



THE JACOB RADER MARCUS CENTER OF THE  
**AMERICAN JEWISH ARCHIVES**  
A DIVISION OF HEBREW UNION COLLEGE – JEWISH INSTITUTE OF RELIGION

**MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980-2011.**

Series F: CIJE Accrual, 1981-2011, undated.  
Subseries 2: Dan Pekarsky, 1981-2011, undated.

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Box  
74

Folder  
13

Goals Project. Goals work plan, 1994-1995.

For more information on this collection, please see the finding aid on the  
[American Jewish Archives](http://AmericanJewishArchives.org) website.

WORK-PLAN -- MONTH BY MONTH FROM AUG. 1995 - DEC. 1996

1995

AUGUST (14th on)

Events and products

Steering Committee Meeting

Completed Work-plan through Dec. 1996

Background/Planning activities

Work with Dickman to plan Baltimore program

Work with Paley to plan the Wexner program

Meeting with Colman re: Goals Project Update and Steering Committee meeting

Identify times and clientele for January and July Seminars

In progress

Milwaukee follow-ups aimed at solidifying pilot-projects.

Conceptualizing the kitchen.

## SEPTEMBER

### Events/Products

Meetings with Milwaukee pilot-project institutions: Beth Israel meetings with Buckman and with Lager; JCC Board Retreat (with Chazan); meeting with MJDS Goals Project Planning Committee  
Conceptualization of "kitchen-work" (completion of draft 1)

### Background/planning activities

Weekly teleconferences with Marom.

Weekly teleconferences with CIJE staff

Plan dates, location, clientele for misc. seminars projected for the upcoming year, including Goals Project seminars for principals; seminar for leadership of Affiliate Communities; Feiman-Nemser-Ball consultation; Gerstein consultation; and continuing planning for the January and July consultations. As part of this effort, determine Rosenak's availability for seminars.

Finish planning Baltimore's October seminar.

Plan the JCC workshop projected for early November.

Finish planning the Wexner retreat, scheduled for early Dec.

### In progress

Milwaukee pilot-project work: getting to know the institutions; planning and other initiatory activities.

Exploring a content-area (with Marom, Dorph, Holtz)

OCTOBER

Events and products.

Baltimore lay/professional seminar

Goals Project update for Nov. Board/Steering Committee Meeting

Background/planning activities.

Weekly teleconference with Marom

Weekly teleconference with CIJE staff.

Finish planning the November JCC event.

Finish planning the Wexner program.

Plan JECC seminar scheduled for November in Cleveland.

Continued Planning for the January seminar

In progress.

The "Conceptualizing the kitchen" document.

Exploring a content-area.

Milwaukee pilot-project activities.

NOVEMBER

Products/events

CIJE Steering Committee and Board Meetings

Two-day JCC retreat on goals.

Complete Draft 2 of the kitchen-conceptualization.

Module in Principals Seminar [is this in Nov.?)

An In-house seminar organized around "the kitchen" -- the developing conception of the kitchen, and the content-area work that is in progress. All of this in anticipation of the January seminar.

Background/Planning activities

Weekly Teleconferences with Marom.

Weekly teleconferences with CIJE staff.

Last-minute Wexner Retreat preparation.

Continue preparation for the January Seminar in Jerusalem.

Continue planning for spring seminar for principals.

Continue planning for seminar for Affiliate Communities

In-progress

Milwaukee pilot-projects

Exploring a content-area

An essay, to be used at January consultation, focusing on publication-projects to be undertaken.

DECEMBER

Products/events

Wexner retreat.

Meeting with Michael Paley re: follow-up to Wexner retreat.

Completion of second draft of Kitchen-work conceptualization, to be used in January consultation.

A summary and analysis of work-to-date in content-analysis effort. (Background for January consultation)

Complete document summarizing possible publication-projects (to be used in January consultation)

A summary and analysis of work-to-date in Pilot Projects. (Background for January consultation)

Background/planning activities.

Weekly conference calls with Marom.

Weekly conference calls with CIJE staff.

Finish planning the January-consultation; prepare and send materials to participants.

Planning for Spring seminars (Principals; Affiliates)

Finish planning the January Milwaukee-JCC consultation

In progress

Milwaukee pilot-project activities.

1996

JANUARY

Events/products

CIJE-MANDEL INSTITUTE consultation on the different phases of Goals Project, and the development of a paper summarizing process and results of this deliberation.

First of 2 consultations to JCC-camps in Milwaukee.

CIJE Steering Committee Meeting.

Goals Project update for Steering Committee meeting.

Background/planning activities.

Weekly meetings (in person or by phone) with Marom.

Weekly meetings (in person or by phone) with CIJE staff.

Continue planning spring seminars and consultations - especially the Principals Seminar; the Seminar for Affiliate Communities; the Ball/Feiman-Nemser/Gerstein Consultation.

In progress.

Milwaukee pilot-project

Revision/development of kitchen-document in wake of January consultation.

Initial conceptualization of publication project(s) in wake of the January consultation.

FEBRUARY

Products/events.

Second of two consultations to Milwaukee-JCCs  
Consultation to Cleveland JECC re: Beth Torah.  
Complete "kitchen-conceptualization document"

Background/planning activities.

Weekly conference calls with Marom.  
Weekly conference calls with CIJE staff.  
Continued planning of upcoming seminars, as well as the July-Seminar for "Senior-Senior" personnel.

In progress.

Milwaukee pilot-project activities  
Exploration of the designated content-area.  
New initiatives, as determined during January consultation.  
A concept-piece describing the project that can be used to explain project to invitees of upcoming seminars and consultations and to other audiences.

MARCH

Activities/events.

Ball/Feiman-Nemzer/Gerstein Consultation

Completion of concept-piece explaining the project.

Background/Planning activities.

Weekly meeting with Marom.

Weekly teleconference with CIJE staff.

Intensive planning for Spring Principals Seminar.

Planning for Affiliate Communities Seminar and for the July senior-senior seminar.

In progress

Milwaukee pilot-project

Publication project (content to be determined)

APRIL

Events/products

Principals Conference on Goals

Steering Committee/Board Mtng.

Update in preparation for Steering Committee/Board Meetings.

In-house seminar organized around a) the Affiliate Communities Seminar and the Senior/Senior Seminar, and b) the pilot-projects.

Draft of results of content-area exploration.

Background/planning activities

Weekly meetings with Marom.

Weekly conference calls with CIJE staff.

Intensive planning for Affiliate Communities Conference.

Planning for the July Senior-Senior Conference.

In progress.

Milwaukee pilot-project.

Publication project

Second iteration of the designated content piece.

Draft of document analyzing the pilot-projects.

MAY

Events and products.

Seminar for new Affiliate Communities

Circulating Draft analyzing the pilot-projects to date

Circulating Draft of the "designated content" piece.

Background/Planning activities.

Weekly meetings with Marom

Weekly phone-meetings with CIJE staff.

Intensive planning for July senior-senior conference.

Intensive planning for Goals Component of the July Personnel-trainers conference.

Plan activities that follow-up on the May conference for new Affiliate Communities.

In progress.

Milwaukee Pilot Project

For-publication piece.

JUNE

Events/products

Any essays, developed by us, to be used in July Senior-Senior Seminar.

CIJE Steering Committee Meeting

Background/planning activities

Weekly phone-meetings with Marom.

Weekly phone-meetings with CIJE staff.

Continuing intensive planning of, preparation of materials for, the July senior-senior conference.

Continued planning for July personnel-trainers seminar.

In progress.

The for-publication piece.

JULY

Events/products.

Senior-senior conference in Jerusalem

Personnel-trainers seminar in Jerusalem

AUGUST

Events/products.

In-house Goals Project Consultation Conference: taking stock and future planning.

Document summarizing lessons, achievements, upcoming challenges and activities; culminating in a revised work-plan for the period beginning in September 1996

Deliberation with Rosenak on community-wide vision agenda.

Planning/background activities

To be determined based on the August 1996 In-house consultation. Possible planning activities emerging out of this consultation might include:

Strategy for pursuing the community-vision agenda in North America.

Strategy for launching the coaching-agenda

New "seeding the culture" initiatives

Planning a seminar organized around the Mandel Institute's "Educated Jew" publication.

Identification of new pilot-project sites and of appropriate guides/coaches to work with the institutions.

In progress

Begin curricularization of the Rosenak essay and the community-vision theme

Curricularization of the "Educated Jew" materials for use with North American communities and institutions.

