



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

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

Series D: Adam Gamoran Papers. 1991–2008.

Subseries 2: CIJE Meeting and Planning Files, 1991–1999.

Box
63

Folder
3

Minutes, correspondence, and notes. Workplan drafts,
1993-1994.

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

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Chair

Morton Mandel

Vice Chairs

Charles Goodman

Neil Greenbaum

Matthew Maryles

Lester Pollack

Honorary Chair

Max Fisher

Board

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Irwin Field

Alfred Gottschalk

Arthur Green

Thomas Hausdorff

David Hirschhorn

Henry Koschitzky

Mark Lainer

Norman Lamm

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

August 13, 1993

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

Dear Adam:

The past six months has been a period of intensive efforts by CIJE, and we will be able to report significant progress at our board meeting on August 26th. In particular, we will be reporting on the following:

1. The CIJE professional team: Our Selection Committee has completed its work and we are pleased to announce that we have engaged Alan D. Hoffmann as full-time Executive Director of CIJE. He will be assisted by a team of two outstanding professionals to lead the work of CIJE. They are Dr. Barry W. Holtz and Dr. Gail Z. Dorph.

a. *Alan D. Hoffmann - Executive Director*

Alan Hoffmann has been the Director of the Melton Centre for Jewish Education in the Diaspora at the Hebrew University, Jerusalem since 1986. As director, he has developed training programs in formal and informal Jewish education. The Centre's Senior Educators Program has thus far provided North America with some 60 graduates who occupy key positions in a variety of communities, while its Summer Institute provides ongoing staff development for major U.S. day schools. Alan has been responsible for the development of curricula, and has supervised an elaborate research program in Jewish education. He has provided consultation services to schools and to educational networks throughout North and South America.

Alan will assume his position on August 15, 1993.

b. *Dr. Barry W. Holtz - Program Officer*

Barry Holtz has served as Co-Director of the Melton Research Center for Jewish Education at the Jewish Theological Seminary, New York City, since 1980. He has been responsible for their program in curriculum development and teacher education. He is a well-known author and his publications include: *Back to the Sources* and *Our Way*. At CIJE, Barry Holtz has been responsible for the Best Practices Project and joined the staff full-time as of July 1st, 1993.

c. *Dr. Gail Z. Dorph - Education Officer*

Gail Dorph has served as Chairman of the Department of Education at the University of Judaism in Los Angeles since 1989. In that capacity, she has been responsible for an elaborate program of teacher education and in-service education. She has long experience in the preparation of educational materials and has served as a consultant to Jewish communities throughout the United States. Gail Dorph will assume her position on August 15th, 1993.

Also, we are grateful for the important contribution Dr. Shulamith R. Elster has made to the CIJE over the past two years. Dr. Elster has decided to accept the position of Professor of Jewish Education at the Baltimore Hebrew University. We look forward to working with her in her new capacity.

2. The three Lead Communities -- Atlanta, Baltimore and Milwaukee -- have established their local commissions on Jewish education, and each has engaged staff to work with these commissions. They have undertaken comprehensive surveys of the educators in each community to establish base-line data. The results of the surveys will inform the commissions as they plan the recruitment, in-service training, professional development, and terms of employment of educators--as well as the way communities will address their future personnel needs. The survey in Milwaukee has already been completed; those in Atlanta and Baltimore will be completed by the early winter. The Best Practices, and the Monitoring, Evaluation and Feedback projects have been introduced in each of these communities and discussions are under way with Barry Holtz towards the development of pilot projects. At our board meeting, we will hear updates from representatives of the Lead Communities on the work that they have undertaken in their communities. The partnership between the three Lead Communities and the CIJE was intensified when the first of five annual joint seminars was held in Cleveland during the month of May. The various components of the project were jointly discussed, a common workplan was established, and regular lines of communications were set up. Ongoing visits by CIJE staff were scheduled. The second seminar is to be held in Baltimore on August 23rd and 24th.

3. The Best Practices Project: At our last board meeting you received a publication on best practices in the supplementary school. A publication on best practices in early childhood education is now at the printer. I am enclosing a memorandum by Barry Holtz on the Best Practices project in which he describes the work that has been undertaken in other areas of Jewish education, among them: day schools, the JCCs, college campus programs, camping/youth programs, adult education and the Israel Experience. This project, which is involving outstanding educators from the field and from key educational institutions, is generating significant debate and deliberation at major educational gatherings around the continent--from CAJE to the Network on Research in Jewish Education to conferences of denominational educational organizations. Sessions are being devoted to the presentation of this project and to the implications of its introduction into the Lead Communities.

4. Monitoring, Evaluation & Feedback Project: A key element in the concept of Lead Communities is the notion that intensive monitoring, evaluation and feedback is necessary if we are to learn by doing. Furthermore, monitoring, evaluation and feedback will provide the basis for the decisions concerning the dissemination of findings to additional communities throughout the continent. This project is directed by Dr. Adam Gamoran of the University of Wisconsin and Dr. Ellen Goldring of Vanderbilt University. As you will read in their progress report, the CIJE has introduced a full-time field researcher into each of the communities and they have already submitted initial reports to the local commissions and to CIJE.

I look forward to seeing you at our planning meeting on August 25th, 1:00 to 5:00 p.m. at JCC Association, 15 East 26th Street, New York. I also look forward to your participation at our board meeting on August 26th. It will take place from 12:00 noon to 4:00 p.m. at UJA/Federation of Jewish Philanthropies, 130 East 59th Street, New York.

Warmest regards.

Mort

Morton L. Mandel

D R A F T

THE CIJE - 1994 WORKPLAN

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

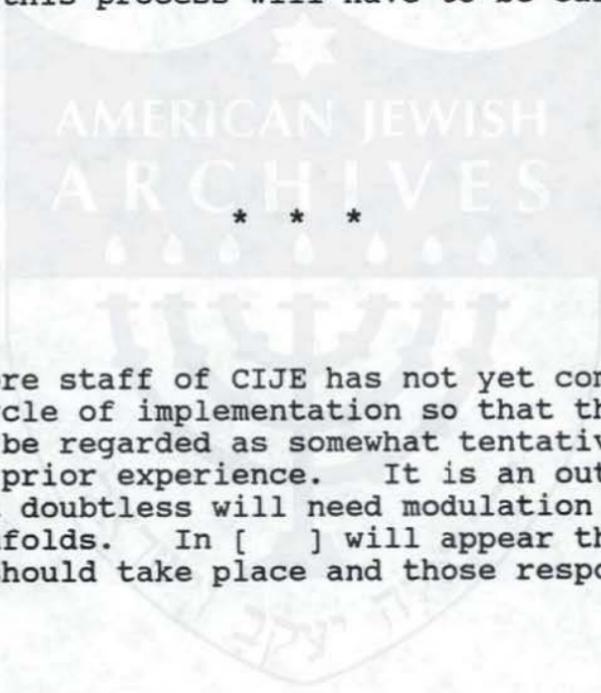
The CIJE is presently in the process of developing a multi-year strategic vision which will articulate clear goals and benchmarks in each of the major areas of its work with specific objectives in each area. This strategic vision will constantly be revisited and revised as CIJE begins to engage its own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

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

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

A working hypothesis of this 1994 workplan is that while the Lead Communities remain the prime arenas for development and exploration of critical issues for North American Jewish education, CIJE's role is also to engage a much wider circle of communities in benefitting from our experience in the Lead Communities. Similarly, our involvement in Lead Communities has already raised and will continue to raise issues where response is most useful at a national level.

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



AMERICAN JEWISH
ARCHIVES
* * *

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

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

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

meeting of the Steering Committee and thereupon to the October 1994 meeting of the CIJE Board. ADH will staff the Steering Committee.

Action needed:

- a. Confirm calendar for Steering Committee for 1994 including meetings at April and October board meetings.
[1/4/94: VFL]

2. Four **CIJE Board Committees** will be created and all members of the CIJE Board will be allocated to at least one committee. The proposed committees are: **Building the Profession, Community Mobilization, Content and Research**. These committees will be staffed by the core full-time staff and some consultants of CIJE and will meet at each Board meeting and at least once between each board meeting for a total of four committee meetings during the year. A workplan which is a sub-set of this workplan will be developed for each committee and will be approved for 1995 at the October board meeting. The 1994 interim workplan will be presented at the first meeting of each committee on April 20th.

Action needed:

- a. Division of Board members into committees
[1/21/94: MLM]
- b. Letter from Board Chair informing members about committee process.
[1/24/94: MLM]
- c. Allocation of staff to committees
[1/4/94: Suggestion: Personnel - GZD
Community Mobilization - ADH
Content - BH
Research - AdamG]
- e. Letter from committee chairs to members about specific committee agenda.
[3/8/94: Committee chairs and committee staff]
- d. Calendar for individual committee meetings
[Chairs and staff, unsynchronized]

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

Action needed:

- a. Prepare Board meeting
[3/8/94: MLM/ADH/VFL]
- b. New board members discussed
[every Steering Committee meeting]
- c. Assignment of staff to board members
[1/20/94:ADH]

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

Action needed:

- a. Develop new 1994 budget based on 1994 workplan.
[2/6/94:ADH]

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

B. DEVELOPING LAY LEADERSHIP FOR JEWISH CONTINUITY

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

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

Action needed:

- a. First draft by June Steering Committee
[6/2/94:ADH]

C. LEAD COMMUNITIES PROJECT

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

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

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

[Coordinator:GZD]

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

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

Action needed:

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

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

Action needed:

- a. Individually negotiated written timetable for personnel action plan in each community
[2/15/94:GZD]
- b. Lobbying for funding of personnel action plan
[CIJE lay leadership]

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

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

Action needed:

- a. Develop plan for goals project after January consultation with Mandel Institute team
[3/94: Dan Pekarsky]

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

In January 1994 the first composite community personnel profile will be completed by Adam Gamoran and Ellen Goldring to be followed by Atlanta (date?) and then by Baltimore (date?).

In the light of the new intensive involvement in the communities by the CIJE core staff, the feedback function requires reevaluation. The MEF Advisory Committee will meet in Chicago in February 1994 (Profs. Coleman, Inbar, Fox, Gamoran, Alan Hoffmann and Annette Hochstein) to discuss this and other issues and to consider the Sept. 1994 - Aug. 1995 workplan for MEF.

For action:

- a. Proposal for MEF Advisory Committee
[2/6/94: AG]
- b. Discussion of plan at CIJE Steering Committee
[3/94: AG]

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

Amongst the options proposed are: planful recruiting of Jerusalem Fellows and Senior Educators; ongoing Leadership Institute for Principals; Basic Jewish literacy for early childhood professional; a seminar on goals in

Israel. The communities have undertaken to inform CIJE by January 15th which of these pilot projects they wish to undertake. At that stage, CIJE will provide expert support both from its own staff and outside experts to build these projects.

D. COALITION OF ESSENTIAL COMMUNITIES

The mission the CIJE is to be a agent for systemic change for North American Jewish education. The working assumptions are that personnel development and community mobilization are key to systemic change. Lead communities are designed as test sites where both the notion of systemic change **and the individual components of systemic reform** can be developed.

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

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

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

This coalition is likely to include many of those communities who initially applied to become Lead communities. Many have made remarkable achievements over this period without CIJE and the coalition will become a place for sharing amongst like-minded 'essential'

communities. Lead communities will automatically be members in the coalition.

