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CIJE correspondence, meetings, and reports. Lead Communities seminars and reports, 1993-1995.

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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To: Ruth Cohen

From: Gail Dorph

October 15, 1993

I just finished talking with Ellen. She is assuming that you will receive preliminary report of the Teachers' Survey at the beginning of next week. And that you and she will talk at the beginning of the following week about what it begins to say. She thinks that based on that conversation, you and she will be able to decide on a few charts to give participants in the strategic planning process that will begin to tell the story of what we know about the teachers in Milwaukee. There is no way that a final report based on the data can be ready at that time. What we can do is write a cover letter to go with the charts explaining what they have and what they will get. Additionally, if there is time and you want her to do it, she can say something about the survey at the orientation session in the afternoon since she will be in Milwaukee for our staff meetings.

Talk to you on October 27 as we planned.

Shabbat Shalom!

cc. Ellen Goldring
Alan Hoffman
Ginni Levi

MINUTES: CIJE STEERING COMMITTEE
(In formation)

DATE OF MEETING: November 7-8, 1993

DATE MINUTES ISSUED: November 12, 1993

These minutes reflect the deliberations which took place at a series of meetings in Cleveland on November 7-8, 1993. Participants varied from one segment to the next. Those participating in some or all of the deliberations include: Gail Z. Dorph, Stephen H. Hoffman, Alan D. Hoffmann, Barry W. Holtz, Virginia F. Levi, Morton L. Mandel, Henry L. Zucker.

I. Concerns and Issues Stemming from Work in Lead Communities

Gail Dorph, Barry Holtz and Alan Hoffmann were asked to reflect on their work with the Lead Communities during the past ten weeks and to list issues or concerns which they believe CIJE should consider. These issues became the backdrop for much of the discussion.

- A. What can we do to move the Lead Communities faster? Are we at risk if we do not move more quickly? How does this impact the lay community? Educators? Others?

Discussion on this set of questions suggested that CIJE has a certain set of expectations which may not be clear to the communities and which may have changed over time. The same is true of the communities' expectations of CIJE. It was suggested that many people believe in the importance of quick success, but noted that if there is clarity of goals and process, it is more important to do our best than to move hastily. As the CIJE process becomes more clear, it will generate local support.

- B. How does the CIJE staff generate enough time for planning?
- C. How do we move beyond the Lead Communities to our broader agenda: building the profession, community mobilization, setting a research agenda?

It was noted that many people perceive CIJE's agenda as limited to work in the three Lead Communities.

- D. How does CIJE staff make time for thinking and follow-through?

- E. There are concerns about the atmosphere/climate in which CIJE is working. This refers to the decision to work through Federations which, in many communities, have either no relationship or a poor relationship with educators, synagogues, national movements, etc.
- F. How do we get the CIJE story out within the Lead Community and to other selected targets? Who are the various targets?

It was noted that the CIJE staff finds itself asked to explain CIJE many times over in each community. The level of understanding of our work remains low.

- G. How do we appropriately involve future Jewish educators and rabbis who are now in training?
- H. What are the ways in which intermediaries can function optimally?
- I. How do we operate effectively with a CIJE staff which is not deeply experienced in community organization?
- J. What are the things which we clearly do and don't do?

In an initial discussion of the issues, it was noted that CIJE's ultimate goal is to bring about systemic change. As we proceed with work in the Lead Communities, we should consider redefining the process and how it meshes with desired outcomes.

- K. It was noted that in order for CIJE to be able to work effectively with a community, the following conditions must be present or cultivated:
 - 1. A committed Federation executive
 - 2. A high profile, powerful lay champion
 - 3. A quality full-time educator to staff the process

II. CIJE Method of Operation

Discussion then turned to how CIJE should function to clarify and achieve our goals.

A. Total Vision

We should begin work now to develop a vision of measurable outcomes we hope to achieve over the next ten years. This will be constantly reviewed and revised. It will guide us as we set priorities.

B. Annual Work Plan

What do we want to have accomplished by the end of 1994? The work plan must fit within the total vision as well as be based on our capacity. It should indicate who is to do what, by when.

Because the total vision is in the early stages of formation, the 1994 work plan will be something of a compromise.

C. Steering Committee

In addition to a Board and Executive Committee, we should establish a Steering Committee which will meet regularly as the core management unit of CIJE. Its composition will include the chair of CIJE and well as the chairs of board committees. It was suggested that the four core staff members serve on the steering committee along with the following consultants: Adam Gamoran, Steve Hoffman, Daniel Pekarsky and Henry Zucker.

The steering committee will be the core planning entity of CIJE. It will be responsible for strategic planning and management. Actual tactics will be managed at the staff level.

D. Committees of the Board

It was suggested that the way to engage board members more deeply in our work is to activate board committees. Every member of the board would be assigned to a committee which would be staffed by CIJE staff or consultants. Each committee should develop a total vision and work plan which contribute to the overall vision and work plan of CIJE.

