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GOALS PROJECT UPDATE

January 1996

INTRODUCTION

According to plan, between August and December the Goals Project (GP) has focused on two efforts that are critical to our effectiveness: activities designed to deepen the appreciation of critical constituencies concerning the need to wrestle with questions of vision and goals; and, in collaboration with the Mandel Institute, activities designed to build our capacity to meet the needs of institutions that want to take on a goals-agenda. After summarizing these activities, the report goes on to discuss future plans as these were refined during the CIJE-Mandel Institute January 1996 consultation, held at the Mandel Institute.

RECENT ACTIVITIES

Seeding the culture. A number of CIJE's recent activities have been used as vehicles of what we have come to call "seeding the culture" -- that is, of nurturing among critical constituencies an appreciation for the need to wrestle with "the big questions" concerning the basic goals of Jewish education. One of these activities was an all-day retreat for Baltimore's central Jewish education agency, designed to help its leadership clarify the role of the agency in the community. A second activity was a day-and-a-half conference in Washington, D.C. for the leadership of the JCCA and five JCC overnight camps concerning the Jewish dimension of JCC camps. Pekarsky's upcoming work with the JCC camp in Milwaukee will follow-up on this very successful effort; other forms of follow-up are under consideration. A third activity was CIJE's collaboration with the Wexner Heritage Foundation in planning a weekend retreat for some three hundred East Coast alumni of the Wexner program. Held in Landsdowne, Virginia in December 1995, this retreat was designed to engage graduates of the Wexner program in efforts to revitalize Jewish education in their home-communities. This was an ideal opportunity to underscore the critical role that thoughtfully determined visions and educational goals play in the development of inspiring and effective educating institutions.

Building capacity. Current GP efforts to build capacity emphasize pilot-projects intended to produce greater goals-seriousness in designated educating institutions and designed to deepen our understanding of a goals-sensitive educational reform process; the development of a library of resources that can be used as tools in such a process; and the identification of human resources needed by the GP. Each of these is briefly discussed below.

As planned, Daniel Marom of the Mandel Institute continued the pilot-project he had launched with Cleveland's Agnon School. An intensive visit to the Agnon School, supplemented by regular

long-distance contact, enabled Marom to make considerable headway on a goals-agenda with this institution. Marom's thoughtful in-progress discussion of this work is proving a rich source of insight concerning the process of helping an institution pursue a goals agenda.

Pekarsky developed a concept piece entitled "Designing the Kitchen" that was intended to do two things: first, to identify crucial resource-materials that would prove invaluable to GP efforts to "seed the culture" and to work with institutions; and second, to develop a classification system for these resources that would facilitate ready access to them.

How to approach the third element of the "building capacity" challenge - the recruitment of human resources who can in various ways enhance the GP's development - was a prominent subject of the recent CIJE-Mandel Institute deliberations. This matter will be discussed below.

THE JANUARY CONSULTATION

The January consultation was designed to deepen our understanding of what is involved in facilitating a goals-sensitive reform effort, to finalize decisions concerning the resources needed for GP efforts, and to identify the kinds of human capacity the GP needs and how to bring appropriate individuals into the work. Major themes addressed and decisions made are described below.

The Agnon pilot-project. Marom's work with the Agnon school stimulated some valuable discussion concerning what it takes to work successfully with an institution on a goals agenda. His in-progress paper and the discussion based on it illuminated the kinds of preconditions that are essential if progress is to be made and led to some important points concerning the bases for interpreting and responding to encountered institutional realities. There was consensus among participants in the consultation that continuing work on this pilot project and its documentation is a high priority for the GP. If it proves possible for Pekarsky to develop a parallel pilot project with one of the Milwaukee institutions he is exploring, this would be important as well; but it was also stressed, partly based on what is being learned from Marom's efforts, that such a project ought only to be entered into if appropriate pre-conditions are in place.

Developing resources for the Goals Project. As the consulting team reviewed the resources relevant to the GP's work that were summarized in Pekarsky's "Designing the Kitchen" document, it became apparent that some strategic choices would have to be made. Seeking to identify the most essential resources, we were especially interested in materials that would prove valuable in more than one arena, e.g., in seeding the

culture, in working with institutions and in training personnel for GP work. In the end, the following to-be-published materials were identified as most important:

- a) at least one case-study, built on a pilot-project, that documents the efforts of an educating institution to become more vision-informed, with special attention to the strategic decisions made by the individual facilitating this process of change;
- b) one vivid, in-depth description of a vision-guided institution - of an institution that has succeeded in becoming organized around a compelling vision of a meaningful Jewish existence.
- c) a well-articulated discussion of the theory of the project which highlights the critical reasons for believing it critical that educators and leaders concerned with Jewish education pay careful attention to questions of vision and goals.