The to-be-published volume (agreed on at the January 1996 consultation)

SEPTEMBER

Activities/Events

In-house consultation on Community-vision theme: focus on conceptualization, materials, strategies.

Background and planning activities

Plan Seminar/conference organized around community-vision agenda.

Plan Dec./January Seminar organized around pilot-projects and Kitchen-work for (some) participants in summer's senior-senior July conference.

Plan seminar organized around "Educated Jew" materials

In progress

Pilot-projects, including documentation and analysis

Continuing work on to-be-published manuscript

Continuing kitchen-work

OCTOBER

Activities/products

To be determined

An update on developments in the Resource Development Center.

Draft-document summarizing results of exploration of designated content area.

Planning/background activities

Weekly phone meetings with Marom

Weekly phone meetings with CIJE staff

Plan Dec. community-vision conference

Plan January Conference, follow-up to senior-senior conference of summer 1996, organized around: a) Educated Jew Materials; b) Pilot-projects; c) Materials produced in the kitchen.

In progress.

Old and new Pilot-projects and their analysis.

The to-be-published document (called for at January 1996 consultation).

Curricularization of Community-vision material.

Curricularization of "Educated Jew material"

Launch exploration of a second content-area.

NOVEMBER

Activities/products

Update for Steering Committee/Board

Steering Committee/Board Meeting

Draft of "Educated Jew" packet

Draft of "Community-vision" packet

Draft of article on "Helping Institutions Grow", based on work-to-date in pilot-projects and the kitchen.

In-house deliberative consultation re: next steps in project's development

Planning/background activities

Weekly phone-meetings with Marom and with CIJE

Plan December follow-up conference for Senior-Senior.

Follow-up activities in Affiliated Communities that participated in the spring conference.

In progress

Pilot-projects and documentation.

Publication project.

Exploration of 2nd content-area.

DECEMBER/JANUARY

Products/Events

1st draft of the to-be-published text, agreed on at January consultation.

2nd Conference for senior-seniors

Improved draft of "community-vision" packet.

Improved draft of "Educated Jew Packet."

Conference on "community-vision" theme - either for leadership of a single promising community or for the leadership of a number of such communities.

Background/planning activities

To be determined.

In progress.

WHERE I'D LIKE US TO BE AT END OF 1996.

1. Several thriving pilot-projects, and opportunities for their representatives to share and consult among themselves.
2. Several institutions interested in becoming pilot-project sites.
3. A small cadre of individuals, familiar with and sympathetic to the project, who could serve as resources to new pilot-project sites.
4. A field-book of materials, maps, strategies, representing the fruit of work carried out to date in the kitchen and through the pilot-projects.
5. Circulating drafts of to-be-published articles or books:
  - a. Concept-piece on the Goals Project
  - b. The article/book decided upon in January 1996
  - c. An article summarizing and analyzing the Pilot-projects, with attention to practice.
  - d. Packets that curricularize the "Educated Jew" materials and the "Community-vision" materials.
  - e. Packets of material that offer alternative "Educated Jew visions" along with appropriate curricularizations.

**From:** MAROM  
**To:** pekarsky@mail.soemadison.wisc.edu  
**Date:** Sunday, August 13, 1995 2:39 am  
**Subject:** Re: goals telecon -Reply

Hi Danny:

Hope you are having a nice weekend.

Enclosed is letter which I faxed and e-mailed to everyone for tomorrow morning's telecon. Hope you find it acceptable.

I will be writing to SF today too, to fill him in on what is going on. Until later. Daniel.

Dear Alan, Barry, Danny, Gail, and Nessa:

In my last phone conversation with Danny Pekarsky, we agreed that I would send you the enclosed "Background notes to the Goals Project Workplan." Together with the Workplan which Danny will be sending you, this will be the basis for our conference call on Monday. I look forward to speaking to you all.

Daniel Marom

Background notes to the Goals Project Workplan:

Since the workplan is broken down according to types and dates of activities, it may be useful to note in advance how these activities are seen to interrelate both across and over time. In the larger perspective then, the CIJE goals project workplan seeks, with the cooperation of the Mandel Institute and the support of Harvard's Philosophy of Education Research Center (see under "project development consultations"), to simultaneously:

- a) generate a desire and demand for development in the area of the content and goals of Jewish education among lay and professional leaders in the field (see under "seeding the culture" and "honoring existing commitments");
- b) develop resources (see under "resource development center"), expertise (see under "resource development center" and "pilot projects"), and professional capacity (see under "personnel") for effective professional assistance to lay and professional leaders in the field in the area of the content and goals of Jewish education.

If the workplan is successfully implemented, by the end of 1996 the CIJE will be in a position to consider, with its associates, alternative ways of systematically bringing a) and b) to bear on each other. The point is that rather than seeking to provide immediate assistance to a limited number of communities and/or institutions over the next year and a half, the workplan wants to work towards the development of a demand and infrastructure for effective ongoing and widespread attention to the content and goals of Jewish education in North America. Following this route, the 1997 workplan would be addressing the possibility of activities such as the development of an independent center

providing assistance to lay and professional leaders in the field in the area of the content and goals of Jewish education and/or the development of a systematic plan for intervention in particular communities and institutions of Jewish education in that area (including, perhaps, the training of goals "coaches", publication of a resource and methodological guide for goals "coaching" etc.).

MEMO TO: CIJE/Mandel Institute collaborators on the Goals Project  
FROM: Daniel Pekarsky  
RE: Some general issues and the work-plan.

Introducing the work-plan. Daniel Marom and I have been in touch since our last conference call, with special attention to a work-plan. The work-plan in question is attached. A few preliminary comments are in order. First, you will notice that the JCC and the Baltimore efforts on the horizon have been placed under the "Seeding the Culture" category. We were unsure about whether this was accurate; perhaps these activities more properly belong in an "Outstanding Commitments" category. They are placed in the "Seeding the Culture" section mainly as a way of reminding us that we can and should use these events as opportunities to nurture the kinds of appreciation and understanding we believe important. Still, there was some uncertainty among us about whether this categorization made sense.

Second, please note that we toyed with but did not yet feel ready to commit in a work-plan to two items that seem worth contemplating. Both of these items point us beyond 1996 to new stages in the unfolding of the project. We want to mention them simply to indicate the kinds of things that may be on the horizon and that may be worth beginning to think about. They are:

Development of a "Working With Institutions on a Goals Agenda Fieldbook", to be part of a curriculum for training institutional guides.

Goals Seminars (on the model of Milwaukee) in one or two communities that participated in the summer 1996 Goals Seminar for New Affiliate Communities.

Third, be on the lookout for a fax or email from DM that will offer some background and context for the work-plan. It should arrive prior to our Monday conference call.

Some questions to consider. In the course of the Pekarsky-Marom conversations, some very important questions arose that have a significant bearing not just on how we see what we are doing but also on the kinds of initiatives we think it wise - and unwise - to take up. Let me summarize two such questions below:

1. In the course of our deliberations over the last several weeks, we seem to have converged on the following areas: a. Seeding the culture; b) the (to-be-renamed) kitchen; c) pilot-projects and other building capacity efforts. But it is noteworthy that we have also undertaken a number of commitments which do not in all cases comfortably fall under these headings; some of them seem more like "Service" in response to requests from the field. Examples might include the two-day consultation for the JCC camps and perhaps the Baltimore central agency initiative.

The question we want to pose is this: to what extent, if at all, should what might be called "Service" be a category for the Goals Project when it is not clearly and meaningfully subsumable under one of the other headings? Should we be responsive to requests from Baltimore, Atlanta, the JCCs, etc. if we don't see opportunities for meaningful pilot-projects emerging from these initiatives or if they do not show significant "seeding the culture" promise? Put differently, if Baltimore's community agency initiative doesn't have the potential to turn into a serious and ongoing pilot-project, is it the kind of thing we should be staying away from at this stage in our development?

Note that this needn't be an all-or-nothing matter: in between saying, a) "No - we can't engage in this kind of service at this stage because to do so would jeopardize developing the kinds of tools and capacity that will make our contributions more valuable down the road," and b) "Yes, we will run a set of workshops for you to help you meet your immediate needs," we could say something like, c) "We will be eager to consult to you about what you are thinking about doing - and to offer our thoughts about what it would mean to do this seriously; but we do not have the resources to do more than this with you at this time (without jeopardizing the project's development by diffusing its scarce energies).