Board meetings would be two-day affairs scheduled as follows:

Day One 10 a.m. to 4 p.m. - Steering Committee
 4 p.m. to 6 p.m. - Executive Committee

Day Two 8:30 a.m. to Noon - Committee Meetings
 Noon to 4 p.m. - Luncheon and Board Meeting

In order to reflect the current "full vision" of CIJE, it was suggested that the committees be configured in the following way:

<u>Committee (and Responsibilities)</u>	<u>Chair</u>	<u>Staff</u>	<u>Related Organizations</u>
1. <u>Building the Profession</u>	(MLM)	GZD (D. Pekarsky)	Training institutions CAJE
<ul style="list-style-type: none"> • Recruiting • Career Development • Seniors; Senior Seniors Developed • Pre-service training • Lead Communities 			
2. <u>Community Development</u>	G. Ratner	ADH (SHH)	CJF JAFI ?
<ul style="list-style-type: none"> • 3-23 • Community support • Foundation networking • Managing relationship with CJF Commission • Lead Communities 			
3. <u>Content and Program</u>	J. Colman	BWH (D. Pekarsky)	JESNA, JCCA
<ul style="list-style-type: none"> • Program development • Best Practices • Goals • Diffusion • Communication • Lead Communities 			
4. <u>Research, Monitoring</u>	E. L. Ritz	A. Gamoran (E. Goldring)	
<ul style="list-style-type: none"> • Lead Communities 			

E. Campers

It was suggested that the process used with the Commission of staying in touch with members between meetings helped to ensure involvement and buy-in. It may be that committee staff members should serve as counselors to the members of their committees.

F. Two Lay Minyanim

It was suggested that we establish a goal of creating two core groups of approximately ten people each (not mutually exclusive) to

include board members who are particularly committed and willing to be active, as well as wealthy individuals willing to fund CIJE. It was noted that this will require a careful process of cultivation and may involve additions to the board.

The discussion that followed reflected an excitement over this new approach to the work of CIJE. It was noted that the time of staff members will have to be carefully allocated in order to accomplish the work necessary to move the committees forward while maintaining contact, probably on a less intense level, with the Lead Communities.

With respect to our work in Atlanta, Baltimore and Milwaukee, it was suggested that if the necessary conditions of a committed Federation executive, appropriate lay champion, and quality full-time educator are not present to our satisfaction, we should work with the communities to develop them. It was noted that the Lead Community concept is going to be CIJE's "signature" over the short term and that if we can succeed in one of the three, we could consider ourselves successful. In the long run, our ability to show what does not work will be as critical as showing what does.

It was concluded that our relationship with the three Lead Communities, as well as other communities, should remain on our agenda in the months ahead.

III. Operationalizing the Proposed Method of Operation

Discussion during the next segment of the meetings focused on brainstorming how to move forward with this new concept.

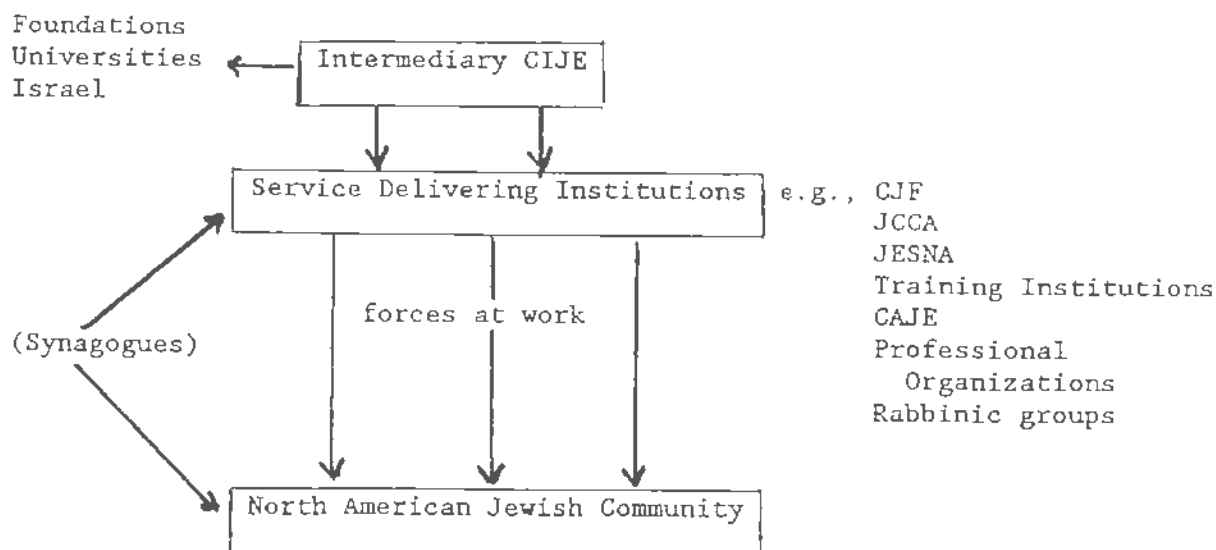
A. What is the role of the committees in developing CIJE's total vision?

One approach to this is that the Steering Committee might prepare a first draft of a total vision, subdivided into the responsibilities of the individual committees, and that the committees could react to this. A second approach would be to ask the committees to develop a first draft for review and discussion by the Steering Committee. In either case, a draft of a total vision would eventually be presented to the board for its consideration and approval.

It was suggested that the mission statement drafted by Steve Hoffman at the inception of CIJE might serve as a starting point for a vision. A first meeting of the Steering Committee was tentatively scheduled for January 4 in Cleveland, at which point we should have a first draft of a vision for review.

Discussion then turned to the question of whether the vision should reflect outcomes we desire for the North American Jewish community or the outcomes to be sought for CIJE. It was suggested that the CIJE vision might be limited to institutional interventions or might reflect personal outcomes. If the latter, we would have to grapple with the wide range of personal outcomes represented by our board. The ultimate question seems to be "a total vision according to whom?"