A first meeting should take place in February or March with a small group of individuals responsible for Commissions of Jewish Continuity in key communities to explore the notion of the coalition. Staff: ADH with SHH's guidance.

E. BEST PRACTISES PROJECT

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

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

Action needed:

- a. Plan for use of Best Practises in different contexts.
[3/94:BH]

F. CONTENT

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

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

training institutions on the other need to begin to grapple with this issue in a planful way.

The Mandel Institute has agreed to provide help to CIJE in building this domain and Prof. Daniel Pekarsky will lead the project. After a January consultation in Israel, this will be the key topic of the February staff seminar in Cleveland and should lead to a seminar for selected lay leaders and professionals (lead communities/coalition?) in July.

Action needed:

- a. Develop a plan for the goals project
[3/94: DP]

2. Best Practises: See section E above.

G. RESEARCH

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

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

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

H. CIJE PROFESSIONAL LEADERSHIP

ADH's successor will be identified during 1994, trained (if necessary) in 1995 with a period of overlap in the CIJE in 1996.

The national search will begin in April 1994 with a clearly articulated job description. Candidates should be identified between October-November 1994 and interviews take place at the end of 1994 with a view to announcing an appointment early in 1995.

Action needed:

- a. Search committee appointed and meets [4/94:MLM]
- b. Job description developed [3/94: ADH]

I. COMMUNICATIONS AND DISSEMINATION

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

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

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

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

For action:

- a. Plan for written communications
[3/1/94:SB]
- b. Plan for Jewish professional and lay forums
during 1994
[2/15/94: BH]

J. 1995 WORKPLAN AND BUDGET

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

For action:

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

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101

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

Chair

Morton Mandel

Vice Chairs

Billie Gold

Charles Goodman

Matthew Maryles

Lester Pollack

Honorary Chair

Max Fisher

Board

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Jay Davis

Irwin Field

Alfred Gottschalk

Neil Greenbaum

Thomas Hausdorff

David Hirschhorn

Gershon Kekst

Henry Koschitzky

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

MEMO TO: CIJE Steering Committee

FROM: Morton L. Mandel *MLM*

DATE: December 20, 1993

SUBJECT: Committee Meeting

I am delighted that you are able to participate in the first meeting of the new CIJE Steering Committee. I see this committee as a key planning body for the work of CIJE. I believe that our discussions on January 4 can be a big step in moving our agenda forward.

Enclosed for your review in advance of the meeting are the following documents:

1. CIJE mission statement drafted August 28, 1990.
2. Minutes of November 16-17 Lead Communities Seminar held in Montreal.
3. Update reports prepared by Gail Dorph on visits to Lead Communities.
4. Agenda for our meeting.

We will meet for a planning session and dinner at 6:00 p.m. on Monday, January 3. This meeting will take place at the Holiday Inn-Lakeside, 1111 Lakeside Avenue. The actual Steering Committee meeting will take place from 9:30 a.m. to 5:00 p.m. on Tuesday, January 4 at the Jewish Community Federation of Cleveland, 1750 Euclid Avenue.

Following the Steering Committee meeting, CIJE staff and consultants will meet briefly with Barry Reis to review travel policy and expense reimbursement procedures.

*Adam - I know
you won't be
at the dinner.
See you the 4th
at Federation.
Kinny*

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
1993 BOARD OF DIRECTORS

David Arnow

Daniel Bader

*Mandell Berman

*Charles Bronfman

Gerald Cohen

*John Colman

Maurice Corson

Susan Crown

Jay Davis

Irwin Field

Max M. Fisher

*Billie Gold

*Charles H. Goodman

Alfred Gottschalk

Neil Greenbaum

Thomas Hausdorff

✓ *David Hirschhorn

Gershon Kekst

Henry Koschitzky

*Mark Lainer

Norman Lamm

Marvin Lender

Norman Lipoff

✓ Seymour Martin Lipset

*Morton L. Mandel

*Matthew Maryles

Florence Melton

*Melvin Merians

*Lester Pollack

*Charles Ratner

*Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

[Maynard Wishner has been invited to serve on board, but has not yet responded. He would replace Corky Goodman on executive committee.]

*Executive Committee member

12/17/93

In order to reflect the current "full vision" of CIJE, it was suggested that the committees be configured in the following way:

<u>Committee (and Responsibilities)</u>	<u>Chair</u>	<u>Staff</u>	<u>Related Organizations</u>
1. <u>Building the Profession</u> <ul style="list-style-type: none"> • Recruiting • Career Development • Seniors; Senior Seniors Developed • Pre-service training • Lead Communities 	(MLM)	GZD	Training institutions CAJE
2. <u>Community Development</u> <ul style="list-style-type: none"> • 3-23 • Community support • Foundation networking • Managing relationship with CJF Commission • Lead Communities 	C. Ratner	ADH (SHH)	CJF, ^{SCCA} JAFI ?
3. <u>Content and Program</u> <ul style="list-style-type: none"> • Program development • Best Practices • Goals • Diffusion • Communication • Lead Communities 	J. Colman	BWH (D. Pekarsky)	JESNA, JCCA
4. <u>Research, Monitoring</u> <ul style="list-style-type: none"> • Lead Communities 	E. L. Ritz	A. Gamoran (E. Goldring)	

COUNCIL ON INITIATIVES IN JEWISH EDUCATION

I. Mission

The CIJE has six basic roles to fulfil -- advocacy on behalf of Jewish education; initiating action on the specific recommendations on personnel and community development called for by the Commission on Jewish Education in North America; forging new connections among communities, institutions and foundations; establishing and acting on a new research agenda; helping to facilitate synergism within the emerging foundation community; and energizing new financial and human resources for Jewish education.

A. Advocacy

The best lay and professional leadership of the Jewish community need to be attracted to the cause of Jewish education. Visions of what should and can be achieved in the 21st century need to be repeatedly placed before our communities' leadership and the wherewithal to do so obtained. The CIJE can provide a unique blend of individual and institutional advocacy in North America.

B. Initiatives

Several specific recommendations are being promoted by the Commission on Jewish Education in North America. These include the need to radically strengthen personnel in the field and deepen local community leadership's commitment to Jewish education. Through comprehensive planning programs and experimental initiatives in designated lead communities, CIJE will bring together continental institutions and other experts to yield breakthroughs in Jewish education development at the local level.

C. Connections

Creative people, institutions, organizations and foundations are all acting on new ideas in Jewish education. The CIJE seeks to provide a meeting place that will bring together:

- Funders and those with proposals for action;
- Proven ideas developed through foundation initiatives and communities eager to know what works;

- Institutions that are developing new approaches and the personnel and resources to make breakthroughs possible.

The CIJE will be a setting where funders can share accomplishments and possibly agree to join together in supporting new undertakings of large magnitude.

D. Research

While there are many people engaged in Jewish education research, there still appears to be no coordinated, systematic analysis of what works in Jewish education. Research interests have been understandably idiosyncratic. The Commission on Jewish Education in North America found gaping holes in what we can say we know with real confidence, rather than relying on conventional wisdom. A comprehensive, multi-year research agenda needs to be outlined by the best thinkers on the continent, assigned to the most promising talent, supported, and the findings critically examined and disseminated.

E. Synergism

One of the most exciting new developments in Jewish education -- one that holds great promise for the field -- is the serious entry of strong private foundations into Jewish life in general and Jewish education in particular. This is an unprecedented development. The foundations are deploying creative staffs and developing recognizable signatures of their interests and accomplishments. Recruitment, day schools, media, training high potential professionals, identifying master teachers and programs, and Israel experiences are just a few of the interests being pursued. The richness of foundation endeavors is a real blessing. Through the synergy of coming together at the CIJE, foundations could efficiently diffuse their best innovations throughout the lead communities and should they desire it even help each other advance their agendas by consulting with each other, exchanging professional resources, avoiding recreating notions, etc.

F. Energize

Through the work of the Commission on Jewish Education in North America and the work of other entities, a new group of professionals

for Jewish education has begun to be identified. Generally these are people who are experts in general education who have an interest in Jewish affairs. Also, academicians with expertise in Judaica, the humanities, and social sciences want to contribute. CIJE will seek to identify these people and provide them with effective avenues to use their talents on behalf of the Jewish people, much the way we now benefit from many of the best lay leaders in the business community and other professions.

Further CIJE will attempt to generate new financial resources within local communities in partnership with existing resources and on a continental basis to back the ideas that are proven to work in Jewish education.

CIJE hopes to energize new professional and financial resources to add to the gifted people already at work. Ultimately local federations, school supporters, congregations, and consumers will need to commit more resources to accomplish the Jewish education agenda for the next century. This will not be an easy thing to achieve. It is hoped that CIJE will be able to facilitate foundations interested in providing a quick start to the development of new innovative efforts and then provide some longer term support.

II. Method of Operation

The CIJE will not be a big new comprehensive direct service provider. It isn't seeking to displace any existing institution or organization. Rather, CIJE expects to operate with a very small core staff -- no more than 3 or 4 professionals -- and work through the efforts of others -- JESNA, JCCA, CJF, Yeshiva University, JTS, HUC-JIR, Reconstructionist College, Torah U Mesorah, denominational departments of education, Brandeis, Stanford, Harvard, Spertus, Boston Hebrew College, educator organizations, etc. This list could go on and on! The need is not for a new service delivery mechanism but for a catalytic agent -- one that can convene meetings of peer organizations on the national scene, including denominational institutions and departments, communal agencies, foundations, and the like.

No existing organization plays this role today in Jewish education. CIJE, building upon the already successful engagement of these entities through the Commission on Jewish Education in North America, can play this role. The identity of all partners would be preserved and their missions enhanced. The rich diversity of foundation interests would be infused into the consciousness of the established community.

III. Structure

A simple structure to govern the CIJE is envisioned.

A. Board

Approximately 20 to 30 people will govern the CIJE. They will be drawn from among the leaders of the foundation community, continental lay leaders, outstanding Jewish educators, and leading Jewish academicians.

B. Senior Policy Advisors

A group of 20 or so senior policy advisors will provide ongoing professional guidance to the professional staff and board of the CIJE. They will be drawn from the ranks of the continental organizations and institutions and outstanding individual professionals.

C. CIJE Fellows

Beyond the Senior Policy Advisors group, the CIJE intends to assemble 50 or so fellows to provide intellectual, educational content to its work. These Fellows would be identified from among the people currently at work in Jewish education, and leading academicians and practitioners in general education, Judaica, humanities, and social sciences with a strong interest in Jewish life. In addition to providing ongoing advice to CIJE, the Fellows should be a rich resource for consultants for lead communities, foundation initiatives, the research agenda of CIJE, and the institutional objectives of CIJE working in concert with others.

D. Advisory Council

At least once a year CIJE will reconvene the members of the Commission on Jewish Education in North America, augmented with other key figures in Jewish education. This will provide an opportunity to check on the progress of implementing the Commission's recommendations and provide fresh insight on new developments that should be on CIJE's agenda.

E. Staff

The staff of CIJE will consist of a chief professional officer (initially Stephen Hoffman, the Executive Vice-President of the Cleveland Federation); a chief educational officer; and a planner. Appropriate support staff would be in place as well. An initial budget is attached.

8/28/90

SHH:gc:B1:39J

Att.