2. A related question is this: The Goals Project has expressed an interest in working with agencies and institutions in a sustained way, and we have been skeptical of agencies which come to us -- midstream, so to speak -- for help on a particular matter to which they do not want to devote more than, say one or two sessions. Our view has been - and perhaps should be - that we should be trying to encourage serious initiatives that involve an effort over time to wrestle with Jewish sources and to think systematically about questions of goals and their relationship to practice.

But as just noted, institutions often do not come to us with this in mind: they want immediate, short-term help. Here are two possible responses.

a. One option that we have is to say: "Look here - this is not the kind of thing we do; and we think you would be wiser to undertake the more intensive and time-consuming process we recommend.

b. another possibility is to say to ourselves: "They're not where we might want them to be, and we may not get them where we would like them to be; still, here's an opportunity to take them somewhat beyond where they were, to raise the level of discourse and deliberation a notch --- and to do so in such a way that they will want to turn to us for assistance in the future." In a sense, I would describe this as a Deweyan approach.

a. and b. carry very different implications for what we should be doing. Getting clearer on this matter -- as about #1 -- would be very helpful. Implicit in these questions is the following general question: What should be the basis for accepting or refusing an invitation to work with an institution or a community?

I hope we can discuss these matters during our Conference Call.

Seeding the culture

Module in Fall Principals Seminar. (DP)

Retreat for the some 400 graduates of the Wexner Program (Dec. 1995) (DP)

Workshop(s) for lay and professional leadership of Baltimore's central education agency around questions of mission and goals (Sept. - Nov. 1995) (DP)

Two-day workshop with 5 JCCs concerning the goals of JCC camps (Nov. 1995)

Seminar for principals, organized around the theme of goals, vision, and evaluation (spring 1996)

Extended initiatory seminar on goals for lay and professional leadership of new Affiliate Communities (Spring or summer, 1996)

Dec.

Participation in the Summer Seminar for Personnel Development leaders, with the intent of integrating the goals-dimension into their deliberations (Summer 1996)

Teacher Ed Institute (Marom too)

Seminar for carefully targeted individuals around the Educated Jew articles (Fall, early Winter 1996)

~~A conference organized around the Rosenak essay on community-goals (and led by Rosenak); aimed at lay and professional leadership of one or more North American communities. Conceivably, this could also become dimension of conference for new Affiliate Communities (Spring or Fall, 1996)~~

Consultations

**1. Honoring Pre-existing commitments.**

Consultations to Cleveland Jewish Education Center concerning the future of Beth Torah (Fall 1995; Winter-spring, 1996)

**2. Project Development Consultations**

CIJE-Mandel Institute Consultations, including:

Weekly Conference Calls between Pekarsky and Marom organized around theoretical and practical issues in the life of the Goals

Project.

Periodic CIJE-Mandel Institute Consultations on the Development of the Goals Project, the first one to be held in January 1996, <sup>same</sup> a second ~~one~~ *the late May or June*

Intermittent consultations

Periodic consultations with the Philosophy of Education Research Center at Harvard.

Consultation with Sharon Feiman-Nemser and Deborah Ball concerning curricularization of the Goals Project Agenda for institutions (spring 1996)

Consultation with Amy Gerstein of the Essential Schools Coalition; possibly, this consultation could be combined with the Feiman-Nemser/Ball consultation (Spring 1996)

*One*  
*Other*  
*CIJ account*

*Feiman-Nemser*  
*Ball*

*to need. Possible at 1/2 price*

Building capacity

1. **Personnel**

*Project*

Seminar for senior-senior leaders in Jewish education designed to initiate them into the work of the project and to recruit them, as appropriate, into different facets of the project's work (Summer 1996)

2. **Pilot-projects**

Continuing work in the Agnon School. By December of 1995 Marom will produce a paper that documents work-to-date and that offers pertinent analyses and insights concerning the nature of the work. By December of 1996, Marom will produce an article summarizing the effort and what we learn from it (along dimensions to be determined).

Continuing work with two Milwaukee institutions. By end of January 1995, Pekarsky will produce a paper that documents work-to-date and that offers pertinent analyses and insights. By end of 1996 Pekarsky will draft an article analyzing this experience.

Periodic seminars for selected clientele organized around Marom's and Pekarsky's analyses of Pilot Project efforts at different stages. Seminar topics will vary but will be selected based on their capacity to illuminate what is involved in helping an institution

*more part of consult*

go through a goals-sensitive change process, as well as the skills, training and resources needed to guide an institution through such a process. (January 1996, July 1996, December 1996)

Resource Development Center (the kitchen of old)

A conceptual piece that systematically lays out the varied kinds of work that needs to be produced in the Resource Development Center (Pekarsky). \*

Continuing development of a resource-bank of tools, exercises, conceptual maps, etc. a) along lines laid out in Pekarsky's late 1995 essay and refined through internal discussions and through the January consultation, and b) in response to insights and needs emanating from the pilot-projects. *publishable* \*

→ { Initial development of the resource-bank will include an experimental in-depth exploration and analysis of a single content-domain culminating in an in-progress report by the end of 1995 (Marom, Pekarsky, Dorph, and Holtz).

~~Curricularization of the Rosenak essay on community-vision for use by North American communities (In-progress through 1996, with some materials available by end of year). (Marom and Pekarsky)~~

~~Curricularization of the Mandel Institute's Educated Jew papers for use by North American communities and educating institutions, to be done Sept. - Dec., 1996. (Marom and Pekarsky)~~

An article that explains the sense in which Ramah is a vision-driven institution and the inputs that were necessary for it to come into being. Draft completed by Dec. 1995; ready to be published or published by Dec. 1996 (Fox and Rappaport). *5\**

~~Development of a to-be-published monograph (Future as History, or Jewish Lightfoot, or Journey to vision-drivenness, or...), precise topic to be decided during the January 1996 CIJE/Mandel Institute Consultation; draft completed by Dec. 1996. *End-*~~

Look under "Pilot Projects" for additional products, projected for this period. *Articles coming out of*

*At end of 1996, what do we have in diff. domains*

THE GOALS PROJECT AHEAD  
August, 1996

Three levels of discourse are relevant to framing the agenda of the Goals Project in the short- and long-run: the guiding vision of the Goals Project; the strategies by which approaching this vision is to be accomplished; the preconditions that need to be in place if reasonable strategies are to be adopted and deployed. This proposal assumes that while our vision is reasonably clear, we are not yet in a position to finalize appropriate strategies for approaching it- or even to assume we have adequately articulated the list of possibilities. Our energies need to focus on the pre-conditions for clarifying, deciding among, and implementing strategic options. From among these pre-conditions, emphasis needs to be placed on those which will best help to clarify and prepare us for our strategic options.

**GUIDING VISION:** A future in which Jewish **communities and** educating institutions across North America are animated by compelling visions, grounded in powerful Jewish content, and by an ethos that encourages an ongoing interplay between vision, practice, and evaluation, an interplay which leads to the continuing evolution of each.

**STRATEGY:** Among the strategies that may, alone or in combination, effectively help to realize this vision are the following:

1. efforts that focus on work with educating institutions, new and old;
2. efforts that focus on the professional development of key-personnel (Rabbis, principals, and/or teachers) at pre-service or in-service levels;
3. working with denominational training institutions;
4. work with key lay educational and/or communal constituencies at local or national levels, etc.

As noted above, it is premature to decide which, if any, of these options is strategically appropriate. Critical pre-conditions that might allow us

a) better to understand what each of them entails, what resources it would require, what its likely results would be, and

b) to implement any of them intelligently and effectively

are not yet in place. Hence the need to focus our attention on

pre-conditions.

**PRECONDITIONS:** We have identified the following as critical preconditions that will enable us to better understand, to decide among, and to effectively implement strategic options.

Expanding our knowledge-base

Building a kitchen of critical resources

Seeding the culture so that the community we would serve will prove receptive to our efforts

Building the human capacity that will enable us to undertake the effort to achieve the other 3 pre-conditions, as well as to enter one or another strategic option down the road.

#### A PROPOSAL

Organized primarily around the preconditions for progress identified above, this section will sketch out the directions of future Goals Project work, along with concrete recommendations for the 1996-97 year.

#### Expanding our knowledge-base

**General observations.** In line with our recent thinking, our knowledge-base needs to be developed in relation to three critical themes: "Professional Development," "Working with Institutions," and "Community Mobilization."

While these should not be viewed as hard-and-fast categories, they are proving useful organizing principles for different phases of our work (with the proviso that the categorization not lead to isolating the three domains from each other).

