organization to foster change. We are discovering that there is a fine art to prodding without over-reaching.
 3. The issue of identifying funding for the implementation of action plans for change in the Lead Communities must be addressed in the months ahead. A team of CIE lay and professional leaders recently met with their counterparts in Milwaukee for initial discussions on how the outcomes of the personnel study can lead to local action. This conversation and similar ones in Atlanta and Baltimore will need to be moved forward in the near future.

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: April 20, 1994

DATE MINUTES ISSUED: May 18, 1994

PRESENT: Morton Mandel (Chair), John Colman, Gail Dorph,
Ellen Goldring, Stephen Hoffman, Alan Hoffmann, Barry
Holtz, Daniel Pekarsky, Charles Ratner, Esther Leah Ritz,
Richard Shatten, Virginia Levi (Sec'y)

Copy to: Seymour Fox, Adam Gamoran, Annette Hochstein, Henry
Zucker

I. Master Schedule Control

A review of the calendar for the remainder of 1994 resulted in agreement that the October 19-20 dates for the next Board meeting will be reconsidered. The Steering Committee will be contacted about alternate dates in the near future.

A question was raised about the scheduling of Steering Committee meetings in late September and again in October. For the moment, the September 23 Steering Committee remains on the calendar, for possible review in the future.

II. Review of Minutes of March 15, 1994

A. The central elements for systemic change

At the January meeting of the Steering Committee it was suggested that one or more lay champions, a committed federation executive, and a full time local professional committed to working for change in Jewish education are essential to the process of bringing about systemic change. This concept was reviewed and reconfirmed. It was noted that it is not necessary that all three elements be in place in order for CIJE to begin working with a community, but that a community must be committed to putting all three in place. It was also suggested that we need more experimental data on what makes an effective lay champion, able to have an impact on the community.

B. The concept of "vision-drivenness"

Members of the Steering Committee were in agreement with the importance of vision to bringing about systemic change. There was discussion on whether CIJE's role is to work with individual institutions or with communities in the development of vision, and what role JESNA might play in this process. It was suggested that CIJE should work to design the ideal, which is a community able to encourage its individual institutions to be driven by vision. It was

Assignment suggested that Daniel Pekarsky draft a statement outlining CIJE's thinking on this matter.

It was suggested that a possible project for our Best Practices Program might be to identify several vision-driven institutions and look for common qualities. This process might help us to clarify what we mean by the term "vision-driven institution."

C. CIJE's role with respect to our partners

In a discussion of the differences between the role of CIJE and those of such agencies as CJF, JCCA, and JESNA, it was noted that we have begun to work with these organizations to define our various roles. We must avoid being individual "silos" standing alone. This can best be accomplished by a full, ongoing dialog which CIJE has initiated with each of the three.

III. Milwaukee Personnel Survey and Broader Implications

Ellen Goldring reported on some of the results of the survey of educators which has been administered in all three Lead Communities and for which a full written report has been prepared for Milwaukee. She noted that reports of the surveys for Baltimore and Atlanta are currently being prepared and that a cross-community report will be developed over the summer for release in the Fall.

The survey was designed to provide us with an account of the current picture of personnel for formal Jewish education. The research was to lead to analysis upon which an action plan will be based.

The process of data gathering included the administration of both a written survey and a series of interviews with formal educators, both part time and full time, in day schools, supplementary schools, and early childhood programs in each of the three Lead Communities. As the process of data analysis began, meetings were held with key players in each of the Lead Communities to articulate issues which might be important for policy decision-making. These issues were then considered as the data was analyzed.

In looking at the data from all three communities, it was interesting to note that there were more similarities than differences. The integrated cross community report will highlight these comparisons and will, in particular, be able to generalize for a broad continental look at the profession.

It was suggested that the integrative report could serve as an excellent basis for a presentation at the GA and to the Boards of CIJE, JESNA, CJF, etc.

It was proposed that we look at the profile of personnel in schools identified by the Best Practices Project in comparison to the information reported in the survey and consider whether there are differences and what they are.

In concluding her presentation, Ellen noted that she will be seeking further Steering Committee guidance on how to move forward with the report and its dissemination.

IV. Review of Committee Agendas and Meetings

In preparation for the Board meeting scheduled for the following day, the Steering Committee reviewed the agendas for each of the Board committees and identified issues which might be considered at those meetings. It was agreed that it will be important for each committee to be aware of the work of the others and for the committees to interact in order to avoid duplication or moving in different directions.

It was suggested that each committee will eventually develop its own total vision which will become part of the overall vision of CIJE. The purpose of the committees is to make minor decisions and major recommendations to the Board.

The purpose of these initial meetings was to begin to work toward the development of strategic thinking. The goal of each committee should be to cause CIJE to make progress in its area of focus.

V. Review of Board Meeting

The Steering Committee reviewed the agenda for the following day's Board meeting.

VI. Revised Draft of Total Vision

Following the January Steering Committee meeting, Barry Holtz revised the draft Total Vision. The Steering Committee reviewed the new draft. Suggestions were made which will be incorporated into a third draft of this working document which will be revised and distributed by mid-August.

Due to time limitations, the majority of the Steering Committee's time was spent reviewing the first half of the draft. It was agreed that we will begin with page 7 at the next review and focus on the second half of the document.

Assignment

Chair

Morton Mandel

Vice Chairs

Bille Gold
Matthew Maryles
Lester Pollack
Maynard Wishner

Honorary Chair

Max Fisher

Board

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Daniel Bader
Mandell Berman
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Gershon Kekst
Henry Koschitsky
Mark Lainer
Norman Lamm
Marvin Lender
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merians
Charles Ratner
Esther Leah Ritz
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director

Alan Hoffmann

TO: Members of the CIJE Steering Committee
FROM: Morton L. Mandel, Chair
DATE: June 6, 1994

I am pleased to send you the enclosed minutes of the CIJE Steering Committee, Executive Committee, and Board meetings held in New York last month. We very much appreciated your participation and hope you found the meetings stimulating and productive.

We have indicated to your committee members that notes from the committee meetings will be sent under separate cover and that there may be a second meeting of each committee scheduled over the summer.

The next Board meeting is scheduled for October 5-6, 1994 in New York. We will be back in touch with details later in the summer. We are planning to begin on October 5 with a Steering Committee meeting, probably from 10:00 am to 4:00 pm, followed by an Executive Committee meeting over dinner and an evening meeting of the Board. Committee meetings will be held in the morning of Thursday, October 6, followed by a full Board meeting in the afternoon. Please save the dates.

bcc: Gail Dorph
Ellen Goldring
Seymour Fox
Adam Gamoran
Annette Hochstein
Stephen Hoffman

Alan Hoffmann
Barry Holtz
Daniel Pekarsky
Nessa Rapoport
Richard Shatten
Henry Zucker

CIJE EVALUATION PROJECT -- STAFF ROSTER --JULY 1993

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M E M O

TO: Steering Committee
FROM: Alan D. Hoffmann
DATE: August 23, 1994
SUBJECT: Goals Seminar Feedback

We thought you would be interested in the attached letters which have come in regarding the Goals Seminar.

**THE COMMISSION ON JEWISH CONTINUITY**

*A joint project of CJP and its agencies, UAHC, United Synagogue,
Synagogue Council of Mass. and the Council of Orthodox Synagogues*

One Lincoln Plaza Boston, MA 02111
(617) 330-9500 Telefax: (617) 330-6197

Irving Belansky and Mark Goldweitz
Co-Chairs

August 2, 1994

Carolyn Keller
Director

BY FACSIMILE: 011 972-2-617-418

Dr. Alan Hoffman, Executive Director
Council for Initiatives in Jewish Education

Dear Alan:

Once again, I want to thank you for inviting Carolyn Keller and me to the CLJE Seminar. Even the casual observer would know that the program was exceedingly well planned. The CLJE Staff made excellent, thoughtful and rich presentations, and your office associates paid attention to even the most minute detail.

Alan, the work that has to be accomplished at the national level is a herculean task that involves not only a national and community vision, but a well executed implementation process that embraces the day schools, supplemental schools, and adult education programs. If we are to make dramatic changes in our educational service delivery systems for the purposes of transforming Jews, we will need to create true partnerships between Federations, synagogues, and the movements at the local and the national levels.

We will need to have an all-encompassing vision that reaches out to all stakeholders. That vision must be well articulated, and be representative. Both the vision and implementation process must have compelling and joyful reasons for our people to remain and become educated, passionate, and literate Jews devoted to "repairing the world."

Alan, I want to meet with you as soon as possible to share how I can be a significant player in the accomplishments of community goals.

I look forward to speaking with you to arrange a meeting, and I will telephone you the week of August 8 to arrange a meeting.

Warmest personal regards,

Irving Belansky

IB:rw

C:\mm\Irving-Alan



Rabbi Isaac Elchanan Theological Seminary
500 West 185th Street • New York, NY 10033 • (212) 960-5263

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OFFICE OF THE
VICE PRESIDENT
FOR ADMINISTRATION
AND PROFESSIONAL
EDUCATION

August 10, 1994
3 Elul 5754

Dr. Allan D. Hoffman
Council for Initiatives in
Jewish Education
15 East 26th Street
New York, NY 10011-1579

Dear Alan:

Yashar Kochacha to you and your staff for a well-conceived and thoughtful implementation of the recent Goals Seminar in Jerusalem! I trust that you derived the appropriate satisfaction from the efforts expended to make the conference challenging and productive.

On a personal level, I want to thank you for the courtesies extended by you and your staff to me and my wife at the seminar.

I look forward to working together in the months and years ahead to advance our shared commitment to enhance Jewish education and the commitment of Jews to Jewish continuity in a meaningful way.

Best wishes for a Ketivah V'hatimah Tova, and a trouble-free adjustment on your relocation to the States!

Sincerely,

A handwritten signature in black ink, appearing to be "R. Hirt".

Rabbi Robert S. Hirt
Vice President

RSH:sk



the agnon school

26500 Shaker Boulevard • Beachwood, Ohio 44122 • Phone: 464-4055

Ray Levi, Ph.D.
Head of School

Dan Aaron Poister
President
Janet M. Braverman
Vice President
Lee Lazar
Vice President
Donald Perlmutter
Vice President
Carolyn Alpert
Secretary
Jonathan Shanes
Treasurer

July 27, 1994

Mr. Mort Mandel
Mandel Associated Foundations
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Mort,

On behalf of the faculty and Board of Trustees of Agnon School, I would like to thank you and your foundation for two significant growth opportunities this summer. Your generous grant to the School for staff development work at the Melton Centre for Jewish Education in the Diaspora at Hebrew University in Jerusalem allowed a group of General Studies and Judaic Studies teachers to participate in a seminar designed to meet the needs of Agnon. The gifted Melton faculty arranged for us to study Bible in the Judean Hills and to pursue the complexities of the peace process with Israeli-Arab high school students in Sachnit and Jewish residents in the Golan Heights. We participated in an archaeological dig, studied Islam with a Muslim sheikh outside the Al-Aksa Mosque, considered the impact of secular culture upon Jews at the Herodian mansions from the Second Temple period, and read material by Shai Agnon in his home. These experiences could clearly not have been provided in Cleveland. They allowed us to focus upon the impact of field experiences as integral components of a school curriculum, develop preliminary plans for an eighth grade educational trip to Israel planned for the spring of 1996, and to examine the mission of the School. As a faculty group, we now know each other well and can build on the trust and understandings that extend across grade levels as we work on refining and coordinating our curriculum at home.

During the period that I was in Jerusalem, Agnon Board of Trustees President Dan Polster and I were extremely fortunate to join a group from Cleveland at the CIJE Goals Seminar. The benefits of this seminar were enormous. The opportunity for me to spend four days together with our Board President considering vision allowed us to sharpen and better articulate the vision of Agnon while strengthening our working relationship. I cannot overstate the value of bringing lay and professional leadership together in this type of study session. Regular and intensive meetings in a setting far removed from the daily demands of our professional positions allowed the Cleveland constituency to build far deeper

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Honorary Board Chairman
Peter Rzepka

Honorary Life Members
Bennet Kleinman
Simon Kadis

*Past President
**PTA President

communications network while collectively considering the future of Jewish education in Cleveland. Presentations and dialogue with very strong thinkers among the CIJE staff pushed our own thinking to new creative ends, encouraging us to consider carefully the ways in which we translate vision into practice and compare our achievements to our goals.