When MLM joined the group later in the day, he suggested that we focus on the mission or outcomes for CIJE as an intermediary organization. The following chart illustrates this concept:



The job of CIJE as an intermediary is to facilitate the success of the service delivering institutions. We cause outcomes to occur through advocacy, research, forcing initiatives, energizing, and synergizing. Our outcomes relate to how the service delivering institutions behave. Our mission is related to the North American Jewish community to the extent that we impact a service delivering institution which, in turn, brings about change in the community.

It was suggested that we develop a definitive group of service delivering institutions with which we envision working and that this list be prioritized.

It was suggested that we are focusing our efforts on existing organizations which, in many cases, have not been effective. When

interventions do not fit neatly into the existing organizations, we may wish to consider causing other organizations to be formed. Another role may be to help change existing organizations.

This approach leads to the conclusion that our staff should play the role of advisor rather than that of service deliverer. If we or an organization identify an unmet need, our role should be to identify people who can meet that need.

IV. 1994 Dates

A series of dates was proposed for meetings in 1994. Alan will call John Colman, Chuck Ratner, and Esther Leah Ritz to invite them to serve on the Steering Committee and to give them the dates. Alan will also think further about staffing of the committees.

It was suggested that we establish a planning team for each committee comprised of the chair, two vice-chairs, and the staff person. This group would work together to plan the agenda for the committee.

The following time-table was proposed:

- Assignment A. By November 21, ADH will prepare a proposed list of board member assignments to committees.
- Assignment B. December, Alan will work to get the committee chairs on board.
- C. January 4, first Steering Committee meeting in Cleveland - Discuss the mission and structure of committees.
- D. January - April, each committee planning group will meet to prepare for a first committee meeting in April. Their goal is to be ready to work with the committee on a mission statement, first steps toward a total vision, and an annual plan.
- E. March 16, second meeting of Steering Committee - Cleveland.
- F. April 20-21, Board meeting.

April 20: 10 a.m. - 4 p.m. - Steering Committee
4 p.m. - 6 p.m. - Executive Committee

April 21: 8:30 a.m. - Noon - Committee Meetings
Noon - 4 p.m. - Lunch and Board Meeting

- G. June 2, Steering Committee - New York

- H. September 23, Steering Committee - New York

I. October 19 - 20, Board Meeting

J. November 21, Steering Committee - Cleveland

Assignment

It was agreed that Alan would manage the camper system with Steering Committee members. VFL will check board meeting dates with the list of critical participants.

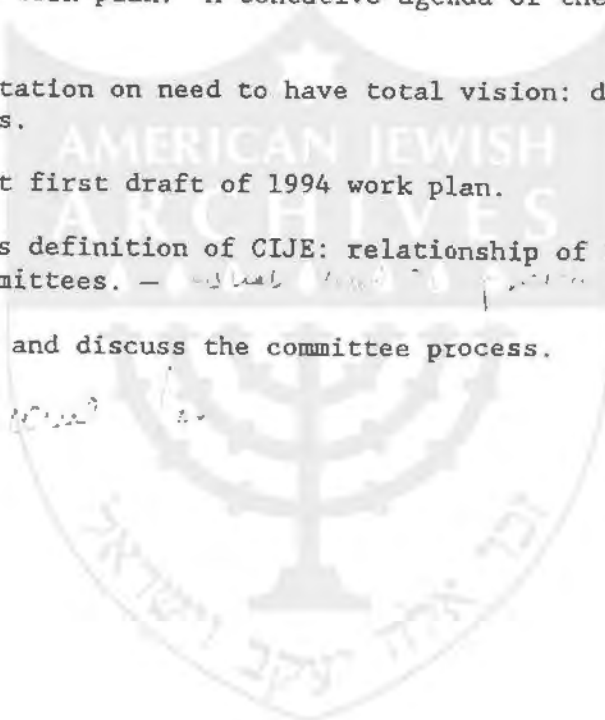
Assignment

In preparation for the January 4 Steering Committee meeting, Alan will prepare a 1994 work plan. A tentative agenda of the January 4 meeting follows:

1. Presentation on need to have total vision: discuss concept and process.
2. Present first draft of 1994 work plan.
3. Discuss definition of CIJE: relationship of Steering Committee to committees. — *actual time to prepare*
4. Review and discuss the committee process.

5. *Review*

Mission





November 9, 1993

Dr. Barry W. Holtz
Melton Research Center
3080 Broadway
New York, NY 10027

Dear Barry:

Thank you for following up on our request in such a timely manner. I am pleased that the leadership of the CJE is prepared to disseminate knowledge of its activities and accomplishments to communities seeking to benefit from knowledge of the Council's important work.

There are several possible opportunities for you to meet and interact with our communal lay leadership and professional staff. There is a possibility that we will conduct a BJE Board Retreat sometime in early March. Last year's retreat brought 50 leaders together at the nearby Brandeis-Bardin Institute for a spirited day of deliberation, discussion and fellowship. Should we schedule a 1994 retreat, I foresee the possibility of a 90 minute presentation and discussion segment for you.

Should there be no retreat, we would be pleased to reserve a full hour of time at our March board meeting (attended by over 50 communal leaders), as well as to arrange additional meetings with key lay leaders, BJE staff, principals, and Federation leadership. Some of these additional meetings could, of course, be organized in addition to your participation in a retreat program.

Please let me know whether these possibilities strike a receptive chord. Within a short period of time we should then be able to finalize arrangements.

Best wishes for continued success!