Each of these three themes is an appropriate focus for a Goals Project activity. Associated with each such effort should be experimental forays into the field (that is, practical efforts to test our ideas concerning how to catalyze improvement), as well as a deliberation team that can help conceptualize the domain and oversee work going on within it.

#### **Expanding our knowledge-base - concrete recommendations:**

1. our efforts in the "Professional Development" category should be limited to Goals Project contributions to existing CIJE efforts --TEI or Educational Leadership in the 1996-97 period.

2. The Milwaukee Lay Leadership Project (coordinated by NR and DP) will serve as a pilot-project for a Community Mobilization pilot-project. An appropriate deliberation team should be convened to advise this project.

3. Working with institutions:

a) The Agnon effort in Cleveland and the Beth Israel Congregation effort in Milwaukee will serve as pilot-projects for the "working with institutions" agenda. An appropriate deliberation team should be convened to advise these efforts.

b) Ground-floor involvement, as in Atlanta, with Cleveland's effort to launch a vision-guided Community Day High School.

c) an effort to establish a consortium of Vision-sensitive Community Day High Schools (with a first meeting scheduled for summer, 1997).

The Kitchen

**General observations.** We have now produced drafts of articles that offer images of vision-driven institutions and that make the case for vision: these include the Fox Ramah piece and the Pekarsky piece recently presented at the Research Conference. Also in progress is Marom's Agnon piece; material should also soon be emerging from Pekarsky's Beth Israel project. In addition to further developing and appropriately packaging the aforementioned materials, there is a need at this point to develop materials that address content-issues: for example, additional Educated Jew papers; materials that further curricularize for use the existing Educated Jew papers; materials that offer different conceptions of subject-matter for Jewish education (and that point both "upwards" to Levels 2 and 1 and downwards to Levels 4 and 5).

It may be helpful at this stage in our work to think in terms of two book-length publications that will encompass our kitchen-efforts. One of them, an edited volume entitled IDEAS IN ACTION, will include such pieces as Fox's "Towards a General Theory of Jewish Education," the Pekarsky Research Conference Piece, Fox's new Ramah piece, a piece from Marom's Agnon Project and (if things go well) from Pekarsky's Milwaukee pilot-project. The second volume, (poorly) entitled CONCEPTIONS OF SUBJECT-MATTER, would result from commissioning a number of papers, each of which offers a range of conceptions of a particular seminal subject-matter (such as Israel, God, Jewish History, Study of

*Pilot Cleveland*

*Consortium*

*Fox: Ramah  
Pekarsky  
Agnon  
Beth Israel  
Content  
need*

*3  
Volumes*

Texts, Hebrew, etc.), While the emphasis here is on level 3, an attempt would be made to show the relationship between level 3 decisions and the other levels.

**The Kitchen - concrete recommendations:**

4. The Pekarsky "Vision" piece and Fox's Ramah piece should be refined and packaged for appropriate dissemination.
5. Marom should continue developing his Agnon publication, with attention to its usability for both training and for seeding the culture.
6. We should explore a Pekarsky/Fox collaboration on a systematic exposition of 1 - 5 and its relationship to our work.
7. We should pick an appropriate subject-matter (e.g. Hebrew, Text Study, Israel) and hire an individual to do two things: to collect extant articles that articulate different conceptions of that subject-matter; and to write an article that articulates competing conceptions of that subject-matter, with attention to their respective implications and presuppositions.

Building human capacity.

*Critical Seminar Capitalize*

**General observations.** One of CIJE's basic assumptions is that no improvement in any domain is likely to be seen unless talented personnel is available to implement it. This is as true of the Goals Project as of anything else. Up to now, Daniel Pekarsky and Daniel Marom have overseen the effort and have received substantial input of varied kinds both from Seymour Fox of the Mandel Institute and from CIJE staff. Our strong sense has been that we need additional human resources if we are to make substantial process. With this in mind, we sponsored the Goals Seminar in Jerusalem in the summer of 1996. Though not everyone who participated is a suitable candidate for work in the Goals Project, it may be possible and valuable to engage a number of them. It is important that we build on the summer's momentum by finding appropriate activities within the project for suitable individuals. Such activities should be chosen with an eye to: 1. enable them to begin making a contribution; 2. deepening their own knowledge; and 3. keeping them engaged.

**Building human capacity - concrete recommendations:**

8. Continue the search for individuals who can serve the needs of the Goals Project, especially "in the kitchen".

9. Find appropriate niches for individuals who participated in the July 1996 Goals Seminar. For example:

Kaunfer: a pilot project; or a working-with-institutions deliberation team; or a piece on the status of Vision/Goals in Conservative institutions. (Would he be appropriate for a "Conception of subject-matter" piece?)

Gerstein: encourage her to develop the piece she's begun on approaches to institutional change and their relationship to our efforts; make her a lead-member of a "Working with institutions" deliberation team.

Lehmann/Paley: Work with them on the establishment of the consortium of Vision-guided Community High Schools described above.

### Seeding the culture

**General observations.** There is no doubt that seeding the culture is of great importance. Interventions are unlikely to be desired or to succeed in the absence of receptivity to them; and this receptivity may well need to be nurtured through the cultivation of an appreciation of the value of addressing questions of vision and the rich contribution of Jewish content to this effort.

**Seeding the culture - concrete recommendations.** In many ways, seeding the culture is a by-product of various other activities the Goals Project undertakes. For example, our projected involvement in Cleveland's effort to build a community day high school or our work with lay leadership in Milwaukee can both be viewed as having a "seeding the culture" dimension -- a dimension that is emphasized to the extent that we produce and properly disseminate written materials that grow out of these efforts. Given the many demands on the Goals Project, the recommendation is as follows:

10. Disseminate our written materials in ways that maximize the "seeding the culture" effect.

11. View and use all of our work with varied lay and professional constituencies as opportunities to seed the culture.

12. Beyond this, don't make "seeding the culture" a focal point of Goals Project efforts in 1996-97.

Miscellaneous Additional Recommendations.

13. **Denominational Forays.** Given the capacity now available to us and the possibility that the denominations may prove useful avenues of improvement, it may be useful (on a low-burner) to explore possibilities in this area. This could include papers concerning the state of vision/goals in the different denominations (via papers by Thal and/or Kaunfer), the consultation with HUC in November, and a possible set of discussions with Isa Aron's group.

14. **Study group.** A study-group made up of participants in this summer's Goals Seminar, offering members an opportunity to further develop their understanding and to bring some of their own issues to the table. First meeting to be held in Dec./January upcoming. [Note: if we go ahead with the working-with-institutions deliberation team and the Community Day High Schools consortium, it may prove redundant, or over-kill, to include this study group as well.]

GOALS PROJECT WORK-PLAN: AUGUST 1995 - DECEMBER 1996

INTRODUCTION

The Goals Project work-plan operationalizes the agenda of inter-related challenges identified in the most recent Goals Project update, prepared in August 1995. Since the work-plan, as it is described below, is broken down according to types and dates of projected activities, it may be useful to highlight succinctly how these activities inter-relate and where we believe they will lead the project by the end of 1996.

In the larger perspective, then, the Goals Project work-plan seeks, with the cooperation of the Mandel Institute and the support of Harvard's Philosophy of Education Research Center, to do the following simultaneously:

a) to generate a desire and demand for development in the area of content and goals of Jewish education among lay and professional leaders in the field (See sections entitled "Seeding the culture" and "Honoring existing commitments"); and

b) to develop resources (See section entitled "Resource development center") and expertise (See sections entitled "Resource development center" and "pilot projects") and professional capacity (See section entitled "Personnel") for effective professional assistance to lay and professional leaders in the field in the area of the content and goals of Jewish education.