We are in the process of preparing a full report about our summer experiences which we will forward shortly. In the meantime, I want to express my appreciation to the Mandel Associated Foundation. As a result of our work this past summer, we look forward to strengthening our partnership with the Melton Centre and to building an ongoing working relationship with CIJE.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Ray".

Ray Levi

Copies: Mark Gurvis
Steve Hoffman
Ze'ev Mankowitz
Dan Polster
Peter Rzepka



MILWAUKEE JEWISH FEDERATION

July 18, 1994

Dr. Alan Hoffman
Director
CJJE-Cleveland Office
P. O. Box 94553
Cleveland, OH 44101

Dear Alan:

Both personally and on behalf of the Milwaukee delegation I want to thank you for the time and effort you put into organizing the Goals Seminar and for the concern you showed to the Milwaukee participants. There were many issues to discuss both before and during the seminar. The one thing I can now say after completing the five days is that there is a lot more work to do.

The Goals Seminar provided a model which we intend to use for our educational institutions and with some adjustments, potentially for other Jewish communal organizations as well. As we prepare for the challenges ahead and specifically in the preparation in our upcoming Vision and Goals Seminar in Milwaukee we will look forward to our continuing partnership with the CJJE.

Again, it was great getting together with you in Jerusalem. I look forward to seeing you soon in Milwaukee and in the interim wish you a successful transition to the States.

Please extend our thanks and appreciation to Gail and Barry as well.

Cordially,

Richard H. Meyer
Executive Vice President

RHM/jj

P.S. I look forward to picking your brain for some thoughts and suggestions as I prepare for my 3 month sabbatical next summer in Jerusalem.

3075 Chadbourne Rd.
Shaker Hts., Ohio 44120

July 18, 1994

Mr. Morton Mandel
Chairman, Premier Industrial Corp.
4500 Euclid Ave.
Cleveland, Ohio 44103

Dear Mort:

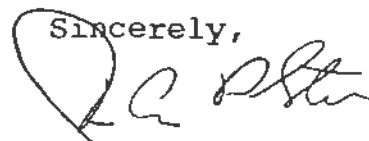
I just returned from the CIJE seminar on vision-driven institutions in Jerusalem, and I wanted you to know what an extraordinary learning experience it was for me. For five days, morning through night, our minds were stretched to the maximum as we wrestled with both theoretical and practical issues. The CIJE and Mandel Institute staff and consultants were exceptional.

Each day, we had the opportunity to meet separately by community for 60-90 minutes. As the only lay member from Cleveland, I was struck by the fact that the discussions of our Cleveland delegation were marked by a depth and candor that would not have been possible, at least at the outset, had these meetings occurred at home. This is probably attributed to the makeup of the Cleveland group, the effect of the overall seminar upon our discussions, the catalytic effect of the CIJE staff, and the fact that it is difficult to speak other than from the heart when one is looking at the Old City of Jerusalem.

Toward the end of the seminar, Ray Levi and I spoke with Alan Hoffman about creating a formal relationship between CIJE and Agnon School. I believe Agnon is an example of a vision-driven community day school which is struggling with the problem of how to be inclusive without being pareve. I believe that Agnon would provide a good case study for CIJE analysis, and that CIJE could in turn assist Agnon in continuing the never-ending process of self-evaluation and improvement. We have set up a follow-up meeting when Alan is in Cleveland the last week of August.

I hope that my participation contributed in some small way to the success of the seminar. Thank you again for providing this extraordinary experience, and I look forward with anticipation to continuing to work with the talented men and women you have assembled at CIJE.

Sincerely,

A handwritten signature in dark ink, appearing to read "Dan Aaron Polster", written over a large, loopy initial "D".

Dan Aaron Polster

Subcomm. mtg mts 8/23/94

① ~~the~~ Possible work of CISE
in area of research - list

② Preliminary priorities

What should the work plan be for
CISE to build a research
capacity for Jeduc in N America?

MINUTES: CIJE STAFF MEETINGS

DATE OF MEETING: August 23-25, 1994

COPY TO: Roberta Goodman, Richard Shatten, Julie Tammivaara,
Seymour Fox and Annette Hochstein

I. Staff -- August 23, 1994

(ADH, GZD, AG, EG, SHH, BWH, VFL, DP, NR)

A. This meeting focused on CIJE's involvement in communities as a point of departure for discussion of a range of other issues. The meeting opened with a presentation by Gail of where we are at present in our relationship with communities. She noted the following positive changes in community perceptions.

1. A year ago, the communities perceived themselves as "leading" communities (exemplars). They have begun to understand their role as laboratories -- sites for trying new approaches.
2. There has been a shift in emphasis to institutional quality, which people find easier to understand. It has become evident that we are interested in influencing educational institutions, not in homogenizing communities.
3. The goals seminar, the leadership seminar, and the integrative reports have extended the "conversation" to more people and settings within the communities. The discussion of personnel issues and the need to upgrade has expanded beyond a small number of people in a community.
4. Also during the past year certain questions have arisen:
 - a. What is our commitment (time and resources) to the original Lead Communities versus the remainder of our agenda?
 - b. What is the role of CIJE -- catalyst? architect? coach? trainer of trainers? consultant? Each of these requires a different approach.
 - c. Do they understand our expectations of the relationship? "Do we live in their consciousness?"

B. This presentation was followed by extensive discussion.

It was suggested that as a change agent, CIJE has no single role in the communities. We should judge ourselves not by how they perceive us, but by what is happening.

We have changed our strategies in the communities over the past year, but have not made this clear to them. Any community we work in should be a laboratory for building the profession and community mobilization. CIJE cannot take responsibility for broad-based systemic change. (This topic was discussed throughout the meetings.) Put another way, we no longer see our role as fixing the lead communities, but as using them to implement our ideas.

It was suggested that it is important for us to codify the current approach of CIJE and to explain it carefully to the steering committee and board. This should be done in writing in the coming months.

There was discussion about the degree to which CIJE has abandoned the concept of systemic change. It was suggested that while we are no longer committed to working across the board in any single community, our ultimate goal remains systemic change. As we learn from our work in various communities, we envision the outcomes being applicable in many others. The time frame for systemic change will be considerably longer than originally envisaged and we may have to deal with "systemic change-readiness" in some communities. We should not abandon the Lead Communities unless we are convinced that they cannot meet our criteria for change readiness. On the other hand, one can also learn considerably from laboratories which do not succeed.

It was suggested that we are discovering the interrelationship of community mobilization with all of our efforts in the communities. Having ideas is not sufficient; there needs to be a cadre of qualified people to begin implementation.

II. Staff with MLM

The discussion of CIJE's relationship to communities continued as MLM joined the staff to work on finalizing plans for the Steering Committee meeting scheduled for the following day. Discussion focused on the work of the four committees of the board. Our relationship to communities remained a theme in light of the view that change must occur at the local level. It was noted that CIJE has learned in the past year that:

- A. There are three elements which must be present for our work to move ahead in a local community: A committed federation executive, an equally committed and well-placed lay leader, and a full-time professional devoted to this work.
- B. It is possible to communicate the importance of vision-driven institutions.

- C. We can develop a diagnostic profile of educational personnel in a community and use that as a basis to develop a personnel action plan.

We have also demonstrated that we are able to work on the continental level (goals seminar, leadership institute). We would like now to determine ways to disseminate what we have learned to a wider group of communities.

It was noted that the relationship of CIJE to the three Lead Communities has changed over the past eight months. We are continuing to work with them to the extent that they move our agenda forward, but are in the process of extricating ourselves from obligations to work with them where our agendas do not overlap. It was suggested that we may not yet have spent enough time in any one community to discover what we can learn from them.

It was suggested that this might be clarified by developing a carefully crafted document outlining our long term goals (e.g., systemic change) and enumerating short-term goals. This must eventually include, in a final iteration, a list of anticipated milestones. The CIJE Steering Committee might then be an appropriate group to help think through applications of this document.

The following four conclusions were outlined from the preceding discussion:

1. CIJE's ultimate goal is to work towards systemic change of Jewish education in North America.
2. We wish to position CIJE as a continental body with wide lay involvement.
3. We need a design that is logistically viable as we move forward.
4. There must be adequate staff capacity to accomplish these goals.

The group then turned to plans for the Steering Committee meeting scheduled for the following day and to a redesign of the committee structure of the board. It was suggested that the Steering Committee be expanded to add a vice-chair for each of the four board committees and that the Steering Committee setting be the place where the work of the committees takes place. This work would then be reviewed with the full committees twice each year.

It was suggested that consideration be given to expanding the board committees, to add lay people who have an interest and whom we wish to "develop." By building the committees, we will be working to mobilize community support.

III. Continuation of Staff Meeting -- August 25, 1994

(ADH, GZD, AG, EG, BWH, VFL, NR, WR)

Alan opened the meeting by summarizing the major new thrust which had been developed over the past two days. He indicated that we had moved from a structure where committees were the way to engage board members to one where the committees will even become "mini-commissions." This will involve changing the make-up of the board, adding a cadre of people committed to our goals, and working to engage them.

We also developed a new working relationship with the Steering Committee. The addition of a vice-chair to each working group will provide an opportunity to bring new people onto the board. This will be Alan's responsibility over the next several months.

Our task now is to develop four work plans, one for each committee. This will involve a close working relationship of committee staff people with their chairs and vice-chairs. Staff should plan to communicate with their chairs and vice-chairs every two weeks. The first product for discussion with chairs should be a work plan for each committee.

Discussion returned to the role of CIJE in local communities. It was suggested the CIJE will continue to act as a change agent, working with communities that seek our help and meet our criteria. Decisions on what to do in a particular community will be guided by the potential impact. All other factors being equal, preference will be given to our designated laboratory communities. It was suggested that work on the various projects of CIJE is often interdependent. Work on goals depends on leadership, as does the development of a personnel action plan.

It may now be time to develop an analytic tool as a basis for what has and has not worked in the communities, and why. This might help to clarify what factors are necessary for systemic change in a community. It would allow us an opportunity to clarify what we have learned and begin to disseminate it to other communities.

On the other hand, it was noted that so far we have designed and planned, but done very little implementation. Perhaps an important role for CIJE is to help a community put in place the factors necessary to move to implementation, and only then evaluate our relationship with these communities.

It was suggested that CIJE had begun with some basic assumptions about the process of change. Problems with timing, structure, etc., may have interfered with our ability to test those assumptions. We chose to start at the federated community level and move toward institutions and individuals. As an alternative, we may wish to consider the implications of starting from specifics and moving toward the systemic. Above all, it is critical to document assumptions and conclusions before we make any decisions about our relationship to the communities.

This discussion concluded with consensus that we should work only in those communities where we can implement our plans. We should, for example, have an action plan for building the profession and then figure out where we have the best chance of succeeding. It was clear that this is not the end of this conversation and that it will continue as work proceeds with the development of the four work plans.

CLJE STAFF MEETING

Sheraton Cleveland City Centre

August 23, 1994

4:00 PM

Participants: GZD, AG, EG, SHH, ADH, BWH, VFL, DP, NR

CLJE Update & Issues

- | | |
|---|-------|
| I. CLJE's involvement in communities | GZD |
| II. Goals Project and CLJE capacity | BWH |
| III. Toward Thursday's MEF Advisory Committee meeting | AG/EG |
| IV. Developing lay leadership and telling our story | NR |

September 9, 1994

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Executive Director

Alan Hoffmann

Adam Gamoran
 University of Wisconsin
 2444 Social Science
 Madison, WI 53706

Dear Adam:

I am delighted to let you know that on the evening preceding our October 6 board meeting, we have arranged a private seminar for CIJE board members and invited guests with Dr. Terrence Deal, Professor of Education and Human Development at Vanderbilt University and Co-director of the National Center for Educational Leadership (NCEL). Dr. Deal, who was previously on the faculties of Harvard University Graduate School of Education and Stanford University, is internationally acclaimed for his expertise in organizational leadership and change in both business and educational settings. Among his influential writings are "Corporate Cultures" and "The Leadership Paradox: Balancing Logic and Artistry in Schools," co-authored with Kent Peterson.

