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**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.

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Box  
64

Folder  
4

Minutes, correspondence, and notes. "CIJE 10-Year Strategic Plan." Workplan update, 1996-1997.

Pages from this file are restricted and are not available online. Please contact the [American Jewish Archives](https://www.AmericanJewishArchives.org) for more information.

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Karen Barth, 06:59 PM 11/3/96 , please confirm receipt of this

Date: Sun, 3 Nov 1996 18:59:07 -0500  
From: Karen Barth <104440.2474@compuserve.com>  
Subject: please confirm receipt of this memo  
To: Adam Gamoran <gamoran@ssc.wisc.edu>

Thank you for the memo. It is extremely helpful.



**CONFIDENTIAL**

**MINUTES:CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** November 11, 1996

**DATE MINUTES ISSUED:** November 26, 1996

**PARTICIPANTS:** Karen Barth, Gail Dorph, Holly Hallmark (secy.), Alan Hoffmann, Karen Jacobson, Josie Mowlem, Nessa Rapoport

**CC:** Sheila Allenick, Adam Gamoran, Sarah Feinberg, Ellen Goldring, Virginia Levi, Mort Mandel, Dalia Pollack, Chava Werber

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**I. Review of Previous Minutes**

- A. The November 4 Minutes and assignments were reviewed, corrected and accepted.

**II. Press Coverage of TEI**

- A. NR introduced the topic of press coverage for TEI.
- B. If Boston TEI Group in 2nd Cohort comes to Harvard Principals meeting, someone from the Boston Jewish Advocate could do a write up on Principals and TEI.
- C. ADH: Good idea for all local press; we should provide a press release for all the papers in which we have TEI people.

**III. April Board Seminar and Meetings**

- A. NR: Paula Hyman has declined with grace our invitation for April. She's overwhelmed. She didn't say 'no' forever, however.
- B. JM: UJA doesn't have enough space for the Board meeting. Jewish Museum is reserved for April 9th for the Seminar.

**IV. Staff Learning**

- A. ADH led discussion for today's learning session.



## **V. Publications Policy**

- Assignment    A.    NR will discuss policy with SFA and will write up the Publications Policy and distribute.

## **VI. Phoenix School**

- A.    ADH outlined the objectives of the Phoenix School: To create a day school/high school which will become the organizing anchor of the community, pulling in 25/30 day school graduates plus graduates from other schools.
- B.    ADH: Important for CIJE to continue contact with Phoenix.
- C.    ADH/KAB/GZD/NR to meet with Fred Zeidman, Phoenix's professional planner, and perhaps with Deborah Harris (an interested, intelligent lay person) at the GA in Seattle.

## **VII. Community Day School Consultation**

- A.    DNP and ADH are arranging a Community Day School Consultation in February for a limited group. It will be a simple, day-long session (with lunch only) for perhaps 6 principals of current community day high schools. Purpose of consultation is to create a support group for the community day school/high school.
- Assignment    B.    DNP is setting up the Consultation tentatively for February 3rd. As soon as a date is fixed, he will advise.
- C.    Two professors who could help them around the educational issues are: (1) Dan Chazan with his extensive experience in day school, and (2) Mike Rosenak whose expertise is in teaching Jewish text to young students who do not have *a priori* commitment to the tradition at the high school level.

## **VIII. Wexner Meeting Update**

- Assignment    A.    KAB: The flip charts from that meeting show the gist of the meeting and they will be typed up.
- B.    GZD: Maurice Corson expressed a turnaround in attitude about CIJE. "Four years ago I would not have seen any reason to be spending time talking to CIJE, but I have to say these things have been very valuable and I hope we continue talking."



## **IX. January Professors' Seminar**

Assignment

- A. Location: GZD reported there are two possibilities: 1) in Atlanta at the Sheraton Colony which has kosher catering space. The problem is price for single occupancy. 2) In Miami, Florida at the Crown Hotel. The hotel has meeting space and kosher catering but no rooms. Hotel is looking for rooms in the area and will send a proposal.
- B. We are not considering the NY area because of concern about the weather.
- C. ADH suggested Harvard Square Inn and Harvard Hillel just nearby. GZD to call Bernie Steinberg to see if this is an option.
- D. GZD: If we choose a facility in Atlanta or Florida, somebody needs to visit them firsthand.
- E. Additional people to be invited: GZD: Sam Wineburg, Debby Kerdeman, Pam Grossman and Dan Chazan.
- F. ADH asked about Sam Meisels and Richard Cohen, both early childhood people.
- G. GZD spoke with Moshe Halbertal and he's delighted to join us. She E-mailed Moti; it's not clear when Moti and Melilah will come. Also, they want to know how much we pay.
- H. GZD: Meeting with BWH on Nov. 13 at GA to discuss: (1) The curriculum; and 2) Peabody College Journal issue (on educational leadership/piece on TEI's leadership) (with Ellen's help).

## **X. Aryeh Rubin**

- A. NR: Project is underway. Aryeh Rubin will pay Valerie Sandler.
- B. Aryeh needs budget by December 15. Nessa's time and Barry's time should be figured in.
- C. ADH suggested a letter from Aryeh Rubin Foundation saying, "Dear so and so, I attended the board meeting at CIJE at which this paper was presented; it was a very powerful paper when I saw it in print and I'm delighted that the Council has cooperated with my foundation developing the Study Guide and I hope you'll find it as useful and provocative as I found it.

Assignment

- D. It could be mailed in an Aryeh Rubin envelope and CIJE will do everything.
- E. NR will get Aryeh Rubin budget and report back.
- F. ADH: Mike Rosenak has a whole critique and he'd like to speak at a board seminar. He's ready to write a paper.

**XI. Cohort 3**

- A. ADH: CIJE needs to do Cohort 3.

**XII. Torah U'mesorah Consultations**

- A. ADH stated objective as: to help them to build a team of people who will be teacher educators for their movement.

**XIII. Work Plan**

- A. This will go to Steering Committee. KAB/ADH are meeting with MLM on Nov. 18 about Work Plan and budget. That document, either changed or as is, will go out to Steering Committee and will be 30% of the December 5th meeting.

**XIV. Strategic Plan**

- A. KAB: We need to vote on list we came up with last week because we need two weeks to set up interviews.
- B. The list will be typed up today.

Assignment

- C. On November 13, KAB and ADH will recommend the interviewees and distribute to staff.
- D. Date for meeting with Deborah Ball and David Cohen still must be set.

**XV. Steering Committee**

- A. ADH: Other than minutes, assignments and CIJE update, there will be only two topics, Work Plan and Strategic Plan.
- B. The meeting will start at 9:30 a.m. and end at 2:00.



## **XVI. A.J.C. Consultation**

- Assignment
- A. Special consultation on 'Strategies to Secure Jewish Continuity' which will be held in the American Jewish Committee offices on Thursday, Dec. 5, 1996 from 10:00 a.m. to 3:00 p.m., by invitation only.
  - B. ADH will call A.J.C. and let them know that KAB is very interested but she has a conflict for Dec. 5 meeting and can't attend.
  - C. ADH: Really important for CIJE to be there, especially since they're talking about strategies of change. These are some very intelligent people who have taken a certain kind of a crack at an Emerald City, people with a huge background in the American Jewish Community who cannot be disregarded.

## **XVII. Avi Chai Conference - Jan. 19-21, 1997 in Los Angeles**

- Assignment
- A. ADH will talk to Yosi Prager and tell them about KAB. Unfortunately, we are running something at Harvard at the same time and we'd like to think about sending another member of our staff.

## **XVIII. Hirschhorn Proposal**

- Assignment
- A. ADH distributed Avi Decter's latest version of Hirschhorn proposal. Everyone was asked to review it within the next 24 hours.
  - B. KAB has set up a telecon to discuss it for Tuesday, November 12.
  - C. ADH also distributed Barbara Neufeld's version. The question right now is one of money.

## **XIX. Cohort 3 / Cummings Contract**

- A. ADH signed contract from Cummings but it is not to go out until KAB, GZD and SFA have agreed that what is written there is what we're going to do.

## **XX. Future Staff Meetings**

- A. ADH: All staff meetings should be 3 hours. When ADH is not here, he should be on telecon only for an hour to an hour and a half of the meeting.



## CONFIDENTIAL

### CIJE ASSIGNMENTS

Staff Meeting of November 11, 1996

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1	KAB will continue negotiations re: space for CIJE	KAB	9/30/96	
2	ADH/DNP will speak with Danny Lehman. ADH will see him at GA in Seattle.	ADH/ DKP	11/4/96	11/25/96
3	NR will discuss Publications Policy with SFA and will write it up and distribute.	NR	11/11/96	11/25/96
4	KAB/BWH will be speaking with B. Schneider and keep staff up-to-date.	KAB/ BWH	11/4/96	11/25/96
5	DNP is setting up Community Day High School Consultation tentatively for Feb. 3. As soon as a date is fixed, he will advise.	DKP	11/11/96	11/25/96
6	Flip charts from Wexner Meeting will be typed up.	KAB	11/11/96	11/25/96
7	GZD will call Bernie Steinberg at Harvard Hillel to see if Boston is an option for January Professors' Seminar.	GZD	11/11/96	
8	NR will get Aryeh Rubin budget and report back.	NR	11/11/96	
9	On Nov. 13, KAB and ADH will recommend interviews and interviewees relative to Strategic Plan and distribute to staff.	KAB/ ADH	11/11/96	
10	ADH will call American Jewish Committee to let them know that KAB is very interested but she can't attend Dec. 5 meeting.	ADH	11/11/96	
11	ADH will talk to Yosi Prager to tell Avi Chai Conference about KAB and about conflict for their conference.	ADH	11/11/96	
12	Everyone to review Avi Decter's latest version of Hirshhorn proposal within 24 hours.	Staff	11/11/96	



Date: Mon, 02 Dec 1996 13:55:06 -0600 (CST)  
From: GOLDRIEB@ctrvax.Vanderbilt.Edu  
Subject: summary of our brief meeting  
To: 104440.2474@compuserve.com  
Cc: 73321.1220@compuserve.com, gamoran@ssc.wisc.edu  
X-Vms-To: in%"104440.2474@compuserve.com", ctrvax::goldrieb  
X-Vms-Cc: in%"73321.1220@compuserve.com", in%"gamoran@ssc.wisc.edu"

Karen,

I thought it would be helpful to summarize our meeting from last week:

1) Adrienne Bank-I will ask Adrienne to submit an invoice this year for \$10,000. The first draft of the guide is in the hands of the reviewers, and I have mailed a copy to you in NY.

2) Evaluation Institute: We decided that we needed a two stage approach to address both the substantive and administrative issues that remain regarding the Evaluation Institute: First there should be a phone call with Alan, Adam, Karen, Ellen and Gail (?) to list the issues that surround the institute, and then, depending on the length and complexity of the issues, we may either have a longer telecon, or set up a face to face meeting to really bring some closure to the issues. We discussed the need to be specific in our conversations and meetings!

3) JTS: I will go to the consultation on DEC 4 and report back. FYI-To date I have not received any materials for the meeting, and I know that Pearl Kane (Gail knows her, she works at Columbia with Independent/Private schools) and Susan Shevitz are also attending.

4) JEWEL: We decided that we needed to set aside time for a substantive meeting about JEWEL to really move us forward.

5) TEI: We talked about the amount being spent on the Evaluation of TEI and the reasons for this: its quality, scope, complexity. We talked about why we are not evaluating other CIJE initiatives and decided that these "BIGGER Questions" should be put on the table when you, Alan, Adam and I meet.

6) Consultations: We did not get to this agenda item so I do not know what you had in mind.

IN short, we decided that it may make sense to carve out time that will allow us to discuss in depth and detail some of the bigger issues that are facing us in the near future. In the meantime you will set up conf call with Adam and I twice a month.

See you Thurs,  
Ellen

PS Mary Jane and Albert Werthan just endowed a chair of Jewish Studies at the Divinity School here at Vanderbilt. I'll bring the press release with me to show you.



**CONFIDENTIAL**

**MINUTES: CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** November 25, 1996

**DATE MINUTES ISSUED:** December 3, 1996

**PARTICIPANTS:** Karen Barth, Gail Dorph, Adam Gamoran, Ellen Goldring, Holly Hallmark (secy.), Alan Hoffmann (via telephone), Barry Holtz, Karen Jacobson, Shlomo Offer, Dan Pekarsky, Nessa Rapoport

**CC:** Sheila Allenick, Adam Gamoran, Sarah Feinberg, Ellen Goldring, Virginia Levi, Mort Mandel, Dalia Pollack, Chava Werber

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**I. Staff Learning**

A. SO led discussion for today's learning session.

**II. Review of Previous Minutes**

A. The November 11 Minutes and assignments were reviewed, corrected and accepted.

**III. Steering Committee**

A. ADH outlines schedule for December 5 Steering Committee Meeting:

Welcome

Minutes & Assignments

10:15 - 11:30 Work Plan

11:30 - 12:30 Strategic Plan

Lunch

1:00 - 2:00 Strategic Plan

B. Previous to the meeting, each Steering Committee member will receive a packet containing: Steering Committee Minutes, Assignments, Agenda, 1997 Work Plan, Vision Statement Draft, 13 Approaches to Transformational Change, NR's Publications Update, Expanded Current Activities, Private School Monitor and Kosmin Paper, all to be assembled and mailed on November 26.



- Assignment
- C. KAB: At December 5th meeting, distribute pie charts reflecting budget finalized on December 4.

#### **IV. Professors' Update**

- A. Arrangements have just been finalized for the Professors' Seminar. It will be held at the Radisson in Miami, Florida from the evening of January 30 through February 2nd.
- Assignment
- B. ADH suggests that DNP, EG, AG, BWH and GZD meet and discuss use of personnel for Professors as well as defining the vision and goals and report back.
  - C. GZD is negotiating with individuals who will attend the Seminar.

#### **V. Teachers' Report**

- A. Although NR has hired a designer who is in the process of designing the Teachers' Report, KAB explained that the \$13,000 required to cover its publication cost does not exist. The 1996 budget has been pared down and there's no allocation in the 1997 budget.
  - B. A strong group consensus was voiced that it's important to publish this item in this high quality format.
- Assignment
- C. NR will investigate less expensive but high quality options.
  - D. ADH indicated that NR needs to consider what CIJE is not going to publish to compensate for such an expensive production of Teachers' Report.

#### **VI. JTS Consultation**

- A. EG: On November 22, a letter from Melton Research Center was received regarding JTS Consultation on December 4 from 10:30 to 3:30.
  - B. GZD spoke with Steve Brown regarding the 1-day consultation and what his expectation of EG's involvement was.
  - C. ADH points out that this is the first time JTS has approached CIJE. It can be regarded as a bridge, not as a long-term commitment at this time.
- Assignment
- D. After the first meeting, EG to report on JTS Consultation.
  - E. CIJE's participation can be evaluated after EG's assessment.

## VII. Avi Chai Conference

- A. In an effort to have CIJE represented at the Avi Chai Conference in Los Angeles on January 19-21, the possibility of DNP attending is being considered by all.

## VIII. A.J.C. Consultation

Assignment

- A. Because there is a conflict on December 5 with CIJE's Steering Committee Meeting, KAB will find out if there will be a tape of A.J.C.'s Consultation and inquire about getting a copy.

## IX. Work Plan

- A. As a result of a meeting between KAB, ADH and MLM on November 18, KAB discussed budget changes to meet budget constraints.

### Proposed changes by Domain:

#### **Building the Profession --**

Assignment

ADH and GZD will speak on Tuesday, November 26 regarding TEI budget.

**Lay/ Professional Leadership Seminar:** Change from 2 to 1 lay/professional leadership seminar to be held in January.

**Build Capacity/Professors:** Hold 5-day spring seminar in less expensive setting or cut to 3 days.

**Planning:** KAB suggests cutting Norms & Standards budget from \$10,000 to \$4,000. BWH suggests outsourcing and paying Firestone to write a piece and paying Danny Margolis to tutor him.

**Consultations:** Drop some consultations for 1997. Instead of consultations, do leg work for consultations in 1998. KAB believes that we get leverage from consultations.

**Domain: Community Mobilization --** no changes.

**Domain: Content and Programs --** no changes.

**Goals Project:** KAB: This needs a multi-year plan and a structure. What about putting resources into planning? NR volunteered to work on this project along with DNP.



## **Domain: Publications**

**Telling the CIJE Story:** MLM wants Annual Report to now be called "A Year in Review." It will be a single, less glitzy publication in a less expensive format.

**Seeding the Culture . . . :** Put one essay into budget or seek somebody to fund CIJE Essay Series. NR to begin editorial process with Hartman and Hoffman with aim to hold off publication until 1998 budget year. ADH: Something stimulating should be published each year.

### **X. Publications Policy**

- A. NR is in the process of writing up the Publications Policy. However, there are two pieces that KJ and SLA are still researching: credit cards and postage and handling issues.

### **XI. Phoenix School**

- A. ADH/KAB/GZD/NR met with Fred Zeidman and Deborah Harris at the GA in Seattle.
- B. They requested assistance in setting up a meeting in Phoenix for a broad group of people from their community. They want to define goals and get everybody excited about what's happening there.
- C. DNP proposed a model: To bring passionate, experienced individuals to Phoenix to speak. People like Michael Paley, Danny Lehman and Michael Rosenzweig. They would bring their passion and excitement as well as their varied visions of what a Jewish community high school could be.
- D. Everyone agreed that this is a great idea and that DNP should go as emcee.
- E. ADH will call Fred and work toward setting up a meeting.

Assignment

### **XII. Community Day School Consultation**

- A. The Community Day School Consultation is set for February 3rd.
- B. DNP reiterated that the purpose of the Consultation has been billed as a chance for participants to frame their issues.



### **XIII. Wexner Meeting Update**

- A. Flip charts from the meeting were distributed.
- B. The next meeting with Wexner is scheduled for December 10 from 12:00 to 3:00 at their New York office.
- C. KAB: The tentative agenda is to continue discussion of the idea of a recruiting conference for young people and to talk about mid-career recruiting.
- D. The question arose, does Wexner view CIJE as consulting or collaborating?
- E. NR stated that she sees CIJE's involvement with Wexner as a public relations coup; that it's an accomplishment when a foundation with a differing philosophy comes to CIJE to say we really need your help. That's a real change from the prevailing attitude several years ago.
- F. GZD: This thing about collaboration/consultation is a question of words. Wexner believes it's a collaboration. And if this belief changes the way they act, that's great.
- G. KAB: Running a conference for youth is a very important thing to get done. We don't have the capacity or the resources to do it. They've got the arms and legs to do it because they're short on ideas and long on people. We're long on ideas and short on people. We're leveraging ourselves and our ideas, getting other people involved and getting some publicity for it in the bargain.

### **XIV. Peabody College Journal Article**

- A. BWH and GZD are writing an article for the Peabody Journal on TEI as a model of educational leadership. They are covering the TEI insides and concepts with respect to Jewish education. EG will provide the context within the general area of educational leadership.

### **XV. Aryeh Rubin**

- A. NR: The work is done. It's minor; much more modest than originally thought.
- B. NR will give the budget to Aryeh Rubin figuring in NR's and BWH's consulting times and report back.

Assignment

## CONFIDENTIAL

### CIJE ASSIGNMENTS

Staff Meeting of November 25, 1996

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1	KAB will distribute pie charts reflecting budget changes finalized on December 4.	KAB	11/25/96	12/5/96
2	DNP, EG, AG, BWH and GZD meet to discuss use of Professors in CIJE's work and to define its vision and goals and report back.	DNP/EG/ AG/BWH /GZD	11/25/96	12/23/96
3	NR will investigate less expensive but high quality printing options.	NR	11/25/96	
4	After its first meeting on December 4, EG to report on JTS Consultation.	EG	11/25/96	
5	KAB to inquire about getting tape of A.J.C. Consultation on December 5.	KAB	11/25/96	
6	ADH and GZD to discuss TEI budget on 11/26/96.	ADH/ GZD	11/25/96	
7	ADH will call Fred Zeidman to set up meeting for Phoenix School in Phoenix, AZ.	ADH	11/25/96	12/12/96
8	NR will give budget to Aryeh Rubin figuring in NR's and BWH's consulting times and report back.	NR	11/11/96	12/23/96
9	KJ will distribute an updated staff roster to all CIJE personnel.	KJ	11/25/96	

December 3, 1996

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**CONFIDENTIAL**

**MINUTES: CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** December 2, 1996

**DATE MINUTES ISSUED:** December 12, 1996

**PARTICIPANTS:** Karen Barth, Gail Dorph, Holly Hallmark (secy.), Alan Hoffmann, Barry Holtz, Karen Jacobson, Shlomo Offer, Nessa Rapoport

**CC:** Sheila Allenick, Adam Gamoran, Sarah Feinberg, Ellen Goldring, Virginia Levi, Mort Mandel, Dalia Pollack, Chava Werber

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**I. Staff Learning**

BWH led a learning session on the laws of mourning.

