



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.

Box
75

Folder
5

Goals Project. Jerusalem seminar (Folder 1 of 3), 1996.

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

MINUTES OF CIJE STAFF MEETING
held at the
Mandel Institute, Jerusalem
2nd January, 1996

Participants: Dr. Gail Dorph, Alan Hoffmann, Dr. Barry Holtz, Prof.
Daniel Pekarsky, Nessa Rapoport
Staff: Barbara Piperno

Alan opened the meeting by asking whether there are things we are doing that maybe we should not be doing, and by stating that the real Work Plan in the Budget. We have had a dilemma in that we need someone full-time to work with Gail on Building the Profession, which could range from someone on the highest level, like Gail, to a young doctoral student to do the basics - but no one has yet been found. We came up with a new conception, in that maybe Gail should not be running the programs but should be supervising a group of consultants, each responsible for a project. We have to decide what we are continuing to do under Building the Profession, and in which areas to do less.

Yesterday's chart was expanded:

<u>National Center</u>	<u>Early Childhood</u>	<u>Best Practices project</u>
Training Program for Principals		Goals
TEI - day schools - supp. schools - pre-schools		Brandeis
Ed. professors		Communities
Educator/rabbis		NBL
Sr. Educator - J. Fellows		Coalition of comm. day high schools
		Coalition of essential

Barry pointed out that envisioning CIJE's work like this creates 2 jobs: the doing of the things on the list and creating the National Center. Yesterday's chart explained to the world what we are doing. If CIJE is a planning outfit and we are, an interesting job would be to plan the National Center for Jewish Leadership. By interviewing existing centers, putting the data together would help us build the Center.

Alan noted that you can't start this work until you have a full staff and that in order to train and plan, you have to get a full commitment from places like JCC, JTS, Brandeis for positions in Early Childhood Education.

Barry wanted the issue of the relationship to spin-offs to the original program discussed, or maybe there is no relationship.

Alan said that the CIJE is a model for planning, coordination, etc., in order to make it possible to create an American Jewish landscape - a whole set of new institutions and to put new life into the existing institutions.

Barry claimed that the problem is the Work Plan - if the Work Plan is a planner, Gail becomes a planner for the National Center for Early Childhood and he can think of other tasks and at the end we would have a plan - you've created a new job.

Gail said that nothing we are doing now should be removed, that more things should be added to the list.

Nessa noted that we don't know where the lay people sit.

Alan said that over time, we could take things out of the right-hand column that aren't helping the left-hand column to happen, and that if we were designing a National Center, he wasn't sure if we should put everything in it.

Nessa said that it doesn't reflect the lay/professional relationship.

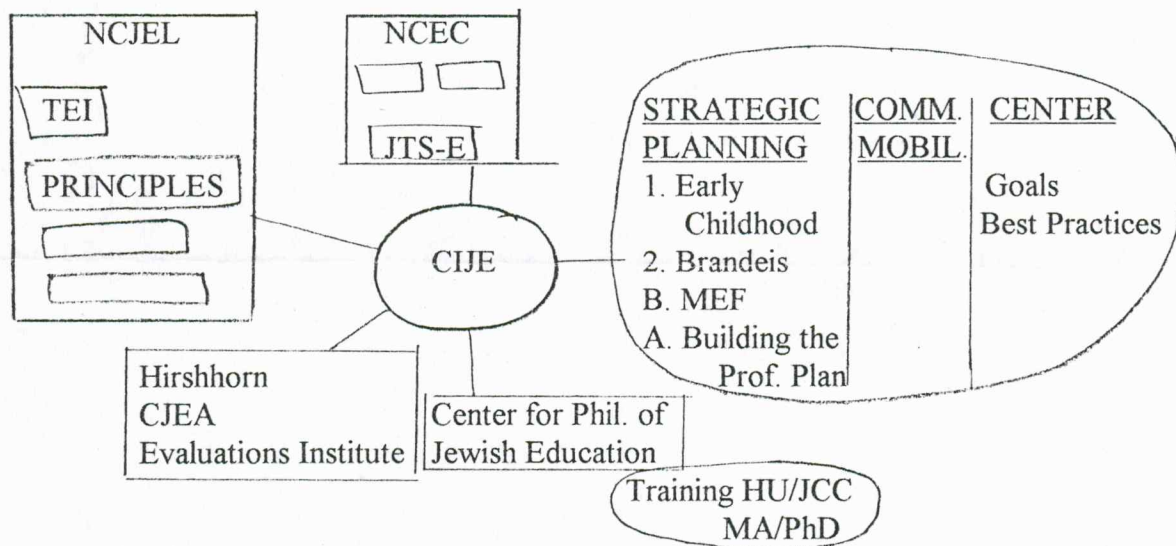
Alan replied that in Early Childhood, this relationship is visible. We would use Early Childhood to show how things can change. It is a process that has a very strong lay involvement.