Dr. Deal's work has important implications for CIJE as a catalyst for systemic change in Jewish education. We will have a unique opportunity to explore those implications after Dr. Deal's presentation. We have scheduled a dinner meeting of the executive committee to precede the seminar with Dr. Deal. The dinner will take place at 6:00 p.m., followed by the seminar at 8:00 p.m. on Wednesday, October 5, at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th St., New York. I look forward to seeing you that evening.

You will recall that we also have a steering committee meeting scheduled for Wednesday, October 5, 10:00 a.m. to 4:00 p.m. at JCCA/CIJE, 15 East 26th Street, New York.

Our board meeting promises to be both important and provocative. It will take place on Thursday, October 6, 9:30 a.m. - 3:00 p.m., also at UJA/Federation.

I want to give you a preview of some of CIJE's exciting current work:

The CIJE Personnel Report: In advance of their formal presentation at the CJF General Assembly in November, Dr. Adam Gamoran, Professor of Sociology at the University of Wisconsin, and Dr. Ellen Goldring, Associate Dean of Peabody College of Education at Vanderbilt University, will provide the centerpiece presentation of this board meeting. Drs. Gamoran and Goldring are Directors of the CIJE Monitoring, Evaluation, and Feedback Project. Their findings, the result of two years of field research in our laboratory communities, will be central for other communities in creating their own personnel action plans. The data is equally important for national organizations with a Jewish educational mission.

In undertaking this research, as recommended by the Commission on Jewish Education in North America, CIJE's goal is to provide the hard data that will allow thoughtful planning for building the profession of Jewish educators -- a central thrust of the CIJE mission. The first data we will release has profound implications for the areas of pre- and in-service training. Although some of these statistics about the teachers' degree of formal training and Jewish background correspond to what we may have suspected anecdotally, there are also several surprises that question widely-held assumptions on which past policy has been based. We believe that with the completion of the final report in 1995, other communities should be able to replicate this research method, extrapolate from their conclusions, and begin to address the personnel needs of Jewish education in a meaningful way.

As this research is released, we expect to keep you informed through a series of CIJE Policy Briefs, the first of which will be issued at the GA and previewed for you at October's meeting.

The Goals Project: This ground-breaking initiative resulted last July in the CIJE-sponsored Goals Seminar, held in Jerusalem for lay and professional representatives from seven North American communities. Guided by Dr. Daniel Pekarsky, Professor of Philosophy of Education at the University of Wisconsin, the seminar was a pioneering effort in "creating vision-driven institutions and communities" for Jewish settings across the United States. This project is based on the results of extensive studies of reform in general education, which have shown that those institutions with a compelling and pervasive vision are most successful in transforming the quality of education in their settings. The Goals Seminar and its follow-up continentally will, we expect, contribute a new dimension to our understanding of how change takes place.

The CIJE-Harvard Leadership Institute: To be held at the end of October, this intensive seminar will be attended by close to 40 principals from our laboratory communities. The institute is the first in North America to bring together the expertise of Harvard University's Principals' Center with outstanding Jewish scholars and educators to focus on issues of senior educational leadership across denominations, institutions, and communities. Its purpose is to develop and implement effective leadership in schools by empowering principals, and, through them, teachers and parents in the transformation of Jewish education. Like the Goals Project, the CIJE-Harvard Leadership Institute represents our commitment to systemic change within communities across the country.

We will soon be sending you advance materials as background for the meeting. In the meanwhile, please complete and return the enclosed reply form indicating your attendance plans.

With best wishes for a Shana Tova,



Morton L. Mandel

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: August 24, 1994

DATE MINUTES ISSUED: September 19, 1994

PRESENT: Morton Mandel (Chair), John Colman, Gail Dorph
Stephen Hoffman, Alan Hoffmann, Barry Holtz,
Daniel Pekarsky, Charles Ratner, Esther Leah Ritz, Richard
Shatten, Virginia Levi (Sec'y), Nessa Rapoport, Adam
Gamoran, Ellen Goldring

COPY TO: Jonathan Woocher, Seymour Fox, Annette Hochstein,
Henry Zucker

I. Introduction

The chair welcomed committee members and reviewed the agenda for the day.

A. Building Senior Personnel

It was reported that the Mandel Institute has begun an analysis of senior Jewish educators in the Diaspora, looking at a pyramid which contains both numbers and qualifications. Consideration is being given to the development of a training center in Jerusalem for leaders among Jewish education professionals. This would be consistent with the Mandel Institute's view that developing a core of effective leaders is the critical first step to upgrading the field as a whole.

In the discussion that followed, it was suggested that a program to train the most senior educators for Jewish education in North America might best be accomplished if there were a parallel training center in North America which included an Israeli component. Committee members were reminded that an educational experience in Israel has the power to transform.

It was suggested that CIJE might serve as a bridge between an Israeli center and various North American institutions. This topic is under consideration by a small team of consultants to CIJE.

B. CJF/CIJE/JESNA Relationship

Steering Committee members were reminded that the leadership of CIJE and CJF have had several conversations about the North American Commission on Jewish Identity and Continuity which was convened by CJF in November, 1993. Consideration is currently being given to establishing a CJF standing committee on Jewish education and Jewish continuity. The principal role of this committee would be to help to develop community support for Jewish education.

In parallel, CIJE and JESNA have begun a process to inform and coordinate their mutual activities. Jon Woocher has been invited to join the CIJE Steering Committee and a joint meeting of the core staffs of the organizations will take place in September.

Conversations will continue on the establishment of this committee. The Steering Committee will be kept informed of progress.

II. Committee Structure: Method of Operation

The chair introduced this discussion, noting that this was an appropriate opportunity to reconsider the decision for CIJE to operate through the committee process. He noted the logistical difficulties of getting diverse committees together between board meetings, issues of overlap of agenda among the committees, and the limited communication which the current structure has afforded between committee chairs and their staff.

It was suggested that a variation on the committee structure be considered. Each committee would have a small working team to include the chair, a vice chair, and a staff person to establish a work plan and set priorities. Each working team would bring its recommendations to the full Steering Committee for discussion and revision. This small working team would then work with its larger committee through written communications between board meetings, using board meetings for progress reports and an exchange of information.

Following this scenario, the morning of each Steering Committee meeting would be an opportunity for the working teams to meet. Each would present the outcomes of its discussion to the full Steering Committee for further discussion. Steering Committee members were reminded that we are still implementing the recommendations of A Time to Act and working to become catalysts for change, involving as many partners as is appropriate.

The Steering Committee agreed with this formulation of the approach to committee work and proceeded to break into small groups for a first attempt.

III. Committee Reports

A. Building the Profession Committee

Gail Dorph reported that the discussion of this group began with focus on the importance of "thinking big and starting small."

1. The committee's goal is to develop a total vision for building the profession. The committee must identify venues (Where does it happen?), arenas (recruitment, retention, professional development, building positive perceptions), and audiences (Whom do we target?).

2. The committee proposes to establish a senior policy advisory group of top people in the field who can guide our work, and to establish a CIJE personnel action plan.
3. As planning proceeds, the committee will target a small group of top people in the field both nationally and globally who can help us to plan and implement. The focus will be on senior personnel. We will work in up to six communities to help implement a personnel action plan.

Discussion focused primarily on the development and implementation of a personnel action plan. It was suggested that CIJE develop a "generic" personnel action plan which could then be tailored to a specific community. CIJE would be available to help a community determine how to fund and staff implementation, but the specifics would be up to each individual community.

It was also noted that the identification of a cadre of senior personnel to work with CIJE is an important step in this plan. A caution was raised about the small number of such people available and the importance of recruiting good new people to the field.

B. Community Mobilization

Chuck Ratner reported that, having selected the Lead Communities, it is now the task of this committee to mobilize community support for Jewish education on both the local and continental levels. He defined community mobilization as encompassing both the lay and senior professional communities.

One aspect of this is a marketing task. Our products include the Goals Project, Best Practices, the Educators Surveys, the Monitoring, Evaluation and Feedback work, and our work in the Lead Communities, where we hope to demonstrate the possibility of achieving transformation.

Another goal of this committee is for the CIJE vocabulary and ideas to become a central part of the national scene. This can be done by telling the story of CIJE to a wide range of constituencies. Issues include determining the populations we wish to reach and deciding how to identify and reach leadership. Issues for further consideration include the clarification of CIJE's relationship to the Lead Communities and how we intend to expand to a wider range of communities.

In the discussion that followed, it was noted that in the original conceptualization, CIJE would work with each of the three Lead Communities on every aspect of the CIJE agenda. This has evolved to where the Lead Communities are among those laboratories from which CIJE can select the appropriate site for the implementation of a particular approach. CIJE will continue to develop additional laboratory sites, as appropriate.

It was suggested that the work of the four committees is interdependent and that a community might not be able to implement a personnel action plan, for example, without help in community mobilization. In fact, each of the communities in which we are working would benefit from our support in community mobilization. It was noted that this is a constantly spiralling process and that demonstration of success in any one area will serve to mobilize community support for further work.

C. Content and Program

John Colman reported that the committee had discussed three issues.

1. Role of the small committee - In the case of content and program, CIJE has developed a wealth of opportunities. It is not clear that this small committee should decide between Goals programs and Best Practices efforts, for example. It may be that the full Steering Committee or the entire Content and Program Committee should be involved in this sort of prioritization, if and when it is necessary.
2. Communication - The working team needs a way to communicate with the full Content and Program Committee in order that members are aware of the critical issues facing the committee.
3. Process issues - The group needs a way to define issues and make decisions. Its first task is to develop an agenda and define issues for review by the committee at the October board meeting.

In discussion, it was suggested that at the board meeting, each committee review what has occurred within its realm over the past six months and describe what it proposes to do in the coming six months. The role of the full committees will be to provide input, reacting to presentations at the meetings.

D. Research and Evaluation

Ester Leah Ritz noted that an important issue for this committee is the fact that it has only part-time staff working in this area, thus limiting staff capacity. She noted the need to distinguish between the ongoing activities of the Monitoring, Evaluation and Feedback project and efforts needed to conduct basic research and expand the data base. When research programs are undertaken, they should look at systems. Monitoring, on the other hand, looks at programs. The goal of the committee is to help communities develop their own means of conducting monitoring.

It has been proposed that a report be made at the GA in November on the implications of the personnel studies in the three Lead Communities for personnel and community mobilization on a continental level. This requires further discussion and planning.

When it becomes appropriate to move beyond the local and institutional approach to a discussion of building a research capacity, it will be necessary to find people to help with the design and to identify foundations willing to provide support.

A work plan for the coming year is in draft form and was to be reviewed and clarified by an advisory committee later in the week.

In discussion, it was noted that the Monitoring, Evaluation and Feedback activity which has been undertaken is the most extensive work on research in Jewish education in North America at present. It was suggested that with greater community mobilization will come the identification of potential supporters of future projects in research.

E. Summary

Assignment

In summarizing this exercise, the chair noted that each subcommittee should plan to present a work plan at the next Steering Committee meeting. Alan Hoffmann will work with committees on identifying vice-chairs to participate in future deliberations.

IV. The Goals Seminar and the Goals Project

Daniel Pekarsky reported on the elaborate joint planning process with the Mandel Institute in Jerusalem that led to the Goals Seminar which took place in Jerusalem in July. Participants included representatives of six communities and the national training institutions, as well as others who served as resources. He reported that the atmosphere of the seminar was very positive and encouraged rich discussions. Community participants were provided opportunities to work in their community groups to develop plans of action. Among the issues that surfaced during the seminar were the following:

- A. What is the role of leadership in the development of a vision driven institution? Does it require a charismatic leader, or can it be undertaken by "ordinary people?"
- B. A tension was identified between the desire to clarify an institution's visions and goals and wanting to encompass the broadest possible range of constituents.