By the end of the consultation the aforementioned assignments were distributed among CIJE and Mandel Institute staff and integrated into the 1996 work plan. The consultation team felt that, when prepared, these materials, in conjunction with those made available through the Educated Jew Project, will effectively support many GP challenges. We also felt, however, that the GP would benefit from certain additional resources which are presently beyond our capacity to produce. These resource-priorities need to be kept in mind as we recruit new individuals for the GP's work (See below).

Building human capacity. The GP requires human capacity in at least two domains: individuals who will work with institutions around a goals-agenda and who, by documenting their efforts, will enrich our understanding of the work; and individuals who will participate in the effort to develop appropriate resources for the GP. In order to meet this need, it was agreed that CIJE and the Mandel Institute would jointly develop an intensive set of two seminars, the first next summer and the second next December, for select individuals who have the potential to become serious colleagues in the GP initiative. Between the two seminars, participants will complete assignments designed both to further their own learning and to contribute to the GP's stock of resources.

It is expected that this plan of action will serve the interests of the GP at least two ways. First, it will increase the GP's working partners, enabling it to expand the circle of its activities. Second, it will enrich the body of tools and resources that are essential to the GP's work.

CONCLUDING COMMENTS

It is important to add that as CIJE's work has unfolded, we have grown committed to the principle that questions pertaining to goals need to be integrated into the whole gamut of CIJE activities. As an example, GP staff will collaborate on the planning of the upcoming Harvard Principals Seminar, and the important place of vision and goals in educational leadership and planning will be featured during the seminar. This insistence that CIJE's own activities need to be infused with a goals-dimension represents a serious commitment to practice what we preach, and it promises to enrich CIJE's effectiveness.

**Report on the Wexner Heritage Foundation Alumni Retreat:
"What Works: Innovations for Revitalizing American Jewry"
Dec. 1-3, 1995**

Background:

In February 1995, CIJE and the educational staff of the Wexner Heritage Foundation began a series of planning meetings designed to culminate in the first of their annual alumni retreats devoted to Jewish education.

In the past, the retreats have had a variety of themes; their purpose was solely the educational enrichment of the alumni. CIJE's main goal was to offer the Foundation a different conception--that of turning Wexner alumni from consumers of elite adult education to leaders of educational change in their own communities. There are now 500 graduates of the Wexner program. They have the energy and means to make a difference in the quality of Jewish education in their communities--but frequently do not know how.

CIJE suggested that this retreat for the East coast alumni focus on the subject of "From Personal Transformation to Communal Transformation," attempting to build a bridge between the enthusiasm of Wexner alumni for Jewish learning and their leading a charge for quality Jewish learning in their home communities.

Our initial meeting led to a series of planning meetings throughout the winter and spring of 1995 to design the program and select the teachers and workshop leaders. CIJE's core staff, as well as Dan Pekarsky, were involved in the conception and in proposing appropriate teachers.

The Retreat:

The organizing idea was to begin with the alumni's own conceptions--alongside traditional conceptions--of the educated Jew and the relationship of those conceptions to vision-guided educational institutions. Four settings were chosen as those most likely to interest the alumni: adult learning; camps; day schools; and the Israel teen experience.

The organizing structure of the retreat was the one proposed by CIJE: From visions of the educated Jew to the reality of making change within communities. In practice, the intensity of emphasis on goals and vision as essential to transforming practice was somewhat diminished, although Dan Pekarsky ran an orientation seminar for the faculty on the theme of the educated Jew and vision that set the frame for the entire weekend.

The retreat began with four presentations by Wexner alumni who had founded new Jewish institutions. What followed were consecutive workshops for each setting that led participants from envisioning the ideal institution through case studies of institutions that work. The final workshop was on "leadership and the challenge of change," looking practically at what can be done--and what it takes to do it. The weekend's closing speech by Nathan Laufer was an explicit directive to the alumni: to return home and begin to change the Jewish educational landscape.