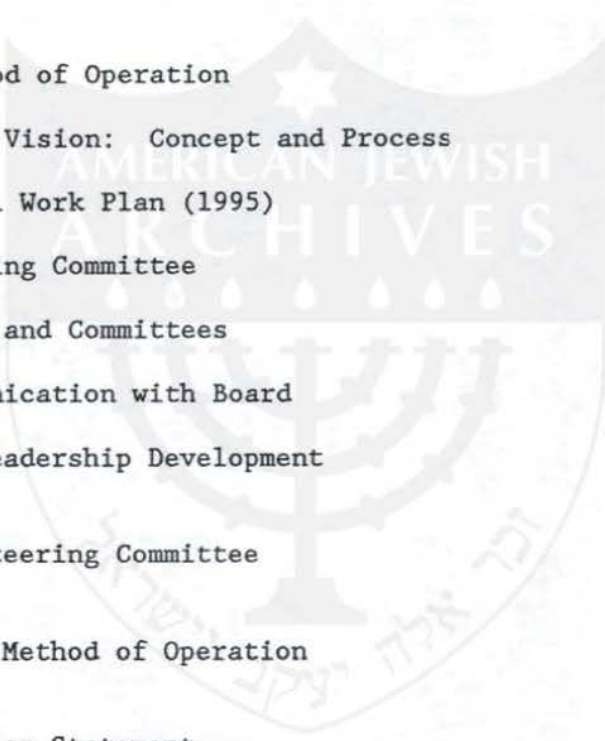
AGENDA

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

STEERING COMMITTEE

JANUARY 4, 1994 - 9:30 A.M. - 5:00 P.M.

Jewish Community Federation of Cleveland
1750 Euclid Avenue

- 
- I. Update
 - II. CIJE Method of Operation
 - A. Total Vision: Concept and Process
 - B. Annual Work Plan (1995)
 - C. Steering Committee
 - D. Board and Committees
 - E. Communication with Board
 - F. Lay Leadership Development
 - III. Role of Steering Committee
 - IV. Committee Method of Operation
 - V. CIJE Mission Statement
 - VI. Communications
 - VII. 1994 Interim Work Plan

GAMO\$ type alanhof.sched
Alan,

I understand your point about my participation on the steering committee and I accept it as valid. However, there are real constraints that we need to recognize. Here's a list of CIJE meetings that you would in principle like me to attend over the next few months:

March 8-9: LC Seminar, Atlanta

March 15: CIJE Steering Committee

April 20-21: CIJE Board

May ?: LC Seminar, Milwaukee

This list does not include the bi-monthly staff meetings I have already agreed to attend. Most important, it does not include meetings required for running the CIJE MEF project (e.g. meetings with advisory committee, with field researchers).

Further of course, I need to allocate time to work on MEF, including aspects that were originally anticipated, such as studying the process of change in the communities, and aspects that were originally unanticipated, i.e. the educator survey. I need time for responding to what the field researchers write, and for doing my own writing. And I need time for administrative tasks related to the field researchers. (For example, I've got a draft of the proposal for a computer for Bill Robinson on my desk and haven't had a chance to process it yet!)

I need help from you in prioritizing among these competing CIJE priorities. If I attended both CIJE meetings in March, for example, that would use up all my time allocated to CIJE for that month, leaving no time to spend on MEF. In principle I am supposed to spend 3 days per month on CIJE, although it has worked out to 4 days per month and I am able to handle that. I do not have any additional time to add, however.

Regarding the specific issue of the Steering Committee: As a matter of practical necessity I think it would be wise to include Ellen. I am not available on March 15 OR April 20-21, but Ellen is available on both of those dates. As soon as I learned from you in November that the spring board meeting was to be in April, I explained to you that I'd be unavailable, and I arranged with Ellen that she would attend if one of us had to. That is our current plan. Given the importance of the Steering Committee in setting the agenda for the Board meeting, including the work of the board subcommittee on Research and Evaluation, it would be useful to have Ellen attend the March steering committee meeting even if I were able to attend.

If you don't want Ellen to work with the board subcommittee on Research and Evaluation, then I guess she wouldn't be needed at the March steering committee meeting. However, then you would not have a CIJE consultant available to work with board members, since I will not be there.

Perhaps the best decision about the steering committee is that Ellen should be invited, but unlike our other work, this is not something we are splitting; I should also attend whenever possible.

On a related matter -- it should be my turn to attend the LC Seminar in Atlanta and Ellen's to attend the one in Milwaukee in May, but because of obvious geographical considerations we have switched those two. Of course, that is only if you need us -- if we aren't needed, or if it isn't a sufficiently high priority, we'd be happy to skip it.

Adam



AH 3 vital elems of LC's

- ① Fed exec who sees Ted, cont'ing change as personal priority
- ② lay champion(s) who are members of key leadership - influ + philanth - who sees as their issue
- ③ professional driving the change

AG ————— more fundamental probl is the need for narrative, leverage, to put these in place

AH challenges

- ① re-energize the process of reflection that took place in the Commission
- ② dissemination

JC need mobilz that takes off on its own

CR impte of research as catalyst for change

CIFE goals

MM - to have communities, segments w/in communities, have goals

DP - some secular goals may fit across the board - e.g. not trained ed dirs.

JC - overall goal - Jewish continuity
AG - just because
but just because
not measurable
does not mean
off agenda
- far from proximate impact
- diff. to operationalize / consensus
- no control

DP - to have some success stories
- communities + / or institute

MM - to attract top-quality persons to the profession of J ed - "sr sr's"

MM - must have a way to lead if this

JC - "we ought to have every community in NA banging on our door, asking for our services"

MM - absolutely - that's what we need at end of 10 yrs

CISE committees will develop
the CISE work plans

- i.e. ELP committee will define
the work plan of MEP
- meet at least twice + as needed

Research & Man Committee - tentative
agenda
pts

- Lead Committees

- ?

board mtgs - 2x per yr

day 1 - Wed

10-4 steering committee

4-6 executive committee

8:30 reception?
day 2 - Thurs

8:30-noon committee mtgs

noon-4 lunch & board mtgs

no oral show & tell (do that in writing)
issues come to the board

Jewish study?

1994 Interim Work Plan

A. CJFE pol. & org. making

1. Steering committee
2. board committees (4)
3. CJFE board
4. executive committee
5. board communication - better than the chain

B. DEVELOPING LAY LEADERSHIP

- goals project as content?
- build replicable processes for leadership development in a community
- need plan

C. LC Project

1. 4 planning seminars
 - March (A+I)
 - May (Milw)
 - Sept (Baltimore)
2. strengthen local wall-to-wall c's
 - goal: committed coalition of fed exec, lay champion, LC profess. info
3. devel process → written agreements by Oct 1994
4. devel personnel action plans
5. expert s-ppt & consult to imple pers ac plan
 - eg - service process for ec t's
 - Instt in day skill plans
6. work w/ leadership on goals
7. guidance to MEF
 - AG will rewrite

8. devel pilot projects

- personnel initiatives
- es - recruit 5 Fellows - Sr Eds
- leadership init. + for Pmg
- 5 library for ec pots
- seminar on goals init

D. COALITION OF ESSENTIAL COMMUNITIES

1. vehicle for CIFE to share expertise
2. mobilize lay leaders
3. advocate to get training inst. to
+ demands to provide solns to ed needs
4. mobilize for ch funding priorities
5. share CIFE levels - es goals, seminars

E. BEST PRACTICES

F. CONTENT

1. Goals
2. BPracs

G. RESEARCH

- need a plan

H. Prof Leadership (AH successor)

I. Communication & Dissemination

- brochure
- 5. 1995 - devel plan for reaching audiences
work plan + budget

MINUTES: CIJE Steering Committee

DATE OF MEETING: January 4, 1994

DATE MINUTES ISSUED: January 14, 1994

PRESENT: Morton L. Mandel (Chair), Sandee Brawarsky, John Colman, Gail Z. Dorph, Adam Gamoran, Stephen H. Hoffman, Alan D. Hoffmann, Barry Holtz, Daniel Pekarsky, Charles Ratner, Esther Leah Ritz, Richard A. Shatten, Virginia F. Levi (Sec'y)

COPY TO: Seymour Fox, Annette R. Hochstein, Henry L. Zucker

I. Introductory Remarks

Mort Mandel opened the meeting by introducing participants. He thanked those present for agreeing to participate in the work of the Steering Committee and noted that the primary purpose of the committee is to help evaluate ideas, and set priorities. Normally decisions will be made by the board of CIJE.

Members of the Steering Committee will include the chairs of CIJE committees and staff. The group will meet as frequently as is practical and useful.

II. Update

Alan Hoffmann noted that the Steering Committee will be helpful in clarifying goals and methods of reaching them.

He noted that the Commission on Jewish Education in North America completed its work a little more than three years ago. It concluded with a plan to work in the following five areas:

1. Build a profession of Jewish education.
2. Mobilize community support.
3. Develop a research capability.
4. Establish Lead Communities in which to work toward local systemic change.
5. Create the Council for Initiatives in Jewish Education.

During the first year and a half of its existence, CIJE worked to develop and move ahead with the concept of best practices for Jewish education while also building a team for monitoring, evaluation and feedback of the work in Lead Communities. At the same time, a process was developed and followed for selecting the Lead Communities.

Following an initial expression of interest by 45 communities, 23 submitted applications and 3 were selected. A joint meeting of the Lead Communities and CIJE staff in Cleveland in April 1993 clarified the importance of partnership among the communities and CIJE. The next joint meeting, held in August 1993 in Baltimore, focused on the content

of work in the Lead Communities. The most recent meeting, held in November 1993 in Montreal, provided the Lead Communities with a curriculum for taking the results of research on local Jewish education personnel and moving toward a personnel action plan.

In the area of monitoring, evaluation and feedback, we have broken important ground by putting in place a team which can monitor what is happening, evaluate outcomes, and provide feedback to local communities and CIJE. This model shows how research can be used in working for change.

Clearly, CIJE has focused most heavily on the establishment of Lead Communities while the other three recommendations of the Commission have received less attention. In fact, CIJE is about changing Jewish education for all of North America.

As the staff team which was constituted in August 1993 has begun its work in the Lead Communities, the following issues have surfaced:

1. CIJE has chosen the local federation as the home for systemic reform in Jewish education. There is an inherent tension between the federation approach of working through consensus and CIJE goals of reform and radical change. Getting wall-to-wall coalitions to take revolutionary steps presents a significant challenge.
2. CIJE is an intermediary organization. This means that we do not have the same direct control over the change process that a local commission has. For example, CIJE can prepare materials for use by local communities and can recommend their use, suggest benchmarks, and set deadlines. However, as an intermediary organization we do not have (nor want) the local clout to implement and follow through. Yet local implementation is a must.
3. The work with the Lead Communities has suggested that the following three variables must be present in order for systemic change in Jewish education to occur in any community:
 - a. A federation executive director who will make betterment of Jewish education a personal priority.
 - b. One or more lay champions on the key leadership team.
 - c. A high caliber local professional driving the educational process.
4. The Commission itself chose to sidestep the issue of goals for Jewish education in order to reach consensus on its recommendations. However, any local community inevitably gets to questions of goals, mission, and vision. Daniel Pekarsky has

agreed to consult with CIJE on goals in conjunction with the Mandel Institute staff's work on the goals project and the Educated Jew project.