Sincerely,

Dr. Ron Reynolds
Director of School Services

cc: Dr. Gil Graff

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Executive Director

Alan Hoffmann

TO: John Colman, Gail Dorph, Seymour Fox, Adam Gamoran,
Ellen Goldring, Annette Hochstein, Stephen Hoffman,
Alan Hoffmann, Barry Holtz, Morton Mandel, Chuck
Ratner, Barry Reis, Esther Leah Ritz, Richard Shatten,
Shmuel Wygoda, Henry Zucker

FROM: Ginny Levi 

DATE: December 9, 1993

SUBJECT: CIJE Update

Enclosed are materials meant to bring you up to date on the work of CIJE. As in the past, some of the materials, particularly the notes on Lead Community visits, are sensitive and we would appreciate your keeping them confidential.

Enclosures include the following:

1. Notes prepared by Gail Dorph on Lead Communities.
2. Letter of November 9 from Ron Reynolds to Barry Holtz.
3. Letter of December 3 from Craig Dykstra, Lilly Foundation, to Alan Hoffmann.

NOTES FOR STAFF
THIRD CIJE SEMINAR
G.A. Montreal, 16-17 November 1993

Tuesday, Nov. 16th:

2:00pm: Session I: Introduction
Theme of seminar: *"How do we move forward in personnel,
community mobilization and goals."* ADH

2:15pm: Session II: Community updates
(ADH/GD to prepare outline
So that there is consistency between each report)

Discussion BH

3:00-4:30pm: Session III
"Projected first year outcomes in personnel"

a) 3:00-3:30: "Critical path for individual LC developing personnel plan" BH
[Based on Annette's presentation. To be adapted by BH

- * Educator survey completed
- * Educator survey discussed
- * Planning Committee prepare action plan
- * Personnel situation discussed in community
- * In-service pilot project
- * Israel seminar
- ETC...]

b) 3:30-4:00: "Analytical potential of Educators Survey" - Ellen Goldring

c) 4:00-4:30: Discussion

d) 4:30-4:45: Break

4:45-10:00pm: Session IV

"Engaging community in discussing educators survey and implications"

4:45pm: a) Introduction:

ADH

4:55pm: b) The Milwaukee experience: Roberta Goodman

5:15pm: c) Discussion

6:00pm: Dinner

7:00pm: d) Break out groups: Each community translates "engaging" into its own terms:

- i. Timing
- ii. Implication for action

They will be asked to relate to:

- * Content
- * Audience
- * Projected outcomes
- * Who is responsible

8:30-9:00pm: e) Break-out groups report back

9:00-9:30pm: f) Discussion

Wednesday, Nov. 17th:

7:30-8:30am: Breakfast with three executive directors

8:30am: Session V

Preparing a LC personnel action plan

8:30-9:00am: Presentation

GD

1. Mapping Current and Future Situations:

- a. Educators Survey shortcomings, needs, (e.g. training, recruitment)
- b. Predict future needs ("forecast") with input from local educators
 - * Retirements
 - * Demographic trends
 - * Do you have demographic data?
 - * Other

2. Stages of implementation (should reach pilot projects)

3. CIJE Pilot Projects

- a. Educational leaders retreat
- b. Lay professional seminar in Israel on goals
- c. Best practice seminar

9:00am: Discussion

9:30-9:45am: Break

9:45am: *Exercise: A first cut Personnel Action Plan in our community*
[What will be steps.
Chart your own process)

Exercise they receive:

- a. Where will Action Plan be discussed?
 - b. When?
 - c. Participants
 - d. Projected outcomes, e.g. Pilot Projects
 - e. Who is responsible?
-

ISSUES THAT WILL EMERGE IN EXERCISE:

- * Problems e.g. early childhood, teacher in service

- * Prioritize based on:

- a. need
- b. cost
- c. feasibility

- * Possibilities or option:

- a. local suggestions
- b. CJE suggestions

We need to raise the pilot projects which will precede the action plan.

E.g. Principals seminar, goals seminar in Israel, Senior Educator, Best practices, etc.

EXAMPLES OF CJE PILOT PROJECTS (across community)

1. "Educational Leaders Retreat" - Vanderbilt

- For whom? Principals/heads of institutions - supplementary + day school
cross denominational
- When? April
- Why? "Kick off" of professional development for educational leaders

2. Lay-Professional seminar in Israel on Goals

- For whom? Chairs + professionals of CJE, local projects + CJE board members
- When? July
- Why? "Up level of discourse" so that this becomes content driven

3. "Best Practices Seminar"

- * Lay leaders
- * Educators

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MINUTES: CIJE Steering Committee

DATE OF MEETING: January 4, 1994

DATE MINUTES ISSUED: January 14, 1994

PRESENT: Morton L. Mandel (Chair), Sandee Brawarsky, John Colman, Gail Z. Dorph, Adam Gamoran, Stephen H. Hoffman, Alan D. Hoffmann, Barry Holtz, Daniel Pekarsky, Charles Ratner, Esther Leah Ritz, Richard A. Shatten, Virginia F. Levi (Sec'y)

COPY TO: Seymour Fox, Annette R. Hochstein, Henry L. Zucker

DATE OF MEETING: January 4, 1994

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PRESENT: Morton L. Mandel (Chair), Sandee Brawarsky, John Colman, Gail Z. Dorph, Adam Gamoran, Stephen H. Hoffman, Alan D. Hoffmann, Barry Holtz, Daniel Pekarsky, Charles Ratner, Esther Leah Ritz, Richard A. Shatten, Virginia F. Levi (Sec'y)

COPY TO: Seymour Fox, Annette R. Hochstein, Henry L. Zucker

I. Introductory Remarks

Mort Mandel opened the meeting by introducing participants. He thanked those present for agreeing to participate in the work of the Steering Committee and noted that the primary purpose of the committee is to help evaluate ideas, and set priorities. Normally decisions will be made by the board of CIJE.