Evaluation:

CIJE staff members were very impressed with the caliber of the alumni, whose intelligence and commitment were evident. It is also true that although some of the alumni have indeed found their way into positions of educational leadership (notably, the Atlanta graduates), many have not. We believe this group is very important to the goal of community mobilization in North America.

The retreat was considered successful by both Wexner and CIJE. CIJE was warmly thanked, in writing and orally throughout the weekend. CIJE shipped packets of our materials and had sent Barry Shrage copies of the Sarna essay at his request; all were distributed, and several alumni have subsequently called to request multiple copies of the policy brief and the Sarna essay to distribute in their own communal meetings.

Next Steps:

Alan has met at length with Herb Friedman and is in active contact with Nathan Laufer to discuss ways of our continuing to work together. Among the options under consideration is that CIJE work with those Wexner cohorts currently in the two-year learning program in Seattle, San Francisco, and Portland, so that as graduates they could become the core of a "lead community" process in those cities.

Further discussions are planned on how to mobilize Wexner graduates in communities that are already in CIJE's orbit, as well as communities under consideration for our future work.

I have attached a copy of the note included in every attendee's Wexner packet.

Nessa Rapoport

A NOTE OF THANKS

The Talmud tells us that whoever cites the source of their work brings redemption to the world (Tractate Megillah 15A)

In that spirit, we gratefully acknowledge the collaboration of the Council for Initiatives in Jewish Education (C.I.J.E.) in the envisioning and architecture of this program. C.I.J.E. is an independent organization dedicated to the revitalization of Jewish education across North America.

Their superb professional staff consisting of Dr. Gail Dorph, Ms. Nessa Rapoport, Dr. Barry Holtz, Dr. Daniel Pekarsky, and their executive director, Dr. Alan Hoffman, spent several days questioning, arguing, suggesting, and advising us on the content and process of this alumni retreat. Their aid was invaluable.

The C.I.J.E. staff will be attending this weekend and we hope you will take advantage of their presence to engage them in conversation and learning.

Council for Initiatives in Jewish Education
Goals Project
Update

From October, 1994 through April, 1995

Background

The Goals Project is designed to help Jewish educating institutions become more effective through careful attention to their guiding goals. The project's assumptions are straight-forward. First, educational effectiveness depends substantially on the extent to which the work of educating institutions is organized around goals that are clear and compelling to the key stake holders. Such goals enhance the motivation of educators; they make possible evaluation and accountability; and they play a critical role in guiding basic decisions concerning such varied matters as personnel, in-service education, and curriculum design.

Second, many Jewish educating institutions suffer from a failure to be meaningfully organized around clear and compelling goals. Third, efforts to improve Jewish education usually deal inadequately with goals. Often, institutions by-pass serious issues relating to goals altogether; and when the stake holders in an educating institution do address the question of goals, the process is usually not one that asks them to examine Jewish sources that might illuminate their deliberations. Nor are systematic efforts typically made to organize and evaluate educational practice in the light of the goals arrived at; too often, and for reasons that need to be seriously addressed, mission-statements just gather dust!

The Goals Project launched its work with communities through a seminar in the summer of 1994 intended for lay and professional educational leaders from a number of communities in the United States. This seminar was designed to educate the participants concerning the important place of goals and vision in Jewish education and to encourage them to engage their local educating institutions back home in a process of becoming more thoughtful concerning their goals and the relationship between these goals and educational practice.

CIJE promised to support such local efforts by means of a series of seminars in the local communities aimed at key stake holders in their educating institutions. It was assumed that the clientele for these seminars would be generated by these communities. It was also assumed that among institutions participating in these seminars, some would decide that the goals-agenda did not meet their needs; that others would use the opportunities provided by these seminars to improve their educational efforts; and that from among the latter group of institutions a few would emerge as candidates for intensive work with CIJE beyond the period of these local seminars. These institutions might become the nucleus of a kind of coalition of institutions seriously striving to be vision-driven.

Recent and current activities

The Jerusalem Seminar has stimulated a variety of goals-related efforts over the last several months. For example, in Cleveland, a seminar organized around the theme of goals and led by Professor Walter Ackerman has become a vehicle for bringing together key lay and professional leaders in the Jewish education from across the community for regular meetings. In addition, Rabbi Robert Toren of the Jewish Education Center of Cleveland has been hard at work with his Drisha Project, which is designed to engage local educating communities (schools and congregations) in a serious self-improvement process in which issues pertaining to goals play a very prominent role. CIJE has been consulting to Rabbi Toren in this process, and he has suggested CIJE-involvement in working with the institutions that participate in this local project.