Nessa said that we have the outline of a plan for lay-leadership from Wexner, a huge amount of work, but a large piece of our work is missing.

Danny felt that when he looks at the chart, lay leadership exists.

Barry said that the CIJE was created mainly as a strategic planning organ for Building the Profession and Community support.

Alan presented the following wall chart:



Nessa emphasized the need to have a better idea of what sort of lay leadership we want to have. CIJE mobilizes people by the problems posed by Goals.

Danny said that the problem was in the spinning off, that there must be a relationship between the boxes.

Alan doesn't want the CIJE to be a controller, but wanted institutions independent of it, with their own Boards and funding. He hoped that the need for a National Center for Early Childhood Education would be apparent.

A discussion followed on the place of the community in the above plan and Alan pointed out that Building a Profession cannot be successful without working with lay people.

MINUTES OF CIJE STAFF MEETING
held at the
MANDEL INSTITUTE, JERUSALEM
1st January, 1996

Participants: Dr. Gail Dorph, Alan Hoffmann, Dr. Barry Holtz, Prof.
Daniel Pekarsky, Nessa Rapoport

Staff: Barbara Piperno

Alan would like to complete the Work Plan during the CIJE Staff meetings this week. He received a go-ahead from MLM on a budget of \$1.7m and according to plan, will spend only \$1.2m. The three main domains for discussion are: Building the Profession; Community Mobilization; and Content and Program. He would like the new Work Plan to be similar to the 1994 one, but be 6 pages maximum, with a page for every domain. In the past, only commitments were discussed, he would like to go back and ask what we want to do, what is important and why, in terms of the CIJE agenda. The transitional process with Alan's successor begins soon and he feels the need to go back to basics, where do we want to be at the end of 1996, in 2 years time, etc. We have gathered information, experience and wisdom about CIJE's agenda. Alan met with Adam Gamoran about MEF and on 21st January there will be a meeting at which he would like to systematically present a broad and detailed work plan. Alan will also be meeting Sheila and Richard in Cleveland on 16-17th January and MLM in New York on 19th January and on 22nd he will be presenting a CIJE budget and Work Plan.

Barry asked about some of the practical events for CIJE - Board Meeting, Agenda for Steering Committee and the Board Seminar speaker.

Alan drew up a Non-Work Plan Agenda, including the above, together with the MEF Consultations in 1996 retrospective. He said there would be a meeting on January 15th in Ann Arbor with himself, Adam Gamoran and Annette Hochstein, and another on February 18 with the MEF Advisory Committee in Boston, with Mike Inbar, Seymour Fox and Annette Hochstein, which will give Adam, Ellen and Alan an opportunity to take a retrospective look at what we have learned. Ann Arbor should not be related to the Work Plan, but to Educational Leaders and the Policy Brief - how much has been done since the MEF project got under way - time-frame, backward map, etc. This will have an impact on how much free time there is for the MEF team.

Gail mentioned that she will not be at that meetings and at a later stage would like to share some of her thoughts on it.

Alan emphasized wanting to concentrate this week on Building the Profession, Community Mobilization and the Goals Work Plan. One substantive subject for discussion on January 21st would be that the MEF Work Plan has to follow the CIJE Work Plan, and what the MEF Work Plan will be.

Building the Profession

Gail suggested to start the discussion by stepping back and deciding what the CIJE and Building the Profession mean. It was decided in 1995 to think about Building the Profession as an on-going service, started in pilot schools and with Harvard Educational leaders. Both these projects have been successful. If we were to spin either of them out to the natural implication, they could be full-time, big projects. The minute you expand, they get out of our control, beyond our capacity. The enthusiastic response of the Amitim to her lecture showed the success of preparing cadres of teacher-educators. Do we want to continue in terms of Building the Profession, professional development, or to go back to other arenas: recruitment, pre-service programs, working in the community, salaries, etc.?