If the work-plan is successfully implemented, by the end of 1996, CIJE and its associates, notably the Mandel Institute, will be in a position to bring a) and b) together: we will have come along way towards establishing a demand and infrastructure for effective and widespread attention to the content and goals of Jewish education in North America. Specific end-of-1996 outcomes include the following:

a) two or three ongoing pilot-project institutions that we continue to serve and to analyze systematically with attention to our major challenges (See d.ii. below);

b) a flow of requests on the part of additional North American institutions, agencies, and communities to become part of a serious goals-process;

c) the presence of a cadre of individuals, familiar with and sympathetic to the project, who will serve as resources and possibly future staff for the project in its efforts to meet the requests identified in b);

d) Publishable and/or published materials that include the following:

i. a box or packet of materials that offers varied rationales for and illustrations of the project's central theses. Some of these materials to be gathered from what already exists, and some to be developed by us, e.g., a possible concept-piece on the philosophy of the Goals Project, to be used to nurture an appreciation for and interest in our work on the part of various lay and professional constituencies.

ii. three pilot-project products that serve our work: first, an article offering a thick description of the work; second, an analytic study of the work designed to forward our efforts to develop human and other resources for the project; third, a package of materials that could include articles, vignettes, testimonials, and videos that can be used to powerfully convey to others the nature and benefits of taking on a goals-process.

e) a integrated and indexed library of materials - maps, strategies, diagnostic and evaluative tools, curricula, articles, etc. - that represent the work-to-date in the kitchen; and that can be used in training individuals to work with institutions or by institutions themselves. This library of materials will, with the permission of the Mandel Institute, include some materials produced through the Educated Jew Project.

f) based on all of the above, a menu of possible ways for the project to assist the North American Jewish community in the area of content-and-goals, along with a plan for CIJE-Mandel Institute deliberations aimed at examining and deciding among them. Possibilities might include the training of coaches, publication of a resource and methodological guide for "coaching", the development of a quasi-independent center to meet developing needs, etc.

## **AUGUST 1995 - DECEMBER 1996**

### Seeding the culture

Module in Fall Principals Seminar.

Retreat for the some 400 graduates of the Wexner Program (Dec. 1995)

Participation in the winter Teacher Education Institute with the intent of integrating the goals-dimension into the Institute's work (Dec. 1995)

Seminar for principals, organized around the theme of goals, vision, and evaluation (spring 1996)

Extended initiatory seminar on goals for lay and professional leadership of new Affiliate Communities (Spring or summer, 1996)

### Consultations

#### **1. Honoring Pre-existing Commitments (in ways that forward our principal purposes).**

Workshop(s) for lay and professional leadership of Baltimore's central education agency around questions of mission and goals (Sept. - Nov. 1995)

Two-day workshop with 5 JCCs concerning the goals of JCC camps **OR** a pilot-project with a single JCC camp, probably in Milwaukee (Nov. 1995)

Consultations to Cleveland Jewish Education Center concerning the future of Beth Torah (Fall 1995; Winter-spring, 1996)

#### **2. Project Development Consultations**

CIJE-Mandel Institute Consultations, including:

Weekly Conference Calls between Pekarsky and Marom organized around theoretical and practical issues in the life of the Goals Project.

Periodic CIJE-Mandel Institute Consultations on the Development of the Goals Project, some to include Harvard's Philosophy of Education Research Center, the first one to be held in

January 1996 and a second projected for late spring 1996.

Intermittent consultations, as needed (example: a possible meeting with Sharon Feiman-Nemser, Deborah Ball, and/or Amy Gerstein concerning curricularization of the Goals Project agenda for institutions).

### Building capacity

#### 1. **Personnel**

Projected seminar for senior-senior leaders in Jewish education designed to initiate them into the work of the project and to recruit them, as appropriate, into different facets of the project's work (Summer 1996)

#### 2. **Pilot-projects**

Continuing work in the Agnon School. By December of 1995 Marom will produce a paper that documents work-to-date and that offers pertinent analyses and insights concerning the nature of the work.

Continuing work with two Milwaukee institutions. By end of January 1995, Pekarsky will produce a paper that documents work-to-date and that offers pertinent analyses and insights.

By the end of 1996 the following products will emerge from the pilot-projects: first, an article offering a thick description of the work; second, an analytic study of the work designed to forward our efforts to develop human and other resources for the project; and third, a package of materials that could include articles and/or videos incorporating descriptions, testimonials, vignettes, and analyses that can be used to convey powerfully to others the nature and benefits of taking on a goals-process.

### Resource Development Center (the kitchen of old)

A conceptual piece that systematically lays out the varied kinds of work that needs to be produced in the Resource Development Center (Pekarsky).

Continuing development of a resource-bank of publishable tools, exercises, conceptual maps, etc. a)

along lines laid out in Pekarsky's [to-be-written] late 1995 essay and refined through internal discussions and the January consultation; an b) in response to insights and needs emanating from pilot-projects and from our efforts to seed the culture. Initial efforts to include an experimental in-depth exploration and analysis of a single content-domain culminating in an in-progress report by the end of 1995 (Marom, Pekarsky, Dorph, and Holtz).

An article that explains the sense in which Ramah is a vision-driven institution and the inputs that were necessary for it to come into being. Draft completed by Dec. 1995; ready to be published or published by Dec. 1996 (Fox and Rappaport).

Articles growing out of the pilot-projects (See "Pilot projects" section)

**GOALS PROJECT WORK-PLAN: AUGUST 1995 - DECEMBER 1996**

Seeding the culture

Module in Fall Principals Seminar.

Retreat for the some 400 graduates of the Wexner Program (Dec. 1995)

Workshop(s) for lay and professional leadership of Baltimore's central education agency around questions of mission and goals (Sept. - Nov. 1995)

Two-day workshop with 5 JCCs concerning the goals of JCC camps (Nov. 1995)

Seminar for principals, organized around the theme of goals, vision, and evaluation (spring 1996)

Extended initiatory seminar on goals for lay and professional leadership of new Affiliate Communities (Spring or summer, 1996)

Participation in the Summer Seminar for Personnel Development leaders, with the intent of integrating the goals-dimension into their deliberations (Summer 1996)

Seminar for carefully targeted individuals around the Educated Jew articles (Fall, early Winter 1996)

A conference organized around the Rosenak essay on community-goals (and led by Rosenak); aimed at lay and professional leadership of one or more North American communities. Conceivably, this could also become dimension of conference for new Affiliate Communities (Spring or Fall, 1996)

Consultations

**1. Honoring Pre-existing commitments.**

Consultations to Cleveland Jewish Education Center concerning the future of Beth Torah (Fall 1995; Winter-spring, 1996)

**2. Project Development Consultations**

CIJE-Mandel Institute Consultations, including:

Weekly Conference Calls between Pekarsky and Marom organized around theoretical and practical issues in the life of the Goals Project.

Periodic CIJE-Mandel Institute Consultations on the Development of the Goals Project, the first one to be held in January 1996.

#### Intermittent consultations

Periodic consultations with the Philosophy of Education Research Center at Harvard.

Consultation with Sharon Feiman-Nemser and Deborah Ball concerning curricularization of the Goals Project Agenda for institutions (spring 1996)

Consultation with Amy Gerstein of the Essential Schools Coalition; possibly, this consultation could be combined with the Feiman-Nemser/Ball consultation (Spring 1996)

#### Building capacity

##### 1. **Personnel**

Seminar for senior-senior leaders in Jewish education designed to initiate them into the work of the project and to recruit them, as appropriate, into different facets of the project's work (Summer 1996)

##### 2. **Pilot-projects**

Continuing work in the Agnon School. By December of 1995 Marom will produce a paper that documents work-to-date and that offers pertinent analyses and insights concerning the nature of the work. By December of 1996, Marom will produce an article summarizing the effort and what we learn from it (along dimensions to be determined).

Continuing work with two Milwaukee institutions. By end of January 1995, Pekarsky will produce a paper that documents work-to-date and that offers pertinent analyses and insights. By end of 1996 Pekarsky will draft an article analyzing this experience.

Periodic seminars for selected clientele organized around Marom's and Pekarsky's analyses of Pilot Project

efforts at different stages. Seminar topics will vary but will be selected based on their capacity to illuminate what is involved in helping an institution go through a goals-sensitive change process, as well as the skills, training and resources needed to guide an institution through such a process. (January 1996, July 1996, December 1996)

Resource Development Center (the kitchen of old)

A conceptual piece that systematically lays out the varied kinds of work that needs to be produced in the Resource Development Center (Pekarsky).

Continuing development of a resource-bank of tools, exercises, conceptual maps, etc. a) along lines laid out in Pekarsky's late 1995 essay and refined through internal discussions and through the January consultation, and b) in response to insights and needs emanating from the pilot-projects.

Initial development of the resource-bank will include an experimental in-depth exploration and analysis of a single content-domain culminating in an in-progress report by the end of 1995 (Marom, Pekarsky, Dorph, and Holtz).

