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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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Goals Project. Goals work plan, 1996.

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FAX TRANSMISSION

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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To: *David Kaisey*

Date:

Fax #:

Pages: *20* including this cover sheet.

From: Sarah Feinberg

Subject:

COMMENTS:

MEMO TO: Alan and Karen
FROM: Dan Pekarsky
RE: Work plan

Below is a revised version of the work plan - more fleshed out than the document presented to the Steering Committee, as well as modified as a result of my projected involvement with the strategic planning process.

Though I have attempted to construct a plan that is do-able, I continue to have some anxieties about the amount of work I've projected -- particularly for 1997 when I am, once again, full-time at Wisconsin. Here are some specific concerns.

Done carefully, the two Pilot Projects I'm involved with in Milwaukee (the Leadership project, with Nessa, as well as the Beth Israel Congregation Project) could be enormously time-consuming, especially if we are careful to write up what we do; and past experience suggests that, even with Kaunfer on-board, planning a meeting for the institution-builders group, could be enormously time-consuming -- especially if it involves working with our Jerusalem counterparts. Yet another concern relates to the amount of time that gets taken up with routine CIJE business (including staff meetings, Steering Committee/Board meetings, etc.) that is not even included in the Work Plan.

Within the constraints of existing commitments, here is how I've been thinking about approaching these dilemmas:

1. Assume that my involvement with TEI and Educational Leadership will only be occasional and consultative (rather than ongoing and deeply involved). If we could identify someone else who could take over my responsibilities with these projects, that would be ideal.
2. If Nessa feels comfortable with this, perhaps I should become less involved next year with the Leadership Project in Milwaukee -- so that I could focus more of my energies on the Beth Israel pilot-project and other matters.
3. A third possibility would be to circumscribe the Beth Israel Project's scope so that it would demand substantially less of me. For a number of reasons, this would be too bad -- although this might prove a wise course of action if B.I. doesn't develop as a promising site.

I would welcome your thoughts about how to improve this plan. I have, by the way, *ed those items that I imagine myself centrally involved with.

GOALS PROJECT WORK PLAN

August, 1996 - December, 1996

The CIJE Strategic Planning Process

*Active participation in the entire process (through Dec.)

Internal Integration (into other CIJE Domains)

*As a result of Goals Project participation in the planning process, questions concerning goals will enter significantly into the Dec. TEI meetings and into the winter Educational Leadership conference.

Pilot-projects

Agnon School project

Beth Israel Congregation

*Planning the project with key stake holders (August - Sept.)

*Steering Committee convened and plan defined (October)

*Initiating the implementation process (through Dec.)

Milwaukee Leadership project

*Proposal developed (Sept.)

*With input from CIJE, the Planning Team agrees on a curriculum-concept, as well as on a process for recruiting and deciding among candidates for the program (Dec.)

Publications:

Complete and prepare dissemination plan for Fox's "Vision of Ramah" article (Dec.)

Further develop the Agnon case-study (Dec.)

*Pekarsky and Fox will have begun discussions of the "five levels" project (Dec. 1996)

*Recruit Gerstein to develop a conspectus of approaches to educational change and develop a conceptualization of the process.

Build capacity:

*Identify new resources: an ongoing effort to locate and recruit individuals who have the potential to contribute to our work.

cultivate and use appropriate individuals we've already identified, especially those who participated in our summer Goals Project in Jerusalem. Specifically:

*a) recruit Gerstein to be part to develop a conspectus of approaches to educational change.

*b) recruit Kaunfer to coordinate an ongoing group made up of institution-building educational leaders. Also engage Lehmann in this effort.

Encourage new vision-guided institutions:

*Cleveland's community high school project: input into the meetings that launch the venture (August and Sept.); give key-note addresses to the first meeting (October)

Conditional on identifying an individual (like Kaunfer) to guide the project along, begin organizing a group of institution-building educational leaders.

1997

Internal integration:

*Consultant to TEI and Educational Leadership efforts.

The three pilot-projects (cont. from 1996)

CIJE's Agnon Project is completed (Dec. 1997)

*Completion of Phase I of the Beth Israel Project

Milwaukee Leadership Project:

recruitment and selection of candidates;

*development of curriculum and identification of faculty for the program;

10 travel

10 days

Allow 5 2-day trips →

with the clientele, the curriculum, and the staff in place, the seminar is launched in the fall of 1997 (its progress carefully documented).

Publications:

Publication and dissemination of Fox's Ramah article

*Pekarsky's "Vision and Educational Reform" article: complete, develop dissemination plan.

draft of Agnon case-study is completed (Dec.)

*The five-levels project: a working draft, to be used as basis for internal conversations, is completed.

Working-draft of Gerstein's "Conspectus of Approaches to Educational change."

Build capacity (continued from 1996).

Encourage new vision-guided institutions

Recruit for the institution-building leaders group, and begin planning the group's initial meeting, scheduled for July.