Alan replied that we have to do both. What will we have at the end of 1996, 97 and 98 - what will we have done in terms of Building the Profession in North America? What are the trade-offs? We started with a model; there has to be a systematic plan for Building the Profession, for which we have done very little. CIJE has given up on the community as a unit for intervention. We took data and turned it into a national policy document.

Barry noted that what we see in places like Baltimore, are pieces of what a community should look like, and we should combine the good things as a model.

Alan pointed out that communities become laboratories and we have used them in that way. But, a year from now, what will we have done for Building the Profession in North America? We have begun to point at certain kinds of things, such as building institutions and we keep adding pieces, i.e. buildings. Principles and leadership were identified. TEI has to be done for congregational schools. TEI is not a response, it is a piece, another building. The Work Plan should include: Beginning early childhood education; Torah U'Mesorah (a one-time consultation) - an offshoot of Teacher education; TEI building teacher education capacity. If we doubled or tripled the budget, staff and projects, where would we be? Early Childhood Education is beginning to have great importance for Jewish Education in North America, but so far we have done no work in that area apart from Milwaukee.

Barry pointed out that CIJE's work began by consulting to communities about their development and asked, whether we were going to have 3-6 sessions in the New York Seminars?

Alan replied that the New York Seminars are for ever-expanding communities and that Brandeis is involved in the planning process. We are not looking at a national blueprint for urban development, but at little institutions as a design in North America for Building the Profession.

Barry asked if CIJE should take on a different route and go into new communities, such as San Francisco and Hartford. If we have strip-mined the three communities, do we need to bring in new communities, which would consume a lot of energy?

Alan noted that if we had a theory - organizing principle, models, essential communities would benefit - maybe one, two or three.

Gail noted that we have changed our notion of what Harvard and TEI research means.

Barry raised the question whether more new communities were needed. What we don't have is a practical approach to community change. The whole theory of change based on Cleveland may be mistaken. Now we have to come up with at least two approaches to "change": Change happens through professionals in Education through TEI and Change happens through the Wexner approach, starting with a cadre of local lay people (i.e. Michael Paley's list) who then turn to Federations etc. Is this where the energy should be expanded? What is our approach to change?

Gail suggested taking different methods and seeing which one worked best.

Barry noted that the CIJE mission is to change and Alan added that it is to improve Jewish life through Jewish education and therefore to change the community to implement that change.

Danny pointed out that there is no single theory of change, but each subject needed an individualized theory.

Barry added that a certain approach can be good for a few communities but not for all.

Danny suggested the question to be asked is, what approach fits reality in individual communities? The Consultation piece is critical and all others become the "kitchen". There are several things in our repertoire, some might make sense, some not. CIJE would have different structures and the challenge would be to fit the structure to the community.

Barry said that change is taking place in 12 communities in North America, 6 using the Cleveland, systemic model and 6, the Wexner, Radical model.. A list of visions for new communities should appear in the Work Plan. We are still committed to the idea that CIJE still has to work in changing communities. People like Cindy Chazan and lay people

are what is going to make a difference. We haven't said to communities: there are three different ways to change, here is a choice of different models.

Danny pointed out that we decided that that wasn't where our competence was.

Gail said that even if we said we were really good, we don't have the buildings.

Barry added that when we moved out of lead communities to the lab concept, we wanted to improve Jewish Education in many communities. We can't say no more communities.

Nessa felt that these "new buildings" will be built in the next 15 years, and asked where the CIJE would be - we want to be where things are happening. When a community is faced with a problem, the response is to build an institution to meet those needs and the CIJE has to be there.

Gail said that if the contribution of CIJE is to help new institutions, fine, but if, because these things were happening, we should be there, that's not good.

Alan pointed out that CIJE was created to have an impact on trend lines and on the main "amcha" of American Jewish life and asked what we would do for Building the Profession in North America if our budget were doubled.

Gail responded that if doubled, it would create the potential to continue - trainers would train increased numbers, on-going resources would increase - it wouldn't be enough but it would be a beginning.

Alan asked if classrooms would improve?

Gail suggested that to improve the situation in early childhood classrooms in three years time, you would have to take a different tack and work with teachers.

Barry hoped that the TEI meetings will make a difference.

Alan asked what the impact on the profession has been after the first year of TEI?

Danny noted that for them to have input, we need community support for change.