**II. Review of Previous Minutes**

The November 25 Minutes and assignments were reviewed, corrected and accepted.

**III. Shlomo Offer's Data Base**

The database of change projects that Shlomo is working on was discussed as was the question of how to organize the data into a useful map. This will be further discussed when we have made more progress with the strategy.

**IV. Steering Committee Meeting**

The agenda and the contents of the book were reviewed and finalized.

**V. Discussion of Budget Controls**

The idea of reorganizing the budget by project instead of domain was discussed. Everyone agreed that this would be very helpful.

The idea of purchase orders was discussed and it was agreed that this would also be a helpful control system.



Assignment KJ and KAB will discuss with SFA and bring back a recommendation.

## **VI. Meeting Structure**

We will have a major topic for discussion at each meeting. Ideas are:

Best Practices  
Milwaukee Goals Project  
Categorizing lay people in database  
Goals Project work plan  
Insides of the Professors Seminar  
Harvard updates  
May/June Professors  
Early Childhood

Also there will be an update session at the end of each meeting.

## **VII. Professors' Seminar**

Bill Firestone is coming as is Anna Richert. The rest we have not yet heard from definitely but we think attendance will be good.

Assignment BWH and GZD will develop a plan for the program for discussion at next week's meeting.

## **VIII. January Schedule**

We need to have several meetings during Alan's January trip.

Assignment Monday, January 6 -- David Cohen; Alan will set up.

Tuesday, January 7 -- EG and AG on Research & Evaluation Plan.

Wednesday, January 8 - JEWEL

Thursday, January 9 - Strategy Plan

Assignment KAB will talk to DNP, EG, AG.

Assignment KJ will set up rooms/lunch.

Assignment ADH and KAB will decide who needs to be at each meeting.

## **IX. Coordination of Support Staff Work**

We need five days' notice for major support staff projects. An experiment was done to look at the month of December and see if we are forgetting anything. We did find several things that we had forgotten.

Assignment

KJ will come up with a recommendation and report back.

## **X. Cubicle Update**

We will rent a cubicle from JCC? It will be the cubicle {where? -- KJ to fill in.}

## **XI. Information from Bettina**

Please look for the memo from Bettina which details the calls that everyone agreed to make. Please look it over and make the calls as soon as possible.

## **XII. Lunch Policy**

We will begin ordering vegetarian/fish instead of ordering from a kosher restaurant to save money. If we later hire someone who is not comfortable with this, we will go back to buying from a kosher restaurant.



## CONFIDENTIAL

### CIJE ASSIGNMENTS

Staff Meeting of December 2, 1996

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1	KJ and KAB will discuss purchase order system with SFA and report back.	KJ/KAB	12/2/96	
2	BWH and GZD will develop a plan for Professors' Seminar program to discuss at next meeting.	BWH/ GZD	12/2/96	
3	ADH will set up a meeting at CIJE with David Cohen and Deborah Ball and staff for Monday, January 6.	ADH	12/2/96	
4	KAB will talk with DNP, EG and AG regarding their attendance at January morning meetings set for January 6, 7, 8 and 9.	KAB	12/2/96	
5	KJ will set up the meeting rooms and lunch for January 6, 7, 8 & 9.	KJ	12/2/96	
6	ADH and KAB will discuss who needs to be at each meeting.	ADH/ KAB	12/2/96	
7	KJ will come up with a recommendation for scheduling workload with support staff and report back.	KJ	12/2/96	
8	DNP, EG, AG, BWH and GZD meet to discuss use of Professors in CIJE's work and to define its vision and goals and report back	DNP/EG/ AG/BWH /GZD	11/25/96	12/23/96
9	NR will investigate less expensive but high quality printing options.	NR	11/25/96	
10	After its first meeting on December 4, EG will report on JTS Consultation.	EG	11/25/96	
11	KAB to inquire about getting tape of A.J.C. Consultation on December 5.	KAB	11/25/96	
12	ADH will call Fred Zeidman to set up meeting for Phoenix School in Phoenix, AZ.	ADH	11/25/96	12/12/96
13	KJ will distribute an updated staff roster to all CIJE personnel.	KJ	11/25/96	12/12/96

Date: Thu, 19 Dec 1996 09:18:29 -0600 (CST)  
From: GOLDRIEB@ctrvax.Vanderbilt.Edu  
Subject: Agenda for MEF meeting on January 7  
To: 104440.2474@compuserve.com, 73321.1220@compuserve.com  
Cc: gamoran@ssc.wisc.edu  
X-Vms-To: in%"104440.2474@compuserve.com", in%"73321.1220@compuserve.com"  
X-Vms-Cc: in%"gamoran@ssc.wisc.edu", ctrvax::goldrieb

December 19, 1996

To: Karen and Alan  
From: Ellen and Adam

We are forwarding to you the agenda for the January 7th MEF meeting.  
Please let us know if you have additions or changes to the agenda.  
Thanx!

AGENDA-MEF MEETING 1/7/97

1. Evaluation of TEI
  - a. Review of current objectives and plans
  - b. Are current plans meeting objectives?
  - c. Do we want to revise the evaluation of TEI?
2. Evaluation of other CIJE programs and initiatives
  - a. What initiatives should we evaluate?
  - b. Examples of evaluation plans and costs for other CIJE initiatives
3. The Evaluation Institute
  - a. Do we have a shared understanding about the Institute?
  - b. Is this the right time to begin such an initiative?
  - c. How will CIJE oversee the institute?
  - d. What is the role of "goals" in the institute?
4. Leading Indicators of Success
  - a. Deciding on the indicators
  - b. Develop a methodology for assessing the indicators
  - c. Consultation with experts and the role of Bethamie and Barbara S.
  - d. Use of National Data Sets
5. Cleveland
6. RS Network
7. Miami



Date: 19 Jan 97 12:55:22 EST  
From: Bill Robinson <74104.3335@CompuServe.COM>  
To: Adam Gamoran <gamoran@ssc.wisc.edu>  
Cc: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>  
Subject: Travels in March

Adam,

I need to begin making arrangement for March travel plans. This may involve three different trips. I need approval from you on all three (though only for TEI do I need approval ASAP).

1. TEI - Cohort II: As I did in the past, I'd like to attend part of Cohort II.

Unlike Cohort I, where I am also learning along with the participants, when I'm at Cohort II I can focus solely on the learning of the TEI participants. I learn more about how they are learning, than I can with Cohort I.

Also, Cohort II - not being the "founding" cohort - is beginning to do things differently. For instance, they have become concerned with having the group do Jewish rituals. I'm fairly convinced that this is a response to them being the second group and the need to establish their own identity. This should have a significant impact on their post-seminar relationships with each other.

Finally, it allows me to develop my relations with Cohort II participants from Baltimore. This will facilitate scheduling of the case-studies in Baltimore.

2. My own professional development: This year I'd like CIJE to send me to the Federation Planner's Institute. All the Federation planners, including Marc Gurvis and John Ruskay (NY), attend this event. Ellen Mazer (the head planner in Atlanta) is chairing it this year and has invited me to attend. [I'm very excited about going to this!]

I don't have the cost yet, but the conference is four days (4 nights) in Newport Beach, California. It starts early Sunday morning, March 9th (so I'd leave Saturday evening) and finishes up at noon on Wednesday the 12th.

3. Finally, you mentioned that the AERA is in March. I'd just like to know the dates and the place.

Bill

Date: Tue, 21 Jan 1997 11:43:58 -0600 (CST)  
From: GOLDRIEB@ctrvax.Vanderbilt.Edu  
Subject: Re: Travels in March  
To: gamoran@ssc.wisc.edu  
X-Vms-To: IN%"gamoran@ssc.wisc.edu"

I tend to agree with you, he could go to TEI in March, and perhaps we need to hold off on the other two. If we do not have an Indicators meeting at AERA, then he really does not need to go to AERA and perhaps could use the planning conference as HIS one conference. I agree, I'm not sure why he is drawn to the planning group, and I'm not sure how it connects to what he is doing in his role with CIJE. WE have certainly gotten out of the community business since we stopped doing mobilization reports.

E.





Date: Wed, 22 Jan 1997 23:25:26 -0600  
X-Sender: gamoran@ssc.wisc.edu  
To: Bill Robinson <74104.3335@CompuServe.COM>  
From: Adam Gamoran <gamoran@ssc.wisc.edu>  
Subject: Re: Travels in March  
Cc: GOLDRIEB@ctrvax.Vanderbilt.Edu, gamoran

Now I want to respond in some detail about the other two March travel requests:

As you know I have supported your conferences and meeting travel requests in the past. My support has always been based on the contribution these trips make to our work for CIJE. We have had an implicit agreement about sending you to one conference per year that is related to your professional development. However, these conferences always had a significant connection to your work. This policy was designed, originally, to make sure that the field researchers had an opportunity to write their own research studies based on the data they were collecting, and to present that work in an appropriate academic forum. Such papers and presentations add legitimacy and gain helpful feedback (well, usually helpful) for our research. Thus, your attendance at AERA last year, and at the GA in 1994, was the type of travel that the conference funding was really intended for. We stretched that rationale on a few other occasions, but only when I could justify the travel on the basis of its contribution to our work.

For AERA this year, we are not presenting any papers based on our work at CIJE. However, we may be arranging a consultation on the Leading Indicators project. If so, we will want you to attend. Otherwise, I can't see a need for it. AERA is in Chicago this year, March 24-28. For me, March 27 would be the best day for a consultation, so that's what I would shoot for, if we decide to go ahead with it.

I'm sorry to say I cannot support your proposal to attend the planners meeting in California. I can understand why you would want to attend, but now that we are not studying community mobilization per se, it does not connect well enough to our project to justify what I'm sure is a very substantial expense. I really had to stretch to get funding for the similar conference you attended last year, and I'm certain I would not be successful this time. I just can't make an argument that would justify it. "It would be good for Bill" would not be enough, I'm sorry to say.

Adam



Date: 27 Jan 97 08:42:21 EST  
From: Bill Robinson <74104.3335@CompuServe.COM>  
To: Adam Gamoran <gamoran@ssc.wisc.edu>  
Subject: Planning Institute

Adam,

I'm disappointed that CIJE will not pay for me to attend the Planner's Institute. I had managed to get permission to attend, despite not working for a Federation. Given the approximately \$1100 cost, I will not be able to afford to go on my own.

Regardless of whether this changes your mind, I'd like to point out the following:

1. I agree that CIJE has decided not to engage in any research or evaluation that explicitly examines the general mobilization processes that have occurred in the LCs. However, mobilization issues still play a crucial role in those "things" that we are working on.

a. TEI: For TEI to be successful, the participants need to construct legitimacy for their new approach to professional development among lay and professional leaders in their community. This involves both the educational community and the Federation community, since almost all central agency funding comes from the Federation. I expect that part of the case studies will involve interviewing the participants in regard to their efforts to gain legitimacy for their new professional development projects.

b. Evaluation Institute: Mobilizing Federation lay people in support of evaluation is central to the purpose of the evaluation institute. A second central purpose is educating the evaluation "experts" in the sometimes bizarre world of Federation planning and the somewhat incongruous role that evaluation does and could play.

c. Leading Indicators: Since I still know very little about this project, I will simply mention that if we expect communities at some point to collect data for the leading indicators and to use them in their own evaluations, then mobilization/legitimacy is at the heart of this process.

2. While I find research in Jewish education to be an interesting and challenging area of work, it was not and still is not my intended career focus. I was hired because CIJE needed a field researcher with expertise in statistical analysis and political/anthropological analysis of mobilization processes (or lack thereof). I do the former, but the latter is still my primary area of interest, either as a researcher or as a practitioner.

3. Since I have not finished my dissertation yet, I have accepted whatever salary increases have been offered me each year. Considering the quality of my work over the last three years, I think I warrant more than a cost of living increase, especially considering the amount of money that is spent on publications by this organization. However, I have considered your willingness to send me to one professional development conference each year that best meets my professional development needs to be adequate compensation.

These are my reasons in detail as to why I still think CIJE should send me to the Planner's Institute. Whatever you decide, I'll leave it at this, though I hope you will reconsider sending me.

Bill

P.S. I understood about the reasons for attending the AERA when I asked about it. I only wanted to know the possible dates so I could keep the dates free.



**CONFIDENTIAL - FINAL VERSION**

**MINUTES: CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** December 30, 1996

**DATE MINUTES ISSUED:** January 30, 1997

**PARTICIPANTS:** Karen Barth, Gail Dorph, Holly Hallmark (secy.), Alan Hoffmann (via telephone), Megan Ifill (secy.), Karen Jacobson

**CC:** Sheila Allenick, Adam Gamoran, Sarah Feinberg, Ellen Goldring, Virginia Levi, Mort Mandel, Dan Pekarsky, Dalia Pollack, Chava Werber

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**I. Harvard Meeting, January 19 -20, 1997**

GZD reported that the Harvard meeting is scheduled and currently 51 of 60 participants invited are attending. She distributed an attendee list by team and will follow-up with the teams that have not yet responded which include Boston.

GZD also reported that Judith McLaughlin is working on case study of when Brandeis University decided to serve Pork and shellfish in one of the cafeterias.

GZD will determine what the most economic and efficient method of distributing materials for the January 6 mailing to participants.

**II. Review of Previous Minutes**

KJ gave updated information on hotels. Future reservations will be made at the Loews. KJ will visit the Mayflower which may be used when the Loews is not available.

The December 23rd Minutes and Assignments were reviewed, corrected and accepted.

### **III. Minutes**

It was agreed that KAB will initial final copy of minutes and MI will set up a final minutes book.

### **IV. Web Site Info Update**

KJ is investigating the possible applications of a web site to CIJE staff and its extended communities. Candidate proposals will be sent out once she has received all of them.

### **V. Update on Professors' Seminar**

A meeting has been scheduled for Friday, January 3, on the Upper West Side with GZD, ADH and BWH.

### **VI. Additional studies for Professors**

ADH suggested that CIJE consider investing in Studies in Jewish Education (text) for Professors. There was a discussion on ways of improving professor seminar. This will be a topic for future consideration.

### **VII. Time Accounting**

KAB handed out and discussed the purpose of Monthly time sheets. Information from the Monthly time sheet will be used as a basis to allocate yearly budget by project. The revised Master Project List should be used as the key to code time allocations.

### **VIII. Joel Paul**

ADH reported that Joel Paul is interested in working with Jerusalem Fellows and Consultant Placement for senior educational positions. Joel Paul sees himself as an educator who wants to see the system improved.

Assignment:

ADH will call him to discuss further and to tell him that we will meet with him in April after the Strategic Planning Meeting.

### **IX. Steering Committee Follow-Up**

Discussion has been tabled for this meeting and rescheduled for the next staff meeting.



## CONFIDENTIAL

### CIJE ASSIGNMENTS

Staff Meeting of December 30, 1996

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1	DNP, EG, AG, BWH and GZD meet to discuss use of Professors in CIJE's work and to define its vision and goals and report back.	DNP/EG/ AG/BWH /GZD	11/25/96	1/15/97
2	KJ will advise about tape of A.J.C. Consultation on 12/5.	KAB	11/25/96	1/15/97
3	ADH will call Fred Zeidman to set up meeting for Phoenix School in Phoenix, AZ.	ADH	11/25/96	1/2/97
5	Staff will schedule interviews with Steering Committee members to discuss Strawman Theory of Change.	All Staff	12/12/96	1/9/97
6	KJ to approach Willow Creek directly regarding videotape to be shown at January 9 Strategic Planning meeting.	KJ	12/12/96	1/9/97
7	KAB, KJ and NR to meet to discuss publications policy further and make recommendations.	KAB/KJ/ NR	12/12/96	1/8/97
8	GZD will distribute notes on TEL.	GZD	12/23/96	1/30/97
9	KAB will contact Rachel Cowan to set up meeting on educational change.	KAB	12/23/96	1/15/97
10	KJ asks staff to send her a wish-list for e-mail/Compuserve.	All Staff	12/23/96	1/9/97
11	ADH will call Joel Paul to tell him that we will meet with him in April after the Strategic Planning Meeting.	ADH	12/30/96	2/4/97

**CONFIDENTIAL - FINAL VERSION**

**MINUTES: CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** January 8, 1997

**DATE MINUTES ISSUED:** January 30, 1997

**PARTICIPANTS:** Karen Barth, Gail Dorph, Barry Holtz, Megan Ifill (secy.),  
Karen Jacobson, Dan Pekarsky, Nessa Rapoport

**CC:** Sheila Allenick, Sarah Feinberg, Adam Gamoran, Ellen  
Goldring, Alan Hoffmann, Virginia Levi, Mort Mandel,  
Dalia Pollack, Chava Werber

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**I. Harvard Meeting, January 19 -20, 1997**

It was decided that the Harvard meeting materials including the schedule, brochures, overviews and articles will be distributed at the Harvard meeting.

GZD also reported that Judith McLaughlin has completed work on the case study of when Brandeis University decided to serve Pork and shellfish in one of the cafeterias. This case will be presented at the Harvard meeting.

**II. Review of Previous Minutes**

The December 30 Minutes were not reviewed. Assignments were reviewed, corrected and accepted.

**III. Web Site Info Update**

KJ has scheduled an exploratory meeting in our office with an Educational Communications Specialist, Mark Rosenberg for Thursday, January 16, 1-2:30pm to discuss the possible applications of a web site to CIJE staff and its extended communities.



#### IV. Time Accounting

KAB discussed that the monthly time sheet is a tool to track time allocation by project, and is useful for both the individual and the organization. It helps staff with time management and is essential for funding purposes. The Master Project List, lists approximately 40 projects, with each publication considered a separate project. For allocating time, it was agreed that one hour = 10% of the day. It was suggested to allocate by percentage based on 100%, instead of hours, which everyone agreed would work best. Core includes staff meetings, Misc. includes e-mail, phone calls and filing.

#### V. Steering Committee Follow-Up

There was a discussion of the agenda for the February 6 Steering Committee Meeting. The working agenda is:

- |                             |              |
|-----------------------------|--------------|
| 1) Minutes and introduction | 9:30-10am    |
| 2) Strategic Plan           |              |
| a) Interview results        | 10-10:30am   |
| b) Willow Creek case        | 10:30-11am   |
| c) Change philosophy        | 11-12noon    |
| 3) Lunch                    | 12-1pm       |
| 4) TEI video                | 1-1:45pm     |
| 5) Chuck - Harvard          | 1:45-2:15pm  |
| 6) Updates                  | 2:15-3:30pm. |

At the Strategic Plan meeting on January 9th it will be decided which CIJE program updates will be given: 2-3 full updates and brief updates. Possible update topics include: Milwaukee - Beth Israel, Professors January Meeting, Office Administration Update, General update on consulting project.

The three aspects of the Strategic planning process will be presented as follows:

- 1) GZD - Teaching Willow Creek case study
- 2) DNP - Interview quotes
- 3) KAB - Change Philosophy document

The question was raised as to whether Rabbi Josh Elkin should be invited. GZD will check out relevance to Harvard discussion. All materials should be ready by January 23.

## **VI. Strategic Plan**

A brief discussion was held regarding discussion topics for the January 9th meeting. It was decided that DNP and KAB will work together on interview quotes to be presented at the Steering Committee Meeting. NR will be on hand to provide support. Full discussion tabled and rescheduled for next staff meeting.

## **VII. Materials**

Material requirements for upcoming meetings: TEI - none, Harvard - GZD will have a display table with schedules and brochures at the meeting. Strategic Plan - Willow Creek case study, Change Philosophy document and interview quotes.

## **VII. Seminars**

Tova Halbertal may agree to do March Luncheon Seminar.





## CONFIDENTIAL

### CIJE ASSIGNMENTS

Staff Meeting of January 8, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1	DNP, EG, AG, BWH and GZD meet to discuss use of Professors in CIJE's work and to define its vision and goals and report back. BWH will follow-up.	DNP/EG/AG/BWH/GZD	11/25/96	1/15/97
2	KJ will advise about tape of A.J.C. Consultation on 12/5.	KAB	11/25/96	1/15/97
3	GZD will distribute notes on TEI.	GZD	12/23/96	1/30/97
4	KAB will contact Rachel Cowan to set up meeting on educational change.	KAB	12/23/96	1/15/97
5	KJ asks staff to send her a wish-list for e-mail/Compuserve.	All Staff	12/23/96	1/13/97

**CONFIDENTIAL - FINAL VERSION**

**MINUTES: CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** January 13, 1997

**DATE MINUTES ISSUED:** January 31, 1997

**PARTICIPANTS:** Karen Barth, Gail Dorph, Barry Holtz, Megan Ifill (secy.),  
Karen Jacobson, Nessa Rapoport

**CC:** Sheila Allenick, Sarah Feinberg, Adam Gamoran, Ellen  
Goldring, Nellie Harris, Alan Hoffmann, Virginia Levi,  
Mort Mandel, Dan Pekarsky, Dalia Pollack, Chava Werber

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**I. Review of Previous Minutes**

The December 30 and January 8 Minutes and Assignments were reviewed, corrected and accepted.