Also in Cleveland, CIJE has been in conversation with the Agnon School concerning collaborative work around a goals-agenda. In Milwaukee, a four-session seminar on goals began in February for a constituency that includes over 35 people representing 4 Day Schools, the JCC, and two congregations.

Alongside these efforts, CIJE collaborated with lay and professional leaders in Atlanta around the development of an all-day seminar on goals in February for some sixty key stake holders in a new Community High School. There have also been conversations concerning Goals Project involvement with a number of JCC camps and possibly with one or more congregations that seem particularly interesting.

Projected activities.

Next fall, the Goals Project is scheduled to begin working with a limited number of select institutions interested in undertaking a systematic effort to develop and organize practice around a set of clear and compelling goals.

One significant new project will be a meeting co-sponsored by CIJE and the JCCA to explore the goals of residential camping programs in the realm of JCCs. 4-6 JCCs will be invited to join in a two-day seminar on the goals of JCC camping. Each JCC will send a team of three people--the JCC director, the camp director and the JCC Jewish educator. Following upon that meeting CIJE and the JCCA hope to begin to develop a major intervention project in selected JCC camps.

We believe that such collaborations will benefit these institutions and will contribute significantly to our own knowledge-base. But our success in such partnerships will depend heavily on our ability to build capacity in two major areas.

First, the success of our work with individual institutions on a goals-agenda will depend on our ability to expand our base of knowledge and know-how. Of special importance is finding ways

to engage the stake holders in these institutions in wrestling with issues of Jewish content in the face of their tendency to rush impatiently towards a consensus based on the beliefs they bring to the table.

Second, since CIJE's core-staff will not itself be able to work with individual institutions around the country in any sustained way, we need to recruit and cultivate a cadre of resource-people or coaches to work with these institutions. Since the pool of people with the requisite background and talent is small, and they are the kind of people whose energies are typically already fully engaged, this is a difficult challenge.

Alongside the various seminars scheduled for the next few months, our work this spring and summer is organized around this "building capacity" agenda. During the coming summer CIJE will be running a 4-day workshop designed to bring on-board potential resource-people for our project and to further our own learning concerning ways of working with institutions on a serious goals-agenda.

In addition to those pointed to above, the issue of community-vision also needs to be addressed. The Program and Content Committee expressed great interest in this topic, as did many participants in the Jerusalem Summer Seminar. How to address it meaningfully without giving short shrift to other facets of our work remains an important challenge. The talk Professor Michael Rosenak's delivered at last summer's seminar, when transcribed and edited, may provide a useful avenue for approaching this matter. CIJE's recent statement concerning community-vision may also provide a useful springboard to discussion.

Goals Coaches List
for Invite letter

Elaine Cohen
5 Holly Road
Montreal,
Quebec H3X 3K7
Canada

Alisa Kurshan
9 Leslie Lane
Huntington,
NY 11743

Rabbi Alvan Kaunfer
50 Sargent Street
Providence, RI 02906

Rabbi Shelly Kniaz
United Synagogue for Conservative Judaism
Education Department
155 Fifth Avenue
NY
NY 10010

Jody Hirsch
Jewish Community Center
5601 S. Braeswood Blvd.
Houston, Texas 77096

Nehama Tamler
Jewish Community Federation
121 Steuart Street
San Francisco
CA 94105

You need to get Rabbi Robert Toren and Ms. Harriet Blumberg's addresses from Danny P.