Alan pointed out that unless you have a lay group that accompanies TEI people, we can't be efficient. Certain institutes need to be developed. Maybe there is a need to be working in two domains and to create a National Center for Jewish Educational Leadership. Our Contribution to Building the Profession is in new institutions to seed the highest level of leadership. Programs such as Principals of Day School, High School, TEI, Harvard Principals, Professors. We need to create a blueprint in Early Childhood Education.

<u>National Center for Jewish Educational Leadership</u>	<u>Early Childhood</u>	<u>National</u>
Principal of Day School	Brandeis/JCCA	Champions 50-150-500
TEI	Communities	Incoming Presidents of Jewish Schools
Harvard Principals	National Board of License	Lay/Professional teams
Professors	Coalition of Community Day/High Schools	Starting new schools
Educator/Rabbi	Coalition of Essential communities	

Nessa pointed out that an integrated flow of knowledge is needed.

Alan noted that CIJE has a National Early Childhood Project and an Educational Leadership project. All projects should be interchangeable. He wants to be able to say in 5 years time, how our approach is having an affect on children in a demonstrable way. Early childhood education is trans-denominational; we have access to data; one could sit and write a Policy Brief on it right now. Israel is a good base for research due to its social history of the '50s and '60s. Unfortunately not one professional expert has been found in Early Childhood Education in North America.

Gail said that we do have possible team members, and Barry agreed but pointed out that we don't have practitioners or professionals in Early Childhood Education.

Nessa suggested creating a national Early Childhood Education network, dealing for example with Brandeis and the JCC etc., just in that domain.

Alan agreed that we could come into a community and deal solely with Early Childhood Education.

<u>TASKS</u>	<u>WHO</u>	<u>TASKS</u>	<u>WHO</u>
1. <u>Theory of Project</u>	SF, DP, DM	5. <u>Develop Agnon Case Study</u>	DM
2. <u>Vision-Driven Ins.</u>		6. Develop "Cases" DM + CIJE group Seminar participants	
Ramah	SF, NA		
Gather Extra Material	?		
3. <u>Fill in two columns</u>	DM, SF	7. Institutional Profile Instr.?	
4. <u>Vision-Driven Conceptions and practices</u>	BH		
X			
Y			
Z			

<u>TASKS</u>	<u>WHO</u>
1. <u>Theory of Project documents</u>	SF,DP,DM
2. <u>Vision-Driven Ins.</u> Ramah plus 2nd institution Gather Extent Materials	SF, NA ? ?
3. <u>Fill in two columns</u>	DM, SF
4. <u>Vision-Driven Conceptions and practices</u> X Y Z	BH
5. Develop "Cases"	DM + CIJE group Seminar participants
6. Institutional Profile Instr.?	
7. Organize Kitchen Sort extant material Oversight and develop. of kitchen	DM DM, DP
8. Pilot Projects and developing case-studies Agnon Milwaukee	DM DP
9. Plan and oversee Summer Seminar	DP/DM and co.
10. Participate in TEI	DP and CIJE GRP
11. Participate with Principals	DP and CIJE group
12. JCCA Project	?

End of '96

Resources

Theory-piece
Ramaiah piece plus ?
Case-study (in progress)

Materials gathered
around 2 columns
Other filed materials
Some "cases"

Human Capacity

Enlarged Core of Engaged Partners

Integration

Ongoing Pilots

'97: Continue Pilots
Deepening Core

Use Materials to: "Seed Culture"
Article on Case-study Encourage Experiments'

→

↓
Brings lay/Prof
of institutions
together.

Human Capacity Needed For Goals Project

1) Work with institutions
plus capacity to
write about it.

2) Kitchen-Work

- Describe VDEs
- Fill in columns
- Vision-driven practices described/gathered
- Theory of Goals Project
- Institutional Profile instrument.
- Bibliographical devel./oversight

3. Seed Culture

Engage various constituencies
concerning importance
of goals/vision

End of '96

Written material/Resources

Theory Piece
Ramah piece
Some "Cases"

Case-study (in prog)

Materials gathered/created
& organized,
including 2 cdroms

Human Capacity

An enlarged core of
engaged partners

Integration of Goals into
other activities

Ongoing Pilots

1997

Build Capacity

- Principals

~~Principals~~

4th Category

↳ Achieving professionals
& key leaders who will
be actively involved.