**II. TEI Video Consultation Meeting**

GZD reviewed tapes for the meeting on Wednesday, January 15, with Vicky Kelman, Deborah Ball, Amy Wallk-Katz and Mark Rosenberg. Due to technical issues on one set of tapes and content issues in the other set of tapes, we decided to regroup and create a new strategy for videotaping new classes. GZD will discuss with Vicky and Deborah the quality control issue, determine responsibility and what is needed on videotapes.

**III. Staff Learning**

BWH led the meeting's learning session on the concept of leadership and "followship" using a Midrash from Exodus V. 13-14.

**III. Meeting Date Changes**

Based on everyone's travel and meeting schedules, the February 3rd staff meeting will be held on Tuesday, February 4th, from 10am-1pm.

The Wexner meeting is scheduled for Monday, February 17th.



#### **IV. Harvard Meeting, January 19 -20, 1997**

GZD reported that there would be approximately 60 meeting participants coming from Boston, Alabama, Milwaukee, Cleveland and a small group from Montreal.

A conference call is scheduled for presenters excluding Mike Rosenak on Friday, January 10 to discuss various items including what role presenters should play while not presenting.

GZD will discuss the text of the 2nd study of the Brandeis case study with Mike Rosenak on Monday, January 13 at 10am.

GZD and SDF will arrive at the meeting site on Saturday, January 18 to set up meeting materials.

#### **V. Move**

KAB is negotiating terms of a lease for larger space in the building with the landlord. The lease should be signed soon. Estimated move date is by April 1.

KJ has a chart of the move schedule. She is coordinating efforts with the architect and designer. She has assigned tasks to the support staff coordinating equipment and furniture purchases, phone/network lines and computer issues.

#### **VI. Strategic Plan Meeting**

The Strategic Plan meeting took place on January 9th. KAB, DKP, BWH, GZD, KJ, AG and EG worked on the Change Philosophy document in preparation for the Steering Committee meeting.

#### **VII. Expense Report Forms**

There was a discussion on a new expense report form that would be easier to use for processing purposes. The finalized version will be submitted to Sheila Allenick for review.

## CONFIDENTIAL

### CIJE ASSIGNMENTS

Staff Meeting of January 13, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1	DNP, EG, AG, BWH and GZD meet to discuss use of Professors in CIJE's work and to define its vision and goals and report back. BWH will follow-up.	DNP/EG/AG/BWH/GZD	11/25/96	1/15/97
2	KJ will advise about tape of A.J.C. Consultation on 12/5.	KAB	11/25/96	1/15/97
3	GZD will distribute notes on TEL.	GZD	12/23/96	1/30/97
4	KAB will contact Rachel Cowan to set up meeting on educational change.	KAB	12/23/96	1/15/97
5	KJ asks staff to send her a wish-list for e-mail/Compuserve.	All Staff	12/23/96	1/13/97
6	AG to contact Michael Zeldin and report back.	AG	1/13/97	2/3/97



## **MINUTES: CIJE SUPPORT STAFF MEETING**

**DATE OF MEETING:** January 17, 1997

**DATE MINUTES ISSUED:** January 31, 1997

**PARTICIPANTS:** Sarah Feinberg, Megan Ifill, Karen Jacobson, Chava Werber (sec'y)

**CC:** Karen Barth, Gail Dorph, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Barry Holtz, Dan Pekarsky, Nessa Rapoport

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### **I. Minutes**

We began with a status of the last minutes, which were not ready for the meeting. It was established that in the future, minutes will be ready by the next support staff meeting, even if they must be of a more informal nature than other minutes. KJ remarked, "Minutes in this organization are essential."

### **II. Move Update**

KJ handed out a draft of the gant move chart. We are still negotiating the final elements of the lease. We plan to finalize before KAB leaves for Israel. It is important to note that once the lease is signed, we will be propelled "fast-forward" into phase two of the gant chart. We must begin to focus on pulling together our information, completing our roles in phase one so that we will be ready for the next stage.

The question was raised as to whether the National Board of License will be moving with us. It is unclear at this time. If they lease space with us, they should obtain their own phone line. This would be particularly helpful in terms of billing for the 1-800 number which NBL is interested in starting up. Clarifying other issues regarding our relationship to NBL would be helpful to the support staff (such as charges for xeroxing costs, etc.).

CW has been calling for furniture and machine catalogues and will continue to gather information on these areas. She will call copier companies and investigate the cost of leasing vs. buying a machine and of locating a refurbished machine which may cut down on our costs. As soon as the lease is signed, she will order boxes for the move. KJ will get the numbers for the boxes each staff member will need. MI is waiting to hear from people she has contacted about office furniture that companies have cleared out due to renovation and will get in touch with NY Shares. SDF will ask the staff about their furniture needs and compile a furniture inventory (of stuff we already own) as well as what we will need for the move. The idea of using mail order catalogues was introduced as another possible way to cut costs.

It was agreed that the most important considerations should be real ergonomic chairs and keyboard trays.



KJ informed the group that we were negotiating for and expecting to have the use of the conference room as well as for Carlos' assistance for meetings. Bookkeeping and accounting should be entirely moved to NY by April 1.

MI noted that a corporate card would be extremely useful for our needs and would simplify many things.

KJ explained that she will be looking at a telephone system. It was pointed out that a reception or guest phone would be very helpful in the new office space, particularly on meeting days.

The scheduled move date is Monday, March 31st, although we would like to have whomever can be here on Sunday do some of the setup prior to Monday's move. This might include hooking up the computers, which we could do as early as Friday. If the support staff were to come in on Sunday, which is preferable in terms of not disturbing the JCCA, we would need to work out the hours. The space will technically be ours as of March 1, so it would be possible for us to move files and other less essential items upstairs throughout the month.

SDF raised security as an issue to consider in the move. KJ stated that she has researched a keypad and security system with access cards.

### **III. Computers Update**

MI has the list Chuck compiled of the memory on each of the office computers. She will begin to pull off all non-essential or duplicated programs. She will also assess which computers need more memory immediately versus which computers should wait to be upgraded. She mentioned that the office would benefit from having one highly functioning computer to use particularly for graphics or other high memory applications.

### **IV. Buckslips**

CW will complete a buckslip form to track production costs as soon as possible so that KJ can meet with JCC Production and put the program into effect. KJ and CW are working on Vacation/Sick Time form for in-house record keeping.

### **V. Workloads Update**

SDF, MI and CW each briefly explained their major activities for the upcoming week. Due to a lack of time, it was decided to schedule time on Tuesday to finish going over the schedule. Concern was expressed about projects that were not being completed and the need for more careful prioritization by program staff. SDF and CW said that having Alyshea Austern as a part-time office assistant greatly alleviated this problem temporarily. KJ suggested making a list of things we did not get to, or adding them onto our task sheets so that she could look into the issues involved.



**CONFIDENTIAL - FINAL VERSION**

**MINUTES: CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** January 27, 1997

**DATE MINUTES ISSUED:** January 31, 1997

**PARTICIPANTS:** Karen Barth (via telephone), Gail Dorph, Nellie Harris, Alan Hoffmann (via telephone), Barry Holtz, Megan Ifill (secy.), Karen Jacobson, Nessa Rapoport

**CC:** Sheila Allenick, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Virginia Levi, Mort Mandel, Dan Pekarsky, Dalia Pollack, Chava Werber

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**I. Review of Previous Minutes**

The January 13 Minutes and Assignments were reviewed, corrected and accepted.

**II. Time sheets**

KAB asked about the status of completed time sheets. GZD, BWH and NR reported that they have been filling out their time sheets and will submit the January time sheet to KAB.

**III. Staff Learning**

NR's staff learning was deferred to the next staff meeting due to time constraints.

**III. Steering Committee Meeting Update**

The packet of materials to be discussed at the meeting were sent out to participants last week. ADH received his today.

There was a discussion as to whether one of the professors or other professionals from the Harvard meeting should make a presentation at the

Assignment:  
Assignment:

Steering Committee meeting during the Harvard update section. It was suggested that Elaine Cohen from Montreal and Josh Elkin should be contacted. Also, EG should make a short introduction about the Harvard meeting. BWH will call Elaine Cohen. NR will call Josh Elkin and EG.

There was a review of the agenda for the February 6 Steering Committee Meeting. The working agenda is:

1) Minutes and introduction		9:30-10am
2) Strategic Planning		
a) Interview results	Dan Pekarsky	10-10:30am
b) Willow Creek case	Gail Dorph	10:30-11am
c) Change philosophy	Karen Barth	11-12noon
3) Lunch		12-1pm
4) Presentation of pilot		
video produced for TEI	Gail Dorph	1-1:45pm
5) Harvard	Ellen Goldring, Chuck Ratner and Josh Elkin	1:45-2:15pm
6) Updates	CIJE Staff	2:15-3:30pm

#### IV. Harvard Meeting, January 19 -20, 1997

Nellie Harris gave a brief summary on what she thought were the strong points of the meeting as well as areas that could be improved based on her participation in the meeting and discussions with other participants. Nellie thought that Mike Rosenak's session "Shared Governance: A Jewish Perspective on Roles and Responsibilities," was the most interesting although there could have been more interaction with the speaker and less material covered. She also found that Judith Block McLaughlin's "Applying Basic Principles to Practice: A Case Study Analysis," which was a case study based on Brandeis University's decision to serve pork and shell-fish in one of its cafeterias, gave participants a good opportunity to work together in discussion groups.

GZD reported that she found that the logic of the construction of the meeting and the organization of participants was excellent. She found that while Tom Savage's presentation was good, the debriefing was disappointing. Also, the two most substantive presentations were Judith Block McLaughlin's "Applying Basic Principles to Practice: A Case Study Analysis." The other was a joint presentation with Judith Block McLaughlin, Ellen Goldring and Josh Elkin entitled "Managing the Change Process."



## **V. Professors' Seminar, January 30 - February 2, 1997**

GZD reported that approximately 16 of the 25 invitees will be attending the Professors' seminar. Unfortunately, Ken Zeichner will be unable to attend. One of the programmatic problems she is encountering is that not everyone will be there for all of the sessions. Two new professors in the group are Bill Firestone, Rutgers University, New Jersey and Anna Richert, Mills College, California.

## **VI. Move**

KAB reported that the lease is still under negotiation. There is a small chance that it may be signed before February 2nd.

KJ distributed the Gant chart of the move schedule. She reported that a work letter was submitted by John Bzezinski, the portfolio manager for the landlord, the insurance review has started and the design agreement is pending signature of the lease. KJ reported that in the previous support staff meeting, tasks had been divided among the support staff. CW is the point person for all information about new office machines, MI is working on computer related concerns and calling NY Shares to find out about used furniture options, and SDF is compiling information of staff furniture inventory and filing needs. There was a discussion of individual staff input on work space requirements and design. It was determined that the staff will review carpet samples, paint colors, etc. Once the lease is signed, KJ can show everyone the space and the building plan to determine dimension of offices and file cabinet locations.

## **VII. New Expense Report Form**

KAB and ADH will show the new form to MLM at their meeting 9:30am, Friday, February 7th.

## **VIII. The Peabody Journal**

Due to time constraints this item will be discussed at the February 4th staff meeting.

## CONFIDENTIAL

### CIJE ASSIGNMENTS

Staff Meeting of January 27, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1	GZD will bring the list to Professors' meeting in Florida for ADH	GZD	1/27/97	2/4/97
2	KJ will advise about tape of A.J.C. Consultation on 12/5.	KAB	11/25/96	2/4/97
3	GZD will distribute notes on TEL.	GZD	12/23/96	1/30/97
4	KAB will set up meeting with Rachel Cowan when she returns from Israel re: educational change.	KAB	12/23/96	2/15/97
5	AG write summary about CIJE to discuss with Michael Zeldin.	AG	1/13/97	2/4/97
6	BWH will call Elaine Cohen.	BWH	1/27/97	2/4/97
7	NR will call Josh Elkin and EG.	NR	1/27/97	2/4/97



## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

### MEMORANDUM

**To:** Sheila Allenick, Karen Barth, Gail Dorph, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Barry Holtz, Karen Jacobson, Virginia Levi, Mort Mandel, Dan Pekarsky, Dalia Pollack, Nessa Rapoport, Chava Werber

**From:** Megan Ifill

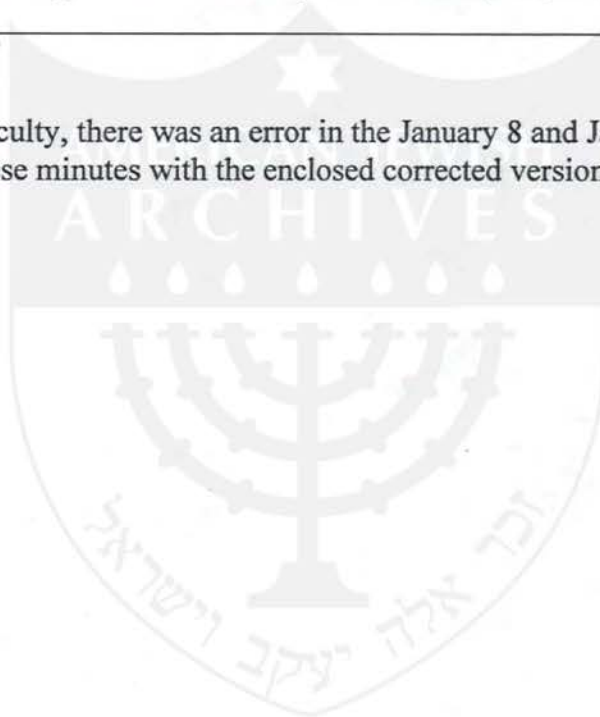
**Date:** February 3, 1997

**Re:** Staff Meeting Minutes - January 8 and January 13, 1997

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Due to a technical difficulty, there was an error in the January 8 and January 13 minutes sent to you. Please replace these minutes with the enclosed corrected version.

Thank you.



Date: Wed, 5 Feb 1997 09:12:59 -0500  
From: Karen Barth <104440.2474@compuserve.com>  
Subject: research network conference: Boston, June 1-3  
To: "INTERNET:GAMORAN@ssc.wisc.edu" <GAMORAN@ssc.wisc.edu>

Sounds like an excellent plan to me.





**CONFIDENTIAL**

**MINUTES:** CIJE STEERING COMMITTEE  
**DATE OF MEETING:** February 6, 1997  
**DATE MINUTES ISSUED:** February 17, 1997  
**PARTICIPANTS:** Morton L. Mandel (chair), Karen Barth, Gail Dorph, Josh Elkin, Adam Gamoran, Ellen Goldring, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Stanley Horowitz, Karen Jacobson (sec'y), Bettina Klein, Shlomo Offer, Daniel Pekarsky, Lester Pollack, Nessa Rapoport, Charles Ratner, Esther Leah Ritz, Jonathan Woocher  
**COPY TO:** Sheila Allenick, Daniel Bader, John Colman, Seymour Fox, Nellie Harris, Lee Hendler, Annette Hochstein, Morris Offit, Dalia Pollack, Richard Shatten, Henry Zucker

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**I. Master Schedule Control**

Mr. Mandel, welcomed all members to the meeting. In reviewing the master schedule control, he noted that the Board structure is currently under review and also mentioned that there is a feeling of dissatisfaction with the board's current level of participation. As an outgrowth of the strategic planning process, we will be able to redefine the governance structure of CIJE. He then recommended that the Board of Directors not meet in April. He suggested that the time be allocated to a mini-retreat for the Steering Committee, with the agenda built around the strategic planning process.

Alan Hoffmann added, having two full days would allow for the discussion of many important topics, which we never manage to get to at Steering Committee meetings; especially important is a thorough examination of the strategic plan.

Karen Barth said that the scheduled date for the completion of the strategic plan is April 1997. It would add value to the process if we scheduled time for the Steering Committee to sit and hammer through the plan. Lester Pollack agreed, saying that until we know what the goals of the organization and role of the Board are, we can't talk about structure.

Mort Mandel asked Steering Committee members to save the dates April 9 and 10 for a two day meeting, and requested that the members keep their calendars free on the evening of the 9th.

**II. Minutes and Assignments**

The minutes and assignments of December 5, 1996 were reviewed and accepted.



### **III. Announcements**

Mort Mandel reminded the members that confidentiality must be respected on all documents distributed or discussed at the meetings, with special concern for those that are not public documents. Specifically, he noted that the package of documents sent out prior to this meeting are not for public dissemination.

Alan Hoffmann informed the participants that the search for a replacement for Josie Mowlem's position as Assistant Executive Director has been completed with Karen Jacobson's acceptance of the position. Karen was originally hired as a transition consultant in October. Alan Hoffmann warmly welcomed her in her new position at CIJE.

Karen Barth welcomed Bettina Klein and Shlomo Offer to the meeting. Shlomo and Bettina are consultants working on the strategic planning process. Shlomo Offer is mapping current programs in Jewish education and continuity and Bettina Klein is looking at the costs of Jewish education.

### **IV. Strategic Planning**

Karen Barth introduced this portion of the meeting, by giving a brief update on the strategic planning interview process. The original goal of 60 interviews has been passed. Karen said that when the process is complete, she estimates a total of 100 interviews will have been conducted.

#### **A. Interview Results**

Daniel Pekarsky defined the strategic planning process as not looking for consensus, but input -- to stimulate our thinking. The interview material is a critical piece in helping us formulate a working hypothesis, and define our terms. It is useful as a guide in determining if something critical is missing in our formula, and helping us target areas that need to be revisited.

Daniel discussed the interview summary by defining four general topic areas: 1) Vision of the future, 2) Target populations, 3) High quality institutions 4) Improved institutional settings.

In response to the discussion of target populations, Esther Leah Ritz pointed out that a prevailing assumption exists within the Jewish world which results in Jews in or near poverty from being excluded from our vision. Our traditional conception of Jewish target populations has to be broadened to include outreach to diverse populations such as single parents and families that are not the traditional middle class models.



Josh Elkin, noted that the estimated cost of raising a family in the current Jewish community, i.e. children in day school, Jewish summer camp, family synagogue membership, etc. requires an annual family income of \$80,000. He added that 80% of the Jewish community doesn't earn that income.

Charles Ratner said that it is like the cliché: increasing the appetite- limits one's ability to eat the meal. The process becomes very problematic -- when we work on one area others become affected. The better our programming the higher the costs. We must be able to look at the total, not just the parts.

The interview material reveals a need in the community for powerful experiences, both spiritual and intellectual. One-time, explosive, great experiences are part of the answer, but there is a strong need for excellent and consistent programs all along the way. The group remarked that the process indicated striking similarities to the results of the 1988 *A Time to Act* research. There is still the need to work on the issues of building the profession and mobilizing the community simultaneously. Daniel Pekarsky concluded his presentation by recognizing these parallels, and stated that it is important to revisit these issues periodically.

#### **B. Willow Creek Case**

Gail Dorph introduced the Willow Creek case. She noted that the case is a powerful example of an institution which successfully changes itself. Willow Creek is useful as a model of change, for the systematic approach the institution followed in achieving its results. Not only was the church successful in its own transformation, but it was instrumental in creating change in the lives of its members, and other like institutions. The first question the church leaders asked is "why aren't people here?" From that question they developed a seven point strategy to affect change. Gail lead the group in a discussion of the church's strategies for successful change. The discussion was captured on flip charts (copies are attached).

#### **C. Change Philosophy**

Karen Barth summarized the proposed CIJE change philosophy. She delineated the steps to achieve effective change as: 1) focus on holistic change in direct service institutions, 2) focus on diverse institutional models and multiple age groups, 3) the possible need to create new institutions, 4) the importance of concentrating resources - to reach "the tipping point" for change to occur, 5) the need to focus on building models of change before starting the process of dispersion, 6) the six factors that lead to institutional change: leadership, vision, culture, skills, change process, and funding.



The group discussed the merits of each of the six factors, and the consensus was that a strong leadership is a pivotal element in creating change. Steve Hoffman proposed the following conceptual framework: to affect change you put 75% of your energy into developing an elite team of lay/professional leaders, and 25% into everything else. As the process progresses and the leaders develop, they will be the catalyst to move the process onto the next steps.

Karen Barth next presented a listing of preliminary strategic ideas, a chart of what CIJE could do or encourage/help others to do, using a matrix created of the six factors for change as they affect national, communal and institutional levels.