FROM: "Dan Pekarsky", INTERNET:pekarsky@mail.soemadison.wisc.edu
TO: robin mencher, 74043,423
DATE: 5/1/95 10:27 AM

Re: Goals Coaches Mailing -Reply

Sender: pekarsky@mail.soemadison.wisc.edu
Received: from wigate.nic.wisc.edu by arl-img-4.compuserve.com (8.6.10/5.941228sam)
id KAA21673; Mon, 1 May 1995 10:17:24 -0400
Received: from mail.soemadison.wisc.edu by wigate.nic.wisc.edu;
Mon, 01 May 95 08:07 CDT
Message-Id: <2FA4DCFB.CF87.1C53.000@mail.soemadison.wisc.edu>
Date: Sun, 30 Apr 1995 10:26:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Goals Coaches Mailing -Reply
To: 74043.423@compuserve.com
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Hi, Robin. I don't have addresses for the two folks you mentioned, but: 1) Rob Toren lives in Cleveland Heights, OH and he works at the Jewish Education Center of Cleveland, also in Cleveland Heights. If directory assistance isn't helpful, Steve Hoffman's office would have the Center's address. 2) Tzivia Blumberg lives in Skokie, IL (and may be under "Harriet Blumberg"), and she works at the Anshei Emet Day School in Chicago. I hope this helps.

I'd be happy pursuing the conversation with you concerning graduate schools. If you could give me some more information about possible areas of interest, I might be more helpful. Another person to talk to as you explore this matter is Ellen Goldring.

I'll be in touch soon concerning the letter to invitees. By the way, can you email the latest version of it, along with a list of the people to whom it is now scheduled to go. Thanks.

D.

CIJE

Goals Project Update

February 24, 1995

Background

The Goals Project is designed to help Jewish educating institutions become more effective through careful attention to their guiding goals. The project's assumptions are straight-forward.

First, educational effectiveness depends substantially on the extent to which the work of educating institutions is organized around goals that are clear and compelling to the key stake holders. Such goals enhance the motivation of educators; they make possible evaluation and accountability; and they play a critical role in guiding basic decisions concerning such varied matters as personnel, in-service education, and curriculum design.

Second, many Jewish educating institutions suffer from a failure to be meaningfully organized around clear and compelling goals. Third, efforts to improve Jewish education usually deal inadequately with goals. Often, institutions by-pass serious issues relating to goals altogether; and when the stake holders in an educating institution do address the question of goals, the process is usually not one that asks them to examine Jewish sources that might illuminate their deliberations. Nor are systematic efforts typically made to organize and evaluate educational practice in the light of the goals arrived at; too often, and for reasons that need to be seriously addressed, mission-statements just gather dust!

The Goals Project launched its work with communities through a seminar in the summer of 1994 intended for lay and professional educational leaders from a number of communities in the United States. This seminar, conducted in close coordination with the Mandel Institute, was designed to educate the participants concerning the important place of goals and vision in Jewish education and to encourage them to engage their local educating institutions back home in a process of becoming more thoughtful concerning their goals and the relationship between these goals and educational practice.

CIJE promised to support such local efforts by means of a series of seminars in the local communities aimed at key stake holders in their educating institutions. It was assumed that the clientele for these seminars would be generated by these communities. It was also assumed that among institutions participating in these seminars, some would decide that the goals-agenda did not meet their needs; that others would use the opportunities provided by these seminars to improve

their educational efforts; and that from among the latter group of institutions a few would emerge as candidates for intensive work with CIJE beyond the period of these local seminars. These institutions might become the nucleus of a kind of coalition of institutions seriously striving to be vision-driven.

Recent and current activities

The Jerusalem Seminar has stimulated a variety of goals-related efforts over the last several months. For example, in Cleveland, a seminar organized around the theme of goals and led by Professor Walter Ackerman has become a vehicle for bringing together key lay and professional leaders in the Jewish education from across the community for regular meetings. In addition, Rabbi Robert Toren of the Jewish Education Center of Cleveland has been hard at work with his Drisha Project, which is designed to engage local educating communities (schools and congregations) in a serious self-improvement process in which issues pertaining to goals play a very prominent role. CIJE has been consulting to Rabbi Toren in this process, and he has suggested CIJE-involvement in working with the institutions that participate in this local project. Also in Cleveland, CIJE has been in conversation with the Agnon School concerning collaborative work around a goals-agenda. In Milwaukee, a four-session seminar on goals began in February for a constituency that includes over 35 people representing 4 Day Schools, the JCC, and two congregations.

Alongside these efforts, CIJE collaborated with lay and professional leaders in Atlanta around the development of an all-day seminar on goals in February for some sixty key stake holders in a new Community High School. There have also been conversations concerning Goals Project involvement with a number of JCC camps and possibly with one or more congregations that seem particularly interesting.

Projected activities.