CIJE currently faces the following challenges:

1. How can we reenergize the process of deliberation, strategic thinking and planning by lay leaders which worked so effectively during the work of the Commission? Leadership of CIJE needs to be more fully engaged.
2. How should we work for effective dissemination of our progress? Because we have not yet clearly articulated what CIJE is about, we risk becoming pigeon-holed as "the Lead Communities project."
3. How do we move beyond where we are now? How do we extend our involvement with more communities? Thought has been given to using Ted Sizer's concept to establish a "coalition of essential communities."

In the discussion that followed, the following points were made: By working in the Lead Communities we have begun to impact change on a local level. However, building the profession and developing community support requires work on a continental level. We may wish to think about establishing an equivalent to the Jerusalem Fellows and Senior Educators programs in North America, drawing upon the resources of the denominational training institutions and others with appropriate expertise.

Since few communities seem to possess all three of the elements which have been identified as critical, we should determine what incentives could be used to gain the commitment of the local federation executive and appropriate lay champions and to draw the caliber of professional we seek. We should be careful to remember that the three elements we have identified as central to this process appear to be necessary conditions, but are probably not sufficient to accomplish our goal.

At present, research is being directed locally. Should we consider a parallel track with respect to national factors? For example, can we identify factors that could motivate leaders to work for Jewish education?

The relationship of local communities to an intermediary organization might be clarified through written agreements. CIJE does have leverage in the form of expertise which it can provide or not. We will develop the expertise to go into a community, evaluate what is in place, and recommend changes.

If we can identify success in one of the Lead Communities, telling the story will make our process of moving ahead in other communities easier. It was noted that Atlanta, at this point, has opened itself to the idea of intervention and has opened the community thought processes to change.

III. CIJE Method of Operation

A. Total Vision

It was suggested that the Steering Committee consider developing a set of outcomes toward which CIJE might work over a ten year period. These outcomes, which should be revised annually, would serve as the basis for an annual work plan.

In discussion, it was noted that it will be difficult to generate agreement around some outcomes. However, we should be able to identify outcomes with clear consensus. One such outcome might be to attract top people to identified positions in Jewish education. We might identify desired outcomes that fit under these headings: building the profession, improving lay leadership, program and content, and developing a research capability.

Assignment

It was agreed that Alan Hoffmann, together with the staff, will develop a first draft of desired outcomes for review by the Steering Committee at its next meeting.

B. Annual Work Plan

The first annual work plan to be based on a total vision will be for the year 1995. An interim work plan has been prepared for use in 1994.

IV. Role of Steering Committee

The Steering Committee will function as a "think tank" for CIJE. Its role will be different from that of either the Executive Committee or the board. It will meet approximately six times each year and will work to prepare recommendations for presentation to the board.

V. Role of Functional Committees

It is suggested that the operation of CIJE be shifted to four functional committees. Each will have a chair, a vice chair, and members from the CIJE board and will be staffed by CIJE staff and consultants. Each will submit to the Board its own total vision and work plan which, after approval, will become the overall vision and annual plan for CIJE. Each committee will define its role and set its mission.

Following is a list of the committees including proposed responsibilities, chairs, staff people, and related organizations with which each might work.

<u>Committee (and Responsibilities)</u>	<u>Chair</u>	<u>Staff</u>	<u>Related Organizations</u>
1. <u>Building the Profession</u> <ul style="list-style-type: none"> • Recruiting • Career Development • Seniors; Senior Seniors Developed • Pre-service training • Lead Communities 	(MLM)	G. Dorph	Training institutions CAJE
2. <u>Community Development</u> <ul style="list-style-type: none"> • 3-23 • Community support • Foundation networking • Managing relationship with CJF Commission • Lead Communities 	C. Ratner	A. Hoffmann S. Hoffman	CJF JAFI JCCA
3. <u>Content and Program</u> <ul style="list-style-type: none"> • Program development • Best Practices • Goals • Diffusion • Communication • Lead Communities 	J. Colman	B. Holtz (D. Pekarsky)	JESNA, JCCA
4. <u>Research, Monitoring</u> <ul style="list-style-type: none"> • Lead Communities 	E. L. Ritz	A. Gamoran (E. Goldring)	

Steering Committee members were asked to recommend board members for assignment to the various committees. VFL will check the list of people who were originally assigned to a committee on Lead Communities for possible inclusion on the Community Development Committee and will collate suggestions for board membership. MLM and ADH will then recommend assignments to committees.

Each committee will meet in conjunction with the two board meetings to be held each year. Additional independent meetings will be scheduled.

It was suggested that board meetings would be two-day affairs scheduled as follows:

<u>Day One</u>	10 a.m. to 4 p.m. - Steering Committee (or 10 a.m. to 2 p.m.)
	4 p.m. to 6 p.m. - Executive Committee (or 2 p.m. to 6 p.m.)

Day Two 8:30 a.m. to Noon - Committee Meetings

 Noon to 4 p.m. - Luncheon and Board Meeting

It was suggested that the two days might include a plenary session during which all four committees, each of which has Lead Community responsibilities, would be provided with an update on the happenings in the Lead Communities.

It was also suggested that the board should grapple with issues rather than simply hear reports. We might bring the issues of one or two of the committees to each board meeting for consideration.

It was suggested that we consider holding two committee meetings at one time, similar to sessions at a conference, so that there could be broader participation of board members.

It was recommended that each two-day board meeting include a Jewish study component. It was also recommended that we continue to invite members of the Commission on Jewish Education in North America and other guests to a segment of the board meeting once every year or two years.

VI. Role of Board

A. Board of Directors

As noted above, we should work to ensure that the board is engaged in discussion of issues. Reports should be sent in writing rather than presented orally at meetings. Staff will be assigned to all Board members to keep them briefed.

One approach might be to begin the board meeting on the evening of day one, following the Executive Committee meeting, with a presentation of general interest which would generate discussion. Commission members would be invited to these presentations. The following morning the committees would meet, followed by a business meeting of the board.

B. Executive Committee

The Executive Committee will include committee chairs, officers, and other carefully selected individuals. It will be responsible for such managerial issues as budget and professional staffing.

VII. Role of Consultants

We have several consultants working with CIJE on a regular basis. These include Adam Gamoran and Ellen Goldring on monitoring, evaluation and feedback and Daniel Pekarsky on the goals project. Seymour Fox, Annette Hochstein, and their co-workers at the Mandel Institute are taking on specific content assignments. In addition, Annette Hochstein is working with Adam and Ellen on monitoring, evaluation and feedback.

There was once a recommendation for the creation of a group of CIJE fellows. It was suggested that this would be a good item for consideration by the committee on building the profession.

VIII. Review of the Goals and Educated Jew Projects

It was reported that as the work of the Commission unfolded, it became clear that there was very little literature on the desired outcomes of Jewish education. As a result, the Mandel Institute invited three Judaic scholars to write papers on their own concepts of the outcome of a Jewish education or what is an educated Jew. The participants were Isadore Twersky, Moshe Greenberg, and Menachem Brinker. Each was asked to write from his own point of view. Israel Scheffler, a leading philosopher of general education, was asked to write a similar paper reviewing different conceptions of the educated person. Michael Rosenak was asked to look at this question from the point of view of Jewish education. Seymour Fox was responsible for the entire concept and for conducting the deliberation. These papers were then shared with leading Jewish educators who reflected on what an educational system might look like in order to implement the ideas proposed by each of the original philosophers. The scholars then redrafted their papers on the basis of the work of the educators. Following this process, the papers have undergone at least three iterations. The collected papers will be published with the goal of providing a model for how to deal with the outcomes of Jewish education.

The CIJE goals project will involve itself in trying to help individual institutions and communities to develop goals. This involves differentiating between instrumental and substantive goals and defining the ideal that drives the enterprise. It is a basis for translating vision to practice. Daniel Pekarsky is working with the Mandel Institute on developing a way to present this to North American communities.

After hearing this summary of the two projects, it was suggested that a presentation on the Educated Jew project might be an interesting topic for a board meeting.

IX. CIJE Mission Statement

A mission statement developed for CIJE in 1990 served as the starting point for this discussion.

It was suggested that the following might serve as an introductory paragraph to a mission statement: "The CIJE was created by the Commission on Jewish Education in North America with a highly focussed mission that incorporates three major tasks: Building the profession of Jewish education; Mobilizing Community Leadership for Jewish education and Jewish continuity; developing a Research Agenda while at the same time securing funding for Jewish educational research."

A second section of the mission statement might indicate that the mission is to be implemented through the following means, then list the names of the four committees and include a brief paragraph indicating what each hopes to accomplish. It would be the role of each committee

to develop the language to describe its role in accomplishing CIJE's mission. This would be refined at the committee meetings.

The mission statement should also refer to CIJE's desire to engage in a partnership with select communities to demonstrate that innovation can have a lasting impact and to help local communities shape their agendas for Jewish education.

It was suggested that we refer to CIJE as an agent to assist Jewish communities and institutions to provide effective Jewish education. It was also suggested that the mission statement refer to the role of CIJE as intermediary, perhaps using the following language: "One job of CIJE as an intermediary is to facilitate the success of the service delivering institutions. We cause outcomes to occur through advocacy, research, forcing initiatives, energizing, and synergizing. Our outcomes relate to how the service delivering institutions behave."

Assignment

Alan will develop a draft mission statement for consideration by the Steering Committee.

X. Lay Leadership Development for Jewish Continuity and CIJE

CIJE needs a board of leaders who are wise, experienced, and willing to work. It is hoped that the committee structure will help to encourage this involvement. In addition to working with our current board members, we should identify new people for board participation. We might identify people to add to committees with the thought of eventually naming some of them to the board. At the same time, we should develop a means of rotating non-participants off the board. We should have a set of by-laws to help facilitate this rotation.

With respect to lay leadership beyond the CIJE board, it was noted that there are many people involved in local commissions on Jewish education. We may wish to consider holding a national conference for these people or for a select sub-group.

XI. CJF Commission

Reference was made to the CJF North American Commission on Jewish Identity and Continuity. Steve Hoffman and Alan Hoffmann will continue to monitor the relationship of the CJF Commission to CIJE.

XII. Communications with all Publics

The following publics were identified as groups with whom CIJE should be communicating:

A. Lay Leadership

- members of the CIJE board
- people on local continuity commissions
- other national lay leaders
- others

B. Jewish Educators

- leaders of institutions (local and national)
- central agency personnel

C. Opinionmakers/Centers of Influence

D. Existing Publications

- JCC Circle
- JESNA's Agenda

(We might submit an occasional article)

E. Academics/Intellectuals/Professors of Jewish Studies

F. Congregations and Rabbis

G. Training Institutions

We may wish to develop different kinds of publications for these different publics. One suggestion was to produce a newsletter which invites feedback from the readers. Initially, we have engaged Sandee Brawarsky to work with us on the development of a brochure to describe CIJE.

XIII. 1994 Interim Workplan

Alan Hoffmann circulated a first draft of a 1994 interim workplan for review. He noted that as the work of CIJE has grown from a primary focus on the Lead Communities to more extensive work with other communities and the establishment of CIJE as a national identity, the redeployment of staff to accomplish these goals has not yet been determined.

Assignment

Alan will rework the draft workplan and will send it to Steering Committee members in February.