WHAT'S NOT ON THE WORK PLAN

1. Consortium of vision-driven institutions. While such a consortium is not being launched, the group of institution-building leaders could lead in this direction.
2. Strong "community-vision" emphasis: while this is not a formalized emphasis, this theme will be central to the Milwaukee leadership project and to our work with Community High Schools.
3. Denominational work

ISSUES

1. How much capacity will pilot-projects require?
2. Involvement of other CIJE domains in pilot projects: we are looking for ways to more fully engage "Monitoring, Evaluation and Feedback" and "Professional Development" in our work.

Explanation of numbers

DOMAIN: GOALS

PEKARSKY

PRELIMINARY COMMENTS

1. Omitted from this projection are the following: "core"-activities (including staff meetings, retreats, teleconferences, Steering Committee and Board Meetings, etc.); activities that fall under the heading of "internal integration" (especially, whatever work I do with TEI, Educational Leadership, and planning for JEWEL).
2. Also omitted from this projection is any reference to possible involvement of Ellen and Adam in evaluating either one or both of the Milwaukee pilot-projects. We have at times alluded to but never really discussed this possibility, but it may still be worth considering (if their time allows).
3. The projection is exclusively for 1997. The end of 1996 (when I will be involved with the Strategic Planning process) is not included in this plan; and I am operating on the assumption that by the beginning of 1997, this round of strategic planning will be done (or, in any case, my role in it).
4. In projecting my level of involvement with the Institution-builders group, I am assuming the involvement of someone like Alvan Kaunfer who will be salaried to coordinate the project.
5. I am not sure how much Marom will be able/willing to do. My estimates are based on my sense - not his - of what would be needed.
6. I have built this projection without trying to tailor it to available hours, and it's clear to me that I am projecting more work than I (even with the support of others) have time for. I would prefer to do the paring-down in concert with you against the background of these estimates, those of others, and larger organizational priorities. In any event, operating intuitively, I simply tried to make a ball-park estimate of what I thought would be involved in different efforts associated with the Goals Project (assuming that they are to be done seriously). I am aware that I may have grossly under- or over-estimated in some cases.

WORK PLAN
1997 Best Practices Project

Barry Holtz
September 8, 1996

I. 1996, August- December

1. Complete redesign and publication of first two volumes, *Best Practices: Supplementary School Jewish Education* and *Best Practices: Early Childhood Jewish Education*. This involves working with the designer, proofing the final copy, deciding on cover, colors, etc.

Outcomes: Publication of the two volumes in mid to late October.

Personnel involved: Barty, Nessa.

2. Develop a concept and plan for the dissemination of the Supplementary School and Early Childhood volumes. At this point it seems to me that during the next period we can conceptualize a preliminary plan for distribution, but the decision on these volumes may be directly related to the role that the BP Project plays in the outcomes of the Strategic Planning process for CIJE.

Outcomes: Alternate conceptions articulated for the dissemination of the BP volumes.

Personnel involved: Barry, Nessa, Gail.

3. Plan for use of Best Practices in other CIJE projects-- TEI, Goals Project, Leadership Institute, Milwaukee Community Mobilization Project, etc.

Outcomes: Plans for use of BP in upcoming work of each of the four projects listed above. This includes *when* the BP work will appear in each project, a rough conception of *how* it will be used, and a determination of *who* will be involved in implementing the work.

Personnel involved: Barry, Nessa, Gail, Danny

4. Plan a "policy brief" type of publication based on best practice in contemporary general education with implications for Jewish education. We will draw upon Gail's published article and our subsequent work in TEI.

Outcomes: Outline for the policy brief and publication plan and schedule.

Personnel involved: Barry, Gail, Nessa

II. Proposed 1997 Plan

5. Implement dissemination plan for BP volumes. *This was in the plan that I submitted to the Steering Committee. My current thinking (see above) is that implementation here needs to wait until the Strategic Planning process is completed.*

6. Implement plan for use of BP work in CJE projects.
See above.

7. Write a "policy brief" type of publication based on best practice in contemporary general education with implications for Jewish education.
See above.

8. Edit, design and publish the policy brief (above). This involves working with the designer, proofing the final copy, deciding on cover, colors, etc.

III. What's not in the plan

- Best Practices in Professional development volume
[The MEF team, however, will be producing a report on Professional Development opportunities (related to the TEI project) that shares certain features with a best practices volume.]
- Developing a Best Practices: Hebrew in Day Schools volume

IV. Issues

- This plan puts development of new Best Practices volumes on the back burner. We need to reflect on the Best Practices Project and where it best fits in the context of CJE's larger agenda.