Curricularization of the Rosenak essay on community-vision for use by North American communities (In-progress through 1996, with some materials available by end of year). (Marom and Pekarsky)

Curricularization of the Mandel Institute's Educated Jew papers for use by North American communities and educating institutions, to be done Sept. - Dec., 1996. (Marom and Pekarsky)

An article that explains the sense in which Ramah is a vision-driven institution and the inputs that were necessary for it to come into being. Draft completed by Dec. 1995; ready to be published or published by Dec. 1996 (Fox and Rappaport).

Development of a to-be-published monograph (Future as History, or Jewish Lightfoot, or Journey to vision-drivenness, or...), precise topic to be decided during the January 1996 CIJE/Mandel Institute Consultation; draft completed by Dec. 1996.

Look under "Pilot Projects" for additional products, projected for this period.

## TOWARDS AN AGENDA FOR CIJE'S GOALS PROJECT IN 1994-95

Introductory. CIJE's Goals Seminar in Jerusalem in July, 1994 served as an effective launching pad for the Goals Project. It catalyzed substantial interest and gave rise to an agenda for the work ahead. In this report, an attempt is made to summarize this agenda -- along with pertinent questions and issues that need addressing.

Commitments undertaken. As reported in the Proceedings of the Summer Seminar, CIJE has committed itself to working (in the area of Goals) with Baltimore, Cleveland, and Milwaukee. What CIJE has said is that, for those communities that can generate an appropriate clientele representing local educating institutions, CIJE is prepared to sponsor a series of 3 or 4 seminars designed to accomplish two things: first, to initiate them into the work of the Goals Project; and 2) to determine which, if any, of these institutions are prepared, in partnership with CIJE, to work intensively towards becoming more vision-driven than they may now be. Institutions that in their own judgment and that of CIJE are eager and able to engage in this kind of intensive work would move on to the next stage. At this stage, each of these institutions would appoint a coach or a lead-person to oversee its efforts. CIJE would work intensively with these coaches in their efforts to improve the institutions they represent.

Additional challenges. In addition to commitments undertaken with respect to the three communities identified above, discussions have been raised concerning whether and how CIJE should work with, or should encourage collaborative work among, individual educating institutions that were involved in the Jerusalem Seminar and that have expressed an interest in working seriously on issues of goals. There is also a question concerning what might be the Goals Project's relationship to Atlanta, which was not represented at the Goals Seminar at all.

The up-coming local seminars. The local seminars scheduled for this coming year in Baltimore, Cleveland, and Milwaukee might develop in the following way. In a preliminary meeting, CIJE staff and representatives of the local community would meet to discuss the clientele that has been locally identified for the seminar and to begin a process of planning the direction of the seminar with attention to local concerns. Although what the seminar would look like would depend on this discussion, one could imagine a sequence of three meetings that would look something like this:

Session 1: An introduction to the main ideas and convictions that define the Goals Project, with attention to key-concepts. Session 1 concludes with a homework assignment that asks participating institutions to respond to a series of substantial questions concerning the presence or absence of goals and vision in their work. These questions would direct their attention not only to institutional rhetoric but to the goals that

actually seem to be implicit in practice - and also to educational outcomes.

Session 2: In this session, participants discuss what they have found in their respective self-studies. In preparation for Session 3, participants are asked to study two or three essays that offer competing visions of the aims of Jewish education; they are also asked to define how they personally and their institution stand in relation to these competing visions.

Session 3: In this session participants discuss the essays they have been asked to read, and they also do an exercise designed to learn what might be involved in trying to translate one of these visions into educational practice in a systematic way. At the same time, it is stressed that there are ways other than beginning with vision to become more thoughtful about one's institutional goals, a point that will also be illustrated.

Session 4: Participants craft documents identifying 2 or more strategies for rendering their institutions more vision driven than they now are -- or at least better organized around goals. The pros and cons of different strategies are also included. These documents become the subject for this session. The seminar ends with an invitation to interested institutions to apply to become part of the next stage of the CIJE process.

Conceivably, one of the sessions might be organized around a case-study.

Personnel needs. The foregoing is no more than a sketch of a possible route to go. Its main intent is twofold: 1) to get us thinking concretely about how to proceed; and 2) to focus our attention on the fact that the work in question will be demanding and on the consequent need for us to begin thinking very concretely about who will be able to do what.

While Pekarsky is willing to take on responsibility for some of the local seminar work, he probably cannot organize or attend all sessions in all communities; there will therefore need to be other people on-board willing and able to work in this domain. More specifically, we need to be asking who will be working with each of the communities already on-board. We cannot afford to lose much momentum at this stage.

What should we be doing to initiate Atlanta into this effort? When should this happen -- and who should be doing this?

Who should be working with the educating institutions

that were present at the Jerusalem Seminar? Should one of us have ongoing responsibilities with them?

We've discussed the need to do some more theoretical and strategic thinking about how to approach becoming more vision- and goals-driven. In this connection, we've talked about speaking with Levin, Sizer, etc. We need to decide who will be involved with this -- who will coordinate the effort, who will participate, whether we would want to include representatives of Lead Communities in such discussions, etc.

At various points we've discussed the advisability of identifying and bringing on board a group of talented coaches that will work with CIJE, local communities, and educating institutions in various phases of the work ahead. If this is to happen, one of us will need to identify and reach out to the appropriate individuals -- but I'm not sure we can do this effectively until we have a somewhat clearer plan of action.

Concluding comments. The foregoing represents an attempt to stimulate some thinking concerning issues and decisions on our immediate horizon. One last thought: perhaps we should be considering the possibility of one or more regional seminars during the year (as part of "the local seminar" idea) -- for example, bringing a group from several communities together during the winter-break for some intensive work.

1October 31, 1994

Dear Seymour:

I'm sorry about our mis-communication. I was under the impression that we would be exchanging thoughts during our phone conversation after your arrival in the U.S. I didn't realize that you had hoped to have something written from me prior to your leaving the country. As it is, I don't have as much to say right now as I hope to have by the end of the week; but following your suggestion, I will at least try to articulate some topics that should be on the agenda next week - and which can become the basis for our own conversation at the end of the week.

Before doing so, I do want to reiterate how important it would be for me to get a clearer sense of where you think the project might usefully go -- both ideally and given the kinds of constraints we work within. The importance of "vision" being at the heart of the Goals Project, having a chance to hear or re-hear the larger sense of vision that informs your approach to this project would be of great value. As part of this, it would be helpful if we could discuss something we didn't discuss the other day, namely, the relationship as we move forward between the Goals Project and the Educated Jew Project. As indicated over the phone, the background to these comments is the uneasy sense I've had that you may be concerned that an important dimension of the project is unwittingly if not by design dropping out. If so, I think it would be invaluable to have a chance to discuss this matter.

A related point is this: it may be that we need to get clearer among ourselves concerning what it means to be working, or starting, at one or another of the five levels. I had imagined that the five levels could be viewed as representing different ways of cutting into the issue of goals/vision at the level of individual educating institutions. But I am getting the sense that you may be thinking of this somewhat differently: namely, that to begin at the higher levels means to work with denominational institutions or central agencies, etc. In any case, I would be grateful if thinking through the levels-issue, along with the issues referred to in the preceding paragraph, could be on the agenda for our conversation at the end of the week.

Below I summarize what I am assuming will be the major direction of the CIJE Staff Meeting next week, though, needless to say, our conversation will have a strong bearing on my own understanding of what should be the focus of that meeting.

OVERALL PURPOSE: to emerge with a clear conception of the Goals Project's agenda (mission and general strategies), both short and long term, with attention to the following questions:

- a. how would we know if we have been successful (at the

end of three years and at the end of one)?

b. what would we optimally want to see and, against this background, what is feasible given our various resource-constraints?

c. What will be the relationship between the Goals Project and the Monitoring, Evaluation, and Feedback Project?

d. What will be the relationship of the Goals Project to the Educated Jew Project as the two projects develop?

#### AGENDA

1. With attention to a) through d) above, review the Goals Project agenda that emerged out of the CIJE staff meeting on goals held in October, 1994 (See Pekarsky's summary of that meeting). Identify the larger game-plan/conception of which it is a part (under both optimal and "real-world" conditions).

2. Examine alternate and/or complementary conceptions of the process and aims of the Goals Project.

3. Based on 1. and 2., and with attention to the considerations identified in a) through d), finalize a conception of the project's aims and strategies over the next 3 years; a list of implementation-issues and tasks; and a work-plan for the year ahead. The resultant plan of action should include:

a) a curriculum of study for CIJE staff working on the Goals Project;

b) Division of labor among CIJE staff, including the use of Pekarsky's time.

c) identification of personnel-needs, and strategies for identifying, recruiting, and then cultivating appropriate support-staff for the Goals Project effort.