XIV. Future Meeting Dates

The following dates were set for future meetings of the Steering Committee:

Tuesday, March 15 (in Cleveland)

Wednesday, April 20 (in New York--in conjunction with a board meeting on April 21)

Friday, September 23 (in New York)

Wednesday, October 19 (in New York--in conjunction with board meeting on October 20)



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION	CIJE STEERING COMMITTEE	
SUBJECT/OBJECTIVE	DORPH ASSIGNMENTS	
ORIGINATOR/PROJECT LEADER	VFL	DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Develop pilot project on early childhood education project on Best Practices.		GD	1/4/94	2/15/94	
2.	Work with Milwaukee to plan a summer teachers' institute at Melitz [Melton].		GD	12/1/93	6/15/94	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION

CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE

FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Finalize arrangements for Blaustein grant with D. Hirschhorn.		SF	7/22/93	TBD	
2.	With SHH, develop a plan for involving denominations in each Lead Community process.		SF	3/31/93	TBD	
3.	Contact the following board members ... a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset d. Florence Melton e. Isadore Twersky		SF	11/8/93	TBD	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE GOLDRING ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Develop program on educational leadership for lead communities.		EG	1/4/94	3/15/94	





PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	HOCHSTEIN ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members... a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch		ARH	11/8/93	TBD	

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

73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	A. HOFFMANN ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Redraft 1994 work plan and send to Steering Committee members.		ADH	1/4/94	2/20/94	
2.	Work with lead communities on recruiting senior educators.		ADH	1/4/94	3/1/94	
3.	Develop descriptive brochure for CIJE.		ADH	9/21/93	3/15/94	
4.	Prepare draft of CIJE desired ten year outcomes for review by Steering Committee.		ADH	1/4/94	3/15/94	
5.	Draft CIJE mission statement.		ADH	1/4/94	3/15/94	
6.	Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.		ADH	7/22/93	TBD	
7.	Work with VFL on budget--start with work plan with structure.		ADH	9/21/93	TBD	
8.	Develop a communications program: internal; with our board and advisors; with the broader community.		ADH	9/21/93	TBD	
9.	Work with MLM about approaching Jesselson family.		ADH	6/8/93	TBD	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare a memo summarizing proposal on distribution of CIJE materials (Woocher - possibility).		BH	5/28/93	1/31/94	
2.	Contact the following board members... a. Gerald Cohen b. Susan Crown c. Billie Gold d. Neil Greenbaum e. Thomas Hausdorff f. Mark Lainer g. Matthew Maryles h. David Teutsch		BH	11/8/93	TBD	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Collate committee recommendations, add Lead Community search committee members, and submit to MLM and ADH.		VFL	1/4/94	1/14/94	
2.	Revise and reprint letterhead.		VFL	9/21/93	2/15/94	
3.	Review files on financial commitments of CIJE supporters and be sure Barry Reis' records are complete.		VFL	9/21/93	2/15/94	
4.	Design and order business cards for staff.		VFL	9/21/93	2/15/94	
5.	Plan to discuss letters of agreement for the Lead Communities. Consider including our expectations regarding the sort of lay and professional involvement we expect.		VFL	4/7/93	TBD	
6.	Work with ADH on budget. Start with work plan and structure.		VFL	9/21/93	TBD	



PREMIER INDUSTRIAL CORPORATION

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

73890 (REV. 1/89) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members... a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer		MLM	11/8/93	TBD	
2.	Consider establishing a finance committee.		MLM	4/7/93	TBD	
3.	Visit with Erica Jesselson to get her on board to support CIJE.		MLM	6/17/93	TBD	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	PEKARSKY ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Develop goals project for lead communities.		DP	1/4/94	4/15/94	





PREMIER INDUSTRIAL CORPORATION

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

73890 (REV. 1/89) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members... a. Mandell Berman b. John Colman c. Maurice Corson		HLZ	11/8/93	TBD	

use of mult. nam logit in selec eq

Lung-Fei Lee. (1983), Generalized econometric
models w/ selectivity, Econometrica 51: 507-512

To: The CIJE Steering Committee
From: Barry Holtz
February 23, 1994

Total Vision

Draft One

In the last meeting of the Steering Committee, we discussed developing a long-range plan for the work of the CIJE using the phrase "Total Vision" to describe that plan.

I was asked to try to write a draft of that plan using the rubric suggested by Mort that one could think of total vision as the 10 year report of the CIJE outlining what it had accomplished, written today instead of in the year 2004. The paper below uses that idea of the 10 year report as a kind of rhetorical device to develop the plan.

As will be obvious the one major disadvantage of writing the paper in this fashion is that it predetermines certain choice points and doesn't allow the alternative possibilities to be explored. For example, in talking about research there may be a number of possible routes to take and at this point without a deep analysis of the options, I don't really know if, say, placing research in an existing university or in a free-standing institution would be better. There are other examples that may strike the reader as well. Despite this disadvantage, I have used the 10-year plan as my approach here.

This paper is based on a number of sources: A Time to Act, Annette's "Lead Communities at Work," internal documents written by members of the staff, and discussions with other members of the staff.

The CIJE 2004: A 10-Year Report

The CIJE was created by the Commission on Jewish Education in North America in order to implement "on both the local and continental levels" the plan of the Commission "to

revitalize Jewish education so that it is capable of performing a pivotal role in the meaningful continuity of the Jewish people." The CIJE was given the mandate to "develop comprehensive planning programs and experimental initiatives for the two building blocks . . . to achieve breakthroughs in Jewish education. (A Time to Act)

In the past ten years the CIJE has tried to realize its mission through work in a number of different areas described below.

I. The CIJE and Local Communities: "From 3 to 23"

When the CIJE began, one of its primary innovations was the creation of the concept called "Lead Communities, "local laboratories in which to discover the educational practices and policies that work best." The first years of the CIJE's life were very much dominated by spreading the word about Lead Communities, creating criteria for choosing the communities, implementing the selection process and beginning the delicate work of this new experiment with the original three places, Atlanta, Baltimore and Milwaukee.

Lead Communities were only the beginning of the CIJE'S work in local interventions. Over the past decade the CIJE has evolved an approach that draws on experiments in general education, such as the Coalition of Essential Schools and the Accelerated Schools Program, while evolving its own unique approach to this area. During this time the CIJE has had to balance the challenge of serving as Jewish educational "consultants" to communities, while staying sufficiently distant from the communities so as not to be drawn into the managerial tasks of running a change process. At times this has been difficult, but as time has passed the particular contributions that CIJE can make to a local community as well as the limitations on its involvement have been communicated and negotiated.

One can attribute the CIJE's success in this operation to a number of factors: a) its articulation of those areas in which it does and does not work. In particular CIJE has tried—^{10/2/84}as best as possible to ~~keep~~ its focus on the two "building blocks" of the original Commission report (personnel and community mobilization) and it has not involved itself in other areas that communities may need help with. b) by choosing communities which exemplify the three crucial elements of committed Federation director, local lay champions with influence and means, a local professional of high quality, the CIJE was able to eliminate certain problematic communities from consideration.

The CIJE began with the three original Lead Communities and then moved toward creating an "outer" circle of like-minded communities interested both in hearing about the work of CIJE and using meetings with the CIJE as a way of talking about mutual concerns across communities. These meetings included discussion of the issues of research and evaluation, fund-raising and community leadership mobilization as well as analysis of specific educational initiatives in the areas of personnel improvement.

Boston, New York, Cleveland, etc. joined as partners in this work. Communities that decided that they wanted to share in the CIJE agenda and receive the CIJE expertise in a more intensive fashion -- as long as they met the CIJE criteria -- could choose to become Lead Communities themselves. To be chosen the community had to exhibit the three factors mentioned above as well as committing itself to working on the "building block" agenda. Communities paid a fee to the CIJE to be members of the outer circle and a consulting fee to the CIJE to be Lead Communities.

II. Personnel: Building the Profession

One of the two key building blocks of the Commission report was "building the profession," improving the quality and quantity of Jewish educators in both the formal and informal domains. The CIJE launched two main thrusts in this effort-- local efforts at improving personnel through its work (as mentioned above) in particular communities and a continental effort that tried to attack the problem in a more global fashion.

A. Local Efforts

The CIJE began its work in each community with the quantitative and qualitative research work of the Educators Survey. This report which began by looking only at the educators in formal settings was expanded to include informal educational settings as well.

The results of the Survey led to the creation of a Personnel Action Plan for each community. CIJE helped each community develop its own particular action plan by working with local educators and Federation lay leaders and professionals. The plan was comprehensive and wide-ranging, and communities were helped by CIJE to phase in segments of the plan in an orderly fashion.

The Personnel Action Plans were organized around four key areas: inservice education, recruitment, salary and benefits, and career ladder.

Inservice Education

One of the key areas for upgrading personnel throughout the Lead Communities, and in any community interested in improving its Jewish education, has been in the area of inservice education. The CIJE began with a set of Leadership Institutes which were open to all three Lead Communities. The Leadership Institutes took place twice a year and have been done in coordination with a major educational institution. Some have taken place at Vanderbilt University, some at Columbia University Teachers College.

The program was designed for principals of Day Schools and Supplementary Schools and it focused on issues of leadership such as supervision, board relations, goal setting and a variety of other topics to help improve the quality of leadership in these educational institutions. Day School Principals and Supplementary School Principals met together for some sessions and in other sessions they worked on cases which were individualized for their own particular settings. A second Leadership Institute was designed for Early Childhood Directors from Day Schools, Synagogues and Jewish Community Centers. Similar issues were raised and experts in the field of Early Childhood Education, as well as Jewish Education, worked with these Directors to help improve the quality of their educational institutions.

At the same time, a set of leadership seminars took place within communities. These seminars used the results of the Best Practices Project of the CIJE and other resources including outside expertise and consultants from the denominations. These leadership seminars were designed for a more intensive and ongoing approach to issues of leadership and there were separate seminars organized for principals of Early Childhood units, of Supplementary Schools and of Day Schools.

In addition, inservice education took place at not only the level of leadership, but also in an intensive fashion for teachers. A set of differentiated and systematic inservice programs have been designed for Early Childhood teachers, Day School teachers, and Supplementary School teachers. These inservice programs were conducted by a combination of CIJE-staff, personnel from the local BJE or the local Jewish College of Advanced Jewish Studies as well

as national personnel from the training institutions and denominations. Some of the programs focused on pedagogic skills, some focused on subject matter knowledge. There was in addition, a Retreat Program which focused particularly on the experiential dimension of Jewish knowledge and Jewish teaching.

A series of seminars and retreats for the personnel of informal Jewish education have been launched in all of the communities as well. These included seminars and retreats for Youth Group Leaders, Camp personnel and Center workers. In addition, there was a Seminar across all communities for leaders of Israel experience trips.

Another dimension of the inservice program that CIJE has helped design for its communities was a series of mentoring programs for novice teachers. These programs began with the preparation of mentors who could help initiate novices into teaching. Following upon that, the mentoring programs themselves have been launched, both for novice principals and for novice teachers. In addition, CIJE has worked with the local communities to develop peer and expert coaching programs for experienced personnel. This included the preparation of peer coaches, followed by using coaching programs to help improve those principals and teachers who have even a considerable amount of experience.