1996

A. EC STRATEGIC INITIATIVE

Identify someone to head Early Childhood project

Begin formation of EC advisory committee

Meet with Donald Cohen et. al; Fran Jacobs, Sam Meisels, Richard Cohen

B. CIJE PROGRAMS

TEI

-advisory group meeting (1 meeting in September)

-plan and implement December seminar (2 meetings; 9/10;

-plan summer seminars

-small group consultations (6- 8)

Boston, LA, SF, Rochester, Chicago, Cleveland, Baltimore, Detroit

-produce 1 video package (1 group meeting in 10/30 - 10/31)

C. BUILD CAPACITY

Professors

-meetings with professors who did not attend Israel seminar (Seattle 3, Firestone, Noam)

-recruit Anna Richert, Aaron Pallas, Ana Newman; (Richard Cohen); (Sam Meisels)

-plan January seminar

-create and implement CIJE strategy for "using" professors

Nellie Harris

D. PLANNING AND CONSULTATION -1 day consultations; establish 80/20 model

Day School Teacher Training Initiative (devorah steinmetz, dovid silber)

Identify leads for director of project

Plan seminar for faculty of initiative (barry, dan p. maybe include dan c. in grp)

FMAMS

Identify team to work with Betsy (barry, maybe susan)

One day consultation to kick off work (gail, barry, susan)

On-going work

Orthodox Day School Principals

design meeting with Howie Dietcher, coordinate its time with his schedule

Brandeis Planning Project (AADH, BWH)

Torah Umesorah

One day consultation to lead to plan

Melton Israel Short Term Programs

Create a plan with Eilon to work with Melton Coordinators this academic year

One day consultation in fall

Atlanta (EC and Summer Israel Program)

ADH and GZD need to do some com mob work in Atlanta

2 days consultation on projects

Baltimore (Machon L'Morim)

Milwaukee

2 days work on personnel action plan plus consult on task force work

Cleveland (should this be a place where we try to figure out what to do when a

community gets its professional development survey map?)

1997

A. EC STRATEGIC INITIATIVE

advisory meeting

create plan for CIJE's early childhood initiative

create policy brief along with a plan for action in arena of early childhood

design, plan and initiate TEI like strategy

evaluation

B. CIJE PROGRAMS

TEI

5 seminars

March seminar -- cohort 2

May seminar -- cohort 1

June seminar -- cohort 2

Summer seminar -- both cohorts

December seminar -- cohort 2

Recruit cohort 3 (?), 2 cohort #3 seminars in 97

Network

Design strategy and build capacity to network/ work with participants of Cohorts
1 and 2

Hire a person to do this job

Create and implement a plan to "Work in additional professors" to begin to
expand our capacity to do the work (perhaps, Pam Grossman, Sam
Wineburg, Anna Richert)

Create 5 additional video packages

Tell the TEI story -- article

Evaluation

Leadership Seminars: 2 -3

1 ½ day seminar for lay and professional leadership (January) --josh, ellen

1 ½ day seminar for lay and professional leadership

5 day seminar for principals (fall, '97) -- ellen

C. BUILD CAPACITY

Professors

January Seminar

Work professors into CIJE program beyond TEI (does this fit here or by domain,
e.g., stodolsky/schneider -- mef?)

Summerseminar

Plan summer seminar for additional professors ?????

Recruit additional professors

Nellie Harris-- ongoing (gail and sharon)

D. PLANNING AND CONSULTATION

Planning

-JEWEL/senior leadership

Formation of team (KB, GZD, EG, BWH, ADH plus ???-- who else needs to be on team)

2 day retreat to kick off work (5 plus additional days of time)

Some questions: What kind of outside input does this need?

Do we get it via: focus groups

advisory committee

interviews

Who should manage project? (EG? GZD?

An additional hire)

Are there papers we want to commission before?

-Norms/standards/incentives (Bill Firestone, Dan Margolis, Yoni Schultz)

I could see DM taking leadership and involving JESNA, movements, etc
In the process

Consultation

- A. Brandeis
- B. Torah Umesorah
- C. Day School Teacher Training Initiative
- D. FMAMS
- E. Melton Israel Short Term Programs
- F. Orthodox Day School Principals
- G. Atlanta
- H. Baltimore
- I. Milwaukee
- J. Cleveland
- K. Others

RESEARCH AND EVALUATION: September, 1996-December, 1997

Note: Tasks assigned to persons other than Adam, Ellen, and Bill reflect our hopes, not their commitments.

Background: The original task of this project was to undertake monitoring, evaluation, and feedback in CIJE's Lead Communities. We carried out this work from August 1992 through December 1994, with a staff of three full-time field researchers working with two part-time (3 days/month) project directors. With the reorganization of CIJE into four domains, one of which is Research and Evaluation, our assignment has shifted, and now consists of three major areas: Evaluating CIJE Initiatives, Building a Research Capacity, and Building an Evaluation Capacity.

This Work Plan is organized in four sections: Sept-Dec 1996; Jan-Dec 1997; work not in 1997; and unresolved issues.

I. 1996

A. Evaluating CIJE Initiatives:

Evaluation of CIJE's Teacher-Educator Institute (TEI). During 1996 we collected survey data of professional development programs and interviewed participants of cohorts I and II of TEI.