- C. The establishment of an institution around a clear vision provides one sort of challenge, but it is probably even more challenging to clarify the vision in an already operating institution.
- D. There may also be tensions between the establishment of individual institutional visions and an overall community vision.

At the conclusion of the seminar there was a sense of excitement around moving forward with the concept of vision-driven institutions. Participating communities were encouraged to bring together local educators to participate in local seminars on "vision drivenness" and to think seriously about moving forward in this area. CIJE plans to work with local coaches who can continue the work with local institutions.

Following these introductory remarks, Daniel introduced Ray Levi, Dan Polster, and Mark Gurvis, three of the people from Cleveland who had participated in the Goals Seminar. Each of the three spoke eloquently about the value of the seminar to an individual institution (in the case of Ray and Dan, both of Agnon School) and as it impacted on the community (in Mark's case). They spoke of the value of attending a seminar in Jerusalem, with the accompanying atmosphere and experts, of the importance of bringing people from different communities together, and of the benefit of the range of perspectives represented among participants. They are looking to CIJE for guidance on how to move forward.

V. Review Board Meeting Agenda

Steering Committee members were reminded of the following schedule for the meetings of October 5-6.

October 5

10:00am - 4:00pm	Steering Committee Meeting
6:00pm - 7:30pm	Executive Committee Meeting and Dinner
8:00pm - 9:30pm	Program on Leadership in Education for full board and guests (Terrence Deal on conceptions of leadership in general education; possibly David Hartman on leadership in Jewish education)

October 6

9:30am - 3:00pm	Board Meeting
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VI. Calendar

A calendar of scheduled meetings for 1995 was reviewed. A copy is attached.

- ☒ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

FUNCTION	CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE	ASSIGNMENTS
ORIGINATOR/PROJECT LEADER	VFL
DATE	8/24/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNMT STARTED	DUE DATE
1.	Redraft total vision for review by Steering Committee		BWH	4/20/94	9/15/94
2.	Draft a statement outlining CIJE's thinking on the role of community vision in encouraging individual institutions to be driven by vision.		DP	4/20/94	9/15/94
3.	Review literature on complex community change and identify material that would be useful to Steering Committee.		RAS	3/15/94	9/15/94
4.	Work with committees on identifying vice-chairs.		ADH	8/24/94	12/31/94
5.	Develop a communications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD
CIJE 14 5/94					

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[illegible]

MEMORANDUM

Chair

Morton Mandel

Vice Chairs

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Matthew Maryles
Lester Pollack
Maynard Wishner

Honorary Chair

Max Fisher

Board

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Daniel Bader
Mandell Berman
Charles Bronfman
Gerald Cohen
John Colman
Maurice Corson
Susan Crown
Jay Davis
Irwin Field
Charles Goodman
Alfred Gottschalk
Neil Greenbaum
Thomas Hausdorff
David Hirschhorn
Gershon Kekst
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Mark Lainer
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Seymour Martin Lipset
Florence Melton
Melvin Merians
Charles Ratner
Esther Leah Ritz
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director

Alan Hoffmann

TO: Board Members and Invited Guests
FROM: Alan D. Hoffmann, Executive Director
DATE: September 26, 1994

I am pleased to send you readings of particular relevance to our October 6 board meeting. The major theme of the meeting is the issue of personnel for Jewish education.

Drs. Adam Gamoran and Ellen Goldring will present a preliminary report of their study on personnel at the meeting. Attached is a letter to you from the chair of your committee indicating how your board committee meeting will consider this presentation.

A central strategy of the CIJE approach to the personnel crisis is to focus on the training of senior educators. As you know, Dr. Terrence Deal will discuss educational leadership at a seminar for our board members and invited guests on the evening of October 5. We will then have the opportunity to respond to his presentation from a Jewish perspective. The enclosed essay by Dr. Deal is a stimulating reexamination of the place of leadership and vision in American business and education.

The CIJE-Harvard Leadership Institute, "Building a Community of Leaders: Creating a Shared Vision," will take place from October 30 to November 3. Fifty principals from Jewish communities across the country will attend this seminar on educational leadership. In this mailing is a brochure outlining the institute's goals and curriculum, as well as a list of presenters. Professors Isadore Twersky of Harvard University and Arthur Green of Brandeis University will lead study sessions on Jewish texts about leadership.

I am also including a summary report by Dr. Daniel Pekarsky on the Goals Seminar held in Jerusalem in July. Within the report, Dr. Pekarsky's definition of a "vision-driven institution," as well as Dr. Michael Rosenak's set of five assumptions that diverse Jews and Jewish institutions continue to share, speak to all of us with a stake in North American Jewish education and communal life.

Finally, I have enclosed two published essays by Dr. Barry Holtz that set forth important challenges within CIJE's multi-year Best Practices Project.

May this New Year be one of peace and health for all.

Leaders or Managers: Which Do We Need Most?
Terrence E. Deal
Vanderbilt University

In normal times, people look to managers for predictable, smooth-running, cost effective operations. Managers help to supply the clarity, certainty, and efficiency required to get the job done right. In times of crisis, however, good management is not enough. People now turn to leaders for direction, confidence and hope. Leaders encourage long-range visions, spirit, and cohesion when no one is sure about what the right job really is anymore. Leadership takes us backward or ahead to rediscover or discover why our organization exists, what it stands for, and where it might be headed.

As external circumstances shift and sway, organizations teeter-totter between their need for management or leadership. The issue is not which is better, but rather what balance is best in view of contemporary challenges.

Several years ago, a national commission formally announced a time of crisis for the American system of education. The severity of the crisis was compared to war. Since then, a series of panels and commissions have reinforced the perception that our nation's schools are in trouble. If the present situation is troublesome, future challenges and reforms loom as even more awesome. We have never been particularly successful in reshaping

schools. New structures, improved curricula, less money, and more diversity create even more formidable new administrative obstacles to overcome, coupled with diminished faith that our nation's schools can ever be as good as they once were--or at least competitive with schools abroad--these problems set an ambitious agenda for the 1990's. Boom or bust will hinge on how well teachers, principals, superintendents, and others respond.

"All this requires more than knowledge. It requires leadership; not ordinary leadership but astute leadership. Most centrally, it requires effective leadership for the educational program. More than ever, principals [and others] are expected by the general public to ensure effective instruction." (National Commission for Principals, 1990, p. 11)

It is important to recognize that this new call for leadership is not confined to education. Businesses, hospitals, armies and religious orders have also begun to realize that sound management alone will not be sufficient to respond to the organizational challenges of the 1990's. Age old questions about leadership are being reconsidered. What is it? How is leadership different from management? Can leadership be encouraged and, if so, how? Drawing upon research sponsored by the National Center for Educational Leadership, this article reexamines the concept of leadership and suggests some directives

for preparing educational leaders equal to the issues that lie ahead.

The Essence of Leadership

Volumes of literature, written over the decades, reinforce leadership as a crucial ingredient in collective endeavors. But despite all the attention the true essence of leadership remains mysteriously elusive. Are leaders exceptionally decisive, or do they possess personal attributes that make others more willing to accept their influence? Do leaders make a difference, or do unique circumstances create leaders? Is leadership an activity of one individual that directs followers, or is leadership a process in which several people at all levels influence a group's destiny?

Modern conceptions prefer to view leadership as a complex interaction among members of an organization, in which context rather than position usually determines whom will take the lead. Despite the complexity, it is possible to distill some essential attributes of leadership irrespective of whom is at the helm. While personal behavioral attributes are often the focal point, there are patterns in how leaders think about or define situations that shape and interpret leadership actions.

Bolman and Deal (1991) have synthesized the organizations literature into four distinct categories, or frames, each emphasizing a different aspect of cooperative ventures. A human resource frame, viewing an organization as an extended family, attends mainly to the critical link between formal goals or roles and individual needs. The structural frame reverses the emphasis on individuals, refocusing on how an organization allocates responsibilities to well defined positions, coordinated by authority and policy and directed toward specific goals and objectives. This approach, favoring rationality and production over caring and trust, treats the organization more as a factory than a family.

Outside the formally drawn boundaries of authority and rationality, every organization houses interest groups that marshal power to compete for scarce resources. Realistically, these special interests often have a more profound effect on behavior than goals, rules, or legitimate commands. This imagery treats organizations as jungles, where coalitions and conflict create a constant struggle for survival and ascendancy.

A final frame views organizations as tribal theater, playing to audiences within and outside formal boundaries. Expressive, rather instrumental, concerns define what an organization means and dictate how it must appear in order to be recognized, appreciated, and supported. Needs, goals, and power are seen as

less important than symbols and symbolic activity in predicting what will happen or in defining what collective life means. Cultural forms such as value, rituals, heroes/ines, legends, myths, ceremonies, and stories create a meaningful enterprise where cohesion, commitment, and confidence are more important than caring, costs, or competition.

The four frames illuminate different needs that must be addressed for a healthy, productive organization. Each frame also defines a different administrative orientation. Frames are lenses or filters that administrators rely on in determining what is going on and how they will respond in a given situation. (Bolman and Deal, 1991). Administrators who prefer a human resource orientation emphasize their role as servant or catalyst, responding to or challenging individual needs and motivations. Structurally oriented administrators emphasize their role as social architects, creating a formal arrangement of roles and relationships that tap the full range of human potential and focus attention on achieving goals and objectives. The political side of an organization keeps the administrator attuned to special interests, power alignments, and shifting issues. He or she spends considerable time building coalitions around an agenda and negotiating agreements among competing and conflicting individuals or groups. Here the administrator's role is that of an advocate or statesperson. Symbolic administrators emphasize the importance of vision, values, and virtue and assume a role of

prophet or poet. The chief aim is to articulate a shared, almost spiritual collective quest. Drama becomes a way of life in which the administrator orchestrates and plays a role in everyday theater.

Recent studies of administrators in business, higher education, and schools suggest that most operate primarily from either a structural or human resource orientation (Bolman and Deal, 1990). In other words, a majority of administrators are most comfortable in their human relations or authority roles. What are the consequences of these patterns of thinking and behavior? Both the structural and human resource orientations are linked significantly to these administrators' effectiveness as managers as perceived by subordinates. While a political orientation appears also to be important to one's effectiveness as a manager, the other two frames or orientations appear to play a more significant role. When effectiveness as a leader is judged by subordinates, the pattern almost reverses. Now symbolic and political orientations play a much more dominant role. Attention to symbols, in particular, appears to be a very significant factor in effective leadership. While concerns for people and structure are an important part of effective management, the true essence of leadership appears to be predominantly political and symbolic. Leaders operate more as negotiators and poets than as servants, catalysts, or social architects. In times of crisis, especially, effective leaders

barter and build coalitions, shape and reshape symbolic forms that infuse a organization with purpose and meaning.

Implications for Leadership Development

To the extent that these preliminary findings have general application, we need to rethink and probably overhaul the way we prepare educational administrators. For the most part, such training is managerial. The typical pre-service curriculum is laced heavily with technical subjects such as law, finance, and management techniques. Secondary attention is given to interpersonal and group dynamics, drawing heavily on social science research guided mainly by high rational methodologies. As in business, most educational administrators are trained as managers, not as leaders. In business, for example, estimates claim that ninety percent of what future business administrators receive is management training. For many budding educational administrators the percentage is probably even higher. Not that management training is unimportant, but at a time when most constituencies are calling for more leadership in education, our efforts to prepare such people are probably barking up the wrong tree.

What is the alternative? A look to innovative business and health care organizations suggest some possibilities. In a study

of successful general managers in the business world, for example, Kotter (1982) finds that these top-performers were given very early in their careers, challenging assignments across a wide variety of functions within the same company. They learned leadership lessons from their experience (failures more than successes), and from mentors (poor examples as well as good ones). They developed a well-grounded, global sense of the business, in relation both to customers and to the society at large. These results support a long-standing wisdom that leadership is learned best from the school of hard knocks.

Other businesses believe that leadership can be encouraged through forward-looking development programs. The curriculum of American Medical International's (AMI) Corporation College for example, include philosophy, the psychology of color, the game of tennis, museum curatorship, visionary leadership, and symbolism. AMI believed that the ethical, aesthetic, and liberal arts could make the best contribution to the company's leadership capital.