Karen Barth presented a preliminary look at future CIJE initiatives. She explained that all initiatives would be informed by three consistent elements: advocacy, goals and planning. The four areas outlined were: JEWEL, consulting firm without walls, think tank and modeling change.

#### **V. TEI Videotape: Preview of a Work in Progress**

The group had the opportunity to view the first video created as a professional development teaching tool for TEI participants.

Gail Dorph explained that one of the purposes of creating a bank of videotapes of teaching in Jewish classrooms is to provide an opportunity for all members of a group to have a shared experience of teaching and learning which can serve as a catalyst for professional development. Some of the ways in which the videotape can serve as an instructional tool were highlighted in the discussion that followed the viewing.

Gail described the packet of support material that will be produced as a companion to the videotape. The range of materials will allow for multiple uses of these materials analogous to the study of classical Jewish texts.

#### **VI. Lay-Professional Leadership Seminar**

Ellen Goldring introduced the discussion of the January 19-20 seminar entitled *The Power of Ideas: Leadership Governance, and the Challenges of Jewish Education*. Josh Elkin reviewed the agenda for the seminar and stated that what made the seminar so successful was a highly qualified faculty, and the interest of the participants. He added that the case study developed for the seminar by Judith McLaughlin (chair of the Harvard Seminar for New Presidents and a lecturer on higher education at Harvard University) was one of the highlights of the Seminar. He also noted that the sessions led by Michael Rosenak (Mandel Professor of Jewish Education at the Melton Center for Jewish Education at the Hebrew University) was extremely engaging and thought provoking. The format combines lay and professional leaders together which was



important to the success of the program.

Chuck Ratner, who also attended the seminar, noted that the passion that the attendees, the CIJE faculty, and the Harvard people have for the topic results in a powerful learning environment, from which participants come away with tremendous capacity for creating change.

The group discussed the value of lay-professional programming, particularly for the development of new leadership. Mort Mandel noted that we cannot wait 10 years to turn out new leadership. The development of 20 to 30 new young leaders now, will change America's Jewish community profile dramatically.

## **VII. CIJE UPDATES**

Alan Hoffmann briefly updated the Steering Committee on current CIJE activities.

### **A. Wexner**

He mentioned that we are working with the Wexner group on issues relating to recruitment and training.

### **B. HUC**

The new President and Provost at HUC have initiated meetings with CIJE. They requested help defining and outlining a change philosophy to address issues they are facing on their four campuses. Karen Barth is in the very first stages of conversations with them on this matter.

### **C. Brandeis**

Barry Holtz and Alan Hoffmann are working on the first steps in designing a "center," to deal with youth and adolescence. This center will build on the existing Genesis summer program for youth and other youth programs at Brandeis. Engaging faculty with expertise in the field, and developing exposure.

### **D. Non-Denominational Jewish Community Day High Schools Meeting**

Daniel Pekarsky reported on the meeting that took place at the CIJE offices in New York on Wednesday, February 5 which brought together leaders of a new type of institution on the North American Landscape. He convened the meeting

with leaders from established as well as emerging schools, including those in Boston, Atlanta and Cleveland. The participants included the high school principals as well as CIJE staff. They discussed their common challenges and concerns, setting an agenda for future meetings. The goal is for this group to become an autonomous vehicle for problem solving and information sharing, and to act as a resource for new schools.

#### **E. Administrative Update**

Karen Jacobson reported on several administrative issues.

We are working on moving financial operations from Cleveland to New York by April 1, working closely with the JCCA during this transition process and contracting with them for financial services.

We are also in the process of negotiating for office space on the 18th floor. This will accommodate our current staff as well as scheduled future growth and will allow for maintaining the advantages of our close working relationship with the JCCA. This move is scheduled for April 1.

CIJE now has a full complement of support staff personnel. The last open position of Executive Assistant was filled by Megan Ifill on January 1. With this hire, the support staff now reflects a full range of competencies including: secretarial skills, computer technical skills, editorial, research and meeting planning skills.

In the past three months we have reduced expenditures on computer consultants, invested in staff training and established strong time management habits to increase staff productivity and work flow.

#### **F. Professors**

Barry Holtz reported on the Professors Seminar which took place January 30 - February 2, in Florida. There were 20 participants, three of whom were new to the group. One new participant, Bill Firestone, who's major area is educational standards, was so motivated by the program, that within two days of the event he presented a proposal to write a paper on norms and standards for Gail Dorph's consideration. All of the participants are contributing directly to CIJE's work. The participants were so involved in the seminar that they elected to convene for a study session on Saturday evening and worked until 11:30 at night, forgoing their free time. Gail Dorph noted that Jewish academics are a disenfranchised group, on the side lines, waiting to be mobilized.



#### **G. Luncheon Seminar**

Nessa Rapoport said that the next Jewish Education Seminar is scheduled for March 10, at the CIJE offices. Tova Halbertal, of the faculty of the Melton Center for Jewish Education in the Diaspora of the Hebrew University, will discuss an excerpt from her dissertation, "Mothering and Culture: Ambiguities in Continuity."

#### **H. TEI**

Gail Dorph described the most recent meeting held on December 15-18. Since the goal for TEI is to create a cadre of educators who have the knowledge and skills to design and implement new forms of professional development, this meeting provided an opportunity for members of both Cohort One and Two to meet together. She explained that this face to face contact could enhance their potential to work together over time and space beyond local institutional and communal contexts. There were 65 participants present.

Cohort Two will have its third meeting at the beginning of March. There is a plan in the works to bring members of both cohorts to Israel this summer to grapple with issues of Jewish content in greater depth. Both Deborah Ball and Sharon Feiman-Nemser will join a faculty of Judaica experts from Israel as members of the faculty. This is an exciting and much anticipated event and as many as 2/3 of the total group are expected to attend.

#### **I. Leading Indicators**

Adam Gamoran discussed CIJE's work on the development of leading indicators for evaluating progress in the Jewish community. He stressed that the project would look at other institutions or organizations currently working on similar projects such as economists and the Department of Education. The purpose of the project is to analyze the progress being made by the Jewish community in building Jewish identity and involvement. He has designed a process beginning with a series of consultations. The first step will be deciding on a model. Three models are under consideration: 1) taking the temperature, 2) measuring causality and effect, 3) approaching the indicators as specific to a project. Additionally, the levels at which this will be measured: national, continental, community, institution, need to be decided upon. Stage one has already begun with consultations held at the Professors Seminar and another consultation planned for May at the AERA.

Following the CIJE update, Mort Mandel adjourned the meeting at 4:00 pm.

## **STEERING COMMITTEE MEETING 2/6/97**

### **Flip Charts**

#### **What made Willow Creek Successful?**

- Inspirational leadership
- Leadership infrastructure
- Willingness to take big risk
- Engaged individuals at their strengths
- Avoided incremental baby-step change
- Looked at and listened to the consumer
- Ready for change
- Articulated wanted result - built a strategy around it
- Leadership at all levels - a community of leaders
- Clarity of vision - what is and is not important
- Partnership between lay and professionals
- Separated out:
  - Vision - that they were very sure about
  - Everything else - merely a matter of strategy
- Took care of you
- Grew their own employees
- Didn't start any new initiatives before they had the right person
- The top job was held by an exceptional person
- Not just inspirational - also competencies
- Not just hearing the customer - but thoughtful response

#### **Implications for Our Project**

1. Critical role of the top leader
2. The need to prove that change can happen
3. Don't be seduced by growth
4. Lay leadership willing to support change
5. Environment and culture of change
6. Recognizing obstacles



CONFIDENTIAL - FINAL



**MINUTES: CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** February 4, 1997

**DATE MINUTES ISSUED:** February 21, 1997

**PARTICIPANTS:** Karen Barth, Gail Dorph, Alan Hoffmann, Barry Holtz, Megan Ifill (secy.), Karen Jacobson (via telephone), Nessa Rapoport

**CC:** Reena Cohen, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Nellie Harris, Elie Holzer, Virginia Levi, Mort Mandel, Dan Pekarsky, Chava Werber

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**I. Staff Learning**

NR led the meeting's learning session with an article written by her grandmother, Mattie Rotenberg, for her weekly column *As The Woman Sees It: Woman and the Intellectual Life* (in *The Jewish Standard* of Toronto, September 5, 1930). In her tribute to her grandmother, NR discussed her life as a model of commitment to the education of women; Jewish education; and the integration of Judaism and modernity. Mattie Rotenberg was an observant Jew with five children. She also earned the first Ph.D. in physics granted to a woman by the University of Toronto; broadcast a weekly program on Canada's national radio for thirty years; and founded the first progressive Jewish day school in Toronto; among other accomplishments. Mattie Rotenberg's life was a testimony to the power of Jewish families to transmit culture; the power of education for women; and the inequities she experienced that still persist in the Jewish and general world.

**II. Review of Previous Minutes**

The January 27 Minutes and Assignments were reviewed, corrected and accepted. It was decided that minutes are not final until reviewed by all at staff meeting.

### **III. Time sheets**

KJ handed out additional copies of times sheets. There was a brief discussion on how everyone filled out their time sheets. It was decided that weekend time at seminars should be counted.

### **IV. February 6, 1997 Steering Committee Meeting Update**

There was a brief discussion about the meeting material sent out to participants last week. It was decided that both KAB and ADH would review all materials before distribution to Steering Committee members.

There was a review of the agenda for the February 6 Steering Committee Meeting. The revised working agenda is:

1) Minutes and introduction		9:30-10am
2) Strategic Planning		
a) Interview results	Dan Pekarsky	10-10:30am
b) Willow Creek case	Gail Dorph	10:30-11am
c) Change philosophy	Karen Barth	11-12noon
3) Lunch		12-12:30pm
4) TEI pilot video:		
Work in progress	Gail Dorph	1-1:45pm
5) Harvard	Ellen Goldring, Chuck Ratner and Josh Elkin	1:45-2:15pm
6) Updates	CIJE Staff	2:15-3:30pm

### **V. April 9, 1997 Steering Committee Meeting Update**

There was a discussion that as the April 10 Board meeting has been canceled, and since Board members have already blocked out the time, the April 9th meeting should extend to 3pm on April 10th.

There was also a discussion about having a Steering Committee dinner on the evening of April 9 as well as catering and location options.

### **VI. Budget Review**

KAB handed out a list of budget problems which was discussed and a copy of the proposed 1997 budget and asked that everyone review them for cost



### **XIII. The Move**

KJ handed out a copy of the construction letter from Cushman and Wakefield. Construction will commence as soon as the lease is signed.

### **XIV. Announcements**

It was announced that KJ has permanently joined the CIJE staff as Assistant Executive Director.



**CONFIDENTIAL**

**CIJE ASSIGNMENTS**

**Staff Meeting of February 4, 1997**

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	KAB will set up meeting with Rachel Cowan.	KAB	12/23/96	2/15/97
2.	ADH to call Alvin Schiff re: National Board of License.	ADH	2/4/97	2/14/97





KB

**MINUTES: CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** February 10, 1997

**DATE MINUTES ISSUED:** February 21, 1997

**PARTICIPANTS:** Karen Barth, Gail Dorph, Alan Hoffmann, Barry Holtz, Megan Ifill (secy.), Karen Jacobson, Nessa Rapoport

**CC:** Reena Cohen, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Nellie Harris, Elie Holzer, Virginia Levi, Mort Mandel, Dan Pekarsky, Chava Werber

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**I. Staff Learning**

GZD lead the staff learning session on Aaron and Moses as leaders. Aaron led by gaining acceptance of his ideas while Moses handed down the Commandments. Do we need both types of leaders?

**II. Review of Previous Minutes**

The February 4 Assignments were reviewed, corrected and accepted. The minutes will be reviewed at the next staff meeting.

**III. Budget Review**

KAB handed out "Budget Review Suggestions," which was a list of projects divided by staff member and the estimated amount over or under budget. This list was reviewed, discussed and updated.

**IV. Update on CIJE Publications**

NR, BWH and GZD report that they are working to complete three CIJE publications: Policy Brief on Professional Development, Teachers Report and the Leadership Report. These publications should be released later this year.

Assignment: NR to find out cost between printing 2500 copies versus 5000 copies of the Teacher's Report  
Assignment: NR to do backward mapping when document/text of the Teacher's Report would need to be ready.

**V. April 9, 1997 Steering Committee Meeting Update**

There was a discussion as to the location, the catering and who to invite to the April 9th Steering Committee dinner. It was decided that the following people should be invited:

All program staff and their spouses.  
Steering Committee members and their spouses.

Assignment: KAB to call Lee Hendler.  
Assignment: GZD to call Dan Bader  
Assignment: ADH and KJ will compose a letter to send to Board members advising them that the April 10 board meeting has been canceled.

**VI. Lease/Move**

KAB reported that the lease was going to the landlord today.

KJ asked for everyone's telephone wish-list by February 20th.

**VII. The Peabody Journal**

BWH reported that a revision of the Peabody Journal article is almost completed. A portion of this article will be used in the upcoming Policy Brief on Professional Development.

**VIII. Goals Seminar**

There was a discussion on when and where to hold the next Goals seminar. After discussions with Seymour Fox and Annette Hochstein it will be decided whether or not to hold the seminar in Israel. Other issues include:

- 1) Who should attend: Community Day High School group would be good
- 2) Should lay people be included.
- 3) Possibly holding the seminar in December, which gives lead time.
- 4) Should tuition be charged?
- 5) Who are the people that will make the most difference.



**IX. Staff Meeting Date**

The next staff meeting will be held on Tuesday, February 25th,  
8:30am-10:30am.



## CONFIDENTIAL

### CIJE ASSIGNMENTS

Staff Meeting of February 10, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	KAB will set up meeting with Rachel Cowan.	KAB	12/23/96	2/15/97
2.	ADH to call Alvin Schiff re: National Board of License.	ADH	2/4/97	2/14/97
3.	NR to find out cost of printing 2500 copies versus 5000 copies of the Teacher's Report.	NR	2/10/97	3/6/97
4.	NR to do backward mapping when the Teacher's Report document/text needs to be ready.	NR	2/10/97	3/6/97
5.	KAB to invite Lee Hendler to Steering Committee dinner.	KAB	2/10/97	3/6/97
6.	GZD to invite Dan Bader to Steering Committee dinner.	GZD	2/10/97	3/6/97
7.	ADH and KJ to compose letter to the Board	ADH/KJ	2/10/97	3/1/97



Date: 24 Feb 97 09:19:37 EST  
From: Bill Robinson <74104.3335@CompuServe.COM>  
To: Adam Gamoran <gamoran@ssc.wisc.edu>,  
Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>  
Subject: Baltimore

Adam and Ellen,

Some notes on Baltimore:

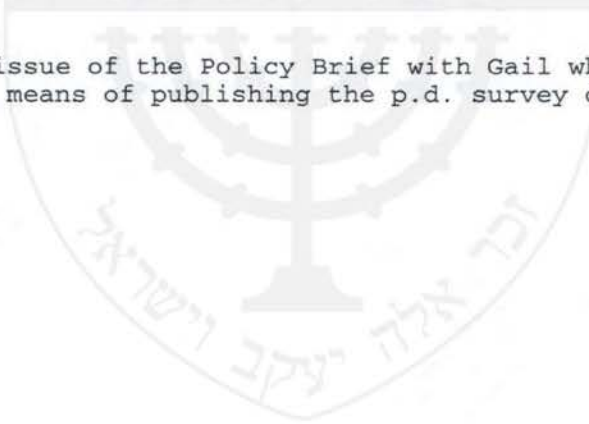
1. Assuming you haven't heard yet, Marci Dickman is leaving her position as the central agency executive director in July. She will direct the middle school at Chizuk Amuno. The odds-on-favorite to replace her is Chaim Botwinik -- thus, returning to his previous position. I'm not certain what will happen to their continuity commission, then. They are also looking to hire a director of professional development and a director of school services.

2. The professional and lay people were, on the whole, very responsive to the data. As Adam may have noticed, the professional were rather restless. The lay people, as usual, get right to the heart of the issues -- What should lay people do to support the creation of program with more of the key qualities? In both groups, the idea of having a report on the data was raised!

3. In conversation with Marci and Gail, Marci agreed that - per the earlier meetings - a report would be good. However, she sees herself as the only one who could work with us on producing it and, then, disseminating it. Since she is leaving her position, there is no one that can move this ahead at the moment. Thus, it seems that none of the three "Lead" communities has the personnel in place that can use a report for mobilizing the community.

Bill

P.S. Thus, I pushed the issue of the Policy Brief with Gail while we were in Baltimore, as a possible means of publishing the p.d. survey data ---> so we have something to show!



**CONFIDENTIAL - FINAL** KB

**MINUTES: CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** March 17, 1997

**DATE MINUTES ISSUED:** March 20, 1997

**PARTICIPANTS:** Karen Barth, Gail Dorph, Alan Hoffmann (via telephone),  
Megan Ifill (secy.), Karen Jacobson, Nessa Rapoport

**CC:** Reena Cohen, Sarah Feinberg, Adam Gamoran, Ellen  
Goldring, Nellie Harris, Barry Holtz, Elie Holzer, Virginia  
Levi, Mort Mandel, Dan Pekarsky, Chava Werber

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**I. Staff Learning**

GZD lead the staff learning session with a lesson used at TEI on Havdalah.

**II. University of Judaism**

KAB reported that she and DNP had a successful conference call with Dan Gordis of University of Judaism (UJ) regarding a possible CIJE consultation to help develop their rabbinic program. The areas in which they are asking for help are: 1) exploring their concept of what a rabbi knows and does (they will send us articles/blurbs on what they have done; 2) reviewing leading ideas on roles of a rabbi as a teacher/educator, pastor, spiritual guide and/or leader and 3) developing a curriculum around studying text in a way that makes people into these four concepts. Dan Gordis is sending a current curriculum to DNP for analysis.

In relation to models of teaching and learning, it was suggested that in addition to CIJE staff, DNP and EG, that we may want to include Sharon Feiman-Nemser and Deborah Ball in the UJ consultation.

**Assignment:**

GZD to call Deborah Ball and Sharon Feiman-Nemser.

Proposed dates for the consultation are May 21st or May 22nd. KAB has two objectives for this consultation: 1) we should learn more about what are the challenges of rabbinic education and 2) University of Judaism should walk away with a feeling that they have learned so much that they



Assignment: want to continue working with us.  
KAB to set up a meeting with Dan Gordis.

### **III. April 6 Get Together at KAB's home**

KAB reported that everyone's preference was for Brunch which would be at 11am.  
Assignment: KAB will confirm 11am brunch time.

### **IV. April 9-10 Steering Committee meeting update**

There was a discussion about some of the elements that should comprise the Steering Committee meeting. It was agreed that institutions in transformation should be highlighted, especially an institution where the influence of an outside person helped transform it. A presentation by one of the following rabbis: Rick Jacobs, Joel Zaiman or Roly Matolon was suggested. Also suggested was a discussion of the new Ramah piece. It was also discussed whether there was a school that could fit the transformation definition: early childhood, congregational or religious school. A review of the "Best Practices" publication was suggested as a resource.

KAB suggested that at some point (not this meeting), we invite Harvard Business School professor Len Schlesinger to make a presentation during a leadership component of the Steering Committee meeting. Professor Schlesinger, the top person in leadership training at Harvard Business School is also involved in pro-bono work in the Jewish community and is a consultant to Boston Hebrew College. We discussed that Reynold Levy should be invited to the meeting. Mr. Levy, who, has a professional background and is now a lay person, is the President of the Board of the Cummings Foundation and also has expertise in the funding area.

Assignment: KAB to call Len Schlesinger to schedule a visit to Harvard.

Assignment: KAB to call Reynold Levy and invite him to make a presentation at the Steering Committee meeting.