1. Write Three Reports on TEI:
 - a. A base-line report on the professional development programs in five communities
 - b. An interim evaluation report based on the interviews with COHORT I participants
 - c. A base-line report on the professional development conceptualization and practices of COHORT II participants prior to their participation in TEI.

ADAM, ELLEN, BILL, KEN Z.-- DECEMBER, 1996

B. Building a Research Capacity

1. Produce paper on teachers in three communities (already written and edited, needs final polishing and production) ADAM, ELLEN, BILL, NESSA -- OCTOBER 1996
2. Revise paper on educational leaders in three communities (drafted, needs revision) ELLEN, ADAM, BILL, NESSA -- NOVEMBER 1996
3. Commissioned papers on teacher power and teacher professional development -- Last chance for these papers to be delivered from Tammivaara and Goodman -- if they don't come now, we will drop them from our work plan--ADAM

C. Building an Evaluation Capacity

1. Consultants to the writing of the Evaluation Program Guide
ADAM, ELLEN, BILL- DECEMBER, 1996
2. Community consultations: Ongoing consultations with
Atlanta, Milwaukee, Baltimore, Cleveland, Columbus,
Chicago, Kansas City KS, Madison WI.
BILL, ADAM, ELLEN

II. 1997

A. Evaluating CIJE Initiatives:

Ongoing evaluation of CIJE's Teacher-Education Institute.

1. During 1997 we will continue observations in the case study sites, Atlanta and Baltimore, and do follow-up interviews of Cohort I and II participants.
2. Write reports on TEI:
 - a. A one-year follow-up report of TEI
 - b. Interim report of case study communities
 - c. Finalize reports from 1996
ADAM, ELLEN, BILL, KEN Z. OR SUSAN S. - SUMMER, 1997
3. Dissemination
 - a. Using the report on professional development survey and 'best practices' for mobilization and change. Present community reports to TEI participants
ELLEN (OR ADAM), BILL, GAIL -- WINTER, 1997
 - b. Send to lay leaders--What is happening in Professional Development and telling powerful stories of TEI
NESSA, ????

B. Building a Research Capacity

1. Building an infrastructure for a National Center for Research in Jewish Education
 - a. Become involved in planning National Jewish Population Study ALAN, NESSA, BARRY THEN ADAM, ELLEN, BARBARA S. - JAN-JULY, 1997
 - b. Engage with academic opinion research centers about including Jewish issues in ongoing longitudinal data studies ADAM, ELLEN, BARBARA S. JANUARY -JULY, 1997
2. Complete Policy Brief on Early Childhood Education
ADAM, ELLEN, BILL, FRAN J., NESSA - NOVEMBER 1997
3. Complete Policy Brief and Report on Educational Leaders in Jewish Schools ELLEN, ADAM, BILL, GAIL, NESSA
NOVEMBER 1997

C. Building an Evaluation Capacity

1. Consultants to the planning of the Evaluation Institute
ELLEN, ADAM, BILL, SUSAN S, BARBARA N.-????
(ALAN-WHERE ARE WE WITH THIS??)
2. Community consultations: Ongoing consultations with
Atlanta, Milwaukee, Baltimore, Cleveland, Columbus,
Chicago, Kansas City KS, Madison WI.-- BILL, ADAM, ELLEN

III. Not In 1997

Evaluation of other CIJE pilot projects and initiatives.

Informal education.

Content in Jewish schools.

IV. Issues

How to use documents, data, and information from research
and evaluation for maximum impact?

As we plan strategically, how can we move to comprehensive
evaluation of progress towards our vision of success?

9/96

Community Mobilization: Workplan
Nessa Rapoport

Publications:

- Adam Gamoran, Ellen Goldring, et al: *Leaders in Jewish Schools: A Study in Three Communities*
 - Current Activities*: Revised twice a year (Fall 1996; Spring 1997)
 - Annual Report* (Winter 1997)
 - David Hartman: *The Road to Sinai in Our Time* (Winter 1997)
 - Larry Hoffman: *Board Seminar paper* (Spring 1997)
 - Daniel Pekarsky: *The Place of Vision in Jewish Educational Reform*
 - Daniel Marom: *Agnon School: Case Study of Goals Process*
 - Seymour Fox/Daniel Pekarsky: *Essay on "One to Five"*
 - Best Practices: 2 reissues*: Consulting role on publication; dissemination (Fall/Winter 1996/7)
 - Policy Brief: Best Practices in Professional Development*
 - Policy Brief: Early Childhood Education*
 - Policy Brief: Educational Leaders*
 - TEI: The concept, design and program
 - TEI: Base-line report on the professional development programs in 5 communities
 - TEI: Interim evaluation report based on interviews with Cohort I participants
 - TEI: Base-line report on the professional development conceptualization and practices of Cohort II participants before TEI
 - TEI: One-year follow-up report
 - TEI: Interim report of case study communities
- (My role in the above TEI reports: Consultation and, at times, editing/publication of some of this material for public understanding/lay leadership: "How to use documents, data, and information from research and evaluation for maximum impact")
- Involvement in writing up results of MEF consultations re a National Center for Research and Evaluation, if a "public" document results

Dissemination:

- Implement dissemination plans of Fall 1996.