Members of the Steering Committee will include the chairs of CIJE committees and staff. The group will meet as frequently as is practical and useful.

II. Update

Alan Hoffmann noted that the Steering Committee will be helpful in clarifying goals and methods of reaching them.

He noted that the Commission on Jewish Education in North America completed its work a little more than three years ago. It concluded with a plan to work in the following five areas:

1. Build a profession of Jewish education.
2. Mobilize community support.
3. Develop a research capability.
4. Establish Lead Communities in which to work toward local systemic change.
5. Create the Council for Initiatives in Jewish Education.

During the first year and a half of its existence, CIJE worked to develop and move ahead with the concept of best practices for Jewish education while also building a team for monitoring, evaluation and feedback of the work in Lead Communities. At the same time, a process was developed and followed for selecting the Lead Communities.

Following an initial expression of interest by 45 communities, 23 submitted applications and 3 were selected. A joint meeting of the Lead Communities and CIJE staff in Cleveland in April 1993 clarified the importance of partnership among the communities and CIJE. The next joint meeting, held in August 1993 in Baltimore, focused on the content

of work in the Lead Communities. The most recent meeting, held in November 1993 in Montreal, provided the Lead Communities with a curriculum for taking the results of research on local Jewish education personnel and moving toward a personnel action plan.

In the area of monitoring, evaluation and feedback, we have broken important ground by putting in place a team which can monitor what is happening, evaluate outcomes, and provide feedback to local communities and CIJE. This model shows how research can be used in working for change.

Clearly, CIJE has focused most heavily on the establishment of Lead Communities while the other three recommendations of the Commission have received less attention. In fact, CIJE is about changing Jewish education for all of North America.

As the staff team which was constituted in August 1993 has begun its work in the Lead Communities, the following issues have surfaced:

1. CIJE has chosen the local federation as the home for systemic reform in Jewish education. There is an inherent tension between the federation approach of working through consensus and CIJE goals of reform and radical change. Getting wall-to-wall coalitions to take revolutionary steps presents a significant challenge.
2. CIJE is an intermediary organization. This means that we do not have the same direct control over the change process that a local commission has. For example, CIJE can prepare materials for use by local communities and can recommend their use, suggest benchmarks, and set deadlines. However, as an intermediary organization we do not have (nor want) the local clout to implement and follow through. Yet local implementation is a must.
3. The work with the Lead Communities has suggested that the following three variables ~~must~~ be present in order for systemic change in Jewish education to occur in any community:
 - a. A federation executive director who will make betterment of Jewish education a personal priority.
 - b. One or more lay champions on the key leadership team.
 - c. A high caliber local professional driving the educational process.
4. The Commission itself chose to sidestep the issue of goals for Jewish education in order ~~to~~ reach consensus on its recommendations. However, any local community inevitably gets to questions of goals, mission, and vision. Daniel Pekarsky has

agreed to consult with CIJE on goals in conjunction with the Mandel Institute staff's work on the goals project and the Educated Jew project.

CIJE currently faces the following challenges:

1. How can we reenergize the process of deliberation, strategic thinking and planning by lay leaders which worked so effectively during the work of the Commission? Leadership of CIJE needs to be more fully engaged.
2. How should we work for effective dissemination of our progress? Because we have not yet clearly articulated what CIJE is about, we risk becoming pigeon-holed as "the Lead Communities project."
3. How do we move beyond where we are now? How do we extend our involvement with more communities? Thought has been given to using Ted Sizer's concept to establish a "coalition of essential communities."

In the discussion that followed, the following points were made: By working in the Lead Communities we have begun to impact change on a local level. However, building the profession and developing community support requires work on a continental level. We may wish to think about establishing an equivalent to the Jerusalem Fellows and Senior Educators programs in North America, drawing upon the resources of the denominational training institutions and others with appropriate expertise.

Since few communities seem to possess all three of the elements which have been identified as critical, we should determine what incentives could be used to gain the commitment of the local federation executive and appropriate lay champions and to draw the caliber of professional we seek. We should be careful to remember that the three elements we have identified as central to this process appear to be necessary conditions, but are probably not sufficient to accomplish our goal.

At present, research is being directed locally. Should we consider a parallel track with respect to national factors? For example, can we identify factors that could motivate leaders to work for Jewish education?

The relationship of local communities to an intermediary organization might be clarified through written agreements. CIJE does have leverage in the form of expertise which it can provide or not. We will develop the expertise to go into a community, evaluate what is in place, and recommend changes.

If we can identify success in one of the Lead Communities, telling the story will make our process of moving ahead in other communities easier. It was noted that Atlanta, at this point, has opened itself to the idea of intervention and has opened the community thought processes to change.

III. CIJE Method of Operation

A. Total Vision

It was suggested that the Steering Committee consider developing a set of outcomes toward which CIJE might work over a ten year period. These outcomes, which should be revised annually, would serve as the basis for an annual work plan.

In discussion, it was noted that it will be difficult to generate agreement around some outcomes. However, we should be able to identify outcomes with clear consensus. One such outcome might be to attract top people to identified positions in Jewish education. We might identify desired outcomes that fit under these headings: building the profession, improving lay leadership, program and content, and developing a research capability.

Assignment

It was agreed that Alan Hoffmann, together with the staff, will develop a first draft of desired outcomes for review by the Steering Committee at its next meeting.

B. Annual Work Plan

The first annual work plan to be based on a total vision will be for the year 1995. An interim work plan has been prepared for use in 1994.