Finally, the CIJE succeeded in placing a number of educators from the Lead Communities in continuing education programs outside of their local cities. Educators attended year-long programs in Israel (which were partially subsidized by the local community), summer study programs in Israel and at universities and seminaries in North America, and degree programs at North American academic institutions.

Recruitment

Aside from inservice education, a second dimension of the personnel improvement in each of the communities centered on recruitment of new personnel into the field. Some of those programs have consisted of leadership programs for teenagers that involving them as counselors, youth group advisers and teaching assistants. Other programs recruited and prepared volunteer teachers for supplementary schools. In these programs new populations, such as parents, retirees, public school or private school teachers, were brought into the teaching force and were prepared for work as Jewish educators. A third approach consisted

of retooling public or private school teachers for careers in Jewish education particularly in supplementary schools.

Salaries and Benefits

The third area of personnel improvement that the CIJE has been working on has been in the area of salaries and benefits. Here the CIJE has been helping local communities create benefits packages for full-time teachers, develop proportional benefits packages for part-time teachers, work on reduced Day School and camp tuition for teachers in the community, along with other ideas to improve the packages offered to educators. The CIJE has helped provide contacts with experts in these areas and has organized work with foundations to think about planning improvements.

Career Ladder

Finally, the CIJE has been working with the communities to develop career ladders for educators. This involved the creation of full-time positions that include teaching, as well as mentoring new teachers and peer coaching. The CIJE has helped launch projects to create community teachers-- teachers who teach in more than one institution and therefore can have full-time teaching jobs. Finally the career ladder included creating positions in day schools and in some cases in supplementary schools for curriculum supervisors, master teachers, Judaic studies coordinators and resource room teachers.

B. Continental Initiatives

At the continental level the CIJE has launched a number of initiatives to improve the quality and numbers of Jewish educators. Working with the denominations and the national training institutions, the CIJE has advocated for new programs to retool avocational teachers for full-time work, to help prepare doctoral students in Judaic studies for careers in Jewish education and to create "fast track" programs (such as a national Jewish Teachers Project) to deal with the shortage of teachers in the field.

The CIJE has helped design and find the funding for a major effort to recruit young people into the field of Jewish education by creating the "Careers in Jewish Education" initiative. This project has involved the following elements: Jewish teenagers are recruited by their

synagogues, camps and youth programs to become Madrichim -- teachers, youth leaders or camp counselors in training. Through a specially designed program, these Madrichim receive training and initiation into the field of Jewish education. They work in their local institutions and are supervised by the Madrichim Training Institute, as well as by local supervisors in their home institution.

The names of the Madrichim are placed in a national data bank. When these teenagers graduate from high school and go on to college, Jewish educational institutions near their college are informed that one of the Madrichim will be attending a university nearby. The local rabbi or Center director can make contact with the college student and try to find educational employment for the student during his or her college years. Meanwhile the students attend an ongoing training program including courses, supervision and study visits to Israel.

The "Careers in Jewish Education" performs the dual purpose of providing (prepared) avocational teachers for local Jewish institutions during the students' college years and inspiring some of the students to enter the field of Jewish education as a lifelong career. In addition the program helps increase the Jewish commitments and involvement of the students during their college years-- and afterwards as well. This program has been launched in coordination with the national denominations, the JCCA and the International Hillel Foundation. The project has been funded by a variety of foundations.

III. Community Mobilization

One of the fundamental building blocks of the CIJE as expressed in "A Time to Act" has been mobilizing community support for Jewish education, at both the local and national level. At the local level, the CIJE has been involved in recruiting new leadership for Jewish education. This new leadership has been recruited in coordination with the local federation professionals and with intensive work by the CIJE's own Board. Specific programs have been designed to raise the consciousness of local lay leadership about the importance of Jewish education.

One project, for example, has been "adopting" local educational institutions by young leadership in local federations. In this program a local institution such as a communal

supplementary high school has served as a setting for local young leadership to discuss the fundamental issues of Jewish education while at the same time, increasing their involvement in the institution. This has given CIJE the opportunity to increase the knowledge and sophistication of local lay leaders about Jewish education.

In addition, the CIJE has been running Best Practices Seminars for local lay leadership which apprises this leadership of the latest work going on in Jewish education and gives these leaders a sense of significant developments in contemporary Jewish education, so that they can make more informed decisions. Moreover, the Goals Project as described elsewhere in this report, has been involved in the process of community mobilization. The Goals Project engages lay leadership in discussions about the purposes of Jewish education and indeed the purpose and goals of Jewish life in North America.

At the continental level, the CIJE has been involved in mobilizing community support for Jewish education in a number of ways. One significant approach has been through its reports to the field, some of which are discussed in the section of this report on dissemination below. For example, the CIJE has issued various "white papers" on specific issues within the field of Jewish education. The first was a report on the personnel crisis in Jewish education which was based on the research conducted by the CIJE in the three Lead Communities and shaped to create a national policy and agenda in the area of personnel development. This report helped dramatize the current weak situation of the Jewish educational profession by pointing out the problems in areas such as Jewish knowledge and financial remuneration in Jewish education, as we have discovered them in our research settings. Thus the CIJE was able to mobilize community support for a significant upgrading of the Jewish education profession.

A second paper of a similar sort was a commissioned report on the economics of contemporary Jewish education which looked at the amount of money currently spent throughout the continent and the way that that money is being utilized. This report made significant recommendations for rethinking the economics of Jewish education and has been a significant topic of discussion amongst the lay leadership of the North American Jewish community. Other reports have also looked at a variety of areas of interest to the CIJE including the Israel experience, the goals of Jewish education and developing a research capacity for the field of Jewish education.

IV. Content

A. Best Practices Project

During the past ten years the Best Practices Project has evolved and led to the creation of the Center for the Study of Jewish Education.

[dear reader, choose one of the following two sentences:]

The Center is located at X university (Brandeis, Harvard, JTS, HUC ???)

The Center is a free-standing project of the CIJE with its own staff and operations.

This Center has two emphases, research and implementation:



This component has been the main business of the Center. It includes:

a) **Best Practices of today:** The documentation, study and analysis of current best practices in Jewish education. Essentially, this has moved forward with the work of the Best Practices Project as it was launched in the early years of the CIJE.

However, that work has been expanded as well by seeing the project as an ongoing research project in which the success stories of Jewish education are studied in depth and successive "iterations" of research are performed on each setting.

It also has meant convening conferences and consultations with those doing this research to try to discern patterns and implications of the analysis.

b) **The Department of Dreams:** This is the area that includes developing all the ideas in Jewish education that people have written about and never had the means to try. In addition this "department" has commissioned "dreams"-- encouraged people to invent solutions to problems and imagine new directions for Jewish education.

c) **Best Practices of the past:** Looking at those success stories of the past (e.g. Shragge Arian's famous school) to see if we can reconstruct what was done and why it was important.

Practical Implications

The second thrust of the Center has been to test out the practical implications of its work. In particular this has meant working closely with the Lead Communities as they try out the ideas discovered by the analysis of best practices, past and present and of dreams for the future, as well as exploring the Best Practices findings with lay leadership.

B) The Goals Project

One of the major initiatives launched by the CIJE during this period has been the Goals Project. The purpose of the Goals Project was to work with institutions and communities to help develop a sense of direction and purpose for the educational enterprises of the institution or the community. Much of Jewish education has been characterized by a lack of sense of direction and the Goals project has sought to address this difficulty. The Goals Project began with a seminar in Israel for communal leaders and professionals in the summer of 1994. At that session the basic concept of the project and its approach were explored.

Following upon the summer seminar the CIJE offered each of the Lead Communities a series of four goals sessions during the course of the next year. At these sessions the concept of goals was discussed and in each session an important future piece of writing related to the issue of goals or a lecture by a speaker was presented to the participants. These sessions were offered to all the institutions in the community. Based on the experience of the goals sessions during that year, a number of institutions in each community chose to be part of a more intensive goals project that was launched over the course of the next five years.

This Coalition of Goals-Oriented Institutions engaged in serious discussions around the issue of goals trying to determine and think about the underlying purpose of their educational institution. The educational institutions were assisted by CIJE staff members and CIJE consultants. These discussions revolved around papers written by the Educated Jew Project of the Mandel Institute in Israel and other relevant papers and presentations.

The leadership of each institution was engaged in these discussions, and following upon this work, the other educators in the institution were involved in deliberations about what would it mean to translate these underlying goals into actual educational practices. To help illustrate this idea the goals project studied various educational institutions (both of the present and the past) looking at those institutions' statements of goals and trying to see the way that those goals were implemented in the life of the educational program through visits or presentations.

At the same time the Goals Project engaged the leadership of the major Jewish denominations and training institutions in an effort to think about goals from the denominational point of view. The denominations and training institutions were challenged to engage with the local institutions involved in the CIJE Goals Project to see if those national institutions could help the local institutions work on the issue of goals. Although the Goals Project began with the three Lead Communities specifically, leaders from other interested communities were also invited to attend and the Goals Project was one of those CIJE initiatives that was offered to the outer circle of CIJE communities and other communities involved in the continental CIJE enterprise.

IV. Research

A) Monitoring, Evaluation and Feedback

One of CIJE's important contributions to the world of Jewish education was the Monitoring, Evaluation and Feedback Project (MEF). During its first years the MEF Project examined the issues of community mobilization in the three Lead Communities, interviewed local educators for reports on the professional lives of educators and conducted the Educators Survey. The MEF Project gave feedback both to the three lead communities and to the CIJE staff about the launch of the lead communities initiative.

During the next years the MEF Project began to explore specific educational institutions within the community evaluating new programs from the point of view of goals and outcomes. In addition, the MEF project surveyed a number of educators and communal leaders as it tried to create a portrait of educational institutional usage within the three Lead Communities. The MEF Project was of considerable interest to the outer ring of CIJE communities and to Jewish education in North America in general.

The MEF Project represented a model that CIJE helped launch in a number of different communities throughout the continent. Not only the educators survey and the professional lives of educators but the general approach to evaluation and feedback became a significant example as communities tried to improve Jewish education throughout the continent.

B) Other Research

The CIJE has helped foster an appreciation of the importance of research and helped to broker foundations, Jewish education researchers (both in North America and in Israel) and researchers from general education in joint collaborations. These have included projects on teacher knowledge and teacher education, studies of the economics of Jewish education, qualitative studies of Jewish educational work, historical studies of Jewish educational projects, quantitative studies of student achievement and knowledge, and policy studies related to the issues involved in community mobilization.

There are currently a number of ongoing research projects that emerged out of the CIJE efforts and include the founding of four centers devoted to Jewish educational research, one being the Center for the Study of Jewish Education mentioned above. Three other research centers for Jewish education have been established at universities or seminaries-- each taking a different focus.

V. Conferences

The CIJE has been the catalyst for a series of conferences on important issues related to the field of Jewish education. These conferences have emerged out of the CIJE's work in the field as well as through the intellectual work of the CIJE staff. These began in 1994 with the conference on "New Work in Supplementary School Education" which brought together people working in this area from a variety of institutions.

This was followed by the conference on "Evaluation and Assessment in the field of Jewish Education" which brought together academic researchers from both Jewish and general education as well as Federation leadership concerned with this problem. "The Religious Personality and the Challenge of Education" was a conference co-sponsored by the Lilly Endowment and brought together both Christian and Jewish perspectives and action projects

in this area. Following upon this was the conference on "The Economics of Jewish Education" which involved Federations, major foundations and lay leadership. As various topics emerged in the CIJE work, conferences were held both to bring the best wisdom to bear on particular issues and to monitor progress in specific areas.