There are other examples of innovative approaches to leadership development, all suggesting a radical shift in how we might style education's future leadership pool. If leaders learn best from experience, then we need to provide challenging assignments early in administrative careers. Internships and practica as currently designed, typically offer little else than hands-on chances to master bureaucratic and administrative

minutiae. Rarely are up and coming candidates given significant responsibility so they can feel the awesome weight of being in charge, learn to give and take with political forces, and come to know where symbolic opportunities to influence events lie in the midst of the ambiguity and complexity of everyday life.

Mentoring novice principals (or those in other first-time line positions) is probably more effective and also more rewarding to seasoned veterans than trying to make work for part-time interns or practicum participants.

Once young administrators have tested the limits and liabilities (as well as the promises) of being in charge, then they should be ready for formal opportunities to reflect on their experiences. But the content and emphasis of their education should be shifted from technical training and the traditional social sciences steeped heavily in the scientific method to incorporate a thorough grounding in political strategy, anthropology, history, literature, philosophy, poetry, art, music, and the humanities. In addition, the process of learning would need to move from lecture and recall to case studies, films, simulations and other approaches designed to distill wisdom from practice. By bouncing their personal experiences against collective experience and the wisdom of the ages, aspiring young administrators should develop self-knowledge, a deep understanding of the political and symbolic aspects of the context in which they will work, and a broad understanding of the

past, present, and future social and economic forces that have and will shape their institutions over time.

If we were to take seriously these general guidelines, it would require a complete transformation of most administrative preparation programs as they now exist. How all this would happen -- or whether it even could -- is unclear. But in trying to reshape administrative preparation programs to focus on the political and symbolic aspects of administrative work, perhaps instructors of higher education could themselves take a leadership role. It is hard to prepare future leaders in contexts which are often poorly managed, overly-rational and underled.

In trying to reshape leadership development programs, however, it is important not to lose sight of management training or the development of managerial skills. But at this juncture in American education it is probably more important to have some creative leaders who are willing to take risks and even fail, than to continue to over-rely on managers who keep trying -- without success -- to make a jungle or theater work like a family or factory.

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- Bolman, L. G., & Deal, T. E. (1991). Reframing Organizations: Artistry and Choice in Management. San Francisco: Jossey-Bass.
- Kotter, J. P. (1982). The General Managers. New York: Free Press.

**Building a Community of
Leaders:
Creating a Shared Vision**

Co-Sponsored By

**The Principals'
Center**




and

**CIJE
Council for Initiatives
in Jewish Education**

**October 30- November 3
1994**

**The Principals' Center
Harvard Graduate School of Education
336 Gutman Library, 6 Appian Way
Cambridge, MA 02138**



Understanding Effective Leadership

What distinguishes an effective leader? Leaders are able to draw on the strengths of others while exerting their influence to achieve success. School councils, experienced faculty, concerned parents, and curious students are part of the challenge to leadership. Participants will:

- develop effective communication skills to establish trusting relationships with key stakeholders;
 - refine group leadership skills to develop a shared vision;
 - explore the role of values in the development of leadership.
-

Developing Case Stories in Educational Leadership

A *Case Story* is both an oral and written description of a real life, leadership situation. The participants of this Institute will have the opportunity to share personal leadership practices and dilemmas facing Jewish educational leaders by blending aspects of the case study method with the tradition, artistry, and imagination of story-telling. The goal is to help school leaders become more involved in their own and others' learning by developing problem solving and analysis skills, thus thinking more critically and systematically about their values and purposes. Participants will:

- write a one-page case story with coaching and feedback from workshop leaders and colleagues;
 - share *Case Stories* with one another;
 - engage in discussion to gain a deeper understanding of their leadership practices and those of others.
-

Creating a Vision

Developing ways to foster the elements of teachers' and principals' personal visions is at the heart of school improvement. A person's vision provides a framework within which we can make use of the

CURRICULUM

many prescriptions and conceptions of others. In this session participants will:

- learn how to involve others in creating a school vision;
- discuss how principals share their vision with the school community;
- design an implementation process for your school.

Becoming a Community of Leaders


A school can fulfill no higher purpose than to teach all its members that they can make what they believe in happen and to encourage them to contribute to and benefit from the leadership of others. Each school faces the task of constructing an effective educational and intellectual community around a unique set of issues and individuals. What is needed is leadership from within, from parents, teachers, principals and students. Participants will:

- engage in conversation on how to relinquish authority to others;
- explore how independence, interdependence, and collegiality contribute to the school community;
- prepare to transform a school into a community of leaders.

Establishing Effective Communication Strategies

Principals no longer work alone. The principal may now have a board of directors, a community board, and a lay board. Disparate individuals come together to advise and direct school curriculum, pedagogy, and philosophical concepts. The principal's role is one of instructional leader, consultant, facilitator, and administrator. In this session participants will learn how to:

- lead consensus building activities;
- get the most from a board;
- create win-win situations.



Engaging Teachers in the Decision Making Process

Teacher participation is said to help build commitment, enhance collaboration, and ensure that the best information is available for making good decisions in schools. However, participation can be time consuming and may put a damper on change. Not all teachers want to participate in making decisions that go beyond their own classrooms. After exploring the pros and cons of participation this session will:

- examine how principals can structure teacher participation to make it most beneficial for the whole school;
- explore the costs and benefits of teacher participation in decision making;
- brainstorm about how ideas developed in other settings can be applied to Jewish schools.

Building Teams Through Experiential Education

It is difficult to learn anything without having the opportunity to practice it, whether it be a skill, a behavior, or a point of view. This active session consisting of group problem solving and initiative exercises facilitated by staff from the Harvard Outward Bound Project will allow participants to practice what they have been discussing at the Institute thus far. Participants will:

- engage in small group activities which demand only a willingness to participate and share perspectives;
- explore trust and stylistic aspects of group leadership;
- participate in teambuilding activities.

The Principals' Center

The Principals' Center at the Harvard Graduate School of Education was founded on the belief that school principals do indeed make a profound difference in their schools. Since 1981, the Center has encouraged and supported reflective practice. The Center is an international membership organization of over 600 principals. Approximately half of the members are from outside of Massachusetts. School principals are invited to teach, share information, and help plan and implement their own professional development opportunities. The Center creates an annual professional development calendar for school leaders by bringing together Harvard faculty, school consultants, and Center staff to present the most current information available to educators.



Council for Initiatives in Jewish Education

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.

ABOUT THE PRESENTERS

Richard Ackerman is a faculty member at the University of Massachusetts Lowell College of Education, Lecturer on Education at the Harvard Graduate School of Education, and co-director of the International Network of Principals' Centers.

Roland Barth is the founding director of the Principals' Center. Currently he is an international consultant for principals and school districts.

Chuck Christensen, faculty member at the University of Massachusetts Lowell College of Education, consults extensively to school districts and leadership academies in areas such as school improvement, strategic planning, and leadership development.

Terry Deal is a professor of education and human development at Peabody College of Vanderbilt University. He teaches courses in Organizational Theory and Behavior, Symbolism, and Leadership.

William A. Firestone is Professor of Educational Administration and Senior Research Fellow in the Consortium for Policy Research in Education at Rutgers University. He is interested in how school organization affects teachers daily lives.

Ellen B. Goldring is a professor of educational leadership at Peabody College of Vanderbilt University whose research focuses on the ways increased parental involvement impacts leadership in schools.

Sharon F. Rallis is the Program Director of the Designing Schools for Enhanced Learning Initiative of the Regional Laboratory. She coordinates a school transformation network of more than 50 schools in the Northeast.

Steve Truitt is Director of Harvard Outward Bound, an academic and school reform project that uses direct and community experience as an educational pedagogy.

October 18, 1994

Chair

Morton Mandel

Vice Chairs

Billie Gold
 Matthew Maryles
 Lester Pollack
 Maynard Wishner

Adam Gamoran
 University of Wisconsin
 2444 Social Science
 Madison, WI 53706

Dear Adam,

Honorary Chair

Max Fisher

At our board meeting this month, we were able to present the first results of the extensive research CIJE has undertaken in examining the personnel of Jewish education. I am delighted to enclose two recent articles that represent--on both the communal and continental level--the commitment of visionary leaders to the goal of building the profession of Jewish education in North America.

Board

David Arnow
 Daniel Bader
 Mandell Berman
 Charles Bronfman
 Gerald Cohen
 John Colman
 Maurice Corson
 Susan Crown
 Jay Davis
 Irwin Field
 Charles Goodman
 Alfred Gottschalk
 Neil Greenbaum
 Thomas Hausdorff
 David Hirschhorn
 Gershon Kekst
 Henry Koschitsky
 Mark Lainer
 Norman Lamm
 Marvin Lender
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 Florence Melton
 Melvin Merians
 Charles Ratner
 Esther Leah Ritz
 Richard Scheuer
 Ismar Schorsch
 David Teutsch
 Isadore Twersky
 Bennett Yanowitz

Under the direction of our board member Daniel Bader, the Helen Bader Foundation has awarded \$500,000 over the next five years to the Milwaukee's Lead Community Initiatives. Such a gift exemplifies the Commission's conclusion in 1990: The revitalization of Jewish education within communities will depend on far-sighted leaders who can provide both the impetus and the resources to make change.

The announcement last week of a \$15 million gift by William Davidson of Detroit to establish a graduate school of education at The Jewish Theological Seminary is a tribute to the leadership of Seminary Chancellor Ismar Schorsch and Chairman of the Board Gershon Kekst, members of the CIJE board who have been strong advocates of the need to redress the crisis in senior personnel within Jewish education.

I believe this is the beginning of an increasing understanding by both policy makers and lay leaders that reform in Jewish education begins with personnel. As we learned from our findings, the background of our teachers is not complete in either Judaica or pedagogy, and yet their devotion to their profession is high. Investment in our educators will yield rich rewards for the entire North American community.

At the GA in Denver, CIJE consultants Professor Adam Gamoran and Professor Ellen Goldring will present the key initial findings of the CIJE personnel study. We are most fortunate that Amnon Rubinstein, Israel's Minister of Education, will address the forum on the topic of forging a new educational partnership between Israel and the diaspora.

Executive Director

Alan Hoffmann

I want to take this opportunity to inform you of a CIJE invitational breakfast at the GA, to be held on Friday, November 18, at 7 a.m. Our board and committee members as well as selected guests will be able to meet with the Minister and Drs. Gamoran and Goldring for an open discussion of the findings and their policy implications for us and for Israel. An invitation will follow shortly.

Given the thoughtful planning, study and research that all of us have undertaken in focusing on long-term issues in Jewish education, it is exciting to see our labor begin to bear fruit in both building the profession and rallying communal leadership. May we all go from strength to strength.

A handwritten signature in blue ink, appearing to read "Mort", is positioned above the printed name.

Morton L. Mandel

Enclosures



CIJE Council
for
Initiatives
in
Jewish
Education

Chair

Morton Mandel

Vice Chairs

Billie Gold

Matthew Maryles

Lester Pollack

Maynard Wishner

Honorary Chair

Max Fisher

Board

David Arnow

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John Colman

Maurice Corson

Susan Crown

Jay Davis

Irwin Field

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Thomas Hausdorff

David Hirschhorn

Gershon Kekst

Henry Koschitsky

Mark Lainer

Norman Lamm

Marvin Lender

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

Please join me for breakfast at the G.A. with

Amnon Rubenstein, M.K.