Though I know that substantively this document doesn't go further than we had gone in our previous conversation, I hope it is helpful to have my sense of what next week's meeting will be about. I have not yet spoken with Alan, Gail, and Barry concerning the precise agenda for next week's meeting; and given that they will be swallowed up in the Principal's Conference in Boston this week, I am not sure that I'll have much of an opportunity to talk with them before you and I talk. But I am assuming that after you and I speak and prior to next week's meeting,, I will have an opportunity to speak with Alan concerning a final version of the meeting's agenda.

I would welcome your candid reactions to the kind of agenda I've been imagining, as well as substantive suggestions concerning the project's direction, when we speak at the end of the week.

I look forward to our being in touch.

Danny Pekarsky

SUMMARY OF CIJE GOALS PROJECT MEETING, Oct. 21, 1994

UPDATE

The update covered developments since the Goals Seminar in Jerusalem. It began with a brief survey of what had happened with the three communities that had been heavily represented in Jerusalem.

It was observed that while not a great deal had yet happened in Baltimore or Milwaukee, there had been a measure of progress. In the case of Baltimore, a spring kick-off for the Goals Project has been planned with some kind of a major event. The possibility of bringing Pekarsky and/or Fox for this event is something they have been discussing. In Milwaukee, there was virtually no activity, except for a single meeting that didn't seem to give rise to much, until a planning meeting at the tail-end of September to which DP was invited. There plans were made to divide up the work of engaging different possible candidates for the local Goals Seminar, and it was agreed that a series of 4 seminars would be launched in January. Pekarsky agreed to prepare some materials to help them in their effort to generate a clientele, as well as to come down once or twice between now and January to meet with representatives of institutions that may be interested in participating.

In passing, it is noteworthy that the Milwaukee-folk requested that we consider the possibility of exempting rabbinic leadership from the local seminars, fearing that an insistence that the rabbis participate might reduce overall participation on the part of local institutions. At today's CIJE meeting, we decided against their suggestion on the grounds that without strong rabbinic involvement no serious effort would be likely to succeed.

In contrast to Baltimore and Milwaukee, Cleveland has really moved ahead with the Goals Project. 1) A seminar for local educational leaders has been organized around the theme of goals, with Ackerman appointed as seminar-leader. That seminar has already met once. 2) CIJE has been approached by the Agnon School concerning the possibility of participating with it in a venture designed to make it a more vision-driven institution, and for us to learn through the partnership; 3) Rob Toren has developed documents which, when distributed, will invite local institutions to enter into a partnership with the JECC towards the development of vision-drivenness.

With respect to Cleveland, we noted the importance of getting back to Agnon ASAP concerning their interest in working with us. Though we as yet have nothing conclusive to convey to them, to be in touch with them is critical. Holtz will follow up on this. It was also noted that Ackerman has indicated that he is not entirely comfortable leading a seminar organized around a Goals-agenda, and that it might make good sense for DP to offer

to help give the seminar a measure of direction. DP will be in touch with Gurvis around this matter.

On another matter altogether, Daniel Marom's memo concerning Amy Gerstein was discussed. There continues to be great enthusiasm for meeting with her to explore her ideas, and, if warranted, possibilities for further involvement. Regrets were expressed that we hadn't moved faster on this, and it was agreed that DP should contact her ASAP to see whether we could meet with her in November, during her projected trip east.

DP reported on our meeting with the Program and Content Subcommittee, and the great interest that was expressed there in the subject of 'community-vision' or 'community goals'. He also reported concerning the possibilities discussed at a recent O'Hare airport meeting between Barry, DP, and John Colman. These matters will be folded into the discussion below and will not be summarized separately here.

#### POSSIBILITIES AND DECISIONS ON THE HORIZON

Recognizing that we need to make some basic decisions concerning priorities and directions, we proceeded to sketch out a list of possibilities from among which to choose. We pre-identified the following criteria as basic to the choice-process:

1. Outstanding commitments.
2. Do-ability, including know-how and resource-availability.
3. Fecundity, understood as the capacity of a given activity to forward CIJE's principal agenda.

Here is a list of the possibilities mentioned:

1. The planned agenda: following local seminars for local educating institutions in each of the three major communities represented at the Jerusalem conference, institutions would be identified for intensive work from among the participants. CIJE would not directly work with these institutions, but it would move the process along via two kinds of activities: a) work with individuals appointed by the institutions to carry their process further; and b) the development of a cadre of "coaches" or "resource people", to be drawn from the ranks of the most talented educators in the USA, who would be available to offer guidance to participating institutions.
2. CIJE could identify 3 to 5 different kinds of institutions that, given its agenda, it finds particularly promising. An existing community Day School; a JCC Camp; a community Day High School in the planning stages; and one or two congregations were among the possibilities considered, with promising instances of each category identified. There may, for example, be an interest

in such a venture on the part of Lee Hendler's congregation in Baltimore, Jay Roth's JCC camp in Milwaukee, and the Agnon School in Cleveland; and there was conversation about the possibility of being involved in Atlanta with a projected venture to open Hebrew High School.

3. "Community-vision" agenda. In Jerusalem as well as at our Program and Content sub-committee meeting in early October, there was great interest in the subject of "community-vision," with individuals as different as Jerry Stein, Dave Sarnat, and Maurice Corson all speaking to a pressing need for communities to make progress on this matter. This was not, as we understood, at the heart of CIJE's initial conception of the Goals Project agenda. But given the urgency felt by many concerning this matter, perhaps it needs to be given a more prominent place in our efforts.

4. Spreading the news. The Goals Seminar in Jerusalem introduced 3 well-represented communities and 2 not-so-well-represented communities to the Goals Project. Perhaps other communities should be introduced to our efforts via an America-based conference that resembles the Jerusalem Goals Seminar.

5. Use of the Goals/Vision theme to engage lay leadership in efforts to improve Jewish education.

Of these varied possibilities, all but #5, which needs to be further fleshed out, were discussed, and we emerged at the end of our deliberations with the tentative conclusions summarized below.

#### FUTURE DIRECTIONS

A. The development of capacity and prototypes. Recognizing the need meaningfully to honor outstanding commitments, we felt that we needed to pay special attention to the fecundity-criterion in making our decisions. With this in mind, and recognizing what we do and do not know and have in place at present, we felt that the next two years or so need to emphasize the development of capacity and prototypes. That is, our immediate challenge is to develop basic skills, understandings, and resources (human and other) that will facilitate the progress of this project. Concretely, this might mean the following:

1. Conceptualizing, organizing, and calendarizing a program of study for CIJE staff (and other key individuals) around Goals Project themes. The program of study would be designed to help us develop an approach or a battery of approaches in which we have a measure of confidence -- critical if we are to work with institutions and/or work effectively with "coaches" or other resource people. Among other things, this program of study would involve

opportunities for serious discussion with representatives of movements like Sizer's which are engaged in efforts from which we might learn.

2. Identification and recruitment of resource-people who could potentially work with institutions interested in taking on a Goals Project agenda. Here are the kinds of names that surfaced: Josh Elkin, Vicki Kellman, Susan Shevitz, Joe Riemer, Rob Toren (by no means an exhaustive list).

3. A seminar, scheduled for next summer, designed to bring the resource-people (identified in #2) fully on-board. Participation in the seminar would presuppose "broad strokes" identification with the Goals Project effort. Conceivably, and assuming such identification, representation from denominational training institutions might be desirable.

4. Identification of 3 to 5 prototype institutions which we are prepared to work with intensively over the next few years - with an eye towards a) their improvement, and b) our own learning, and c) writing up and disseminating what we learn. Though CIJE does not see itself as working at intra-institutional levels, it may be that for purposes of our own learning, we may want to be more intimately involved with one or more of these local efforts.

5. Developing with/for the institutions identified in #4 a set of tasks/activities that will put them in a state of "readiness" for a serious goals-agenda.

B. Outstanding commitments. As planned, Pekarsky will work with Milwaukee this year in the local seminars, and efforts will be made to be helpful to Gurvis and Ackie in the Cleveland seminar that has recently begun. In addition, we will try to be helpful to Baltimore as it moves ahead in the spring. Where any of these initiatives will actually lead we'll have to see as we move along. One thing that was very clear to us is that we must do everything we can to help out in Cleveland, which is by far the most promising of the communities to date.