Database:

- Work with Josie on database of all alumni, "friends," key contacts--lay and professional, to input and maintain a total of about 5000 names. (Ongoing)

Intra-CIJE Planning/Consulting:

- Participate in continuation/closure of Strategic Planning Process
- Participate in reconceptualizing Community Mobilization strategy
- With Dan Pekarsky: Beth Israel project; other Goals work (Ongoing)
- With Adam and Ellen: Lay consultations re a National Center for Research and Evaluation
- With Adam and Ellen: Engage with academic opinion research centers about Jewish issues in ongoing longitudinal data studies

- With Staff: Plan 2 board meetings
- With Staff: Participate in "About CIJE" meetings (Ongoing)

CJF/CIJE Planning/Consulting:

- Telecon with Dalia Pollack once a week (Ongoing)
- Meetings for GA 1997: Planning of Institute/GA; CIJE's participation in the GA's educational offerings (Spring 1997-Oct. 1997)

Steering Committee/Board Orientation, Relations:

- Letters to Board members re CIJE's current work
- Orientation in personal meetings and written materials to new Steering Committee members

Milwaukee Lay Leadership Project:

- With Dan Pekarsky (Ongoing)

Luncheon Seminar:

- Choosing/inviting/orienting speaker; inviting guests; maintaining list (3 in 1997)

Board Seminar:

- Orienting speaker; inviting guests; maintaining list (2 in 1997)

Work Plan Summary

9/16

	Nessa	Gail	Barry	Alan	Karen	Dan	Ellen	Adam	Marom	Fox
Publications	171									
Comm. Mob.	46									
BTP	7	200	93	67	28	12	39	11		
Goals Project	34	17	14	12	12	68	14	0	70	18
Content & Program	0	19	40			4	0			
Monitor & Eval.										
Core	76	52	50	68	90	54	20	17		
Totals	334	288	197	147	130	138	73	28	70	18

9/16

Domain: Publications

Projects	Nessa	Gail	Barry	Alan	Karen	Dan	Ellen	Adam
Leaders Report	15							
Current Activities	5							
Annual Report	20							
Hartman	8							
Hoffman	15							
Pekarsky	15							
Pekarsky/Fox	15							
EC Policy Brief	15							
Prof. Dev. P.B.	15							
Edu. Leader P.B.	15							
TEI	12							
Marom	6							
Nat'l Cntr Rsrch Evl	5							
Database/Dissem.	10							
Totals	171							

Domain: Community Mobilization

Projects	Nessa	Gail	Barry	Alan	Karen	Dan	Ellen	Adam
CJE/CIJE (incl. GA)	21							
Milw. Ldr. Plan	14							
Luncheon Semnr	7							
Board Semnr	4							
Totals	46							

9/16

Domain: Goals

Projects	Nessa	Gail	Barry	Alan	Karen	Dan	Ellen	Adam	Marom	Fox
Beth Israel Pilot	3	3	3	0	3	20	0	0	0	0
Milwaukee Ldrshp	20	3	0	1	0	15	3	0	0	0
Agnon Pilot	0	0	0	0	0	3	0	0	10	0
Goals Prj. Publ.	0	0	0	0	0	10	0	0	30	5
Grp.Inst. Build. Idrs	8	8	8	8	8	15	8	0	20	8
CJJE/Mandel GP Const	3	3	3	3	3	5	3	0	10	5
Totals	34	17	14	12	12	68	14	0	70	18

Domain: Core

Projects	Nessa	Gail	Barry	Alan	Karen	Dan	Ellen	Adam
Staff Meetings	20	20	20	20	20	10	5	5
Board & Steering Mtgs	10	10	10	10	10	8	6	4
Strategic Planning	30	6	6	10	30	30	5	5
Budgeting & Work Plans	6	6	4	8	10	6	4	3
Intro to CJJE	10	10	10	10	10			
Fundraising				10	10			
Totals	76	52	50	68	90	54	20	884

Domain: Best Practices

Projects	Nessa	Gail	Barry	Alan	Karen	Dan	Ellen	Adam
Redesign Vols 1&2	2		5					
Plan distribution	2	2	2					
Plan use in Projects	2	2	5			2		
Plan Policy Brief	1	4	4					
Implement B.P.	see workplan—put on hold							
Implement Plan	2	3	8			2		
Write Policy Brief		6	10					
Edit & Polish Policy Brief	5	2	6					
TOTALS	14	19	40	0	0	4	0	0