VI. Publications and Dissemination of Materials

The CIJE has fostered the publication of significant materials in Jewish education. These include the reports of the Best Practices Project, the research papers that emerged out of the MEF project, the literature on goals that went hand in hand with the Goals Project, along with the papers commissioned for work in the area of goals (some of this in conjunction with the Mandel Institute in Israel.)

In addition the CIJE has produced publications unrelated to the ongoing projects. These include a) the CIJE newsletter which informs the field of its ongoing work, b) the publications of the various CIJE conferences mentioned above, c) a series entitled "Current Issues in Jewish Education" which are the public lectures of the CIJE Board meetings in written form and related materials, and d) the various "white papers" mentioned earlier in this report.

These materials have been distributed through the CIJE's own publishing program, through commercial and university publishers and through other national Jewish education organizations-- including JESNA, JCCA and CJF. New technologies such as on-line computer access to materials and CD-ROM publications have also been utilized. Finally the CIJE has presented its work at a variety of national conferences both for professionals and lay leaders. These have included the CJF General Assembly, the CAJE conferences and other research gatherings.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101

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

Chair

Morton Mandel

Vice Chairs

Billie Gold

Charles Goodman

Matthew Maryles

Lester Pollack

Honorary Chair

Max Fisher

Board

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Jay Davis

Irwin Field

Alfred Gottschalk

Neil Greenbaum

Thomas Hausdorff

David Hirschhorn

Gershon Kekst

Henry Koschitzky

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

MEMO TO: John Colman, Gail Dorph, ~~Adam~~ Gamoran,
Stephen Hoffman, Alan Hoffmann, Barry Holtz,
Morton Mandel, Daniel Pekarsky, Esther Leah Ritz,
Richard Shatten

FROM: Virginia Levi *Living*

DATE: March 4, 1994

SUBJECT: CIJE Steering Committee

AMERICAN JEWISH
ARCHIVES

This is to confirm the next meeting of the CIJE Steering
Committee, scheduled to take place from 9:30 a.m. to 4:30 p.m.
on Tuesday, March 15 at the Jewish Community Federation of
Cleveland, 1750 Euclid Avenue.

The proposed agenda of the meeting is as follows:

- I. Review minutes and assignments of January 4, 1994
- II. CIJE Total Vision (See draft of 2/23/94, enclosed)
- III. Discussion of Lead Communities (See Gail Dorph's update,
sent previously)
- IV. 1994 Work Plan (See Draft 3, enclosed)
- V. April 21 Board meeting

Please let me know of your attendance plans and, if necessary, of
your hotel room needs. I look forward to seeing you on the 15th.

Adam, I know you don't plan to attend. J

Executive Director

Alan Hoffmann

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: March 15, 1994

DATE MINUTES ISSUED: March 29, 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)

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

I. Master Schedule Control

A calendar of meetings for the remainder of 1994 was reviewed. All sub-committees are scheduled to meet in New York on Thursday, April 21, and again on October 20 and each will decide at the April meeting on a schedule of interim committee meetings.

II. Review of Minutes of January 4, 1994

A. The central elements versus systemic change

It was noted that the identification of the need for one or more lay champions, and a full time local professional committed to systemic change in Jewish education is the result of our experience in the lead communities. It was pointed out that the report on Best Practices in Supplementary Schools also indicates that the same three elements are essential even at the level of an individual institution: a committed rabbi, lay leader, and professional. This way, general theory of change in Jewish education.

It was suggested that, over time, our experience may identify other elements which are necessary to bring about change. We were reminded that these elements are necessary, but not sufficient for systemic change.

B. Communications/public relations

It was reported that the text of a brochure on CIJE is now being developed with the goal toward production by the April board meeting. We are also developing a communications program and working to identify someone to carry it out. A draft communications plan will be prepared for review by the Steering Committee at its April meeting. The draft should list desired outcomes and proposed methods of achieving them. It was also noted that communication is really part of the educational process of mobilizing community leadership. We should see the issue of CIJE's image and our communications strategy working within that perspective.

C. Functional committees

Assignment

1. We will wait to appoint vice-chairs of the committees until after they have met and we see if a logical choice for each emerges. This may also be an opportunity to recruit additional committee and board members.

2. Alan will coordinate the process of drafting a vision and work plan for each committee by the end of March. This will become the basis for discussion by each of the committees on April 21. Alan will also prepare a "generic agenda" for each committee to ensure that each follows the same general approach.

It was noted that committees may decide to work together on certain issues in the future. Another way to handle overlap is for the staff and steering committee to be kept informed of what is happening in each of the committees. This should also become a regular agenda item for future meetings of the Steering Committee.

D. Schedule for April 20-21

1. The Steering Committee will meet on Wednesday, April 20, 11:00 a.m. to 5:00 p.m. at the CIJE New York office, 15 E. 26th Street.

2. April 21 will be scheduled as follows:

8:30 - 10:00 am	Executive Committee
9:30	Board gathers
10:00 - 11:00 am	Full board gathers for introductory remarks and study session
11:00 - 1:15 pm	Committee meetings (box lunches)
1:30 - 3:30 pm	Full board meeting

3. In the future, we plan to schedule meetings as follows:

Day 1

Steering Committee
Executive Committee
Evening Lecture

Day 2

Morning

Lunch

1:30 - 3:30

Committee Meetings

Full Board

Board Meeting

We plan to invite commission members and other guests to the October meeting.

E. Update on Goals Project

Daniel Pekarsky reported that we have a preliminary plan of action for the goals project. It begins with a seminar in Jerusalem on July 10 - 14, 1994 for lay and professional leaders from individual communities. One important purpose of this seminar is to develop local advocates who will recruit others from their communities to participate in a local series of seminars on goals to take place during the 1994-95 academic year.

On the horizon is the possibility of establishing a "consortium of vision driven institutions." This will be a group of institutions that meet criteria set by CIJE. CIJE will also train people to act as trainers in their own communities.

F. Lay leadership development

Assignment

Alan will draft a plan for the development of lay leadership to join the CIJE board. This plan will take into account geographic, age and ideological factors.

III. CIJE Total Vision

The first draft of a total vision for CIJE, in the form of a report for the year 2004, was reviewed. It was suggested that the next draft include a statement of CIJE's mission in the introductory section. It should reflect desired goals, perhaps including quantitative outcomes. The introduction to the document should also note that it will undergo several iterations before it is adopted.

Assignment

The total vision will be redrafted for the next meeting of the Steering Committee. Following are some key points and assignments that resulted from the discussion.

- A. The correlation of essential schools and the accelerated schools program, experiments in general education, should be described and discussed at a future Steering Committee meeting.

Assignment

- B. CIJE's relationship to other national agencies should be thought through and articulated.
- C. We should keep in mind that local communities will have a broader agenda than CIJE. CIJE's task is to remain focused on the identified building blocks.
- D. Richard Shatten agreed to review the literature on complex community change and identify material that would be useful to this group.
- E. It might be interesting to the Board to hear presentations on major themes and change an innovation in general education. Possible speakers include David Cohen and Ted Sizer.
- F. We should find out what stance programs such as the Correlation of Essential Schools and the Accelerated Schools program take toward charging a fee and consider whether CIJE will wish to do so.
- G. The document should reflect CIJE's role as a catalyst and the importance of involving other institutions in the delivery of service.
- H. By the year 2004 CIJE should have initiated and be in the middle of a longitudinal study of the impact of our work.

IV. Discussion of Lead Communities

It was noted that CIJE's goal is systemic change in Jewish education in North America, not simply to impact Jewish education in three communities. We should use the lead communities to help us design successful models and innovative approaches and then move quickly to dissemination and piloting beyond the three.

It was agreed that as we identify additional communities with which to work, we will need to have in mind a set of criteria for selection, including the presence of the three critical leaders committed to the centrality of improving Jewish education. Another criteria might include a commitment to developing and implementing a personnel action plan and the presence or willingness to work toward vision-driven institutions. In addition to "affiliate communities," which meet a set of basic conditions, we might also identify "pre-affiliates" with which we would work to help them meet the necessary conditions. The pre-conditions should be such that, once met, a community is a long way toward reaching CIJE's goals.

CIJE will also work toward holding national conferences to which all interested communities will be invited. This would provide our means to broaden the impact. This is also an important part of mobilizing community support, a major element of CIJE's mission.

In a discussion of the difference between the role of CIJE and that of service delivery agencies such as JESNA and JCCA, it was suggested that agencies have as their mission to service an entire constituency through the application of specific resources. Once CIJE has identified communities which meet a set of standards and criteria, the service delivering agencies can play a significant role in helping communities to build their capacity.

Getting more specific about the criteria for selection, it was suggested that a community must have at least a federation executive and major lay champion committed to improving Jewish education. In addition, a community must have at least a commitment to putting a full-time professional in place to drive the process.

The following "rules" were listed at the conclusion of this discussion:

1. We are oriented toward development and building of replicable models, not service delivery. We select communities that can help us meet our goals.
2. The communities we select will be ready to be full partners because we will help diagnose "holes" and prescribe solutions.
3. We will work with each community on the modules we have developed, e.g., goals project, best practices, educators survey, etc.
4. Our role is to help communities develop the capacity to build the profession and mobilize community support for systemic change.

V. 1994 Work Plan

A draft 1994 work plan for CIJE was reviewed and it was agreed that on the basis of input from the committee, Alan will prepare a new draft.

The following suggestions and assignments resulted from the discussion.

- A. Committee staff will work with their chairs to prepare letters to committee members outlining the purpose and agenda of each committee. These should be ready for mailing by April 5.
- B. Issues for executive committee agendas include budget, the funding process, staffing of CIJE, and legal issues.

- C. A periodic chairman's letter to the Board will be drafted by Barry and Gail on an alternating basis.
- D. Leadership development can be broken down into the following target groups:
 - 1. CIJE board and committees
 - 2. Affiliated communities
 - 3. National agencies
- E. A small group of CIJE board members need to be identified as our initial target for development as more active participants in the CIJE process.
- F. We will work with the lead communities to ensure that the local lay leadership of the CIJE process meets our standards. In addition, Alan will talk with the appropriate people in potential affiliated communities about lay leadership to their processes.
- G. We will develop a list of candidates for the CIJE Board and include on it Sissy Swig of San Francisco.
- H. In May, Lester Pollack will be succeeded by Ann Kaufman as President of JCCA. At that time, we will invite Ms. Kaufman to join the Board and serve as vice-chair, and will ask Mr. Pollack to remain on the Board.
- I. We will consider appointing a Board member to help us develop a broad plan for communications. Gershon Kekst is a potential chair. Mort Mandel will ask him to serve or, if he is unable to do so, to recommend a chair. The first task of this committee would be to articulate the outcomes we seek.
- J. We should consider recognizing a Board member for special service at each of our meetings. We might wish to consider David Hirschhorn as our first candidate.