↳ Role of Vision in
Jewish Life

Principals

Human Resources
Walzer
Hartmann

— — — — —
what pre-conditions

SPIN-off this
Project ??

Kinds of Capacity

1. Coaches w/ Capacity to
write/interpret, "is, cases"

+ Capacity to
cultivate
coaches

2. Kitchen-Workers: capacity to:

a) Describe VGT

b) Fill in columns

c) Develop Bibliography

d) Inst. profile w/

e) Vision-drive concepts/practice

f) Articulate theory of pr. for
diff audiences

3. Seed Culture

-- Capacity to engage varied
constituencies!

Project in rate to institutions!!

- ① Pilot-Projects
 - ② Engage People
 - ③ Minimal materials
-

Seymour's 3 positions

- 1) Stay in CITE small
 - 2) Independent - situations
- ~~3)~~ Do we want to make the case for #2? what implications flow from this?

Alan :

CITE'S Role = turn up temperature
in North America

Prof. dev. - not enough.

Need an approach to content

Minimum Conditions

1) Maron

2) "Other" Coaches ← Goal

Barry — Turn down temp
via #1!

Only a few "coach" —
like figures

or 3

Nessa - 1) 2 Case-Studies

2) Ramah

~~Process~~

People
are
looking
for

Forays into institutions
vignettes

A) Examples of the work

B) ~~The Process~~

↳ differently
used

C) The Ideal

For different purposes

Will it help us to bring new people in?

Piece-work for the fatcher!!

Focus on a particular domain, laboratories of success.

① Case-studies - differently used

② The Idea

③ The theory

DP's Proposal

- Case-Study
 - Ramah
-

Burry

DP 1) DP -- write a piece on theory

2) Engage w/ JCC(A)

Maron - Refine/improve
case-study

we will invite small
group -- expanded
faculty of CIJE -
progre

Week-long seminar

- ① — not "training"
but study-group
- ② — — study "theory-pract"
- ③ Agnon's case-study
"Educated Jew"
- ④ Launch Forums on hatcha
workers

1 n 2 "Cases"

1 n 2 kitchen -
assignments

Carol
Jungel

Hendimann

Independent -
minded

we meet again

Week - after or }
Week - before }

Alan's Concern

- w/ smart, independent-minded people, what we've accomplished can already have an impact

Margolis

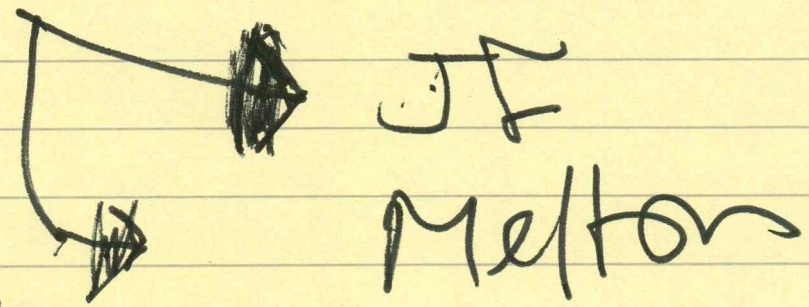
Kerthorian

Lisa

Inghel

Amity Yerushalaim

↳ Americans go through
this unit



conscious

- ① Papers
 - ② Capacity
 - ③ Goals Conference
- Need responses
Team

Is it premature to
have a full-fledged
conference?

Criteria for People

- 1) Friends of family
- 2) Some ^{who} could work
in ~~an~~ institution
- 3) Kitchen work potential. e.g. BTES
Academies

Assignments need to be provided

Names

Johnny Cohen
Steve Brown

Rosenstein Institutional leader
(as extra invite)

Mark Silverman Phil Miller

Arne Pappas
Steinmetz

Gulf

Danny Margolis

Alvin Carter

Gershwin

Marci

Eliza Kershner

Tzing

Dickens

Stuart Seltzer

Steve
Chervin

Moshe Sokolov

Lisa
Schachtel

Debbie Kerdiman

David Ackerman

Carol Ingle

Jody Hirsch

Shevitz

Michael Peley

Riemer
Holtzer

Ray Levi

Barbara
Stein
Klyden

Alan

Kaunfer

Müller

Steinmetz ??

Kerdimann

Riemer

~~W~~ ~~W~~

Jos
Walle

Barty

#1-Kerdiman

#2-Riemer

#3-

~~W~~

JCCA - Project

Exec Directors

Educators

Camp Directors

Nessa

{ DP do the JCC
Camp.