Minister of Education, State of Israel

and

Dr. Adam Gamoran and Dr. Ellen Goldring

for an open discussion of

New Priorities, New Partnerships in Jewish Education

Friday, November 18, 7:00 a.m. sharp

Denver Convention Center, A110

Morton L. Mandel

R.S.V.P. by November 11

Dietary Laws Observed

Executive Director

Alan Hoffmann

MINUTES: CIJE DEBRIEFING SESSION

DATE OF MEETING: October 6, 1994

DATE MINUTES ISSUED: October 25, 1994

PRESENT: Morton L. Mandel - Chair, Gail Dorph, Adam Gamoran,
Ellen Goldring, Alan Hoffmann, Barry Holtz,
Daniel Pekarsky, Nessa Rapoport, Richard Shatten,
Virginia Levi (Sec'y)

The following points were made at the debriefing session:

1. The evening seminar was well attended. It was felt that better advance notice would have brought out significantly more people. In the future, refreshments should be available both before and following the seminar.
2. The presentation on the Educators Survey was well received by a board which is relatively knowledgeable. The audience at the GA will be less sophisticated and the presentation should be geared accordingly. It should not only relay bad news, but should be given in a context of hope. It should suggest clear next steps for both CIJE and those who hear the presentation. The graphics should be clear and consistent.
3. Time should be allowed for discussion after each presentation to the board. In this case, there may have been questions or comments relating to Alan's presentation on the state of CIJE.
4. Committee meetings went well. It helps to have a recorder who is neither chair nor staff. It was good to have the morning presentation before the committee meetings, to help focus the agenda.
5. It appears that David Hirschhorn is prepared to support the continuation of field researchers in the Lead Communities. Alan will follow up to insure that this link continues.
6. A label will be placed on the cover of each fact book inviting people to remove the contents, but requesting that they leave the books.
7. It was felt that the overall model of an evening event followed by the board meeting and committees the next day worked well. We will plan to follow the same approach for the April meeting, and we will continue to focus on the topic of leadership for the next seminar.

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: October 5, 1994

DATE MINUTES ISSUED: October 28, 1994

PRESENT: Morton Mandel (Chair), John Colman, Gail Dorph,
Adam Gamoran, Ellen Goldring, Stephen Hoffman,
Alan Hoffmann, Barry Holtz, Daniel Pekarsky,
Nessa Rapoport, Charles Ratner, Esther Leah Ritz,
Richard Shatten, Jonathan Woocher,
Virginia Levi (Sec'y)

COPY TO: Seymour Fox, Annette Hochstein, Henry Zucker

I. **Introductory Remarks**

The chair welcomed all participants, noting especially the presence of Jonathan Woocher at his first meeting of the CIJE Steering Committee. His participation in this group represents the close working relationship which is developing between CIJE and JESNA.

The chair noted that the CJF Commission on Jewish Continuity will most likely conclude its work at the upcoming GA by appointing a CJF standing committee which will continue to focus on the Federation world's efforts to help facilitate change in Jewish education at the local level. JESNA and CIJE will together form the core staff for such a committee.

II. **Minutes and Assignments**

The minutes and assignments of the August 24 Steering Committee meeting were reviewed. It was reported that CIJE is working closely with the Mandel Institute to establish a North American planning counterpart to the senior personnel project currently being developed.

With respect to the appointment of vice-chairs for the board committees, it was suggested that this is an opportunity to bring new people into our process.

Alan Hoffmann will talk with the chairs of each of the committees about potential candidates.

III. **The Integrated Personnel Report: Implications for North America**

Adam Gamoran gave a report intended to provide the Steering Committee with a sense of the report he planned to give to the Board the following day, with the goal of discussing its implications for CIJE with the Steering Committee. He noted that CIJE had sponsored both survey and interview studies of formal Jewish education personnel in the three lead communities. A report had been prepared for each community. The current report is a composite of the data acquired from the three and generalizes from this data to the implications for North America. This particular

Assignment

report refers to the level of preparation of Jewish educational personnel. Future reports are planned to focus on other aspects of the data, such as salary and benefits, etc.

The data suggests that teachers in Jewish schools are committed to careers in Jewish education. While they may move from one position to another within the field, some sixty percent see Jewish education as their career. It was suggested that it would be interesting to compare figures on this topic to comparable figures for public education.

According to the data, the large majority of teachers of Judaica in Jewish schools are not trained as Jewish educators. Only twenty percent are professionally trained in both education and Jewish studies, while thirty percent are trained in neither. While it was noted that passion is an important attribute of effective teachers, it was also suggested that education is a profession and that minimal standards of formal training should be expected.

The data also show that teachers in Jewish schools are minimally better educated Jewishly than the general Jewish population.

In light of the shortages in professional training of our Jewish educators, the study asks whether in-service education compensates for this lack of background. Data showed that Jewish educators participate in fewer in-service workshops than their public school counterparts and that the topics are generally isolated rather than building systematically one upon another.

The study concludes that there is a need for professional development and recruitment at the local level and support for resources and content at the national level. The continental resources include CIJE, JESNA, CJF, JCCA, and the training institutions, among others. It was suggested that local leaders need assistance in identifying continental means of support. CIJE will need to develop mechanisms to link the continental agencies with local needs. The caveat not to create a new bureaucracy led to the suggestion that this argues for a possible redefinition of the role of CIJE, JESNA, and other agencies. From the perspective of CIJE, this raises the question of how we help fill the demand. Perhaps CIJE needs a standard consultation process.

This discussion led to the proposal of an emerging game plan for CIJE, JESNA, CJF, JCCA, and other partners to be identified. A central assumption is that the context of CIJE's work must be an ever-increasing number of communities engaged in a comprehensive planning process for Jewish educational change. This process must be accompanied by attention to raising the quality of the educational outcome in those communities. Thus, such a strategy would involve:

A. At the Local Level

Encourage local initiatives (comprehensive planning and implementation)

- Commissions
- Agencies (eg. JECC, BJE)
- Wall-to-Wall Coalitions

B. At the Continental Level - A national design for:

- Building the Profession
- Lay Leadership and Community Support

This will involve:

- Expert Consultation with the development of "products" such as a Goals Seminar, Personnel Study, etc.
- Obstacle/Opportunity Identification

The mission of CIJE, together with JESNA and others, is to cause there to be local initiatives and to "feed" them the products to bring about change. Our priority is to meet the needs identified by local communities and make them part of the continental agency agenda. It was suggested that CIJE will need criteria for what we do or we run the risk of receiving many, disparate, non-systemic requests.

It was suggested that CIJE's optimal agenda is dependent upon our vision for North America. Are we willing to accept the notion of a systemic continental approach to local initiatives?

The Monitoring, Evaluation and Feedback project may soon be looking at leading indicators of educational change in a community. This would provide a means of measuring the degree to which our work is encouraging communities to move towards change. On this basis, CIJE should develop content pieces for implementation in communities.

It was noted that with A Time to Act as the context for our work and the building blocks of Community Mobilization and Building the Profession as our goals, this discussion is intended to help move CIJE forward in implementation. This discussion was intended to help give direction to CIJE's ongoing activities.

IV. **Plans for the General Assembly**

The GA is scheduled to take place in Denver on November 16-19, 1994. On Thursday, November 17, at 3:45 p.m., there will be a forum on personnel chaired by MLM. Presenters will include Israel Minister of Education, Amnon Rubenstein, on Israel as a central resource of training for senior educators, and Adam Gamoran and Ellen Goldring on the personnel crisis in Jewish education. On Friday, November 18 at 7:00 a.m., there will be a CIJE invitational breakfast for board members and invited guests with Minister Rubenstein.

On Friday, November 18, at 8:15 a.m., Barry Holtz will present a workshop on best practices. It is possible that a session on CIJE's work on goals will also be included on the agenda.

V. **Review of Board Meeting**

The agenda and plans for the Board meeting scheduled for the following day were reviewed in detail.

VI. **Next Meeting**

The next meeting of the CIJE Steering Committee is scheduled for Tuesday, February 14, 10:00 a.m. to 4:00 p.m. in New York City.

- ☒ **ASSIGNMENTS**
☐ **ACTIVE PROJECTS**
☐ **RAW MATERIAL**
☐ **FUNCTIONAL SCHEDULE**

FUNCTION	CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE	ASSIGNMENTS
ORIGINATOR/PROJECT LEADER	VFL
DATE	10/5/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNMT STARTED	DUE DATE
1.	Work with committees on identifying vice--chairs.		ADH	8/24/94	1/15/95
2.	Draft a statement outlining CIJE's thinking on the role of community vision in encouraging individual institutions to be driven by vision.		DP	4/20/94	2/14/95
3.	Develop a communications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD
4.	Redraft total vision for review by Steering Committee		BWH	4/20/94	TBD
CIJE 14 5/94					

Chair

Morton Mandel

November 9, 1994

Vice Chairs

Billie Gold
 Matthew Maryles
 Lester Pollack
 Maynard Wishner

Adam Gamoran
 317 Cheyenne Trail
 Madison, WI 53706

Honorary Chair

Max Fisher

Dear Adam,

Board

David Arnow
 Daniel Bader
 Mandell Berman
 Charles Bronfman
 Gerald Cohen
 John Colman
 Maurice Corson
 Susan Crown
 Jay Davis
 Irwin Field
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 Alfred Gottschalk
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 David Teutsch
 Isadore Twersky
 Bennett Yanowitz

As you well know, Alan Hoffmann has been the Executive Director of CIJE since August 1993. Alan is on loan from Hebrew University for a limited period of three years which will come to a close August 1996.

From the outset, both in recruiting Alan and in communicating with our board, we have emphasized that permanently filling the position of CIJE's professional leader is a major ongoing priority of CIJE and for Alan himself. I am conscious of the opportunity that CIJE has to make an early selection of our next executive director so that he/she and Alan can overlap, creating an ideal transition in leadership for the Council. We have decided to engage the services of an executive search firm, enabling us to cast our net as widely as possible in making this crucial appointment. I am delighted that we have selected Phillips Oppenheim to manage this search process for CIJE.

The Phillips Oppenheim Group was founded in 1991 by Debra Oppenheim and Jane Phillips Morrison as an executive search firm dedicated solely to the search work in the not-for-profit sector. The firm seeks out people who find work in the not-for-profit sector challenging and rewarding and who have the capacity to position their organizations strategically and financially for the demanding years ahead. The Phillips Oppenheim Group serves not-for-profit organizations, domestic and international, in a diverse range of fields including advocacy, community and economic development, education, human and social services, philanthropy/foundations, the environment, health care and the arts.

Debra Oppenheim has been in executive search since 1976 and has worked for four major international search firms before joining forces with Jane. Debra's work focused on a diverse group of assignments across a broad spectrum of corporate and not-for-profit organizations while Jane's work was centered on the foundation community. Jane was the founding Director of Admissions and

Executive Director

Alan Hoffmann

Placement at the Yale School of Management and before that was Dean of Admissions for Wesleyan University. Today they work on assignments at the senior level for a broad array of not-for-profit organizations in various stages of development. The firm is particularly known for their work in staffing start-ups.

Rebecca Klein will also be part of the search team for CIJE. Rebecca spent seven years with SpencerStuart in New York before Joining Phillips Oppenheim in 1993. Her search experience includes a wide range of both corporate and not-for-profit assignments. After graduation from Brandeis University, she spent nine years working professionally as a stage manager in theater, dance and opera.

You will shortly be hearing from Phillips Oppenheim directly as they begin to scope out the position as part of the first stage of the search process. May I ask you to extend to Phillips Oppenheim as much assistance as possible in helping CIJE to fill this position.

Sincerely,

A handwritten signature in dark ink, appearing to read "Mort", written in a cursive style.

Morton L. Mandel

Chair

Morton Mandel

Vice Chairs

Billie Gold
Matthew Maryles
Lester Pollack
Maynard Wishner

Honorary Chair

Max Fisher

Board

David Arnow
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Esther Leah Ritz
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director

Alan Hoffmann

November 11, 1994

Adam Gamoran
University of Wisconsin
2444 Social Science
Madsion, WI 53706

Dear Adam,

I am pleased that you were able to attend the CIJE Board and Steering Committee meetings last month. I believe that CIJE is making good progress and very much appreciate your involvement.

Enclosed are the minutes of the meetings. The report given by Professor Adam Gamoran on the results of our educators survey and the feedback of Board members will serve as the basis of a similar report scheduled for a session at the GA later this month. If you plan to be at the GA, I hope you will join us for that session, scheduled for Thursday, November 17, 3:45 pm in Rooms C201, C205.