9/16

Domain: Building the Profession

Projects	Sub-Projects	Nessa	Gail	Barry	Alan	Karen	Dan	Ellen	Adam
EC Strategic Init.									
	Adv. Mtg./Crte. Plan		6		3	1			
	Create Policy Brf	0	1	2	1			4	4
	Design, plan, initiate		10		4				
	Evaluation							2	2
CIJE Programs									
	TEI								
	5 Seminars		46	25	12	12			
	2 smr+rec#3		17						
	Network		8	2					
	5 videos		7	2					
	TEI story	0	5	5					
	Evaluation								
	Leadership Semnrs								
	Lay/prof-ja	1	4			2	1	4	
	Lay/prof	1	4			2	1	4	
	principals	1	8			2	1	10	
Buld Capacity									
	Professors								
	Jan Sem.	4	6	6	4	4	4	4	4
	Prof-CIJE		6	1	1			1	1
	Sum. sem.		16	16	16				
	Nellie Harris		6						
Planning									
	JEWEL		10	5	5	5	5	10	
	Norms/standards		6						
Consultation									
	Brandeis			15	15				
	Torah Umesorah		2	2	2				
	Day School Training Initiative		2	5	2				
	FMAMS		2	5	1				
	Melton Israel Short Term Prog		2	2					
	Orthodox Day School Princpls		2		1				
	Atlanta		6						
	Baltimore		6						
	Milwaukee		6						
	Cleveland		6						
	Others???								
TOTALS		7	200	93	67	28	12	39	11

**Reading group in Israel

Missing: Nellie Harris, starting Sept. 1997

GOALS PROJECT WORK PLAN

August, 1996 - December, 1996

Internal Integration (into other CIJE Domains)

As a result of Goals Project participation in the planning process, questions concerning goals will enter significantly into the Dec. TEI meetings.

Participant in planning process for the winter 1997 Educational Leadership seminar.

Pilot-projects:

Agnon School project

Beth Israel Congregation

Planning the project with key stake holders: meetings with planning team (August - Sept.)

Steering Committee convened and plan defined (October)

Initial focus-groups, interviews, and content-analyses (completed by end of December)

Milwaukee Leadership project

Proposal developed (Sept.)

With input from CIJE, the Planning Team agrees on a curriculum, as well as on a process for recruiting and deciding among candidates for the program (Sept.)

Recruitment and selection of candidates (in process through end of Dec.)

Developing curricular and human resources for the project (through Dec.)

Publications:

Complete and prepare dissemination plan for Pekarsky's "Vision and Educational Reform" and Fox's "Vision of Ramah" articles (Dec.)

Develop the Agnon case-study - refinement of the two existing sections, as well as further development. (Dec.)

Pekarsky and Fox will have met several times around the development of the Fox "five levels" essay; a working draft will have been completed. (Dec. 1996)

Conceptualize a "conceptions of subject-matter" project: following an internal staff meeting organized ^{around} proposal for the project, a fleshed-out proposal will be written up (Dec. 1996)

*Development
of
Curric.
Resources*

Build capacity:

Identify new resources: an ongoing effort to locate and recruit individuals who have the potential to contribute to our work.

Cultivate and use appropriate individuals we've already identified, especially those who participated in our summer Goals Project in Jerusalem. Specifically:

- a) recruit Gerstein to be part of a "working with institutions" deliberation team and to develop a conspectus of approaches to educational change.
- b) Recruit Kaunfer to be part of a "working with institutions" team and to coordinate an ongoing group made up of institution-building educational leaders.
- c) Engage Lehmann in developing the group of institution-building educational leaders.

Encourage new vision-guided institutions:

Cleveland's community high school project: help organize the meetings that launch the venture (August and Sept.); give key-note addresses to these meetings (October).

Organize group of institution-building educational leaders: conceptualize the project, recruit a small group of members, and begin planning the group's initial (spring) meeting. (Dec.)

1997

Internal integration:

Contribute to the planning of TEI seminars.

Educational Leadership efforts (cont. from 1996).

The three pilot-projects (cont. from 1996)

CIJE's Agnon Project is completed, with basic aims achieved (Dec. 1997)

Completion of the Beth Israel Project - Phase I (Dec.)

Completion of first phase of the Milwaukee Leadership Project: with the clientele, the curriculum, and the staff now in place, the seminar is launched in the late spring of 1997 (its progress carefully documented).

Publications:

Publication and dissemination of Fox's Ramah article and Pekarsky's article on vision and educational reform.

Drafts of Agnon case-study is completed and is the subject of intensive meetings (Dec.)

Fox's "five levels" essay: draft completed (Dec.)

Launch the "conceptions of subject-matter" project: identify a subject-area and identify an individual who will a) locate relevant materials; b) begin to conceptualize the domain.

Build capacity (continued from 1996).

Encourage new vision-guided institutions

Spring meeting of institution-building leaders group, and plan future meetings.