It was decided that the meeting time will be: April 9, 9:30-4:30 and April 10, 9:30-2pm (approximately 5 hours meeting for Strategic Planning portion and 3-1/2 hours for other agenda items). We discussed a format for the part of the meeting not directly dealing with the Strategic Plan. The meeting might have the following order:

1) Mentoring (leadership/skills) - Sharon Feiman-Nemser; 2) Vision - Discussion of Ramah piece; 3) Change processes and vision - Rick Jacobs

## CONFIDENTIAL

### CIJE ASSIGNMENTS

Staff Meeting of March 17, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	GZD to invite Lee Hendler to Steering Committee dinner.	GZD	2/25/97	3/24/97
2.	GZD to invite Dan Bader to Steering Committee dinner.	GZD	2/10/97	3/24/97
3.	GZD to discuss Milwaukee Continuity Director position with Rick Meyer.	GZD	2/25/97	4/8/97
4.	GZD will follow-up with Sharon Feinman-Nemser on her availability to make a presentation at the Steering Committee meeting.	GZD	3/12/97	3/24/97
5.	GZD and BWH to review David Cohen and Deborah Ball's paper.	GZD/ BWH	3/12/97	4/8/97
6.	KAB to set up the meeting with Dan Gordis of University of Judaism re: CIJE consultation.	KAB	3/17/97	4/8/97
7.	DNP to analyze University of Judaism curriculum	DNP	3/17/97	3/31/97
8.	KAB will confirm 11am brunch time.	KAB	3/17/97	3/24/97
9.	KAB to call Len Schlesinger to schedule a visit to Harvard.	KAB	3/17/97	3/24/97
10.	All staff to review Wexner proposal and give feedback to KAB.	All Staff	3/17/97	4/8/97
11.	NR to call a few attendees from the last Luncheon Seminar to determine if May 13th is a good date.	NR	3/17/97	3/24/97



CONFIDENTIAL - FINAL **YB**

**MINUTES: CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** April 1, 1997

**DATE MINUTES ISSUED:** April 2, 1997

**PARTICIPANTS:** Karen Barth, Gail Dorph, Alan Hoffmann (via telephone),  
Barry Holtz, Megan Ifill (secy.), Karen Jacobson, Nessa  
Rapoport

**CC:** Sarah Feinberg, Adam Gamoran, Ellen Goldring, Nellie Harris,  
Virginia Levi, Mort Mandel, Dan Pekarsky, Chava Werber

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**I. Review of Previous Minutes**

The March 24 Minutes and Assignments were reviewed, corrected and accepted.

**II. Update on Jewish Funders Network Conference - March 30th**

The opening plenary was a case study on new directions in Jewish Education. NR gave the introduction, "The Case for Jewish Education: 10 Principles for Making a Difference," and KAB led a workshop on "Jewish Education: Think Global, Act Local."

KAB reported that some of the feedback she got from participants was that they would welcome an opportunity to learn more about what others are doing, as well as to exchange information and ideas. She also reported that Evan Mendelson is interested having a separate conference next year focused on Education, with assistance from CIJE and that Bruce Whizin would like to put together a database for participants to use as a resource.

**Assignment:** NR to distribute copies of her speech to all staff.

**III. Update on Ramah Conference - March 28 - 29th**

GZD reported that she attended the Ramah 50th Anniversary conference of 250 lay and professional leaders in the Chicago area. The Ramah piece that was just published was distributed and very well received.

#### IV. April 9-10 Steering Committee meeting update

The revised agenda for the Steering Committee meeting is as follows:

##### Day 1 - April 9th

9:30 - 10:45	Welcome, Minutes, Etc.
10:45 - 11:00	Break
11:00 - 11:30	Ramah
11:30 - 12:15	Rick Jacobs
12:15 - 1:00	Lunch
1:00 - 2:30	Presentation of Strategic Plan
2:30 - 3:15	Discussion Groups
3:15 - 3:30	Break
3:30 - 4:15	Key Issues/Discussion

##### Day 2 - April 10th

9:30 - 9:45	Introduction to Change Laboratory Discussion
9:45 - 10:15	Discussion Groups - Pros and Cons of each option
10:15 - 10:45	Large Group Discussion
10:45 - 11:00	Break
11:00 - 11:30	Synthesis, Wrap Up, Next Steps
11:30 - 12:00	Updates - UJ - Wexner - HUC - Professors - Evaluation Institute - Lee Hendler
12:00 - 1:00	Lunch
1:00 - 2:30	Mentoring



CONFIDENTIAL - FINAL KB

**MINUTES: CIJE STAFF TELECONFERENCE**

**DATE OF MEETING:** April 8, 1997  
**DATE MINUTES ISSUED:** May 1, 1997

**PARTICIPANTS:** Karen Barth, Gail Dorph, Alan Hoffmann, Barry Holtz, Nessa Rapoport

**CC:** Reena Cohen, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Nellie Harris, Elie Holzer, Megan Ifill, Karen Jacobson, Virginia Levi, Mort Mandel, Dan Pekarsky, Chava Werber

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**I. Review of Previous Minutes**

The April 1 Minutes and Assignments were reviewed, corrected and accepted.

**II. April 9-10 Steering Committee meeting update**

The Steering Committee plan was reviewed.

**Assignment:** GZD will speak with DNP about weaving together the pieces of the institutional change discussion.

**Assignment:** GZD will speak to Lee Hendler about making a brief presentation as part of the updates section of the agenda on her idea for getting lay leaders who have been involved in general education, involved in Jewish education.

**III. Milwaukee Staffing**

GZD spoke with Rick Meyer in Milwaukee. We should try to come up with some names for them but have none as of right now. The staff will continue to think about this.

#### IV. TEI Update

GZD handed out an update on where we stand with attendance at TEI in Israel. Right now 29 people out of 65 have said "yes," more will probably join. We will discuss the TEI agenda at next week's meeting. Gail handed out a list of questions about professional development that could be the organizing framework for a final report for communities. We will discuss this next week and also will discuss the whole issue of TEI evaluation.

#### V. Professors

We have a good turnout of our key people and will go ahead with it. Possible teachers are Art Green and Eliezer Diamond.

Assignment: BWH will send out an e-mail letting people know we are going ahead.

#### VI. Kashrut Policy

1. No hot food without a *hekhsher* will be allowed in our kitchen. Cold food with kosher ingredients (without a *hekhsher*) can be brought into the kitchen.
2. What is eaten by individuals at their own desks will be a matter of individual choice.
3. All food at group meetings involving outsiders must come from a restaurant or caterer under Rabbinic supervision.
4. Food for staff meetings must not have non-kosher ingredients. It does not have to be purchased from a restaurant or caterer under Rabbinic supervision, unless there are staff members or guests present who require food that was prepared in a kosher establishment.



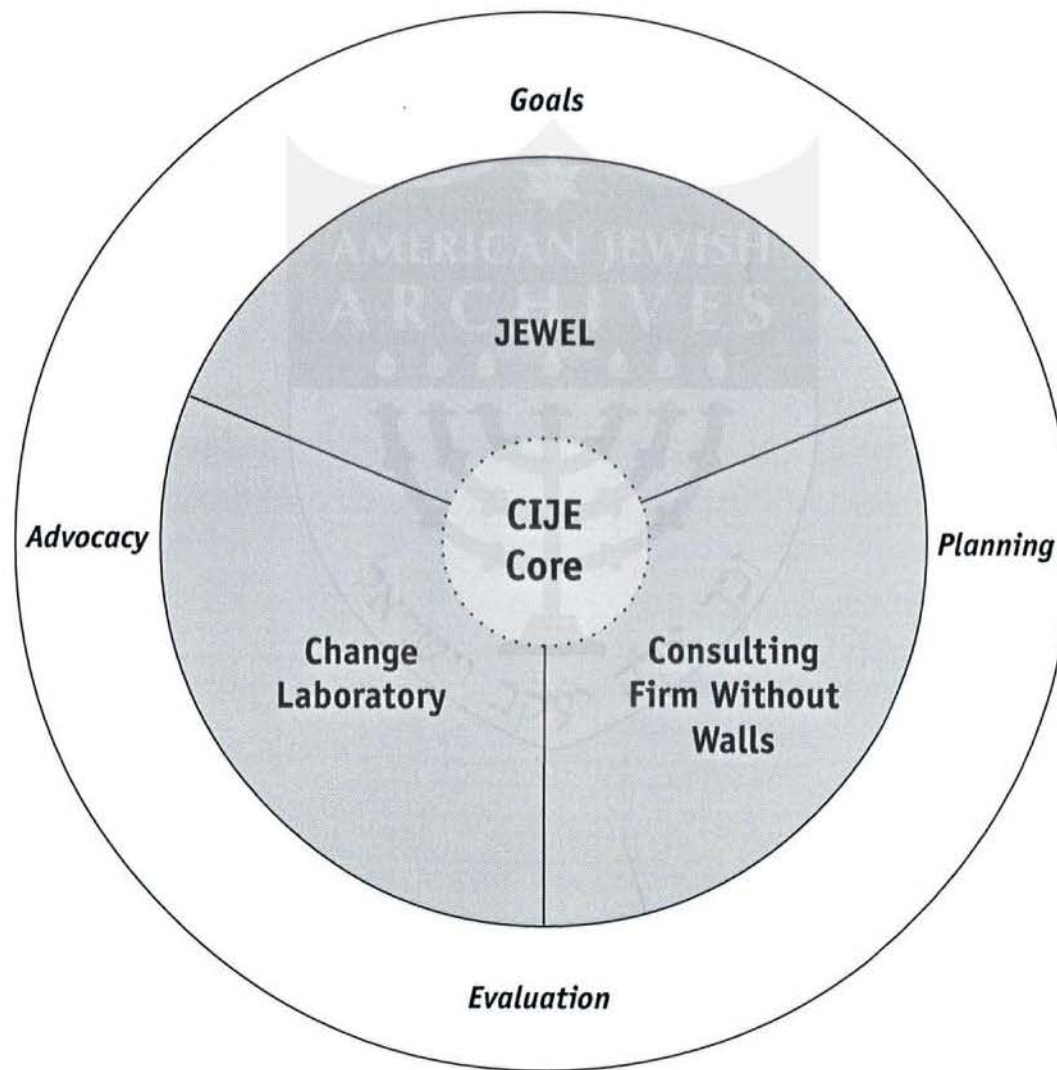
## CONFIDENTIAL

### CIJE ASSIGNMENTS

Staff Meeting of April 8, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	DNP to analyze University of Judaism curriculum.	DNP	3/17/97	5/19/97
2.	MI will arrange a date for University of Judaism meeting.	MI	3/25/97	4/18/97
3.	KAB to call DNP re: evaluation of University of Judaism curriculum.	KAB	4/1/97	5/19/97
4.	KAB to set up a conference call with GZD, EG and AG to discuss Professional Development in Community Mapping.	KAB	4/1/97	4/15/97
5.	GZD will speak with DNP about weaving together the pieces of the institutional change discussion.	GZD	4/8/97	4/9/97
6.	GZD will speak to Lee Hendler about making a brief presentation as part of the updates section of the agenda on her idea for getting lay leaders who have been involved in general education, involved in Jewish education.	GZD	4/8/97	4/9/97
7.	BWH will send out an e-mail letting people know we are going ahead with the another Professors seminar.	BWH	4/8/97	4/14/97

# CIJE 10-YEAR STRATEGIC PLAN





## **JEWISH EDUCATIONAL LEADERSHIP CENTER (JEWEL): THE NEED**

- It is our strong view that visionary lay and professional leadership is the most important ingredient in bringing about the systemic change needed in Jewish Education
- There is an urgent shortage of lay and professional leadership personnel in the field of Jewish Education and the field has a history of difficulty in attracting “the best and brightest”
- Among those people who are currently in the field in junior and senior leadership positions, many received no formal leadership training and few have had the opportunity to reflect on a personal vision that could drive change in the institution where they are involved
- There is currently no system of on-going development through which professionals can gain needed vision and skills
- There is no systematic approach to developing lay leaders as champions and consumers of Jewish educational excellence or for current Jewish educational lay leaders to transmit their knowledge to their successors
- There is also no integrated leadership development system for Jewish education that addresses personnel planning, recruiting, placement and development.

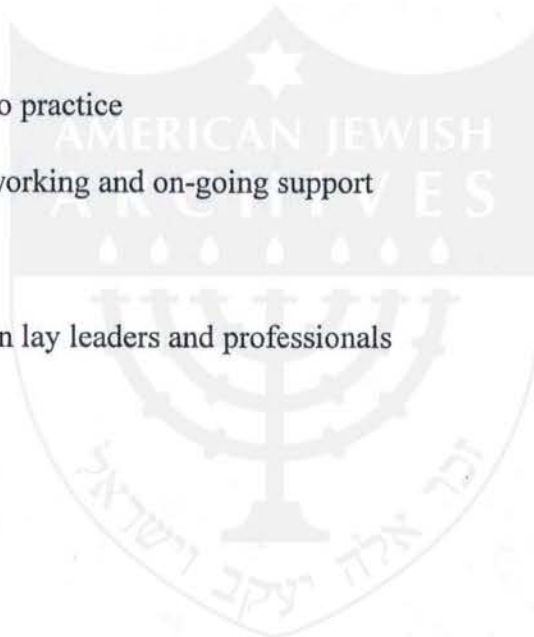
## JEWEL: THE CONCEPT

- An organization with five closely linked functions:
  - Supporting planning for senior personnel (professional and lay) at the national and communal level by working with communities and national organizations on long-term personnel planning, evaluation of personnel and development of career paths, and by maintaining a national database to facilitate the movement of personnel between communities.
  - Developing a program for recruiting the best and brightest as professional and lay leaders into the field of Jewish Education -- both from the pool of especially talented young people just starting careers and from among mid-career professionals in Jewish life and other fields.
  - Providing in-service training or programs for professional and lay leaders allowing them to combine work in the area of Jewish Education with medium or long-term study, with the goal of enhancing their leadership capabilities and the ability to act as change agents.
  - Assisting in the placement of individuals in jobs that will help them develop into high-quality, senior-level leadership for Jewish Education.
- Target Groups
  - Professionals -- Senior Leadership, Principals, Rabbis, Federation and Bureau Executives, JCCA Executives, Camp Directors, Teacher Educators, Early Childhood Directors
  - Lay leaders -- Federation, institutions, foundations
  - High potential lay and professionals not currently involved in Jewish life



- Basic Guiding Principles

- Training rooted in Jewish content
- Ongoing programs -- not one shot seminars
- Drawing on resources from both inside and outside the Jewish world
- Centrality of goals and vision
- Analytic, reflective approach to practice
- Importance of mentoring, networking and on-going support
- Commitment to Evaluation
- Partnership in learning between lay leaders and professionals



## JEWEL: QUESTIONS AND ANSWERS

There have been a lot of attempts at leadership training already in the Jewish world with mixed results. Why is this different?

JEWEL would not just be a training program. It would be a human resource development system for the field of Jewish education. Also, the training component would be much longer-term than most of the programs and would draw more heavily on state-of-the-art thinking in General Education, Business, and other fields. Finally JEWEL would involve opportunities for lay and professional leaders to work together

There are so many unanswered questions in the development of an institution like this -- e.g. educational goals and philosophy, physical facilities, faculty, etc. How will these get resolved?

We envision a planning process that would begin with a year of research into existing models of leadership development and into community needs. This would be followed by 1-2 years of in-depth planning. In the meantime, we would be intensively involved in creating and evaluating pilot programs which would inform the planning process. Also we would draw heavily upon the thinking that already has been done by the Mandel Institute and what we have learned from our work, especially TEI and the Professor's group.

How will we find someone to run JEWEL?

We imagine undertaking a major search and recognize that we will need to think creatively about the type of person we would recruit. It may be necessary to put together a team of two people -- one a Jewish educator and the other from the field of leadership development.



## CONSULTING FIRM WITHOUT WALLS (CFWW): THE NEED

- Change is a difficult and painful process. While visionary leadership is key to the process of change, experience in the business world and elsewhere suggests that even great leaders often need the help and advice of skilled people who can help plan and facilitate change. The objectivity of the outsider coupled with the wealth of ideas that such a person gathers from seeing many different situations is of enormous help to a leader who is working in one institutional setting. The interplay of the objective broad knowledge of an outsider with the deep institutional understanding of an insider can create results that neither could have achieved alone. In addition, the process of working with a consultant can be an important contributor to the development of a leader's vision and skills, and when coupled with formal training, is often far more effective than the training alone.
- The demand for consulting help in the Jewish world is enormous, especially so in the field of Jewish Education. The phone rings constantly at CIJE and elsewhere with institutional leaders looking for the help from the small handful of people who possess the content and process knowledge to do quality consulting work. Many more institutions want help but do not even know where to call.
- For the few people working in this field, there are no training programs, conferences, tools, colleagues, resource libraries, etc. upon which to draw. Each practitioner must "reinvent the wheel."
- Most of the people who are doing consulting know much about the content area in which they are consulting but very little about the basics of good consulting.

## CONSULTING FIRM WITHOUT WALLS: THE CONCEPT

- CIJE would set up a network of consultants qualified to work with Jewish educational institutions.
- Membership in this “firm” would be by invitation only. Members would include leading academics and partners in Jewish Education, Judaica and General Education (our professors group could form the nucleus of this) and consultants from the business world, other fields or business school professors.
- The Firm would provide the following services:
  - Matching service between consultants and projects -- typically a team of people with both content and process knowledge would be assembled
  - Assembling advisory boards for the projects, sometimes including some CIJE staff
  - Content ideas and process tools (e.g. case studies of institutional change)
  - Courses in the basics of good consulting
  - An annual conference of practitioners to exchange ideas and lessons learned
  - Convening of small groups with specific interests/backgrounds (e.g. evaluators working in local communities)
  - A network of practitioners who can call each other for advice (maybe a website)
  - Peer review process to provide feedback to consultants
- Internal CIJE staff would manage these services, be available for troubleshooting on problem projects and work on a few high profile projects that are core to our own work and learning
- Consultants would be paid primarily by the clients, although CIJE might decide to support a few projects of great importance or potential impact. CFWW internal resources would be paid for by CIJE. Occasionally consultants would be hired by CIJE to write up their work or create tools.
- It is worth noting that just as McKinsey has become a de facto post-graduate training ground for the business leaders, this organization could also be a place that develops senior leadership for Jewish Education.



## CONSULTING FIRM WITHOUT WALLS: QUESTIONS AND ANSWERS

### How will the quality of consultants be controlled?

Control of quality will never be perfect (nor is it perfect in for-profit consulting firms). However, by growing the group slowly, by carefully screening potential members and by ongoing peer review we can minimize quality problems.

### How will the limited resources of the CFWW be allocated to projects?

Emphasis will be given to projects that relate to CIJE's goals and other areas of work. Of course, the members of this group would be free to choose projects on their own as well.

### Why would top quality consultants want to join this network?

Most people working this field have no resources to draw upon; no tools and no colleagues to turn to for advice and help. Even the best and brightest need a community of colleagues with whom they can discuss their successes and failures and with whom they can share methodologies.

### Will the clients be willing to pay for consulting services?

There is a growing recognition among Jewish organizations that paying for consulting services is a worthwhile expenditure. There is also growing support among lay leaders and funders for this type of approach to solving problems. This is evidenced by the frequent phone calls that we and others receive asking to pay us for consulting work that we don't have the time to do.

## CHANGE LABORATORY: THE NEED

- There is a scarcity of excellent Jewish educational institutions (schools, camps, synagogues, JCCs, etc.) to use as models for those who wish to improve their effectiveness (i.e. “best practices” are the best available but often fall short of where we need to be)
- While there are many great ideas on the table at CIJE and elsewhere about what these institutions should look like educationally, there is still much work to be done in defining a vision (or multiple visions) for effective Jewish education and in developing processes to move organizations toward this goal
- This work needs to be done “in the field.” It is critical to focus on institutional transformation (not programs) and on multiple types of institutions in one location (instead of scattering resources around) and on improvement of the “systems” of infrastructure support for these institutions (e.g. professional development)
- There is currently no change laboratory, no place where we can test ideas for systemic change, learn from the test and revise the ideas. There is a need to learn from mistakes on a small scale rather than “rolling out” a defective “product” nationally



## CHANGE LABORATORY: THE CONCEPT

- A laboratory for developing models of excellence in Jewish Education and models for the change process itself would be created with a focus on institutional transformation
- A partnership of leading funders and organizations who are interested would be formed to guide and provide resources for this project
- A cluster of change-ready educational institutions in one locale would form the core of the project
  - Supplementary School
  - Day Schools
  - Synagogues
  - Camps
  - JCCs
  - Early Childhood
  - Adult Education
  - Israel Programs
- These institutions would be guided through a process of creating a vision, reexamining their culture and developing and implementing a change strategy
- Systemic, infrastructure-oriented programs (e.g. professional development of Rabbis and teachers, mobilizing lay leadership, etc.) would be tested in this context
- Full-time evaluators would be employed to carefully document ongoing impact and challenges and to track “leading indicators” of success

## CHANGE LABORATORY: QUESTIONS AND ANSWERS

Isn't this the same as the Lead Community project? This is a fundamentally different idea. The focus is on building model institutions, not on planning at Federation. The local Federation would be a partner in the project not the focus of the project. Also, the project would have a long lead time for planning the details of the change process and a high level of dedicated consulting resource on-site.

Won't the human and financial resource requirements of a project like this be prohibitive? We believe this project can be done and done well with two full-time consultants and 1-2 evaluators focused on the project, provided that partnerships are set up with other Foundations and institutions interested in helping to transform institutions. Our hope would be to involve foundations and institutions like Bronfman, Cummings, Wexner, Brandeis, HUC, JTS in the work and funding of this project from the outset as partners in areas that are in synch with their mission and current work.