Next fall, the Goals Project is scheduled to begin working with a limited number of select institutions interested in undertaking a systematic effort to develop and organize practice around a set of clear and compelling goals. We believe that such collaborations will benefit these institutions and will contribute significantly to our own knowledge-base. But our success in such partnerships will depend heavily on our ability to build capacity in two major areas.

First, the success of our work with individual institutions on a goals-agenda will depend on our ability to expand our base of knowledge and know-how. Of special importance is finding ways to

engage the stake holders in these institutions in wrestling with issues of Jewish content in the face of their tendency to rush impatiently towards a consensus based on the beliefs they bring to the table.

Second, since CIJE's core-staff will not itself be able to work with individual institutions around the country in any sustained way, we need to recruit and cultivate a cadre of resource-people or coaches to work with these institutions. Since the pool of people with the requisite background and talent is small, and they are the kind of people whose energies are typically already fully engaged, this is a difficult challenge.

Alongside the various seminars scheduled for the next few months, our work this spring and summer is organized around this "building capacity" agenda. Upcoming activities will include at least one substantial workshop designed to bring on-board potential resource-people for our project and to further our own learning concerning ways of working with institutions on a serious goals-agenda.

Dr. Daniel Pekarsky
Director of the Goals Project

January 1995

GOALS PROJECT UPDATE

Background. The guiding assumptions of the Goals Project are straight-forward. First, educational effectiveness depends substantially on the extent to which the work of educating institutions is organized around goals that are clear and compelling to the key stake holders. Such goals enhance the motivation of educators; they make possible evaluation and accountability; and they play a critical role in guiding basic decisions concerning such varied matters as personnel, in-service education, and curriculum design. Second, many Jewish educating institutions suffer from a failure to be meaningfully organized around clear and compelling educational goals. Third, efforts to improve Jewish education usually deal inadequately with goals. Often, institutions by-pass serious issues relating to goals altogether; and when the stake holders in an educating institution do address the question of goals, the process is usually not one that asks them to examine Jewish sources that might illuminate their deliberations. Nor are systematic efforts typically made to organize and evaluate educational practice in the light of the goals arrived at; too often, and for reasons that need to be seriously addressed, mission-statements just gather dust!

Growing out of these assumptions, the Goals Project is an effort to encourage serious attention to goals on the part of educating institutions in the Jewish community. While addressing our weaknesses in this domain is no substitute for addressing other needs such as the personnel crisis, it is essential to any serious effort at educational improvement.

The Goals Project launched its work with communities through a seminar in the summer of 1994 designed for lay and professional educational leaders from a number of communities in the United States. This seminar was designed to educate the participants concerning the important place of goals and vision in Jewish education and to encourage them to engage their local educating institutions back home in a process of becoming more thoughtful concerning their goals and the relationship between these goals and educational practice.

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First, the success of our work with individual institutions on a goals-agenda next year will depend on our ability to expand our existing base of knowledge and know-how. Of special importance is finding ways to engage the stake holders in these institutions in wrestling with issues of Jewish content in the face of their tendency to rush impatiently towards a consensus based on the beliefs they bring to the table.

Second, since CIJE's core-staff will not itself be able to work with individual institutions around the country in any sustained way, we need to recruit and cultivate a cadre of resource-people or coaches to work with these institutions. Since the pool of people with the requisite background and talent is small, and they are the kind of people whose energies are typically already fully engaged, this is a difficult challenge.

Alongside the various seminars scheduled for the next few months, our work this spring and summer is organized around this "building capacity" agenda. Central to the spring's activities will be one or two substantial workshops designed to bring on-board potential resource-people for our project and to further our own learning concerning ways of working with institutions in the change-process.

Some outstanding issues. In addition to those pointed to above, issues that need to be addressed include the following:

1. various decisions concerning how resource-people or coaches working with the Goals Project will be assigned to institutions, how (if at all) they will be compensated and by whom for participation in workshops and work with institutions.
2. the issue of community-vision. The Program and Content Committee expressed great interest in this topic, as did many participants in the Jerusalem Summer Seminar. How to address it meaningfully without giving short shrift to other facets of our work remains an important challenge. The talk Professor Michael Rosenak's delivered at last summer's seminar, when transcribed and edited, may provide a useful avenue for approaching this matter.
3. A number of people have expressed a desire to encounter additional visions of an educated Jew, developed with attention to North American sensibilities. Such visions could prove very useful in work with institutions struggling to clarify their own visions.