WHAT'S NOT ON THE WORK PLAN

1. Consortium of vision-driven institutions. While such a consortium is not being launched, the group of institution-building leaders could lead in this direction.
2. Strong "community-vision" emphasis: while this is not a formalized emphasis, this theme will be central to the Milwaukee leadership project and to our work with Community High Schools.
3. Denominational work

ISSUES

1. How much capacity will pilot-projects require?
2. Involvement of other CIJE domains in pilot projects: we are looking for ways to more fully engage "Monitoring, Evaluation and Feedback" and "Professional Development" in our work.

Note: In need of revision due to strategic
Planning work: → ↓ Internal Integration
↓ conceptions of subject-matter.

GOALS PROJECT 1996-97 WORK PLAN ELEMENTS

1. Infuse CIJE's activities with the emphases of the Goals Project:

Professional Development: TEI and Educational Leadership (DP)

Community Mobilization: The Milwaukee project (DP/NR)

2. Build knowledge-base and kitchen via continuing Pilot Projects with educating institutions:

Agnon Day School (Marom)

Beth Israel Congregation (Pekarsky)

3. Work towards publications to be used in seeding the culture, professional development, and work with institutions.

Refine, publish, and disseminate Fox's Ramah piece (NR)

Finish and disseminate Pekarsky's Vision piece (DP, NR)

Refine Marom's Agnon's piece (Marom)

Develop the Fox/Pekarsky 1 - 5 piece. (DP, SF)

Towards the development of a series of "theories of practice" articles, map out content issues pertaining to different subject-matters (like Israel, Hebrew, Text-study, Prayer).

4. Build human capacity for Goals Project activities:

Continue search for Goals Project staff. (DP)

Find appropriate ways to keep engaged, to cultivate, and to make use of promising individuals who participated in the summer Goals Seminar, e.g. Kaunfer and Gerstein, perhaps via "Working with Institutions" deliberation team. (DP)

5. Guided by Alvan Kaunfer, convene a group of educational leaders engaged in launching new educating institutions.

6. Consult to and participate in Cleveland's efforts to conceptualize a vision-guided Community High School. (DP)

7. Denominational forays: Postpone or very low-burner.

Note: It is assumed that the activities listed in various categories, e.g. 1, 2, 3, will produce kitchen-products usable in a variety of contexts.

SUMMARY OUTLINE OF GOALS PROJECT WORK-PLAN, 8/95-12/96
(developed August, 1995)

OUTCOMES

1. 2 or three pilot-projects that we continue to serve and learn from.

Two projects, one in Cleveland, one in Milwaukee, are in place.

2. A flow of requests on the part of additional North American institutions, agencies, and communities to become part of a serious goals-process.

While we get requests for consultations around particular issues (e.g. in Milwaukee and Cleveland), there has not been "a flow of requests".

3. the presence of a cadre of individuals, familiar with and sympathetic to the project, who will be available as resources and as staff to the project.

The Summer 1996 Goals Seminar begins to address our need for resources, but not sufficiently.

4. Publishable and/or published materials: a) rationales for and illustrations of the project's central theses, including a possible concept-piece on the philosophy of the Goals Project; b) a thick description of a pilot-project, along with an analytic study of the work.

One concept piece on the philosophy of the Goals Project was produced by Pekarsky and a parallel piece has been developed by Fox and Scheffler. Marom has written and circulated two pieces that describe and analyze critical dimensions of the Agnon Pilot Project (though neither is yet ready for publication).

5. "Kitchen" materials, integrated and indexed that can be used in training individuals and working with institutions.

Marom has developed a fledgling library of resources, to be available for Goals Project uses. Much remains to be done.

6. A menu of possible ways for the project to assist the North American Jewish community in the area of content and goals.

Having decided that it was premature to make the training of coaches who will then work with institutions the heart of the Goals Project, we are aware of a variety of strategic options and feel the need to more fully articulate and understand them before deciding among them.

SPECIFIC ACTIVITIES BY CATEGORY

Seeding the culture

The Wexner Retreat **(Yes, but problematic)**

Dec. 1995 TEI Retreat **(Minimal involvement)**

Spring, 1996 Principals Seminar **(Yes)**

Initiatory Seminar on goals for lay and professional leadership of new Affiliate Communities (projected for Spring/Summer '96).
(No Affiliate Communities; no seminar)

Consultations

Workshop for lay/professional leadership of Baltimore's central agency around questions of mission (Oct. 1995) **(Yes, but not very successful)**

Two-day workshop with 5 JCCs concerning goals of JCC camping (Nov. 1995) **(Yes and quite successful - but no follow-up at the national level)**

Consultation to Milwaukee JCC RE: goals-agenda for Camp Interlocken (Spring 1996). **(This camp was rejected by us as possible pilot-project, but the consultation took place.)**

Consultation to Cleveland Jewish Education Center concerning the future of Beth Torah (Nov. 1995) **(Yes)**

Building capacity

Seminar for senior-senior leaders in Jewish education designed to initiate them into the project's work and recruit them into it (Summer 1996) **(Yes -- but only very partially meets our needs.)**

Pilot-projects

Continuing work with the Agnon School; by Dec. 1995 Marom will produce a paper documenting work-to-date and offering pertinent insights concerning nature of the work. **(Yes)**

Continuing work with two Milwaukee institutions; by January 1995, Pekarsky will produce a paper documenting work-to-date.
(As of August 1996, a Pilot Project with Congregation Beth Israel is in place.)