Why do the project in one location? Why not work with the most change-ready institutions all over the country? Doing the project in one location would create the type of powerful synergies described in "the tipping point" article. It will also make it easier to study the process and outcomes of change.

Won't the politics of picking one city be difficult? How will funders be persuaded to fund a project in someone else's city? It is a difficulty but we believe it can be overcome in four ways: 1) the excitement of the project itself will be contagious and funders and organizations won't want to be left out; 2) the investment will not be that large for any one organization or funder; 3) organizations and funders will appreciate an opportunity to test their ideas in an environment where rigorous evaluation and research can be done; 4) part of the concept is to mobilize the local community in support of this project so a major portion of the funding will come from local private sources.

How will you be able to evaluate the outcomes of this project when there are so many external variables? All projects, whether in business, community work, public health or education are subject to external factors and still are held accountable for meeting their goals. Understanding and acknowledging externalities is important but it cannot become an excuse for failure. We must find a solution to the revitalization of Jewish life that is robust enough to succeed in spite of external ups and downs.



## CIJE CORE: THE NEED

- The field of Jewish education has few measurement tools, few solid pieces of research and most importantly, virtually no opportunities for high level thinkers to come together to wrestle with the most important problems. As a result, leaders of Jewish educational institutions usually have to start from scratch in thinking through their vision and strategy
- This problem is compounded by the fact that there are few, if any, effective vehicles for disseminating lessons learned from the work of change and examples of successful projects. It is almost shocking how little is known by change leaders about the work of other change leaders.
- The three other areas of CIJE's proposed plan -- leadership development, creation of consulting capacity and development of change models -- if they are going to be implemented with the level of excellence that CIJE has become known for, will require a strong foundation of high-level thinking and research, real work on development of big ideas to inform the work and careful documentation of what is being learned. Unless this is explicitly planned for, it is unlikely that the proper level of resource will be available.

## CIJE CORE: THE CONCEPT

- The core of CIJE would have four areas of focus:
  - Supporting or conducting research and consultations on key issues in Jewish Education
  - Producing a journal and policy briefs
  - Creating materials and providing faculty for training programs
  - Running conferences on important topics
- An Advisory Committee of lay and professional leaders would help set an annual agenda of 2-4 issues to be tackled. This list would feed into and/or respond to the current work of CIJE. The end product of a center project could be a publication, program, a curriculum, a set of tools or even a spin-off institution. Topics that might be addressed in the near term are:
  - Leading Indicators
  - Change processes in Jewish Institutions/Communities
  - The future of the Supplemental School
  - Norms and Standards as a tool for building the profession
  - The economics of Jewish Education
  - Rethinking the roles and boundaries of Jewish educational institutions
  - Defining pluralism and its implication for educational institutions
  - Making early childhood programs more Jewish
  - Rethinking Rabbinic education
  - Making community day high schools work
  - Developing new types of institutional settings for Jewish Education
- This would be the place where we would integrate, synthesize and distribute what we are learning in the field



## CIJE CORE: QUESTIONS AND ANSWERS

How will you ensure that this work will be a tool for change in the real world and not just become a nice bunch of documents on the shelf?

The process of choosing projects will involve people working in the field on real-world problems (from CIJE and elsewhere), so the choice of projects will be driven by a real-world agenda. Also, the work itself will involve practitioners in the thinking process and the development of ideas and solutions, and of course, the use of the tools that are developed.

How will decisions be made about what problems to work on?

There will be a competitive process of proposals and review by the Advisory Board, with advice from CIJE's staff and its network of faculty and consultants.

Why do we need a separate entity to do this work?

Those who are involved in actual work of consulting and leadership development are unlikely to be able to make the time for the type of in-depth research and reflection that is needed to address the most difficult problems in the field of Jewish Education.

## CONFIDENTIAL

**MINUTES:** CIJE STEERING COMMITTEE  
**DATE OF MEETING:** April 9, 1997  
**DATE MINUTES ISSUED:** May 6, 1997  
**PARTICIPANTS:** Morton L. Mandel (chair), Daniel Bader, Karen Barth, John Colman, Gail Dorph, Adam Gamoran, Ellen Goldring, Lee Hendler, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Stanley Horowitz, Karen Jacobson (sec'y), Daniel Pekarsky, Nessa Rapoport  
**COPY TO:** Seymour Fox, Nellie Harris, Annette Hochstein, Morris Offit, Lester Pollack, Charles Ratner, Esther Leah Ritz, Henry Zucker

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### I. Master Schedule Control

Mort Mandel welcomed the members to this special two day Steering Committee meeting. Dedicating two days to the agenda of the Steering Committee for the first time, reflects the culmination of the strategic planning process that CIJE has undertaken over the past six months. Tonight is also a first: a social dinner for the Steering Committee members, staff, and their partners. He mentioned that a discussion of the December 3rd and 4th Board of Directors Meeting dates will take place on the second day of this Steering Committee meeting as indicated on the agenda.

### II. Minutes and Assignments

The Minutes and Assignments of the February 16, 1997 meeting were reviewed, corrected and accepted.

### III. Announcements

In the course of reviewing the minutes, Mort Mandel introduced Avraham Infeld, Executive Director of Melitz and a consultant to the Mandel Institute, and asked him to speak about the World Leadership Conference (WLC).

Avraham Infeld explained that since the original WLC in the 1980s, a new generation of lay leaders has emerged. It is an excellent time to coordinate another conference to help mobilize this new lay leadership to make a meaningful difference in Jewish education. The current



Minister of Education in Israel is a strong supporter of this project, and has spoken with both Mort Mandel and Avraham Infeld and has expressed a desire to see this project take shape in concert with Israel's 50th anniversary celebration.

The goals of the conference include: 1) acting as a catalyst to mobilize large numbers of lay leaders across the world, within their own regions 2) developing relationships with Israeli resources 3) creating a standing committee. Current thinking is that a three stage process will lead up to the development of the WLC. The first stage will be a Renaissance weekend held in Israel with the goal of attracting current lay leadership. In the second phase the returning lay leaders will build enthusiasm within their communities for the development of regional meetings in 1998-99. The third phase will be a major conference in Israel in 1999-2000.

The planning of this WLC is a great opportunity for CIJE to structure its approach to the biennial, and work seriously to mobilize the community and leadership. CIJE could work with a consortium of other organizations to plan the first biennial in 1998 or 1999.

#### **IV. Institutional Change -Two Models**

Daniel Pekarsky introduced two different approaches to the change process, one exemplified by Camp Ramah and the other by Westchester Reform Temple. One approach to change is to create an institution from scratch, using a strong vision as the guiding principal. The second approach is to take a 'change ready' institution and work it through the change process.

In reviewing how high-quality institutions are developed, it was pointed out that there is no one right way. However, there are consistent elements within effective change processes. Looking at examples of institutions which have undergone a successful change process helps us to understand the potential for institutional transformation.

##### **A. Westchester Reform Temple**

Gail Dorph described the Experiment in Congregational Education (ECE) funded by the Nathan Cummings Foundation and the Mandel Associated Foundations. ECE is a project of the Rhea Hirsch School of Education of HUC-JIR in Los Angeles in cooperation with the UAHC Commission on Jewish Education. It began in 1993 and initially involved seven Reform congregations. ECE's goal is to widen the definition of education in the congregational setting by assisting congregations in the process of becoming learning communities. Gail highlighted the importance of a strong lay/professional partnership for this type of change process to be effective.

Peter Wang, an active member of the Westchester Reform Temple, and a member of its executive committee for over six years, addressed the Steering Committee from



the prospective of the congregation's lay leadership. He then introduced Rabbi Rick Jacobs who spoke about the change from the vantage point of a Jewish professional.

They described the initial resistance the congregational community expressed to incorporating education as a priority in its operations. Both spoke passionately about how the congregation was enhanced by the ECE program. The Temple now includes education into every aspect of its operations. They have created several initiatives guided by their vision statement. They developed an Education Council, a Shabbat initiative, a curricularized adult education program, and a high school initiative akin to secular Advanced Placement classes which serves to enrich post bar/bat mitzvah education. All temple meetings start with learning sessions which apply the study of Jewish texts to the contemporary concerns of the individual members and working committees. In addition, the Hebrew school has incorporated a family learning program as an alternate to its traditional supplementary program for K-3rd graders, to make learning a family activity. Finally, the congregation is building a new building that incorporates a commitment to education in its architectural design.

The Temple has rethought its commitment to education, and has challenged the status quo of expecting excellence in secular education, but settling for 'good enough' education when it comes to Jewish education. Rabbi Jacobs added that the two major elements that made for effective change were the support and guidance of the ECE program, and that the congregation was a strong and healthy one, well positioned for change.

## **B. Ramah**

Daniel Pekarsky turned the session over to Nessa Rapoport who discussed *Vision at the Heart: Lessons from Camp Ramah on the Power of Ideas in Shaping Educational Institutions* co-published by the Mandel Institute and CIJE this past March. She delineated the process involved in moving the piece from concept to published work. She said that Seymour Fox's vision for Camp Ramah as well as his great ideas were best conveyed in a dialogue approach, which made the Ramah piece very accessible. William Novak's contribution to designing the piece in this format was invaluable.

Daniel Pekarsky discussed the substance of the piece. He explained that Ramah was a vision-driven institution. Nothing was an accident, rather, the camp was planned down to the smallest concept. This combination of quality of vision, powerful ideas, people of quality, critical analysis of ideas, and continuing discussion made Ramah a unique institution.

Dan summed up by pointing out that Camp Ramah and the Westchester Reform Temple exemplify how the three elements: vision, great ideas and great leaders can affect positive change in institutions.



## **V. Discussion of the Strategic Plan**

After a break for lunch, the meeting reconvened with Karen Barth reviewing the strategic plan. She reviewed the four phase Project Plan which moves from Vision through to Change Process in phase two, CIJE Mission and Vision in phase three, and finally CIJE Strategy in phase four. We are currently completing phase three--CIJE Mission and Vision, the process of defining CIJE's role in making change happen within the North American Jewish Community--and starting phase four--the actual strategic plan.

Karen Barth then presented the CIJE 10-Year Strategic Plan (Appendix A). The diagram's outer circle indicates the guiding principals which inform all CIJE initiatives, they are: Advocacy, Goals, Planning and Evaluation. The four inner segments represent the aspects or divisions on which CIJE will focus:

### **A. JEWEL**

A human resource development system which would function to link recruitment, training and ultimately placement. This program is envisioned to be a strong partner to CAPE, but with very different strengths and priorities. JEWEL will be a long term program in North America, that would focus on people at the start of their careers, mid-career professionals and bringing in people from other fields. JEWEL could develop a system for guiding junior people into management training fast-tracks. It will help recruit entry level personnel, and develop and place experienced professionals.

### **B. Consulting Firm Without Walls (CFWW)**

This second segment would be comprised of a carefully selected network of consultants qualified to work on transformation of Jewish educational institutions. This network would be managed by CIJE staff. The consultants would be available to help institutional leadership from the outside, and provide a different perspective for the leadership.

### **C. Change Laboratory**

The third aspect is the Change Laboratory, a lab for developing models of excellence in Jewish education and of change processes. The Laboratory would create a partnership of leading funders and organizations with institutions as its main focus. Infrastructure and systems issues would also be addressed. Full time evaluators would be employed to carefully document impact, challenges, and leading indicators of success. There are four options outlined for the structure of the change lab, which will be reviewed in detail on the second day of the Steering committee meeting.

### **D. CIJE CORE**

The fourth and central aspect of the strategic plan is the CIJE CORE. In addition to

administration, the core of CIJE would have five areas of focus: 1) supporting or conducting research on key issues in Jewish Education, 2) producing a journal and policy briefs, 3) creating materials and providing faculty for training programs, 4) running conferences, and 5) communicating CIJE initiatives internally and externally. A yearly agenda of 2-4 issues would be set by an advisory board of lay and professional leaders, including members of the CIJE Steering Committee.

## **VII. Discussion of Key Issues**

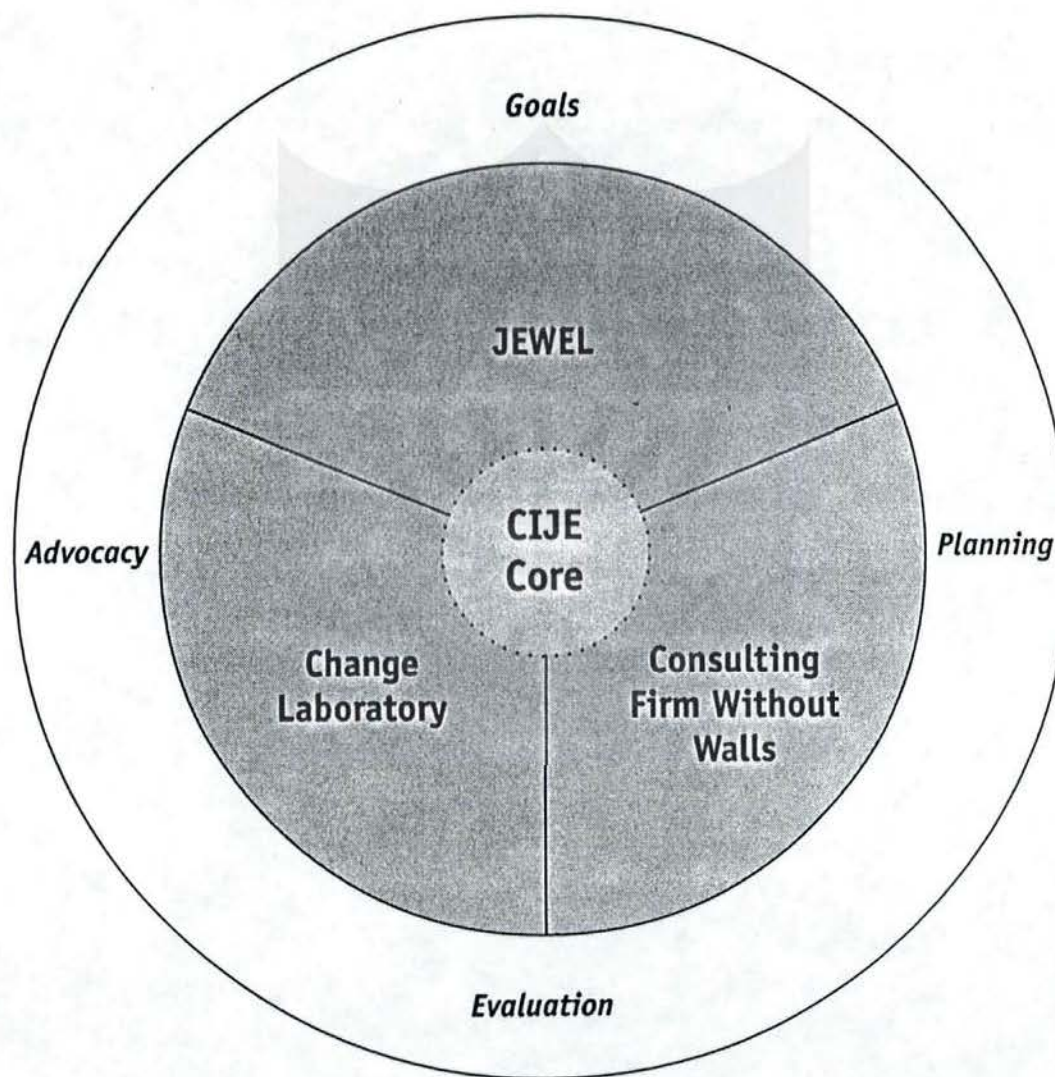
Karen then reviewed the strategic Integration/Synergies chart. The diagram details the flow of information and human resources among and between the four aspects of CIJE (Appendix B). After reviewing the preliminary personnel requirements, the illustrative initial goals and objectives, and three year time line, the Steering Committee broke up into three groups to discuss the plan, and develop a list of questions to be considered:

- 1) Connection of vision to strategy?
- 2) Is the structure (multiple vs. single unit) clear enough for planning and budgeting?
- 3) How to attract professional and lay leaders?
- 4) Should we proceed with all four at once? What do we have to decide? By when?
- 5) Linkages -- How could they help?
- 6) Will the plan have an adequate quantity of resources? -- human, financial, etc.
- 7) How will we ensure the quality of the content?

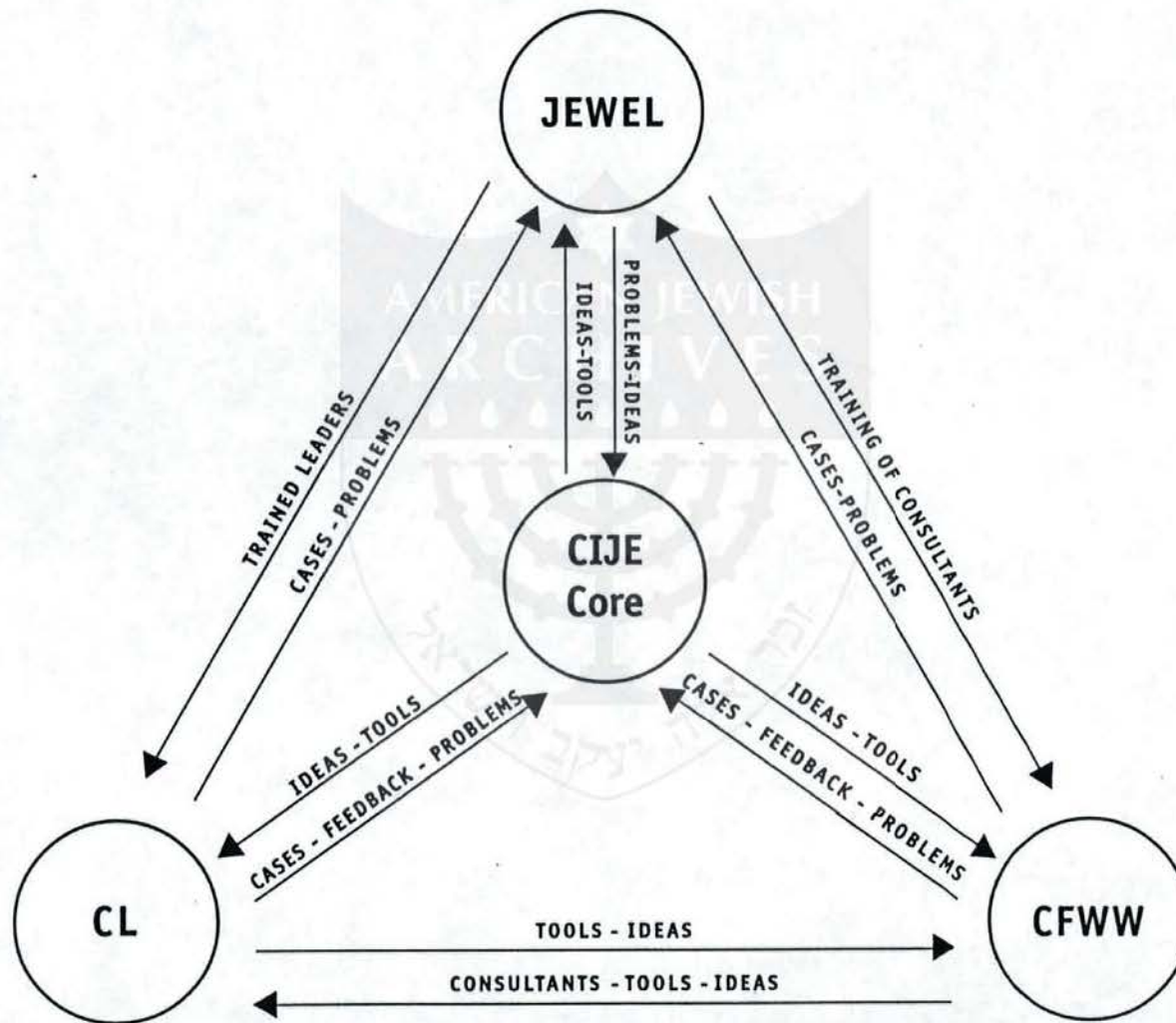
After the discussion, the meeting was adjourned for the day. The committee members visited the new CIJE offices on the 18th floor, and Mort Mandel hung a mezzuzah on the door post of the new office.