Assignment

Assignment

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

73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 3/15/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Work with committee staff to draft vision, work plan, agenda, and cover letter for each committee.		ADH	3/15/94	4/5/94	
2.	Develop descriptive brochure for CIJE.		ADH	9/21/93	4/15/94	
3.	Redraft total vision for review by Steering Committee.		BH	3/15/94	4/15/94	
4.	Draft CIJE mission statement.		ADH	1/4/94	4/20/94	
5.	Draft letter inviting Ann Kaufman to join Board as vice-chair; ask Lester Pollack to remain on Board.		VFL	3/15/94	5/15/94	
6.	Review literature on complex community change and identify material that would be useful to Steering Committee.		RAS	3/15/94	5/9/94	
7.	Consider asking Gershon Kekst to chair a committee on communications.		MLM	3/15/94	5/15/94	
8.	Draft plan for developing new Board members.		ADH	3/15/94	6/30/94	
9.	Develop a communications program: internal; with our Board and advisors; with the broader community.		ADH	9/21/93	TBD	

April 1, 1994

Council for Initiatives in Jewish Education

Memorandum

CIJE Board Committee on Research and Evaluation

A research capacity for Jewish education in North America will be developed at universities, by professional research organizations, as well as by individual scholars. They will create the theoretical and practical knowledge base that is indispensable for change and improvement....The research results will be disseminated throughout the Jewish community for use in short-term and long-term planning. Data on Lead Communities will be analyzed to ensure that their individual programs are educationally sound and are meeting with success.

-- *A Time To Act*, p. 70

Definition and Purposes of the Committee

The Committee on Research and Evaluation is charged with developing strategies for creating a capacity for research on Jewish education in North America. At present, very little knowledge is being gathered and disseminated that can help Jewish educators improve. There is no real infrastructure for Jewish educational research; there are only a few professors of Jewish education, and they have many other responsibilities besides research.

Another mission of the Committee is to foster self-evaluation of Jewish educational programs throughout North America. Related to the near-absence of research, programs and institutions in Jewish education rarely assess their own programs to monitor performance or gauge success. A goal of CIJE is to encourage evaluation-minded communities; that is, communities that examine their own programs as a step towards self-improvement.

CIJE Research and Evaluation to Date

Thus far, research and evaluation sponsored by CIJE has occurred in Lead Communities, our "local laboratories" for educational innovation. A Monitoring, Evaluation, and Feedback (MEF) team has studied educators and issued policy-oriented reports on educational personnel to the communities. The MEF team has also analyzed the process of mobilization for Jewish education in the Lead Communities. These reports and analyses have been narrowly focused on issues relevant to educational change within the Lead Communities. No steps have yet been taken towards wider dissemination.

Possible Activities for the Committee

A number of possible activities for the Committee may be considered:

(1) The question of translating evidence gathered in Lead Communities into usable knowledge for the rest of North American Jewry may be a major topic for discussion. What are the appropriate mechanisms for reaching out to the wider Jewish community of North America? What should be the relative priorities within CIJE of data-gathering and report-writing for the purpose of stimulating action within the Lead Communities, as compared with the broader goal of disseminating information throughout North America?

(2) CIJE has a small internal research capacity, but the ultimate goal is to stimulate research on a broad scale, involving many partners including universities, foundations, agencies, and individual scholars. How can CIJE move towards the broader agenda?

(3) How can CIJE encourage communities other than the Lead Communities to become more reflective? What activities or programs might stimulate and support self-evaluation in Jewish education?

These issues will serve as agenda items for the Committee meeting on April 21. The Committee meeting is scheduled in conjunction with the CIJE Board meeting.



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Research and Evaluation Committee

<u>Name</u>	<u>Attending 4/21 Meeting?</u>
Esther Leah Ritz, Chair	Yes
David Arnow	Yes
Gerald Cohen	No
Susan Crown	No
Genine Fidler*	Yes
Irwin Field	No
Adam Gamoran, Staff*	No
Ellen Goldring, Staff	Yes
David Hirschhorn	Yes
Mark Lainer	No
Seymour Martin Lipset	No
Bennett Yanowitz	Yes

[Expect 6 people]

*Not a Board member

COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION

F
A
X

C
O
V
E
R

S
H
E
E
T

DATE SENT:

TIME SENT:

NO. OF PAGES (INCL. COVER):

TO: Adam Kamoran

FROM: Genny Lurie

ORGANIZATION:

PHONE #:

PHONE #: 216-391-1852

FAX #:

FAX #: 216-391-5430

COMMENTS:

adam -

Alan asked me to fax you the
attached update, prepared for the
board meeting.

Genny

D R A F T

THE CIJE - 1994 WORKPLAN

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

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

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

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

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

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

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

* * *

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

Components of the 1994 workplan:

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

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

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

Action needed:

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

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

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

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

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

Action needed:

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

committee process.

[2/28/94: MLM]

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

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

Action needed:

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

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

Action needed:

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

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

Action needed:

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

[4/1/94:MLM/ADH]



B. DEVELOPING LAY LEADERSHIP FOR JEWISH CONTINUITY

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

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

Action needed:

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

C. LEAD COMMUNITIES PROJECT

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

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

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

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

Action needed:

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

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

Action needed:

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

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

Mandel Institute will be an important milestone in this area.

Action needed:

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

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

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

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

For action:

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

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

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

D. COALITION OF ESSENTIAL COMMUNITIES

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

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

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

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

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

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

E. BEST PRACTISES PROJECT

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

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

Action needed:

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



F. CONTENT

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

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

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

Action needed:

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

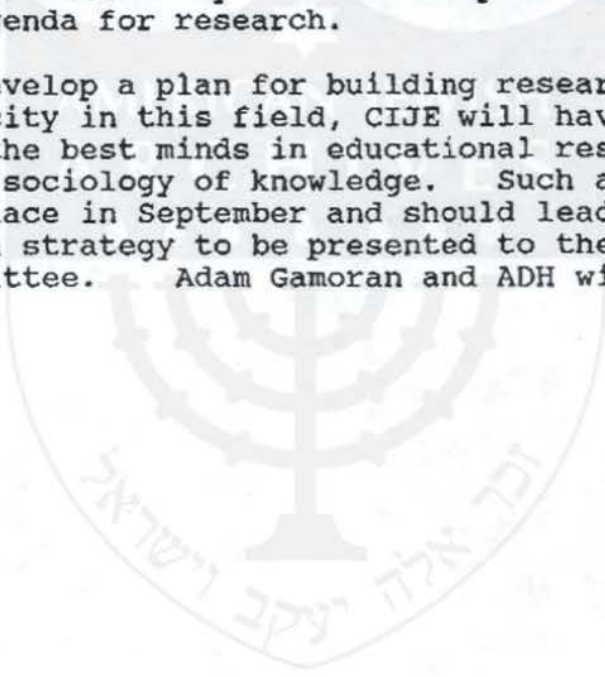
2. **Best Practises:** See section E above.

G. RESEARCH

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

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

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



H. COMMUNICATIONS AND DISSEMINATION

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

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

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

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

For action:

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

I. 1995 WORKPLAN AND BUDGET

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

For action:

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



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

UPDATE

April 1994

In August 1993, the CIJE appointed a full-time Executive Director, Alan Hoffmann, and two new full-time senior educational professionals, Barry Holtz and Gail Dorph. The new full-time professional team, supported by Virginia Levi, Administrative Director, is supplemented by consultants on Research, Monitoring and Evaluation (Adam Gamoran and Ellen Goldring), Community Organization (Stephen Hoffman), the Goals Project (Seymour Fox and Daniel Pekarsky), and Planning (Annette Hochstein). In addition, three full-time field researchers make up the staff of the Monitoring, Evaluation and Feedback project. As of January 1994, CIJE has an office in New York. We now have in place the professional capability we need to achieve our agenda.

Over the past eight months, CIJE has concentrated its energies in several directions:

1. It has invested in building its own policymaking and planning capacity leading to the emergence of a Program Steering Committee and four standing Board Committees, which will meet for the first time at the April 1994 Board meeting.
2. In the "laboratories" of the Lead Communities (Milwaukee, Atlanta, Baltimore), CIJE and local community leadership have pioneered a model which moves from multi-dimensional research about the Jewish educational personnel of that community through policy analysis to the building of a comprehensive personnel action plan for the community.
3. A fall Institute for Educational Leadership will be one of the first results of joint personnel action plans across a number of communities.
4. The Goals Project will engage educational institutions and the local community in a process of learning, self-reflection and analysis to define their mission.

In addition, work proceeds on the Monitoring, Evaluation and Feedback project in the three Lead Communities and on the documenting of outstanding Jewish educational practice through the "Best Practices" project.

Of major importance, CIJE is now poised to share these developments and others with a widening circle that will involve other North American communities who wish to be engaged with us in seeking systemic reform of Jewish education in their communities.

CIJE Structure Today

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

Four Board committees have been formed which represent the major areas of CIJE's work: Building the Profession; Community Mobilization; Content and Program; and Research and Evaluation. Board members will all serve on a committee along with other participants not members of the CIJE Board. These committees will review in depth the work of their committee and offer input and direction to our Board and staff. The chairs of these committees and staff currently make up the Steering Committee.

Personnel Action Plan

By December 1993, all three Lead Communities had completed data collection both for a qualitative study of the Professional Lives of Educators and a quantitative Educators Survey. Taken together, the two reports which have either been completed or are about to be completed form the major part of a diagnostic profile of all formal Jewish educators in that particular community.

In Milwaukee, the personnel survey is already being shared and analyzed by the Lead Community strategic planning group with consultation from CIJE staff. CIJE lay leaders have met with top Milwaukee Federation leadership to think through the long-range implications of a comprehensive plan for in-service training, recruitment and retention of educators in that community. Educators themselves are being involved in the setting of priorities within a personnel action plan. CIJE is providing Milwaukee with expert outside consultants to consider the implications of developing the personnel plan.

Within the coming six months, this process will have been replicated in Baltimore and Atlanta, with the appropriate adaptations for each community's nuances and differences. A major integrative report which pools the joint findings from all three communities will be published and released to the North American Jewish community leadership in the fall or winter. Joint personnel activities across communities which emanate from this process will be under way by the fall of 1994. An example is a forthcoming Institute for Educational Leadership which CIJE is planning with Milwaukee, Baltimore and Atlanta in October 1994.

CIJE is now able to share this sequence, running from research on personnel to a personnel action plan, with a wider range of communities who are committed to the centrality of building the profession in Jewish educational reform.

Goals Project

The Goals Project is a multi-pronged effort to catalyze a "vision" for Jewish education institutions. During the work of the North American Commission on Jewish Education it was deliberately decided to defer discussion on the goals of Jewish education to a later stage. As CIJE began to work with local communities, both institutional and community leadership raised the issue of the outcomes of our work. What do we hope will happen? It appears timely to give serious attention to the mission (or missions) of Jewish education in those communities with which we are working.

The Goals Project will engage educational institutions and the local community in a process of learning, self-reflection and analysis to define their institutional vision, understand its educational implications, and use that knowledge in setting priorities and in planning.

A seminar for key community lay and professional leadership - including institutional leadership - from communities who are prepared to engage in this task will take place this summer. Participants will meet with some outstanding individuals who have pondered the question of what is an educated Jew, and towards what should Jewish education be educating. Participants will have opportunities to develop an understanding of the ways in which a guiding vision can contribute to the design and effectiveness of an educating institution. They will wrestle with the problem of developing both their own institutional goals and with creating a community climate which encourages and promotes this approach. It is CIJE's intention that the training institutions and education departments of all the denominations will join with us as this Project develops.