IV. Role of Steering Committee

The Steering Committee will function as a "think tank" for CIJE. Its role will be different from that of either the Executive Committee or the board. It will meet approximately six times each year and will work to prepare recommendations for presentation to the board.

V. Role of Functional Committees

It is suggested that the operation of CIJE be shifted to four functional committees. Each will have a chair, a vice chair, and members from the CIJE board and will be staffed by CIJE staff and consultants. Each will submit to the Board its own total vision and work plan which, after approval, will become the overall vision and annual plan for CIJE. Each committee will define its role and set its mission.

Following is a list of the committees including proposed responsibilities, chairs, staff people, and related organizations with which each might work.

<u>Committee (and Responsibilities)</u>	<u>Chair</u>	<u>Staff</u>	<u>Related Organizations</u>
1. <u>Building the Profession</u>	(MLM)	G. Dorph	Training institutions CAJE
<ul style="list-style-type: none"> • Recruiting • Career Development • Seniors; Senior Seniors Developed • Pre-service training • Lead Communities 			
2. <u>Community Development</u>	G. Ratner	A. Hoffmann S. Hoffman	CJF JAFI JCCA
<ul style="list-style-type: none"> • 3-23 • Community support • Foundation networking • Managing relationship with CJF Commission • Lead Communities 			
3. <u>Content and Program</u>	J. Colman	B. Holtz (D. Pekarsky)	JESNA, JCCA
<ul style="list-style-type: none"> • Program development • Best Practices • Goals • Diffusion • Communication • Lead Communities 			
4. <u>Research, Monitoring</u>	E. L. Ritz	A. Gamoran (E. Goldring)	
<ul style="list-style-type: none"> • Lead Communities 			

Steering Committee members were asked to recommend board members for assignment to the various committees. VFL will check the list of people who were originally assigned to a committee on Lead Communities for possible inclusion on the Community Development Committee and will collate suggestions for board membership. MLM and ADH will then recommend assignments to committees.

Each committee will meet in conjunction with the two board meetings to be held each year. Additional independent meetings will be scheduled.

It was suggested that board meetings would be two-day affairs scheduled as follows:

<u>Day One</u>	10 a.m. to 4 p.m. - Steering Committee (or 10 a.m. to 2 p.m.)
	4 p.m. to 6 p.m. - Executive Committee (or 2 p.m. to 6 p.m.)

signment

Day Two 8:30 a.m. to Noon - Committee Meetings

Noon to 4 p.m. - Luncheon and Board Meeting

It was suggested that the two days might include a plenary session during which all four committees, each of which has Lead Community responsibilities, would be provided with an update on the happenings in the Lead Communities.

It was also suggested that the board should grapple with issues rather than simply hear reports. We might bring the issues of one or two of the committees to each board meeting for consideration.

It was suggested that we consider holding two committee meetings at one time, similar to sessions at a conference, so that there could be broader participation of board members.

It was recommended that each two-day board meeting include a Jewish study component. It was also recommended that we continue to invite members of the Commission on Jewish Education in North America and other guests to a segment of the board meeting once every year or two years.

VI. Role of Board

A. Board of Directors

As noted above, we should work to ensure that the board is engaged in discussion of issues. Reports should be sent in writing rather than presented orally at meetings. Staff will be assigned to all Board members to keep them briefed.

One approach might be to begin the board meeting on the evening of day one, following the Executive Committee meeting, with a presentation of general interest which would generate discussion. Commission members would be invited to these presentations. The following morning the committees would meet, followed by a business meeting of the board.

B. Executive Committee

The Executive Committee will include committee chairs, officers, and other carefully selected individuals. It will be responsible for such managerial issues as budget and professional staffing.

VII. Role of Consultants

We have several consultants working with CJJE on a regular basis. These include Adam Gamoran and Ellen Goldring on monitoring, evaluation and feedback and Daniel Pekarsky on the goals project. Seymour Fox, Annette Hochstein, and their co-workers at the Mandel Institute are taking on specific content assignments. In addition, Annette Hochstein is working with Adam and Ellen on monitoring, evaluation and feedback.

There was once a recommendation for the creation of a group of CIJE fellows. It was suggested that this would be a good item for consideration by the committee on building the profession.

VIII. Review of the Goals and Educated Jew Projects

It was reported that as the work of the Commission unfolded, it became clear that there was very little literature on the desired outcomes of Jewish education. As a result, the Mandel Institute invited three Judaic scholars to write papers on their own concepts of the outcome of a Jewish education or what is an educated Jew. The participants were Isadore Twersky, Moshe Greenberg, and Menachem Brinker. Each was asked to write from his own point of view. Israel Scheffler, a leading philosopher of general education, was asked to write a similar paper reviewing different conceptions of the educated person. Michael Rosenak was asked to look at this question from the point of view of Jewish education. Seymour Fox was responsible for the entire concept and for conducting the deliberation. These papers were then shared with leading Jewish educators who reflected on what an educational system might look like in order to implement the ideas proposed by each of the original philosophers. The scholars then redrafted their papers on the basis of the work of the educators. Following this process, the papers have undergone at least three iterations. The collected papers will be published with the goal of providing a model for how to deal with the outcomes of Jewish education.

The CIJE goals project will involve itself in trying to help individual institutions and communities to develop goals. This involves differentiating between instrumental and substantive goals and defining the ideal that drives the enterprise. It is a basis for translating vision to practice. Daniel Pekarsky is working with the Mandel Institute on developing a way to present this to North American communities.

After hearing this summary of the two projects, it was suggested that a presentation on the Educated Jew project might be an interesting topic for a board meeting.