By end of 1996: an article offering a thick description of the work; a second piece offering an analytic study of the work. **(??)**

The kitchen

A conceptual piece that lays out kinds of materials kitchen needs

to produce (Pekarsky, Dec. 1995) **(Yes)**

Continuing development of kitchen-materials, with attention to needs of the pilot-projects. **(Not much done in this area)**

Seymour Fox Ramah piece (publishable by Dec. 1996) **(Yes)**

Pekarsky piece on the philosophy of the Goals Project (projected to be circulated in summer of 1996, publishable by Dec. 1996) **(Yes)**

Sept. 3, 1996

Dear Seymour,

Attached is the tentative work plan that emerged from our deliberations this summer in Jerusalem and, this August, from the CIJE meetings in New York. Though it may still be overly ambitious, it tries to be sensitive to the concern you raised about trying to undertake too much with limited human resources. I would be grateful for additional feedback you might have. The notes found below may prove helpful in thinking about the proposal.

1. In developing the plan, I assumed that, in addition to myself, others would be involved in different facets of the work. For example, Danny Marom would be centrally involved with the Agnon work; you and Nessa would be centrally involved with the Ramah piece; Nessa would be centrally involved - along with me - in the Milwaukee leadership project; and one of the invitees to the Summer goals Seminar (probably Kaunfer) would be centrally involved in developing the spring conference that builds on the conference we ran last summer.

2. At the heart of the plan are the three pilot-projects (and the materials they generate), as well as the publications. An effort will also be made to draw participants from last summer's seminar into the agreed-on work in a way that would forward the work, keep them engaged, and not create substantial new work for ourselves. Drawing some of these individuals in in this way is the principal effort we'll be making in the "Building capacity" domain.

3. The work described under "Internal Integration" is assumed to have a decidedly subsidiary character in the immediate future. I see myself as involved as a participant in planning meetings -- but, given limited time, not much more beyond this.

4. The institution-building leaders group referred to in the plan would include individuals like Lehmann and Paley (and their counterparts in Atlanta, Cleveland, etc.) who are engaged in building new institutions. We would convene them to discuss and further develop their thinking concerning informing vision and content of their institutions (without our committing at this point to any kind of ongoing coalition of such institutions).

5. The "What's not in the work plan" and "Issues" sections of the document are present at Alan's request. He asked that each CIJE domain include these sections in its thumb-nail proposed work plan.

It is worth noting that parts of this plan would be postponed if I am drafted for intensive work on Karen Barth's strategic planning work.

From: Daniel Pekarsky at 608-233-4044
To: Daniel Pekarsky at 262-9074

09-04-96 12:26 am
003 of 005

On another matter altogether: Alan Hoffmann thought that it might make sense for me to attend the meetings in LA that you're going to have with the Reform Movement folks around the "Educated Jew" work. Is this something he discussed with you? Do you think it's a good idea? If so, I'd be interested in coming. Please advise.

I will soon be sending you a fuller statement of the 1 - 5 project we discussed in New York. In the meantime, I hope your flight home was an easy one. I look forward to our being in touch.

DP

GOALS PROJECT WORK PLAN

August, 1996 - December, 1996

Integration into other CIJE Domains: Contribute to TEI and Educational Leadership efforts.

Pilot-projects: Marom's Agnon School project; Beth Israel Congregation; Milwaukee Leadership project

Publications: Complete the "Vision and Educational Reform" and the "Vision of Ramah" articles.

Develop the Agnon case-study and the Fox "five levels" essay.

Conceptualize a "conceptions of subject-matter" project.

Build capacity: Identify new resources; cultivate and use appropriate individuals we've already identified.

Encourage new vision-guided institutions:

Consult to Cleveland's community high school project.
Organize group of institution-building educational leaders.

1997

Internal integration: Contribute to TEI and Educational Leadership efforts (cont. from 1996).

The three pilot-projects (cont. from 1996)

Publications: drafts of Agnon case-study and the "five levels" essay; launch the "conceptions of subject-matter" project.

Build capacity (continued from 1996).

Encourage new vision-guided institutions: Spring meeting of institution-building leaders group

WHAT'S NOT ON THE WORK PLAN

1. Consortium of vision-driven institutions
2. Strong "community-vision" emphasis
3. Denominational work

ISSUES

1. How much capacity will pilot-projects require?
2. Involvement of other CIJE domains in pilot projects

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 offer 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 material will, with the permission of the Mandel Institute, include some materials produced through the EducatedJew 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 1996Seeding 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

CJJE-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 insight 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)