Paul -- No good
-- ← Camp
director

Have to ask about
~~the~~ clientele
— is there a
constitency?

BP/DM/OSBH/Arvid

A short-term
program on
goals

Work Plan

- Case-Studies ^{Pilots} }

- Ramah

- Theory of Project

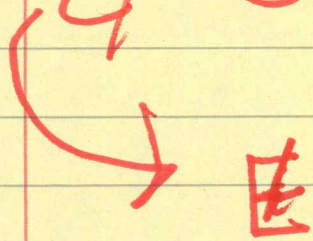
- Integration into
CIJE

Summer Study
Group

Plan Summer-Seminar

Bibliography — ^{Extend}
— ^{Add} search
— ^{category}

15 Face-sellers in
JCC camps

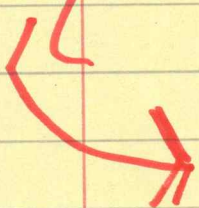


Bring the best
JCC Educators



Put this idea
before the

We will work w/
your Jewish educators



Intenshy Populabry

- Hotel Directors

- Day school
Directors

- JCC

Grid #1: The General Idea

	Approach #1: e.g. Greenberg	Approach # 2: e.g. Brinker	Negation/ Actuality	Activities
Philosophy				
Philosophy of Education				
Translation to Practice				
Practice				
Evaluation				

31.12.95

Schedule for Danny Pekarsky

**All CIJE meetings will be held in the Conference Room of The Mandel
Institute**

<u>Mon. 1st Jan.</u>	8.30 - 12.00	CIJE Staff	Introduction "Kitchen"
	12.00 - 5.00 (1.00 p.m. 6:30)	GOALS Lunch) Moti	
<u>Tues. 2nd Jan.</u> 1-3:30 Free 5:30-8 Free	8.30 - 10.30	GOALS	Pilot-Project
	10.30 - 1.00	CIJE Staff	
	1.00 p.m.	Lunch	
	3.30 - 5.30	CIJE Staff (1 hour with Shmuel Benatal)	
	8.00 - 10.30 p.m.	Goals	Pilot-projects
<u>Wed. 3rd Jan.</u> Free After 8	8.30 - 3.00	GOALS	8:30-10:30 - Build capacity 10:30-3 - Decisions/practical matters
	(1.00 p.m.	Lunch)	
	3.00 - 4.30	Summer Schedule	
	6.00 - 8.00	Danny Marom's Sheva Brachot in the Conference Room.	
<u>Thur. 4th Jan.</u> Free after 5 pm.	8.00 - 9.30	Alan, Johny, Gail, Barry. (re: JCC Camps) - at CIJE office	
	9.30 - 1.00	CIJE Staff	
	1.00 p.m.	Lunch	
	2.30 - 4.00	CIJE Staff	
	4.00 - 5.00	Mike, Nessa. re: Mike's visit	

December 8, 1995

Community Mobilization: 1996
An Outline

A. "TELLING THE STORY"

- 1. Publications:** CIJE needs to publish a minimum of two kinds of publications a year.
- a. Policy-oriented research (like the Policy Brief or Best Practices volumes), both to tell our story and for use by our partners--communities, educational institutions, etc., as well as interested lay people.
 - b. "Big picture" vision and ideas pieces (like Sarna, Green, or some of the Goals work), particularly for lay leaders but also as curriculum for our work in Goals.

In 1996, our workplan in all domains includes these publications:

Professionally designed and printed:

- a. Art Green essay
- b. May Board Seminar speaker essay
- c. Reissue of Best Practices in Early Childhood and Supplementary Schools
- d. Best Practices in JCCs
- e. Best Practices in In-service Training
- f. Policy Brief on Educational Leaders
- g. Policy Brief on Early Childhood Education
- h. Reissue of the CIJE brochure
- [i. Reprint of the first CIJE Policy Brief on Teachers: 1995]
- [j. Annual report?]