IX. CIJE Mission Statement

A mission statement developed for CIJE in 1990 served as the starting point for this discussion.

It was suggested that the following might serve as an introductory paragraph to a mission statement: "The CIJE was created by the Commission on Jewish Education in North America with a highly focussed mission that incorporates three major tasks: Building the profession of Jewish education; Mobilizing Community Leadership for Jewish education and Jewish continuity; developing a Research Agenda while at the same time securing funding for Jewish educational research."

A second section of the mission statement might indicate that the mission is to be implemented through the following means, then list the names of the four committees and include a brief paragraph indicating what each hopes to accomplish. It would be the role of each committee

to develop the language to describe its role in accomplishing CIJE's mission. This would be refined at the committee meetings.

The mission statement should also refer to CIJE's desire to engage in a partnership with select communities to demonstrate that innovation can have a lasting impact and to help local communities shape their agendas for Jewish education.

It was suggested that we refer to CIJE as an agent to assist Jewish communities and institutions to provide effective Jewish education. It was also suggested that the mission statement refer to the role of CIJE as intermediary, perhaps using the following language: "One job of CIJE as an intermediary is to facilitate the success of the service delivering institutions. We cause outcomes to occur through advocacy, research, forcing initiatives, energizing, and synergizing. Our outcomes relate to how the service delivering institutions behave."

Assignment Alan will develop a draft mission statement for consideration by the Steering Committee.

X. Lay Leadership Development for Jewish Continuity and CIJE

CIJE needs a board of leaders who are wise, experienced, and willing to work. It is hoped that the committee structure will help to encourage this involvement. In addition to working with our current board members, we should identify new people for board participation. We might identify people to add to committees with the thought of eventually naming some of them to the board. At the same time, we should develop a means of rotating non-participants off the board. We should have a set of by-laws to help facilitate this rotation.

With respect to lay leadership beyond the CIJE board, it was noted that there are many people involved in local commissions on Jewish education. We may wish to consider holding a national conference for these people or for a select sub-group.

XI. CJF Commission

Reference was made to the CJF North American Commission on Jewish Identity and Continuity. Steve Hoffman and Alan Hoffmann will continue to monitor the relationship of the CJF Commission to CIJE.

XII. Communications with all Publics

The following publics were identified as groups with whom CIJE should be communicating:

A. Lay Leadership

- members of the CIJE board
- people on local continuity commissions
- other national lay leaders
- others

B. Jewish Educators

- leaders of institutions (local and national)
- central agency personnel

C. Opinionmakers/Centers of Influence

D. Existing Publications

- JCC Circle
- JESNA's Agenda

(We might submit an occasional article)

E. Academics/Intellectuals/Professors of Jewish Studies

F. Congregations and Rabbis

G. Training Institutions

We may wish to develop different kinds of publications for these different publics. One suggestion was to produce a newsletter which invites feedback from the readers. Initially, we have engaged Sandee Brawarsky to work with us on the development of a brochure to describe CIJE.

XIII. 1994 Interim Workplan

Alan Hoffmann circulated a first draft of a 1994 interim workplan for review. He noted that as the work of CIJE has grown from a primary focus on the Lead Communities to more extensive work with other communities and the establishment of CIJE as a national identity, the redeployment of staff to accomplish these goals has not yet been determined.

Assignment Alan will rework the draft workplan and will send it to Steering Committee members in February.

XIV. Future Meeting Dates

The following dates were set for future meetings of the Steering Committee:

Tuesday, March 15 (in Cleveland)

Wednesday, April 20 (in New York--in conjunction with a board meeting on April 21)

Friday, September 23 (in New York)

Wednesday, October 19 (in New York--in conjunction with board meeting on October 20)

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Council for Initiatives
in
Jewish Education

C105

Date sent: 1/27/94 Time sent:

No. of Pages (incl. cover): 3

To: Seymour Fox, Annette Hochstein

From: VIRGINIA F. LEVI

Organization:

Phone Number:

Phone Number: 216-391-1852

Fax Number:

662-837

Fax Number: 216-391-5430

Comments:

Dear S + A,

Here, at last, is the report you asked for.
Hope it's not too late.

MLM's note to me about the Feb. 8
meeting says "Use time to develop an
overall view of Jewish education world-wide.
How a Jewish foundation should work."

I don't know what he's thinking now,
but hope this is helpful.

See you soon.

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Council for Initiatives
in
Jewish Education

Date sent: 7/22 Time sent:

No. of Pages (incl. cover): 16

To: AH/S. Fox

From: Ginny Levi

Organization: Mankel Inst.

Phone Number:

Phone Number: 216-391-1852

Fax Number:

Fax Number: 216-391-5430

Comments:

Chair

Morton Mandel

Vice Chairs

Billie Gold

Matthew Maryles

Lester Pollack

Maynard Wishner

Honorary Chair

Max Fisher

Board

David Arrow

Daniel Bader

Randall Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Jay Davis

Irwin Field

Charles Goodman

Alfred Gottschalk

Neil Greenbaum

Thomas Hausdorff

David Hirschhorn

Gershon Kekst

Henry Koschitzky

Mark Lerner

Norman Lamm

Harvin Lender

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merlans

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

TO: John Colman, Gail Dorph, Seymour Fox, Adam Gamoran, Ellen Goldring, Annette Hochstein, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Morton Mandel, Chuck Ratner, Barry Reis, Esther Leah Ritz, Richard Shatten, Shmuel Wygoda, Henry Zucker

FROM: Ginny Levi 

DATE: February 21, 1994

SUBJECT: CIJE UPDATE

Enclosed is Gail Dorph's current report on Lead Community visits. Please note that some of this information is sensitive and we would appreciate your keeping it confidential.