## CIJE 10-YEAR STRATEGIC PLAN



## STRATEGIC INTEGRATION/SYNERGIES





## CONFIDENTIAL

<b>MINUTES:</b>	CIJE STEERING COMMITTEE
<b>DATE OF MEETING:</b>	April 10, 1997
<b>DATE MINUTES ISSUED:</b>	May 6, 1997
<b>PARTICIPANTS:</b>	Morton L. Mandel (chair), Daniel Bader, Karen Barth, John Colman, Gail Dorph, Ellen Goldring, Lee Hendler, Stephen Hoffman, Alan Hoffmann, Stanley Horowitz, Karen Jacobson (sec'y), Nessa Rapoport
<b>COPY TO:</b>	Seymour Fox, Adam Gamoran, Nellie Harris, Annette Hochstein, Barry Holtz, Morris Offit, Daniel Pekarsky, Lester Pollack, Charles Ratner, Esther Leah Ritz, Henry Zucker

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The meeting reconvened at 9:30 am. Mort Mandel welcomed members back to the second day of the meeting, and noted that some members could not be present for this second day due to schedule constraints.

### **I. Continuation of Strategic Plan Discussion**

Karen Barth described the four options for the design of the Change Laboratory.

OPTION A is a cluster of institutions in one geographic location together with the infrastructure that supports them. This option allows for the development of shared values between organizations. The Cleveland Federation and aligned agencies are an example of the type of institutional cluster in this option.

OPTION B is a network of like institutions. For example, creating a network of schools, early childhood programs or synagogues. An example illustrative of this concept is the Reggio Emilio program in Italy. Their early childhood program is a model program and teaching institute. The community's other educational programs are traditional.

OPTION C is one great institution of each type, an idea comparable to John Dewey's example of 'One Great Institution' (day school, synagogue, supplementary school, camp, JCC). Camp Ramah fits into this category as a model of its kind.

OPTION D is working with only change ready institutions regardless of type and location, such as the example of the Westchester Reform Temple. This model is very similar to CIJE's current approach, working with a camp in one area, a school in another, and a synagogue in a third. In a change ready institution, you can leverage your work more effectively.



Karen noted that all the options represent viable ones. The ease factor is in reverse case order of the listed options. When working with change ready institutions, the politics are the easiest, but the disadvantages are that the community does not reach a tipping point and therefore the ultimate impact in the region will be low. The group discussed the pros and cons of each option. Karen added that at the next Steering Committee meeting the issue of personnel will be addressed.

## **II. Updates**

Alan Hoffmann briefly updated the group on the current activities of CIJE.

### **A. Consultations**

#### **1. University of Judaism**

They are interested in reviewing their Rabbinic training program. We will be working with them to define their vision and its effect on their current curriculum.

#### **2. Wexner - Professional development foundation.**

A meeting of six institutions Wexner, Hillel, JESNA, JCCA, CIJE, CJF is scheduled for the spring of '97 in Boston to discuss a recruiting conference and the development of follow-up, spin off programs which might include internships and mentor relationships. The conference will target the undergraduate population of the leading universities in the Northeast. Each organization will contribute money and staff towards this joint program.

#### **3. HUC**

CIJE has been working with HUC on rethinking the role of their Israel campus, the training of rabbis for Israel, and their one year program for American students. This will involve re-envisioning HUC's role in the development of Progressive Judaism in Israel. Karen Barth will meet with them during her trip to Israel in May.

#### **4. Brandeis**

These meetings have focused on developing a vehicle to attract talented young people to the field of Jewish education through working with adolescents and youth to inspire students early on in their career decisions.

### **B. Goals Seminar**

One of several significant outgrowths of last summer's Goal Seminar in Jerusalem is an upcoming set of consultations with the University of Judaism concerning their new rabbinic training program.



### **C. Evaluation Institute**

We have received a 3 year grant from the Jacob and Helen Blaustein foundation toward the funding of MEF work. The Institute's goal is to train local professionals with the skills to evaluate programs. Barbara Neufeld has been contracted to plan and design the Evaluation Institute.

### **D. TEI**

Cohort I will have its 6th and final meeting in May. Marvin Hoffman, the new director of the Professional Development School at the University of Chicago will join the seminar faculty for this meeting. Communications between the cohorts towards the creation of a professional association of teacher educators is underway.

Planning is going forward for this summer's TEI co-sponsored by CAPE in Israel. The focus of this TEI is on Jewish content in Jewish education. We are expecting approximately 30 participants, as well as a new faculty member from the Professors group, Anna Reichert of Mills College.

### **E. Professors**

There will be a four day retreat in June, at the Chauncey Conference Center in Princeton, New Jersey. Five new professors will be joining the group.

## **III. Discussion of Board Structure**

Mort Mandel opened the discussion on the design for a new governance structure for CIJE. He noted that there are many people who are interested in being active on CIJE's board, but do not have the flexibility in their schedules to accept this large time commitment. He suggested the following restructuring: enlarge the current Steering Committee from 8 lay people to 12-15 lay people slowly and carefully over the next year or two, creating a total working team of approx. 23-25 people. This structure will become the CIJE Board of Directors, and will meet six times a year.

To allow people who are committed to the concept of CIJE, but can not schedule to attend this many meetings, a Chairman's Council would be created. The council would be comprised of a select group of 20-25 senior lay people involved in Jewish education and continuity, who are able to make a great contribution to the work of CIJE. The Chairman's Council will meet once or twice a year.

The third item is a biennial. The content of the conference would focus on education. The environment would offer attendees opportunity to learn in sessions, as well as the ability to network with other lay leaders. Mort Mandel pointed out that the informal

meetings that take place in corridors are invaluable. This program would be designed to reach approximately 200 participants from around the country. The biennial is an important program that would fill a void that the GA has left in their programming, and create a dynamic tool for the recruitment, retention and continuing education of professionals in the field of Jewish education.

#### **IV. Presentation and discussion of mentoring ideas from TEI**

Gail Dorph introduced Sharon Feinman-Nemser, a Professor at Michigan State University who has been an active researcher in the field of mentoring and teacher education for the past 10 years. She has been a strong contributor to both the TEI and Professors programs.

Sharon Feiman-Nemser discussed the relevance of mentoring as a tool in teacher/educator training. In the first part of her presentation, she described the role of a mentor, the history of mentoring and how mentors are developed in professional settings. She reviewed current thinking in the field which is instrumental to formulating an understanding of the kinds of mentoring practices and structures which help teachers develop and improve their teaching skills. She also defined the type of mentoring practices and structures that foster a culture of inquiry and collaboration in schools.

The second part of her presentation was the viewing of a video tape that had been presented at the March TEI. The video tape was created as part of a cross-cultural study of mentoring. The study looked at 23 mentor pairs and focused on those who are reformers in their communities. The video shows two examples of mentor pairs teaching a math lesson. The first is one of the 23 pairs in the study, the second is a mentor and a novice teacher in a Chinese classroom, a culture in which collaboration is the norm.

The video sparked a discussion about teacher education, learning models, and mentor relationships for professionals among the Steering Committee members. The ways in which mentoring could be integrated into the philosophy of JEWEL and CFWW was addressed. In addition to the positive application for the teacher/educator, mentoring is a powerful vehicle to professional development in many venues.

Following this discussion, Mort Mandel thanked the Steering Committee members for attending this two day session, and adjourned the meeting at 2:45 pm.



June 1 Update



June 1997 Update

## WORK PLAN HIGHLIGHTS

- Complete a five-year strategic plan for CIJE
- Continue to build and refine our training pilots for teacher educators and principals
- Consult to new and existing program in professional development for educators
- Expand the Goals Project and conduct several pilots
- Create an extensive array of publications designed to:
  - Tell the CIJE story
  - Seed the culture with powerful ideas
  - Support policy-making with research
  - Provide tools for change
- Continue to support our lead communities while preparing for a major new initiative in Community Mobilization (to be defined as part of the Strategic Planning process)
- Disseminate and utilize our Best Practice work
- Continue to expand capacity by adding to staff and by creating a cadre of General Education professors to help with our work
- Cut back on time devoted to core activities
- Do intensive planning for 1998 initiatives in:
  - Early Childhood
  - Senior Educational Leadership
  - Research and Development



# WORK PLAN SUMMARY BY DOMAIN

DOMAIN	SUMMARY AND APPROACH
Building the Profession	Continue to refine and expand pilot training programs for teacher educators and principals; solidify the professors group; plan major initiatives for 1998
Community Mobilization	Maintain on-going relationships with lead communities, national organizations, and key lay leaders; broadly rethink our strategy in this area
Content and Programs	Run several pilots of the goals project, while undertaking a planning effort in this area; disseminate Best Practice materials and integrate them into our training institutes and programs
Monitoring, Evaluation, and Feedback	Continue rigorous monitoring and evaluation of TEI; use data from prior surveys to develop policy briefs; begin serious planning for building research and evaluation capacity
Publications	Develop an extensive array of publications; create a long term publications strategy; develop a database to support dissemination
Core	Complete a five-year strategic plan

**DOMAIN: BUILDING THE PROFESSION**

Category	Description	Responsibility	Complete By	June Update
TEI	Run 4 seminars for cohorts 1 and 2	GZD	Mar, May, July, Dec	First 2 seminars completed July and December scheduled
	Set up a network of TEI participants	NH	Dec	Work will begin when NH arrives
	Create 4 video packages	GZD	Jan, Mar, Jun, Aug	Will only complete 2-3 videos but will have more extensive support materials
	Write the TEI story	GZD	Dec	Will begin writing this summer
	Complete 1st phase of TEI evaluation (community map)	AG/EG/BR	Jun	Will complete in June
Lay/Professional Leadership Seminar	1 short lay/professional leadership seminar	GZD with lay advisors	Jan	Complete
Build Capacity/Professors	3 day seminar in January	BWH/GZD	Jan	Complete
	5-day spring seminar	GZD/NEW	Jun	Scheduled
	Recruit 5-10 new professors	GZD/NEW	Dec	6 have been recruited already
	Fold professors into CIJE work	GZD/NEW	Ongoing	Excellent progress being made



Planning	National Center for Jewish Educational Leadership (JEWEL)	KAB	Oct	Planning underway
	Senior Personnel Planning	KAB	Oct	Planning underway
	Norms and Standards	NEW	Dec	Bill Firestone will complete
	Early Childhood	NEW	Dec	Work started in May
Consultations	Consultations on Professional development with: Brandeis, Torah Umesorah, Day School Training Initiative, Florence Melton Adult Mini-School, Melton Israel Short term program, Orthodox day school principals	GZD/BWH/ NH	Ongoing	All started except Day School Training Initiative, Melton and Orthodox Day School Principals
Professional Development Policy Brief	Combine what we've learned about Professional Development in General Education with what we know about Professional Development in Jewish Education to create a policy brief	GZD/BWH/ EG/AG/BR/ NR	Oct	Barry will write in Israel

**DOMAIN: COMMUNITY MOBILIZATION**

Category	Description	Responsibility	Complete By	June Update
Community Consultations	Work on development of personnel action plans	GZD	Ongoing	Have held consultation with 2 communities
	Support pilot projects in lead communities e.g. Milwaukee leadership, Beth Israel, Atlanta-early childhood and others as appropriate	NR/GZD/DNP	Ongoing	Ongoing low level of support
	Support evaluation efforts with lead communities	EG/AG	Ongoing	Cleveland is the only community currently interested
Relationships with National Organizations	Continue to meet with and maintain relationship with key national organizations (e.g. movements, federations, JESNA)	KAB/NR	Ongoing	Meetings have been held and continue to be scheduled
Luncheon Seminars	Offer six luncheon seminars presenting "big ideas"	NR	Jan-Dec	Will do five seminars
Board/Steering Committee Board Seminar	Touch base in a meaningful way with key Board members	KAB	Jun	Will change based on new Board structure



**DOMAIN: CONTENT AND PROGRAMS**

Category	Description	Responsibility	Complete By	June Update
Dissemination of Best Practice Materials	Implement plan to further disseminate Best Practice materials	BWH/NR	Jun	On schedule
Use Best Practice materials in our work	Integrate learning from Best Practice work into TEI, Harvard Leadership, Milwaukee Leadership Project, and Professors project	BWH/NR	Ongoing	Little progress, will discuss at staff retreat
Goals Project	Milwaukee and Beth Israel Pilots	DNP	Ongoing	Pilot progressing slowly
	Goals Publications	DNP/NR	Dec	First draft
	Plan for future Goals Project strategy	DNP/NR	Apr	Now part of strategic plan
	Consultations	DNP	Ongoing	Several important consultations are completed or scheduled
	Growing Capacity	DNP	Ongoing	Now part of strategic plan
	Form a network of leaders engaged in building institutions names	NEW	Dec	First meeting held

**DOMAIN: PUBLICATIONS**

Category	Publication/Description	Responsibility	Completed By	June Update
Telling the CIJE Story	Current Activities	NR	Ongoing	Complete
	Year-in-review	NR	Feb	In process; will complete by early Fall, along lines of strategic plan
	TEI story	GZD/NR	Dec	Will be written 2nd half of year
Seeding the Culture with Powerful Ideas	One document in essay series	NR	TBD	Completed: Ramah Hartman also a possibility
Research for Policy	Professional Development Policy Brief	NR/BWH/AG/EG/BR	Oct	Barry will write in Israel
	Leaders Report	NR/EG/AG/BR	Jun	Being re-drafted
	Teachers Report	NR/EG/AG/BR	Mar	Will complete by August
Tools for Change	The Place of Vision in Jewish Educational Reform	DNP/NR	Dec	First draft
	From Philosophy to Practice: Case Study of the Agnon School	NR	Jun	Will probably not publish this year
Strategy	Develop a longer term strategy for CIJE publications	NR	Jun	In process
Database	Develop dissemination database	NR	Apr	In process, will complete by end of July



**DOMAIN: RESEARCH & EVALUATION**

Category	Description	Responsibility	Complete By	June Update
Ongoing Evaluation of TEI	Observations and follow-up interviews	EG/AG/BR	Ongoing	Progress being made but a little behind schedule
	Write one year report and interim case studies of communities	EG/AG	Oct	Reports being written
	Present to communities	GZD	Dec	Baltimore has been done
Ongoing Community Consultations	Advise communities on evaluation issues as they arise	EG/AG/BR	Ongoing	Cleveland only request received so far
Build Research Capacity	Engage in discussions with opinion research centers about building capacity for Research & Evaluation	EG/AG	Dec	Will postpone to 1998
Build Evaluation Capacity	Set up Evaluation Institute	EG/AG	Oct	Work beginning in May

**DOMAIN: CORE**

Category	Description	Responsibility	Complete By	June Update
Strategic Plan	Develop a five-year strategic plan to guide our future work, planning and decision making	KAB	Apr	Will complete in June-July
Staff Meeting and Internal Planning	Continue to meet regularly with core staff only	KAB	Ongoing	Scheduled
	Start work planning in May/June	KAB	Oct	
Fundraising	Create and adhere to a rigorous fundraising schedule	KAB	Oct	Will start at June Steering Committee meeting



# NEW PROJECTS ADDED TO WORK PLAN

Category	Description	Responsibility	Complete By	June Update
Leading Indicators	Develop methodology for evaluating the effects of quality Jewish education on individuals and communities	EG/AG	Ongoing	2 consultations have been held, a paper is being written. 2 more consultations are scheduled
Recruiting Conference	Planning for Jewish education in the Spring of 1998 in partnership with Wexner, Hillel, JESNA, CJF	KAB	Ongoing	Proposal has been finalized and first meeting of partners held
HUC	Consulting to HUC on role and programs for Jerusalem campus	KAB/ADH	December	First round of interviews scheduled
UJ	Consulting to UJ on goals and curriculum	DNP/GZD/ ADH/KAB	Ongoing	First consultation scheduled for June

TEI - prof dev

papers in the pipeline

other communities → follow up - what happens?

- how do they respond to their replic of our study?
- will the develop PAs w/o us being there to stimulate?

- study
- plan
- implement

follow not only in CCs  
but in other community  
- e.g. Chicago, Seattle

need to replace ELR as chair of eval subcommittee

- can't travel enough
- watch, listen to people - who will be a good replacement
- who asks questions? that's what makes ELR eff.



#1

9-OCT-1996 21:54:45.52

NEWMAIL

Thanks for your e-mail in response to my comments. The results of my research seem to point to the issue of choice. Additionally, parents as well as teachers had higher expectations of the students. There is, of course, a "creaming" effect that is taking place here with the "best and the brightest" of the public school students in the magnet schools. This is an area I need to investigate further. If you are interested maybe we could work something out and collect data in Madison as well as New Orleans (or Jefferson parish).

Thanks again for your e-mail,  
Vincent Anfara, Jr.

MAIL>





*Chair*  
Morton Mandel

*Vice Chairs*  
Billie Gold  
Ann Kaufman  
Matthew Maryles  
Maynard Wishner

*Honorary Chair*  
Max Fisher

*Board*  
David Arnow  
Daniel Bader  
Mandell Berman  
Charles Bronfman  
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Irwin Field  
Charles Goodman  
Alfred Gottschalk  
Neil Greenbaum  
Lee M. Hendler  
David Hirschhorn  
Gershon Kekst  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Marvin Lender  
Norman Lipoff  
Seymour Martin Lipset  
Florence Melton  
Melvin Merians  
Lester Pollack  
Charles Ratner  
Esther Leah Ritz  
William Schatten  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

## MEMO

**To:** Steering Committee Members  
**From:** Nessa Rapoport  
**Date:** June 9, 1997  
**Re:** Report on CIJE Publications and Dissemination

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### **The Network for Research in Jewish Education**

CIJE gave three presentations at the conference of the Research Network, held in Boston on June 1 and 2.

***"Leaders and Leadership in Jewish Schools: Different Views of Persistent Realities"***: Ellen Goldring, Barry Holtz, Josh Elkin, Susan Shevitz

***"Gender Differences Among Teachers in Jewish Schools: A Study of Three Communities"***: Bill Robinson, Adam Gamoran, Ellen Goldring

***"Leading Indicators of Jewish Education: A Plan for Monitoring Change"***: Adam Gamoran, Ellen Goldring, Bill Robinson

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### **CIJE Education Seminar**

On June 17, Dr. Steven Bayme, Director of the Jewish Communal Affairs Department at The American Jewish Committee, will discuss an approach to teaching Jewish history to adults based on his recently published book, ***Understanding Jewish History: Texts and Commentaries***.



For your interest, we have included the book's introduction and first chapter, "**Creation, Covenant, Redemption,**" which will form the basis of the discussion.

Dr. Bayme will explore such questions as: Why does the study of Jewish history matter? What is the relationship of the study of Jewish history to our lives as Americans? How can his approach to teaching adults be implemented?

Attendees of the seminar include a wide range of senior educators and policy makers from the New York area. Dr. Bayme's presentation concludes the second year of the seminar. (A complete list of presenters and papers can be found in the *CIJE Current Activities*.)

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#### **CIJE Current Activities: Spring 1997**

This document is updated each spring and fall. Its primary audience is the academic, research and policy community in Jewish education. It is also distributed as orientation to the growing network of people entering our work, such as professors of education, consultants, and new attendees of our pilot programs. Enclosed is the most recent edition.

\*\*\*

#### **Best Practices**

We have attached the press coverage in the *Jewish Bulletin of Northern California* on Barry Holtz's presentation, "The Success Stories of Jewish Education," which focused on CIJE's Best Practices work.

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#### **The Jewish Funders Network Conference (Boca Raton, March 1997)**

Enclosed is a copy of the keynote address I delivered at the opening plenary of the conference: "**The Case for Jewish Education: 10 Principles for Making a Difference.**" The speech will also be distributed by the JFN to all of its members.

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## Looking Ahead

In the fall, CIJE will publish *The Teachers Report*, which provides a comprehensive picture of teachers in Jewish schools based on the research of *The CIJE Study of Educators*. The report offers information on work settings and experience, salary and benefits, and perceptions of career opportunities, in addition to details about teachers' background and training beyond those documented in *The CIJE Policy Brief on the Background and Training of Teachers in Jewish Schools*. It also compares results from the CIJE Study to earlier studies carried out in Boston, Los Angeles, and Miami.

CIJE continues to receive requests for the results of the complete study; we look forward to disseminating the report.

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"**The Place of Vision in Jewish Educational Reform,**" by Dan Pekarsky, is about to be published in *The Journal of Jewish Education*. The paper was first presented at the 1996 conference of the Network for Research in Jewish Education.

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In addition, as previously noted, two papers about our work will be published in journals of general education this fall:

"**Educational Leaders as Teacher Educators: The Teacher Educator Institute--A Case from Jewish Education,**" by Barry Holtz, Gail Zaiman Dorph and Ellen B. Goldring (*Peabody Journal of Education*)

"**Background and Training of Teachers in Jewish Schools: Current Status and Levers for Change,**" by Adam Gamoran, Ellen Goldring, Bill Robinson, Roberta Louis Goodman and Julie Tammivaara (*Journal of Religious Education*)

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Finally, we are preparing for the fall a publication about CIJE that can be given out to communal and professional leaders to explain who we are and what we do. Illustrated with photographs and quotes, it will highlight CIJE's goals and key projects.