#### PERSONNEL

The Goals Project does not currently have the personnel needed to carry out its agenda in a meaningful way. Pekarsky works full-time at the University of Wisconsin and does not have substantial time available for this very demanding project. And while Dorph, Hoffmann, and Holtz may be able to take on some pieces of the project, they too are extremely busy and cannot realistically be expected to take on much more. And yet the tasks on the horizon are many, including:

1. Responsibility for coordinating, tracking, and

leading the local seminars planned for this year.

2. Identification and recruitment of resource-people from among senior educators in the U.S. who might work with our project.

3. The conceptualization and actual development of our own program of study.

4. The identification of institutions we want to work with as prototypes and to negotiate with them towards such an agreement. Along with this, the development of a process that will ready them for this work.

5. The development of a summer seminar for the resource-people we identify.

6. Day-to-day logistical and administrative matters, including communication with various institutions, communities, the Program and Content sub-committee, etc. concerning Goals Project issues.

While existing CIJE staff may be able to help out with some of these matters on a short-term basis, we recognized a critical need for additional CIJE staff to work on the Goals Project. Without such staff we will have to drastically curtail our agenda -- or else doom ourselves to very mediocre work.

Against this background, we focused some preliminary attention on the kinds of people who might prove suitable for our work. Depending on availability, we could imagine hiring either a partner to DP in this effort or someone who would be an assistant. A number of names surfaced, including Mari Blecher and Debbie Kerdiman (both of whom have worked with Lee Shulman). There was also an interest in seeing what might emerge in our conversation with Gerstein.

#### IN THE SHORT RUN:

1. DP will speak with Marom and Fox this Monday.

2. DP will draft and distribute for comment a summary of our meeting.

3. Pekarsky will communicate to Milwaukee our belief that Rabbis need to be involved and will send them "copy" to be used in their efforts to recruit folks for the Goals Project seminars.

4. Holtz will be in touch with the Agnon school.

5. Pekarsky will call Gerstein to try to arrange a time to meet.

6. We plan to emerge from our meetings with Seymour Fox in November with a clear work-plan for the year ahead.

work-plan

if ideal  
country

In 3 years what would

"success" look like?

What, optimally, would  
we do?

Work downwards

Need to clarify the total  
game-plan

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~ MRF

Barry's Workplan  
1994-95

October 20, 1994

Working on the model of 3 divisions of labor, here is my current thinking about a 1994-5 workplan:

I. Area of Specialization: Content (Best Practices Project; Goals, etc.) 40% of time

The project involves two phases of work. First, is the documentation stage. Here examples of best practice are located and reports are written. The second phase consists of "work in the field," the attempt to use these examples of best practice as models of change in local communities.

The two phases of the Best Practices Project are only partially sequential. Although it is necessary to have the work of documentation available in order to move toward implementation in communities, we have also pointed out previously that our long-range goal has always been to see continuing expansion of the documentation in successive "iterations." Thus, the fact that we have published our volume on Supplementary Schools does not mean that we are done with work in that area. We hope in the future to expand upon and enrich that work with more analysis and greater detail.

In the short run, however, we are looking to put out a best practices publication, similar to what we've done for the Supplementary School and Early Childhood areas, in each of the other areas.

In addition we are planning to launch projects ("implementation") using what we have learned from our documentation to influence practice in the field.

Next Steps

A) **Documentation**

Our current thinking is to work on documentation in all of the original "areas" that we identified, but to focus first on the areas in which the need for wisdom and advice seems greatest in the field. Hence the following:

1) Develop the Best Practices Project for JCCs

Up to this point we have worked with the JCCA in getting local centers to nominate programs that succeed. What we need to do is launch a site visit, research project. This we plan to do next year with Steven M. Cohen as partner.

2) Publish volumes on specific topics within the day school area

These specific topics would focus on areas of concern to day schools, as we have determined them in our consultations and meetings so far. For example the area of **Hebrew** and the area of **teaching prayer** have often been cited by day school principals as specific issues they would like guidance with. I plan to get to the Hebrew area, but may not be able to manage the prayer area within this year, given other time commitments. In addition, we should make an effort to delineate other issues that should be addressed, including "the good dayschool"

3) Develop one-day consultations around certain specific issues. These may lead to best practices volumes in the current sense of the word, or they may lead to short policy papers. We would address one of the following three areas: what do we know about best practices in the area of communal initiatives for personnel development-- both in-service education (incentives, courses, etc.), recruitment and pre-service training. Secondly, what do we know about communal initiatives in the area of salary and benefits. Finally, we can develop such consultations around questions raised by local communities (e.g. what is best practice in the area of day high schools, etc.)

Related to the one-day consultation is the development of conferences either for the general public or specific audiences. As discussed in Total Vision a good place to start would be with the supplementary school area. I would like to work on two conferences for 1995, preferably with some other agencies (e.g. JESNA) as cosponsor.

4) Start the documentation process for camping through a meeting of experts in the field-- leading to a definition of issues to explore. Move toward writing up of best practice camps.

5) Begin explorations in two areas that we have identified as possible future directions of the project: 1) a "Best Practitioners Project," a set of "educational biographies" or autobiographies of outstanding Jewish educators from the best practice sites to try to learn how they came to be the educational leaders that they are. This might include video tapes of practice, studies of the process by which these practitioners have been able to succeed, trying to isolate the factors which led to success. 2) descriptions of how the best practices sites evolved into such places. In other words, not only to describe the current reality of a good supplementary school, but to describe the process by which such places came to be.

6) Writing for both the academic and general communities on the project: a) the Best Practices Project deals with the best *available* practice in any area, the current reality. Based on that reality we need to explore something we could call Best *Possible* Practice, or Best Imaginable Practice. Hence in the area of inservice education or preservice education, we ought to imagine our best hopes and ideas as well as the current situation; b) Documenting Best Practices-- theory and practice.

## **B) Implementation**

To launch projects in local communities, based on the Best Practices Project:

Early childhood best practice institutes  
Supplementary school best practice institutes

## **II. General assignments 40% of time**

### **A) Goals project (with Danny Pekarsky and Gail)**

planning, "consulting", teaching,

3-4 seminars in each community that participated in Goals seminar

developing model for working with individual institutions via consultations with experts (e.g. Coalition of Essent. Schools

developing plan for training future coaches

selecting such coaches

### **B) Personnel development projects (with Gail)**

1) Gesher l'Keshet-- developing a national model

2) Harvard Leadership Seminar and follow-up

3) Machon l'Morim consulting  
developing a model for national replication

**C) Mobilizing Community support for Jewish education through "content areas"**

1) Best practice presentations for lay leaders

2) Publications and Communication (with Nessa)

a) Writing articles (such as previously done in Compass)

Possible examples: Personnel action plans; best imaginable practice (see p. 2 above)

b) Planning the dissemination of products such as b.p. reports and creating additional products (such as short best practice "briefs")

c) Developing and soliciting the "Policy Papers"/Board meeting lecturers (cf. Total Vision)

d) Develop Wexner-type program for lay leadership around issues of Jewish education (with Nessa)

**C) Internal CIJE work**

1) Ongoing writing of Total Vision

2) Camper calls

3) Meetings/Presentations about CIJE to various groups (e.g. JESNA)

4) Plan for and attend various conferences (CAJE; Research Network, etc.)

**III. Staffing the Content Committee 20% of time**

**Best Practices Project**

*The Committee will:*

a) Review reports of the findings of the Best Practices Project

b) Hear the best practices researchers describe their work

c) Hear best practices practitioners discuss their educational programs

d) Visit selected best practices sites

*Following these inputs, the Committee will:*

a) Evaluate issues arising the the documentation of best practices (e.g. how should they be documented? what models currently exist, if any, for documentation, etc.)

b) Discuss issues that relate to the implementation of best practices to new settings (questions of "replication", educational projects that emerge out of best practices work, etc.)

- c) Discuss "new practices" that deal with similar issues
- d) Discuss other possible expansions of the Best Practices Project, e.g.:
  - evaluation of "best practitioners";
  - project on best practices of the past;
  - compilation of biographies of leaders from best practices sites, etc.

### **The Goals Project**

*The Committee will:*

- a) Learn about the aims and method of the Goals Project
- b) Discuss issues related to goals in Jewish education
- c) Explore the "Educated Jew Project" and its relationship to Goals project
- d) Hear presentations by writers of the Educated Jew Project
- e) Discuss issues related to moving from Goals to action
- f) Hear presentations by representatives of educational institutions that are characterized by "vision-drivenness"
- g) Visit such institutions