Please mark your calendar now for the next two Board meetings. Both will be held at UJA/Federation in New York City, and both will begin with an evening seminar. They are scheduled for April 26-27, 1995 and November 1-2, 1995. I look forward to seeing you there.

Best personal regards.



Morton L. Mandel -- Chair

BOARD MEETING
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
OCTOBER 5-6, 1994
UJA/FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK
NEW YORK CITY

Attendance

Board Members: David Arnow, Daniel Bader, Mandell Berman, Charles Bronfman, John Colman, Maurice Corson, Billie Gold, Thomas Hausdorff, David Hirschhorn, Ann Kaufman, Norman Lamm, Morton Mandel, Matthew Maryles, Florence Melton, Melvin Merians, Charles Ratner, Esther Leah Ritz, William Schatten, Isadore Twersky, Bennett Yanowitz

Guests: Robert Abramson, Chaim Botwinick, Ruth Cohen, Joshua Fishman, Jane Gellman, Jim Joseph, Robert Hirt, Arthur Rotman, David Sarnat, Louise Stein

Consultants and Staff: Gail Dorph, Adam Gamoran, Ellen Goldring, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Virginia Levi, Robin Mencher, Daniel Pekarsky, Nessa Rapoport, Richard Shatten, Jonathan Woocher

Copy to: Steve Chervin, Susan Crown, Jay Davis, Genine Fidler, Irwin Field, Alan Finkelstein, Max Fisher, Darrell Friedman, Charles Goodman, Alfred Gottschalk, Neil Greenbaum, Gershon Kekst, Henry Kochitzsky, Martin Kraar, Mark Lainer, Marvin Lender, Norman Lipoff, Seymour Martin Lipset, Richard Meyer, Lester Pollack, Richard Scheuer, Ismar Schorach, David Teutsch, Ilene Vogelstein, Maynard Wishner

I. LEADERSHIP SEMINAR

On Wednesday, October 5, Board members and guests attended a seminar in which Professor Terrence Deal of Vanderbilt University discussed models of leadership and their possible applications to Jewish education. Lively discussion ensued and Professor Ellen Goldring concluded the program with summary remarks.

II. WELCOME AND INTRODUCTORY REMARKS

The chairman opened the meeting on Thursday, October 6 by welcoming all in attendance and introducing two new board members, Ann Kaufman of Dallas, Texas, new president of JCCA, and William Schatten of Atlanta, Georgia. He noted special thanks to Arthur Rotman, retiring Executive Vice President of JCCA, for his involvement in the work of the Commission and with CIJE from its inception.

The following first-time guests were introduced: Robert Abramson, United Synagogue movement; Ruth Cohen, Milwaukee Lead Community Project; Jane Gellman, Milwaukee Lead Community Project; Jim Joseph, the Jim Joseph Foundation; and David Sarnat, Jewish Federation of Atlanta.

The chair noted that on the evening preceding the board meeting, members had an opportunity to attend the first CIJE board seminar. The presentation by Professor Terrence Deal on leadership provided board members and guests with an opportunity to consider an issue central to the work of CIJE. Professor Deal confirmed our belief that no matter how great the ideas or content of an organization, it takes high quality leaders to move those ideas forward.

III. CIJE UPDATE

The chair introduced Alan Hoffmann, Executive Director of CIJE, to provide an update on the work of CIJE.

Mr. Hoffmann noted that CIJE's work is based on the proposition that our Jewish future ultimately depends on how our heritage and culture speak to all Jews. Transmission must occur across the generations with authenticity and relevance. The National Population Survey and other data point to the need for a major overhaul in order to impact the trend lines. It was the fundamental analysis of the Commission on Jewish Education in North America that established two underlying preconditions to producing systemic change: Building the Profession and Mobilizing Community Support.

It has become ever more apparent that building the profession and mobilizing community support for Jewish continuity and Jewish education are intertwined. It is also apparent that our continental agencies and training institutions have critical roles to play in providing tools to local communities. The context is an expanding universe of communities involved in an ever more serious process of planning and implementation for systemic change.

The ongoing work of CIJE was described as follows:

A. Building the Profession

CIJE has installed a process in three communities to develop a diagnostic profile of educators based on qualitative and quantitative instruments. The resulting data has served as the basis for CIJE to work with the three communities to develop personnel action plans. Following the development of these plans, it is anticipated that CIJE will engage with the training institutions and other continental agencies, to begin to meet the needs identified at the community level.

A challenge for CIJE is to convince community leadership of the importance of improving the quality of personnel now in place and suggesting ways to accomplish this goal. As a first step, CIJE has identified educational leadership as a critical element and will be holding a Leadership Institute at Harvard University for forty-five to fifty principals of day schools, supplementary schools, and preschools of the laboratory communities at the end of October.

B. Community Mobilization

In the absence of full-time community organization expertise on the core staff of CIJE, Steve Hoffman has provided invaluable guidance. Effective August 15, Nessa Rapoport joined the core staff to work in this area. Her own strong background in Jewish education and communications will make her an asset to CIJE.

The notion of working in local communities is central to the mission of CIJE. As work continues in the three laboratory communities, CIJE has begun to take the products of that work for expanded implementation in other communities.

C. Content and Program

A Goals Seminar, described in depth at the April board meeting, was held in Jerusalem in July. It was based on the premise that building vision-driven institutions is fundamental to improving the quality of Jewish education.

Work continues on the identification and description of Best Practices. Current areas of focus include JCCs, camping experiences, and day schools.

D. Research and Evaluation

It was noted that CIJE's work in this area is the largest research project in Jewish education in North America. A presentation on research later in the day would inform board members more completely about the work underway.

E. Administration

The CIJE headquarters office is now located in New York within the offices of JCCA at 15 East 26th Street. CIJE has been incorporated and, by January 1, 1995, should have received its tax exemption.

Robin Mencher, a JESNA Israel Intern, has joined CIJE as its full-time secretary.

IV. JEWISH EDUCATIONAL PERSONNEL IN OUR COMMUNITIES: WHO ARE OUR TEACHERS?

The chair introduced the co-director of CIJE's Monitoring, Evaluation and Feedback project, Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin, and Ellen Goldring, Associate Dean and Professor of Educational Leadership at Vanderbilt University. He noted that these individuals epitomize the opportunity for the field

of Jewish Education to identify highly qualified Jews who can be attracted to enter the field of Jewish education.

Adam Gamoran reported that the research which had been undertaken in the three lead communities is the result of the cooperative efforts of the three full-time field researchers, the director of the lead communities project in each of our three communities, and community educators. Information was collected both through written surveys and oral interviews with a goal toward making policy decisions on the basis of factual information.

It is believed that the findings from these three communities are reflective of the Jewish education personnel situation in much of North America. The overall picture is one of a profession in serious need of improvement. The purpose of this report was to look at the preparation of Jewish educators, both in terms of their own Jewish education and their training as educators.

Gamoran noted that Jewish educators in these communities are committed to their profession and careers. Approximately 60% view Jewish education as a career, and only 6% intend to seek positions outside Jewish education in the near future. Compared to the general American Jewish population, teachers in this study have more pre-collegiate Jewish education. However, only about 20% have professional training in the fields of both education and Jewish studies. This is even more striking among preschool teachers, where nearly one-third have had no Jewish education prior to the age of thirteen and over one-half ended their Jewish studies at age thirteen. (A significant number are not Jewish.)

The study addressed the issue: Can current in-service training as structured compensate for deficiencies in background. The results show that preschool teachers are most likely to attend workshops, presumably because of state-mandated licensing requirements. The typical preschool educator attends six to seven workshops over a two-year period. It was suggested, however, that in light of weaknesses in preschool educators' background in Jewish content, and of the breadth of topics available at workshops, this in-service training is insufficient.

Day school Jewish studies teachers attend fewer than four workshops over a two-year period, while supplementary school teachers attend approximately four and one-half workshops in two years. It was noted that all three of the communities in which the surveys were undertaken offer opportunities and incentives for professional growth. However, these are isolated events, generally not part of a coherent plan.

Dr. Gamoran summarized by noting that the research suggests that 80% of Jewish educators lack sufficient training and that there is little systematic opportunity for professional growth. However, this is a highly committed group, interested in remaining in this field. This suggests that it is worth investing the time and money necessary to improve their knowledge and skills.

Each of the lead communities is now looking for ways to address these needs. They are identifying ways to provide professional development to educators currently in place. The communities will need the assistance of the movements, seminaries, continental agencies and institutions of higher Jewish learning to help identify resources and expertise and to develop the content for professional training. Dr. Gamoran concluded by suggesting that the creation

and implementation of standards for Jewish educators would be an important contribution to this effort.

In the discussion that followed, it was noted that the three communities selected by CIJE had shown evidence of commitment to Jewish education as a part of the selection process. This suggests that the situation in these communities may be better than in many others. It was noted, however, that studies conducted in other communities have yielded roughly similar findings.

It was suggested that federations can impact the issue of standard setting by basing their funding of educating institutions on their standards rather than the number of students they serve. It was noted that this might impact day schools more significantly than supplementary schools.

The report suggests a need for infrastructure and professionalism. Creative ways must be found to enrich the training of educators. Perhaps institutions in local communities could become centers for Judaic and pedagogic training.

Is there evidence that in-service training can remediate such deep deficiencies? There is evidence that professional development can yield better teachers. This is one of the major initiatives in the Education 2000 legislation.

Are educators aware of these deficiencies and receptive to professional growth? Teachers did not clearly recognize these deficiencies as impediments, but there is evidence of their willingness to participate in more intensive in-service training, especially when financial incentives are involved.

Perhaps more energy should be put into the training of new teachers, rather than counting on longevity as a blessing. It was noted that newer educators do have stronger backgrounds in Judaica than those who have been in the field for a number of years. It was also suggested that the data on the commitment of educators to the field suggests that it is worth investing in-service training.

Were there any major differences among the three communities that would impact local planning? While the demographics of the communities vary, the outcomes were surprisingly similar among the communities.

The large number of educators who attend the annual CAJE conference is evidence of teacher learning.

CIJE might serve a role as clearing house for future research. This is an issue for consideration by the Research and Evaluation Committee.

The chair noted that the purpose of conducting research is to gather data to serve as the basis for future planning. Those who gather the data are not necessarily those who will provide the

solutions. The next portion of the meeting was devoted to committee meetings at which each was to consider how to use this data to further its mission.

V. COMMITTEE REPORTS

Following a period during which each of the four board committees met, committee reporters were asked to provide brief summaries of their discussions.

A. Building the Profession

Because the report on the educators survey pointed to the critical need for improving the quality and quantity of in-service educational opportunities for teachers, the committee focused its attention on this complicated issue. Members of the committee heard two reports: one from Robert Abramson, director of the department of education, United Synagogue of America and one from Robert Hirt, vice president of Yeshiva University. Each report detailed specific programs currently offered. Interestingly, there were several characteristics of successful in-service programs that were mentioned in both presentations:

1. One-time workshops are an insufficient approach to in-service education.
2. In-service education needs to be on-going and sustained.
3. On-site programs (school based) seem to be particularly successful.
4. Programs are more successful if teachers and principals are involved together.

After discussing the reports, it was agreed that Gail Dorph will draft a "model plan" to enhance professional development opportunities for teachers. It was also agreed that the committee will consider further how to advance the establishment of standards and credentialing for teachers.

B. Community Mobilization

The committee agreed that its central task is to engage key lay and professional leaders as champions of Jewish education. The report on Jewish teaching personnel and its dissemination is an important tool in the effort to mobilize support for Jewish education. It was noted that the data suggests that if well-designed professional development is offered, quality will go up. This will require a range of tools and new models.

In the past, the Jewish community has mobilized around immediate crises. The rhetoric of crisis may awaken people to the issue of Jewish education, but will not suffice for the long-term. Jewish education demands a sustained commitment, a recognition on the part of leadership that education is a key path to the Jewish future

and an awareness that communities will have to restructure around the issue, as many have begun to do, in order to implement change.

The committee agreed that it is important to identify models of success in mobilizing community leadership for Jewish education. There are solutions and CIJE, with its partners, must find a new approach to telling the story--both to inspire existing leadership and to engage new people in this essential effort.