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**CONFIDENTIAL**  
**MINUTES: CIJE SUPPORT STAFF MEETING**

<b>DATE OF MEETING:</b>	<b>June 6, 1997</b>
<b>DATE MINUTES ISSUED:</b>	<b>June 19, 1997</b>
<b>PARTICIPANTS:</b>	<b>Sarah Feinberg, Megan Ifill, Chava Werber (sec'y)</b>
<b>CC:</b>	<b>Karen Barth, Reena Cohen, Gail Dorph, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Barry Holtz, Karen Jacobson, Dan Pekarsky, Nessa Rapoport</b>

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A brief meeting was convened to address outstanding concerns since the last meeting.

**I. Telephones**

MI described the new office policy for handling incoming phone calls for KAB and ADH. All phone calls and messages, even if transferred into voice mail boxes should be recorded on a duplicate copy message book including the time, date and name of the caller for better tracking.

**II. Computers**

CW gave an update on the status of her computer research. Assignments for the next stages of the plan were discussed. SDF will call IBM regarding GZD's laptop. MI and CW will assess the possible uses for the two printers currently in the storage room.

**III. Steering Committee Meeting 6/26**

The procedures for communications between support and program staff during the day of the meeting were reviewed. There will be two phones set up for CIJE use on the day of the meeting: one in the board room and one at the first desk located outside the conference room (CW's old desk.) CW will be stationed on the 10th floor at this desk in order to receive messages and calls for meeting attendees as well as to handle the needs of Steering Committee members. All requests, calls, and faxes from CIJE staff may be given to her to relay to the appropriate support staff person on the 18th floor. In addition, RC will make hourly trips as needed to the 10th floor, bringing down any faxes that may arrive and taking upstairs any thing that needs to be handled in our office. It was noted that SDF will be unavailable after 1 pm.

**LOGISTICAL PLANNING MEETING  
for the Steering Committee Meeting of 6/26**

**DATE OF MEETING:** May 30, 1997  
**DATE MINUTES ISSUED:** June 19, 1997  
**PARTICIPANTS:** Sarah Feinberg, Megan Ifill, Karen Jacobson, Chava Werber (sec'y)  
**CC:** Karen Barth, Reena Cohen, Gail Dorph, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Barry Holtz, Dan Pekarsky, Nessa Rapoport

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**I. Meeting Agenda and Materials**

Agenda:

- Strategic plan
- Visit from one of the Professor's group (Fran Jacobs)
- Discussion of 1 page description of what CIJE does (mission statement)
- Update
- Discussion of future possibility of monthly 1 page update/newsletter of our work for the Steering committee

Pending questions on meeting materials:

- 1) Will overheads be required for the following: Strategic plan, 7 questions, workplan?
- 2) Does GZD/Fran Jacobs have early childhood materials for the mailing, binders or meeting?

Document revisions from the staff retreat will be made on Tuesday, June 24 and finalized by the evening of the 25th for inclusion in the meeting materials. Support staff should plan to stay late.

**II. Staffing issues**

SDF will be leaving at noon for the Professor's Seminar. RC will be in the office that day and will be available to assist in setting up the lunch. (She will be working at 80% by then). The need for a temp or Alyshea to be upstairs on the day of the meeting was discussed and will be considered. In addition, other work for a temp to do on that day should be written up. CW will be downstairs the entire time to best respond to any needs requiring assistance for Steering Committee members.



### **III. Communications**

CW to speak to Caroline regarding possible phones available for Steering Committee members on that day. One desk near the Conference room as well as the Mazer study would be ideal for this purpose. Staff and consultants should use phones upstairs to keep the phone available for members of the committee. All faxes should be sent as usual to the CIJE number and will be brought downstairs to the recipients. The logistical aspects of the Steering Committee meeting should be raised at the next staff meeting.

### **IV. Food**

Lunch should be ordered on the side for staff in the upstairs offices because they will be unable to go out. Fran Jacobs will be at the meeting for lunch as well.

### **V. Office space**

Time needs to be spent on the appearance of the physical office space, including organizing boxes, buying and hanging posters, etc..



June 24, 1997

## SPECIFYING "THE CORE": A DISCUSSION DOCUMENT

Barry Holtz, Dan Pekarsky, Nessa Rapoport

### Introduction

"Core" refers to one of the four domains identified in CIJE's emerging strategic plan. In this paper, we try to characterize the core by identifying its basic purposes, its major elements, its principal initiatives over the next three years, anticipated personnel needs, and some of the issues in need of examination. The paper is intended as a springboard to critical discussion of the nature of this domain.

### Purposes

We imagine CORE serving four basic purposes in the life of CIJE:

1. Drawing on the insights and expertise of CIJE staff and consultants, CORE generates the contexts, methods, and support-systems needed for those working in each of the domains to systematically articulate what is being learned and to communicate developing insights and problems to the other domains. Core also designs the intersection and interactivity of all the domains. And CORE is the location for CIJE to document its own work and reflect upon it.

In addition CORE acts as a means by which new ideas come into CIJE and thus serves as a way of stimulating the growth and development of the organization. One such way is by locating visiting fellows in CORE for a year or partial year at CIJE. Someone with expertise in a subject such as early childhood education or teacher education or a relevant Judaica discipline could become a visiting fellow at CIJE for a designated time period. The visiting fellow would bring his or her expertise to CIJE and in turn would be stimulated by the interaction with CIJE's work. We could imagine members of our Professor's Group becoming visiting fellows at CIJE, along with other likeminded individuals. The visiting fellows would fit in well with the think-tank role of CORE.

2. In its **think-tank** capacity, and with the help of appropriate resources, CORE identifies "the big questions" concerning Jewish life and Jewish education and develops arenas in which they can be thoughtfully and creatively explored. As an example, CORE might identify something like "The challenges of pluralism in Jewish life and education" as an organizing theme for a year; or perhaps a set of colloquia organized around the theme of "Philosophical, Empirical, and Strategic Dimensions of the Early Childhood Challenge."

CORE is also the incubator of new programs, curricula, or institutions that may then be tested or implemented by the other domains.

3. **The kitchen:** CORE responds to the needs emanating from the other three domains for research and critical reflection concerning emerging critical issues and challenges. This could



range from the development of a Best Practices volume concerning a particular problem of concern to JEWEL or to the field sites or the convening of a high-level conference designed to illuminate an issue or a choice faced by one of the domains. Within CORE CIJE develops cases, methods and modes of self-evaluation of its own work.

4. It is the job of CORE to **seed the public culture** of the American Jewish community, especially that part of the culture which has the potential to influence the course of Jewish life and education, with the ways of thinking, the insights, and the issues that emerge as critical in the course of CIJE's work in various domains.

### **Possible Core Initiatives**

1. With the Community High Schools Principals Group (now lodged in JEWEL), CORE is asked to do a Best Practices volume focusing on high school education, and to convene a set of colloquia focused on different dimensions of educating adolescents. Depending on the perceived centrality of the theme of adolescence, CORE commissions David Elkind and Robert Coles to write papers or journal articles on an appropriate theme.

2. An Early Childhood Education Project (possibly lodged jointly in JEWEL and the Field sites) gives rise to an interest in better understanding the challenges of Early Childhood education in the light of different philosophical perspectives and sociological realities/possibilities. A set of luncheon seminars, invited papers, and possibly a journal issue could respond to this kind of need.

3. A Theme Project: CORE's deliberative team could identify "The Challenge of Pluralism" as its theme for the year. This theme could be used to guide the determination of invited papers, the agenda for luncheon seminars, the appointment of a Visiting CIJE Fellow, and the guiding theme for an issue of the projected journal. The theme might also add a focus to work going on in JEWEL and the Field sites, with the possibility of case-studies and publication-ideas emerging from out of the field.

### **From Our Current Workplan to Core**

The following items in our current workplan would fit most naturally into CORE:

1. CIJE's research/development and evaluation functions (The "Leading Indicators" project is an example of such a project)
2. The Best Practices Project
3. The Goals Project
4. A publication and communication strategy. This will include an intra-CIJE component as well as a component aimed at meaningfully addressing significant external constituencies.

a. The intra-CIJE component will include policies and mechanisms designed to assure regular and meaningful conversation across the different domains and to catalyze synergy among our different efforts and shared projects.

b. The component aimed at external constituencies will include a high-class journal targeted at senior lay and professional leaders in American Jewish life and Jewish education and designed to put before them significant issues, challenges, and insights in a form that will be engaging, sophisticated, and compelling. The challenge is to shape the national conversation on Jewish education.

### **Next Steps**

We imagine the following initiatives to be central to CORE in the initial 3-year period:

1. A systematic effort to communicate with the other domains concerning their needs for R&D, for critical reflection, and for evaluation (both design and implementation).
2. A systematic effort to catalogue what publications and other materials might be produced by CORE based on the work of the other domains.
3. Creation of a mechanism to accomplish 1. and 2.
4. Refine and finalize communication/publication strategy in relation to external constituencies by identifying the targets of our communication strategy and designing appropriate venues (especially, but not limited to, the projected journal).
5. In ways that prove possible, begin implementation of the specific challenges that emerge from out of the work described in 1, 3, and 4.

### **Staffing for Core: Time-frame 3-5 Years**

#### Launch Year

1. A part-time director.
2. Part-time appointments in CORE for those leading other domains. It is essential that they be part of CORE's senior deliberation team.
3. Directors of the R&D, Evaluation, Goals Project, and Best Practices Project (extent of appointment - whether part- or full-time - to be determined).
4. A part-time Communications/publications director.



Following years

1. Part-time director becomes full-time.
2. An associate director, a junior person, also full-time.
3. *As in Launch year*: Part-time appointments in CORE for those leading other domains. It is essential that they be part of CORE's senior deliberation team.
4. *As in Launch year*: Directors of the R&D, Evaluation, Goals Project, and Best Practices Project (extent of appointment - whether part- or full-time - to be determined).
5. Part-time Communications/publications director becomes full-time.
6. A Visiting Fellow, appointed for six months or a year. Our assumption that Visiting Fellows will rotate through CIJE and will be lodged in CORE.
7. Miscellaneous part-time consultants. For example: a) Individuals commissioned by CORE to produce specified pieces of work (on the model of, say, Sarna's, Green's, or Gerstein's work); b) members of the Professors Group, brought in to consult on particular issues; c) part-time art designers and editors to facilitate publication/communication functions.

## **CONFIDENTIAL**

**MINUTES:**

CIJE STEERING COMMITTEE

**DATE OF MEETING:**

June 26, 1997

**DATE MINUTES ISSUED:**

July 7, 1997

**PARTICIPANTS:**

Morton L. Mandel (chair), Karen Barth, John Colman, Gail Dorph, Ellen Goldring, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Stanley Horowitz, Karen Jacobson (sec'y), Daniel Pekarsky, Lester Pollack, Nessa Rapoport, Charles Ratner

**COPY TO:**

Daniel Bader, Seymour Fox, Adam Gamoran, Nellie Harris, Lee Hendler, Annette Hochstein, Morris Offit, Esther Leah Ritz, Henry Zucker

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### **I. Master Schedule Control**

The meeting was convened at 9:30 am. The agenda and the Master Schedule Control were reviewed. The Steering Committee meeting that was originally scheduled for October 13 has been rescheduled for October 9. Due to planned changes in the governance structure of CIJE, the Board meeting of December 4 has been removed from the schedule. The 1998 master schedule will be ready by the August 7 Steering Committee Meeting. This is an extremely important meeting. It will be the last meeting of this Steering Committee before the transition to the new Board structure. It will also be the meeting at which the election of new officers will take place. Lester Pollack will succeed Mort Mandel as Chairman of CIJE.

### **II. Minutes**

The minutes of the April 9 Steering Committee meeting were reviewed, corrected and accepted.

### **III. Assignments**

There were no outstanding assignments.

### **IV. CIJE Governance**

The proposed changes for the governance structure were delineated: 1) an extended Steering Committee will become the Board; 2) a Chairman's Council will be created to involve senior



lay leaders; 3) a professional advisory board may be created to involve senior professionals; 4) the current Board will be disbanded; and 5) a biennial will be developed that will function to keep a broader group of interested individuals involved and informed.

The Chairman's Council will meet in breakfast sessions from 7:30 - 9:00, two to three times a year chaired by CIJE's chairman. The agenda for these meetings will focus on serious content issues. The council members will receive mailings, be invited to events, and be kept up-to-date on activities by camper-counselor relationships. The members of this council will be composed primarily of 15-20 New York area participants interested in being actively involved in CIJE, but unable to devote the large time commitment required of Steering Committee members.

We are currently in the process of enacting the proposed change in the governance structure of CIJE. In May our attorney reviewed the proposal, and in June the legal changes were organized. Prospective members of the Chairman's Council will be contacted in July, and a letter will be sent out detailing the changes. The election of the new Board, will take place in August. All Steering Committee members should try and attend this very important meeting which will take place directly prior to the start of the next Steering Committee meeting on August 7.

## **V. Strategic Plan**

Karen Barth reviewed the four phases of the strategic planning process. We are currently in the last stages of the process, and are developing the 1998 work plan using the information gained through the process as a guide.

In response to the comments of the Steering Committee members at the last meeting, the staff reviewed the Strategic Plan documents, and made some refinements to reflect more accurately the guiding vision of CIJE. In order for our long-term vision-in-progress for the North American Jewish Community to be effective, it is CIJE's belief that communities need the following five essential elements: centrality of Jewish learning, strong Jewish identity and Jewish values that permeate most aspects of life, a high level of involvement in Jewish life and Jewish institutions, a commitment to pluralism and concern with social justice, innovation and energy.

The former will only exist if they are joined together with a system of education that contains the following: A multiplicity of high quality, vision driven institutions and other settings providing a diverse offering of life-long learning opportunities. Within this system the following elements are essential: strong community support, talented, well-trained lay and professional leadership, well-trained, professional educators at all levels, inspirational rabbis who see education as integral to their work, content infused with meaning for those who participate.



CIJE's change philosophy, has been redefined to reflect a systems model with strong synergies between leadership, institutions and the communal culture.

CIJE change philosophy believes that leadership, institutions and communal culture and ideas are the essential factors in affecting change. These elements directly relate to the four CIJE initiatives--JEWEL, Consulting Firm Without Walls, Field Sites and Core.

Because the design for CIJE is based strongly on the synergies of its parts, it was pointed out that all four elements, JEWEL, Consulting Firm Without Walls and the Field Sites must be developed concurrently. The strategy and objectives for each initiative in the next three-year period was described followed by a discussion of the actions that will be taken to mitigate risks. The preliminary operating principals that will be adhered to are:

- We will move forward when we have superior leadership to drive a project.
- We will only move forward with a project when we have a responsible funding plan.
- We will test and revisit every aspect of the strategy.
- We will conduct rigorous evaluation of every project we undertake.
- We will create a multidisciplinary advisory board of experienced professionals to give us an outside viewpoint.

The presentation concluded with the description of the next steps to be taken in the strategic planning process. The steps include refining our three-year goals and objectives: completing the 1998 work planning process, thinking through the partnership strategy specifically the pros and cons of working independently or coordinating resources with other agencies, developing an estimated projection for staffing in the next three-year period as well as creating projected budgets to support the initiatives.

## **VI. CIJE Communications**

A revised one-page description of what CIJE is was discussed. A major criticism of the piece was that it was too long, and that it failed the 'elevator test'--being able to describe the organization to a fellow traveler in an elevator before the elevator had reached the top floor. The staff will work on creating a more powerful and condensed description.



## VII. Staffing Update

A brief staffing update was included in this section of the meeting.

- There has been a line open for a senior staff person, since Barry Holtz moved to part time.
- This coming year Nellie Harris will be joining the staff full time working with Gail Dorph.
- Elie Holzer will be working part-time with CIJE (40%) and with the new Soloveitchik Institute in Boston (60%) beginning this August.
- Mike Rosenak will be devoting eight weeks to CIJE this coming year, working with Karen Barth when she is in Israel and he will be actively involved in the work of CIJE.

## VIII. Fundraising

A change in the CIJE fundraising strategy was presented. The present strategy has been to solicit \$10,000-\$50,000 one-year donations for general CIJE support. The solicitations were handled one-on-one by Steering Committee members from a population of 25-30 senior lay leaders.

The new strategy takes a different approach. The core funding for CIJE including the cost of the core staff, research and development, and incubation of new initiatives will continue to come from the Mandel Associated Foundations. Once tested, projects that can be "spun-out" will be funded by sponsors. Support for these specific projects will be solicited for amounts of \$10,000-\$200,000 from a broader group of funders. The Steering Committee members will "open the door" to CIJE for these donors and will work with the staff to build ongoing relationships between these lay leaders and CIJE. The present strategy will be maintained while the new strategy is tested through 1997-1998.

## IX. Updates

### 1. TEI

The first cohort has completed its two year cycle. 15 people attended the May 6 Cohort I graduation. Participants reported on the profound impact the seminars have had on their work.

The next meeting of Cohort II in Israel will take place mid-July with 30 participants. This 12 day seminar is being planned in cooperation with CAPE. It will focus on two main ideas embodied in the High Holidays: *T'shuvah* (repentance) and *Din V'heshbon* (self reflection) and the relevance of these ideas to the development of a Jewish educational philosophy.

**2. Professors**

The Professors group will be meeting from tonight through Sunday evening at the Chauncey Conference Center in Princeton, N.J.. Dr. Arthur Green will be leading the study session this evening. 14 members of 22 participants in the Professors program are actively contributing to the work of CIJE.

**3. Consultations**

**A. She'arim**

We have been consulting to this new project which represents the first pre-service training program for day school teachers. It will provide both Judaic and pedagogical training, utilizing its vast Judaic resources. Annual fellowships will be available to the program participants and the recruiting for candidates will begin in one year.

**B. HUC**

Karen Barth has met with the leadership of HUC for a consultation that has focused on the training of rabbis and cantors.

**C. University of Judaism**

A full-day meeting was held at the CIJE offices in June with Rabbi Bob Wexler, Rabbi Daniel Gordis, Karen Barth, Alan Hoffmann, Dan Pekarksy, Gail Dorph, Sharon Feiman-Nemser and Professor Israel Scheffler to explore avenues to solidify the institutions goals and vision, its curriculum and educational philosophy.

**4. Evaluations**

Chuck Ratner spoke about the importance of evaluations. He noted that funders would almost rather see the negative aspects of a project and know that its being evaluated, than a positive program with no evaluation process. This creates a better chance for retaining funding. He suggested that the Steering Committee members might benefit from seeing the recent evaluations of the work of the Cleveland federation in the area of Jewish education. He noted the confidentiality of these documents and that they will be distributed for internal review only.

**X. Early Childhood and CIJE**

Fran Jacobs, Associate Professor at Tufts University's Eliot-Pearson Department of Child Study, Department of Urban and Environmental Policy, and a member of the CIJE Professors Group spoke about a consultation she arranged between members of her faculty and the CIJE.



In exchange for attending the Professors program in Israel last summer Fran agreed to contribute five consulting days to the work of CIJE. Creating this consultation at Tufts on early childhood is an excellent example of the quality of resources CIJE has received in return for its arrangement with the members of the Professors program. The Eliot-Pearson child development program at Tufts is a unique program that trains students in educational and developmental theory, and provides a lab to apply the theories into practice. The ability to observe the student-teacher interaction has proven invaluable to understanding how students learn, and to training educators in effective teaching methods.

The consultation brought together a group of professionals to explore issues involved in early childhood Jewish education. Questions that were addressed dealt with two main focus areas: 1) what content to present to pre-literate children; and 2) what methods are most effective in educating this young population. The group discussed several questions:

1. What is the process of spiritual development in early childhood.
2. What is the knowledge base profile of a Jewishly/ spiritually "mature" 3-4 yr old child.
3. What is their level of cognitive development, are they able to comprehend the concepts of G-d, faith and the use of symbols and prayer.

The discussion also raised several elements that are critical in structuring an education program in early childhood:

1. Information taught in the school must be reinforced in the home and community environment to be 'learned.'
2. Child-focused programs without the involvement of the family are much less effective.
3. Children of 3-4 years of age are 'self-referential' which means that programs to be effective must develop materials and curriculum that are age appropriate.

From the research conducted by Bettina Klein for CIJE, we have learned that there is a large amount of money being spent on Jewish early childhood programs. This information combined with the information learned from working with experts like Fran Jacobs could be used to establish standards for programs which reach a large population base of families with young children, and have an enormous impact on the field of early childhood Jewish education.

## **X. Executive Session**

The lay members of the Steering Committee convened in Executive Session and Karen Barth was ratified as the new Executive Director of CIJE effective August 7, 1997.

The meeting was adjourned at 3:30 pm.