Attractively produced but not professionally printed:

- j. Manual of the CIJE Study of Educators
- k. Integrated Report on Educational Leaders
- l. Research Paper: Teacher Power
- m. Research Paper: Teacher In-service
- n. Update of CIJE Current Activities
- o. Integrated Report on Teachers
- [p. Work on Ramah Goals piece: edited draft]

In addition: In the 8/95 projection about Goals publications, these were listed by Dan P.:

CIJE Goals Project Library:

- Marom report on work-to-date in Agnon (Dec. 1995); article (Dec. 1996)
- Pekarsky paper on work-to-date in Milwaukee (Jan. 1996); article (Dec. 1996)
- Conceptual piece on work to be produced in the Resource Development Center (Pekarsky)
- Resource banks: Continuing development: Marom's "pieces"; etc.
Single content-domain (Dec. 1995)
- Curricularization of Rosenak essay on community vision (1995-6)

- Curricularization of MI's Ed. Jew papers (Sept.-Dec. 1996)
- Essay on inputs that made Ramah a vision-driven institution (draft: Dec. 1995; published: Dec. 1996)
- Monograph on vision/goals (Dec. 1996)
- Possibility of Goals Fieldbook for working with institutions
- Piece summarizing the vision and ongoing work of the Goals Project for lay people

2. "Maintenance" communications:

- a. Letters pre- and post-board meetings
- b. Mailings to steering committee members
- c. Mailings to luncheon seminar attendees

3. Planning and Dissemination:

- a. Rabbis: Policy Brief
- b. Jewish identity institute: Sarna (including going back to press)
- c. "Key List": Mailing about CIJE
- d. All 1996 publications above
- d. Data base (with JM)
- e. Inventory and tracking of dissemination materials (with JM)
- f. Work with AOL and Shamash (with JM)

4. Other: These cannot be undertaken unless staff is expanded:

- a. Expanded "show-on-the-road" to organizations and communities (particularly the planning and materials aspects)
- b. Serious PR campaign for CIJE

B. MOBILIZING LAY LEADERSHIP FOR JEWISH EDUCATION

1. Potential Audiences:

- a. Wexner alumni (all or selected according to commitment; resources; criteria in d., below; or other agreed-upon criteria)
- b. CJF (through standing committee):
 - Attendees of Jewish identity institute
 - Key lay leaders in the system; members of local/national continuity commissions; etc.
 - Other possible models of lay leaders within the CJF constituency
- c. Selected national lay leaders, across organizations, whom we believe can be key agents of change (according to our agreed-upon criteria, including their relationship to the communities and organizations represented at TEI, Harvard, and other "Bdg. the Profession" programs)

d. Selected lay leaders from "threshold" communities for Jewish educational change, according to these criteria:

1. Size of community
2. Presence of lay leaders already committed to Jewish education
3. Presence of an active, visionary local continuity commission
4. Presence of Wexner grads; or embarking Wexner program
5. Presence of "holy trinity"--or close to it
6. Presence of educational planner at federation or bureau
7. Presence of senior educator/s who have attended Mandel/Melton/etc. education programs
8. Presence of Best Practices sites as models of excellence
9. Presence of BP JCC
10. Presence of senior rabbi/s who support and understand Jewish education
11. Presence of a university with strong Jewish studies program
12. Presence of a vital Hebrew college
13. Presence of a university with a strong general education department/research program

e. Josie's idea: the president, exec. director, lay Jewish education chairman, and professional Jewish education officer of all the major national organizations

f. "Outsiders" to the system who need to add energy to any of the above:

- Educators/academics and "influentials" (university presidents, policy makers, foundation heads, etc.) in American education and cultural life
- Intellectuals
- Artists

2. Content and framework for audience selected from the above:

a. 1997 Leadership convocation:

- Design for cultivating participants, integrated with our other activities
- Design for content of process, convocation, and follow-up
- Agreed-upon relationship of choices we make under B, to building our steering committee and board
- Actual cultivation of potential participants
- Planning the convocation: Technical and content
- Laying the foundation for the agreed-upon follow-up

b. Other or additional content/frameworks?

c. Staff and overhead

3. Other:

- a. Planning for the GA: This is related to B., 1., b., if we choose as our target audience the lay constituency of CJF, working with Dalia. (If we do not, there is a question about the availability of my time for this lengthy process.)
- b. Engaging new communities: I believe that if we chose B., 1., d. above as our target lay audience, we might find it easier to bring in new communities over time. Otherwise, this effort cannot likely be undertaken without an expanded staff.
- c. "Signature program": This could be the leadership convocation; the National Center for Jewish Educational Leadership; or any other readily comprehensible project that can fill in the end of this sentence: "CIJE? They're the ones who..."