C. Content and Program

In this meeting the committee heard a report from Dr. Daniel Pekarsky about the CIJE Goals Project. Dr. Pekarsky dealt with three topics:

1. A brief overview of the purposes and need for a Goals Project;
2. A description of the 5-day Goals Seminar held in Israel this past summer;
3. A description of CIJE's plans for the next stages of the Project.

Dr. Pekarsky pointed out that goals play an invaluable role in the process of education, facilitating evaluation, decisions about curriculum, hiring decisions, and many other areas. The Goals Seminar in Israel was aimed at introducing participants to the importance of thinking seriously about goals for Jewish education. The Seminar explored why a sense of being "driven by a vision" characterized outstanding educational institutions and looked at ways that successful educational institutions were able to translate the goals written on paper into actual educational practice.

Dr. Pekarsky described CIJE's plans to offer local seminars about the issue of goals as the next step in the Project. These seminars, intended to introduce issues of goals to educators and lay leaders, would be offered in the three Lead Communities and elsewhere over the next six to eight months.

Dr. Barry Holtz described briefly the next stages of the Best Practices Project. Dr. Holtz reminded the committee that the project deals with two areas-- research and implementation. On the research side, the project will next explore the area of Jewish education in the JCC world in a joint effort with JCCA. On the implementation side, the Best Practices Project plans to introduce best practice learning seminars in the Lead Communities, launching this project at the CIJE Leadership Institute at Harvard University in early November.

D. Research and Evaluation

A report similar to the one given by Adam Gamoran at the board meeting is scheduled for presentation at the GA in November. The committee discussed the nature of this presentation. They suggested that it should be focused and offer realistic

expectations. They discussed the importance of providing data and information to communities to assist them in planning and decision making. The usefulness of the survey for self-study was also addressed. The survey instrument and interview guides for the study of Jewish educators should be made available so that any community that wishes to conduct its own study can do so. The committee made some suggestions as to how to best disseminate the findings of the study beyond the GA as well as distribute the data collection instruments with instructions for use to local communities, institutions, and congregations.

The committee also discussed the importance of promoting evaluation in local Jewish communities. It was felt that the dissemination of the study of educators will further this important goal. Committee members suggested that CIJE take a role in providing Jewish communities with consultation in the area of evaluation. The idea of promoting evaluation in Jewish communities should also be coordinated with other major Jewish organizations, such as JCCA, JESNA, CJF, and Rabbinic educational bodies. During this discussion the committee indicated the importance of linking goals to evaluation. The committee considered future projects that the MEF team will be pursuing during 1995. In addition to further research briefs on such topics as salary and benefits of teachers and the training and professional development of educational leaders, the committee decided that a future meeting will be devoted to discussing how CIJE can undertake a study of informal educators.

In the near future, the committee would like to look at issues related to 1) salaries and benefits, 2) where educators would like additional growth, and 3) the professional development of principals.

VI. CONCLUDING REMARKS

The chair noted that there is growing support for CIJE projects. In particular, David Hirschhorn and his family have provided support for research and evaluation and the Bader Foundation has recently agreed to provide support for the ongoing work in Milwaukee.

Board members were informed that there will be a major CIJE forum at the GA on Thursday, November 17. At this forum, Professor Amnon Rubenstein, Minister of Education of Israel will respond to the challenge of articulating Israel's role in the education of senior personnel in Israel for the Diaspora. Adam Gamoran will present the CIJE report on Jewish educational personnel in North America.

The chair indicated that the next meeting of the Board will take place on Thursday, April 27, 1995 in New York, and will be preceded by an evening seminar on Wednesday, April 26.

VII. D'VAR TORAH

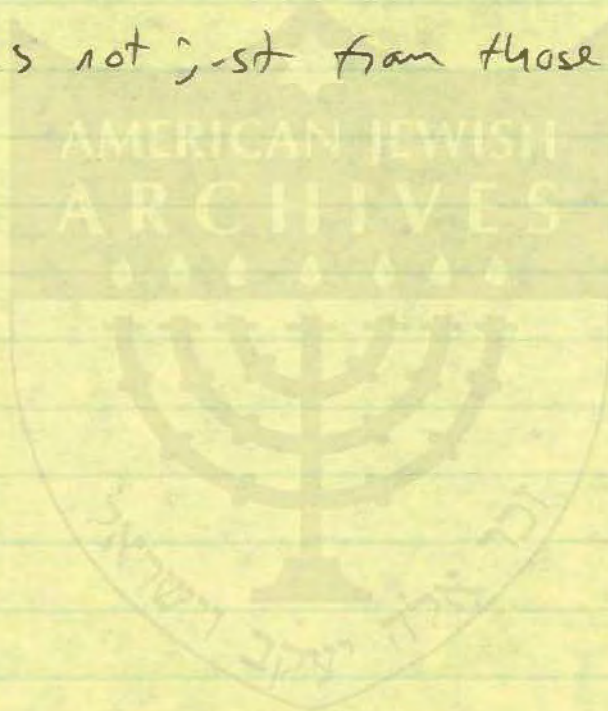
The chair introduced Nessa Rapoport, Leadership Development Officer, who concluded the meeting with an inspirational D'var Torah.

10/5/94

Deal - 4 dimensions of orss

- rational
- caring (hum rel)
- polit
- symbolic/cultural
- factory
- family
- jungle
- cathedral

nb leadership comes not just from those in formal author posits



10/6/94

mts of subcommittee on Research

diffs by experience

diffs by major source of income vs. others

Prep for GA

if communities are alike, do communities need self studies?

could be self-studies of schools

for GA - this research s-s res in other communities
~~at the cont. needed level~~

- but if this holds across N Am

- inservice critical

- you'd want to test in an s. hl + community

- to get facts

- as part of process

- as baseline to assess progress

figure out ballpark # for how much it would cost
a community to do this

reacs to Work Plan

coord b/w goal-setting & evaluat

- does the Action Plan articulate goals?

how specific are they?

every consens pres hands: res brief + study packet
- through denominations

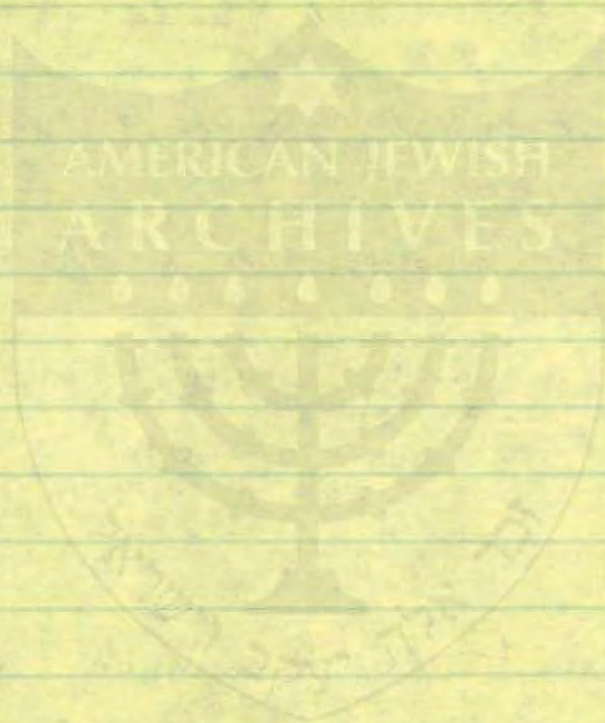
ELP - for next mtg, came with sketch of
how to study informal educ

- check in JCCA

ACA

others

→ by fall meeting of 1995



*Council
for
Initiatives
in
Jewish
Education*

לעת
לעשות
A
Time to
Act

CIJE

CIJE: A Catalyst for Change

L 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.



The CIJE Strategic Agenda

CIJE was established to implement the recommendations of the Mandel Commission on Jewish Education in North America, a distinguished coalition of community and foundation leaders, scholars, educators, and rabbis from all denominations. After deliberating for eighteen months about how to “enlarge the scope, raise the standards, and improve the quality of Jewish education,” the Commission concluded in June 1990 that educational reform depends foremost on the achievement of two vital tasks: building the profession of Jewish education and mobilizing community support for Jewish education and continuity. These are the building blocks of the CIJE agenda.

■ **Building the Profession**

Although there are many talented educators involved in Jewish education, the system suffers from a shortage of quality teachers, principals, educational directors, camp directors, and other professionals committed to the field, in both formal and informal settings. CIJE’s efforts to enhance the Jewish educational profession are multi-pronged. On the local level, CIJE strategizes with communities to develop plans and initiate action to recruit new educators and to offer better salaries and benefits, ongoing professional development programs, and career

track opportunities. Simultaneously, CIJE serves as an intermediary with universities, training institutions, and continental agencies to create innovative programs to build an infrastructure for attracting excellent people to the field.

■ Mobilizing Community Support

One essential element of community mobilization is significant new funding, another is leadership. CIJE promotes local efforts to attract a new generation of leaders committed to Jewish education and to recruit and build “wall-to-wall coalitions”—community leaders in tandem with educators, academic specialists, philanthropists, and rabbis, with all segments of the community represented—to support and sustain reform. CIJE also works to develop a cadre of leaders at the continental level who will be advocates for Jewish education.

To demonstrate these interrelated principles in concrete ways, CIJE has established lead communities — laboratories for change—where CIJE staff works closely with lay and professional leaders. In these cities, CIJE seeks to showcase the positive results that emerge when personnel and community issues in Jewish education are taken seriously. Atlanta, Baltimore, and Milwaukee were selected in Fall 1992 as the initial lead communities. CIJE's next step is to widen its efforts and form new partnerships, disseminating the lessons learned in the lead communities to communities across North America.

Reform Through Thoughtful Action

CJIE sees itself as an architect for reform—planning an innovative strategic design for Jewish education and working with others to implement it. If building the profession and mobilizing community support are the foundations of CJIE's plan, its support projects are the pillars:

■ **Documenting Success— *The Best Practices Project***

Throughout North America there are examples of successful Jewish education—outstanding early childhood programs, supplementary schools, day schools, summer camps, adult education, and other venues of Jewish education that *do* work. CJIE researchers are identifying and documenting successful models; published guides based on their work analyze and explore how such models can be translated to other educational settings. Through the Best Practices Project, CJIE is furthering the understanding of the components of excellence.

■ **Building “Vision-Driven” Institutions—*The Goals Project***

The Goals Project is a CJIE initiative toward the development and actualization of visions and goals for Jewish educational institutions.

Some educational institutions have underlying, but often unspoken, visions of what they seek to accomplish; many others need to generate a comprehensive vision of their mission. When visions and goals are clarified, communicated, and put into action, they can play a significant role in shaping the educational experience. Through the Goals Project, CIJE engages educational institutions and the local community in a process of learning, reflection, and analysis to define their institutional vision, understand its educational implications, and use that knowledge in setting priorities and planning. An important aim of the Project is to create a climate in communities that encourages and supports serious attention to this process.

■ **Creating a Framework for Educational Research**

Ongoing analysis and research informs and supports all of CIJE's efforts. A leader in bringing professional tools of monitoring and evaluation to Jewish education, CIJE is involved with research on two levels: building a comprehensive research agenda for Jewish education and using cutting-edge techniques to evaluate its ongoing projects in the field. In its work with the lead communities, CIJE moves responsively from research to analysis to action.

CIJE At Work: A New Vision of Jewish Education

CIJE's staff includes experienced educators, consultants, and internationally-renowned experts in the areas of Jewish and general education, community planning, Judaic Studies, educational philosophy, research, leadership, and organizational change. They bring the latest thinking in their fields to the endeavor of Jewish education.

Engaged in efforts with communities across North America and with a wide range of communal organizations, foundations, universities, and denominational movements, CIJE is bringing together a new alliance of talented people committed to its agenda of Jewish educational reform. CIJE is forging new connections, developing effective means to join forces toward a common goal. Through its innovative approach and strategic partnerships, CIJE seeks to demonstrate the significant breakthroughs that are possible when funding, planning, and leadership coalesce on behalf of Jewish education.

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