Attachment

Executive Director

Alan Hoffmann

TO: FAX NO. () -

Name Seymour Fox / A. Huchstein

Company _____

Street Address _____

City

State

Zip

Country

FROM: FAX NO. () -

Name Ginny Levi

Company _____

Tele. No. () _____ Ext. _____

Here are the documents
prepared for the Steering
Committee meeting today

Chair
Morton Mandel

Vice Chairs
Billie Gold
Matthew Maryles
Lester Pollack
Maynard Wishner

Honorary Chair
Max Fisher

Board
David Arnow
Daniel Bader
Mandell Berman
Charles Bronfman
Gerald Cohen
John Coiman
Maurice Corson
Susan Crown
Jay Davis
Irwin Field
Charles Goodman
Alfred Gottschalk
Neil Greenbaum
Thomas Hausdorff
David Hirschhorn
Gershon Kekst
Henry Koschitsky
Mark Lalner
Norman Lamun
Marvin Lender
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merlans
Charles Rainer
Esther Leah Ritz
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

AGENDA

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

STEERING COMMITTEE

TUESDAY, MARCH 15, 1994 - 9:30 A.M. - 4:30 P.M.

Jewish Community Federation of Cleveland
1750 Euclid Avenue

			<u>Tab</u>	<u>Assignment</u>
I.	Master Schedule Control		1	MLM
II.	Review Minutes of January 4, 1994		2	VFL
III.	Review Assignments of January 4, 1994		3	VFL
IV.	CIJE Total Vision		6	BWH
V.	Discussion of Lead Communities		6	GZD
VI.	1994 Work Plan		6	ADH
VII.	April 21 Board Meeting		5	MLM

To: The CIJE Steering Committee
From: Barry Holtz
February 23, 1994

Total Vision

Draft One

In the last meeting of the Steering Committee, we discussed developing a long-range plan for the work of the CIJE using the phrase "Total Vision" to describe that plan.

I was asked to try to write a draft of that plan using the rubric suggested by Mort that one could think of total vision as the 10 year report of the CIJE outlining what it had accomplished, written today instead of in the year 2004. The paper below uses that idea of the 10 year report as a kind of rhetorical device to develop the plan.

As will be obvious the one major disadvantage of writing the paper in this fashion is that it predetermines certain choice points and doesn't allow the alternative possibilities to be explored. For example, in talking about research there may be a number of possible routes to take and at this point without a deep analysis of the options, I don't really know if, say, placing research in an existing university or in a free-standing institution would be better. There are other examples that may strike the reader as well. Despite this disadvantage, I have used the 10-year plan as my approach here.

This paper is based on a number of sources: A Time to Act, Annette's "Lead Communities at Work," internal documents written by members of the staff, and discussions with other members of the staff.

The CIJE 2004: A 10-Year Report

The CIJE was created by the Commission on Jewish Education in North America in order to implement "on both the local and continental levels" the plan of the Commission "to

The CIJE began with the three original Lead Communities and then moved toward creating an "outer" circle of like-minded communities interested both in hearing about the work of CIJE and using meetings with the CIJE as a way of talking about mutual concerns across communities. These meetings included discussion of the issues of research and evaluation, fund-raising and community leadership mobilization as well as analysis of specific educational initiatives in the areas of personnel improvement.

Boston, New York, Cleveland, etc. joined as partners in this work. Communities that decided that they wanted to share in the CIJE agenda and receive the CIJE expertise in a more intensive fashion -- as long as they met the CIJE criteria -- could choose to become Lead Communities themselves. To be chosen the community had to exhibit the three factors mentioned above as well as committing itself to working on the "building block" agenda. Communities paid a fee to the CIJE to be members of the outer circle and a consulting fee to the CIJE to be Lead Communities.

II. Personnel: Building the Profession

One of the two key building blocks of the Commission report was "building the profession," improving the quality and quantity of Jewish educators in both the formal and informal domains. The CIJE launched two main thrusts in this effort-- local efforts at improving personnel through its work (as mentioned above) in particular communities and a continental effort that tried to attack the problem in a more global fashion.

A. Local Efforts

The CIJE began its work in each community with the quantitative and qualitative research work of the Educators Survey. This report which began by looking only at the educators in formal settings was expanded to include informal educational settings as well.

The results of the Survey led to the creation of a Personnel Action Plan for each community. CIJE helped each community develop its own particular action plan by working with local educators and Federation lay leaders and professionals. The plan was comprehensive and wide-ranging, and communities were helped by CIJE to phase in segments of the plan in an orderly fashion.

The Personnel Action Plans were organized around four key areas: inservice education, recruitment, salary and benefits, and career ladder.

Inservice Education

One of the key areas for upgrading personnel throughout the Lead Communities, and in any community interested in improving its Jewish education, has been in the area of inservice education. The CIJE began with a set of Leadership Institutes which were open to all three Lead Communities. The Leadership Institutes took place twice a year and have been done in coordination with a major educational institution. Some have taken place at Vanderbilt University, some at Columbia University Teachers College.

The program was designed for principals of Day Schools and Supplementary Schools and it focused on issues of leadership such as supervision, board relations, goal setting and a variety of other topics to help improve the quality of leadership in these educational institutions. Day School Principals and Supplementary School Principals met together for some sessions and in other sessions they worked on cases which were individualized for their own particular settings. A second Leadership Institute was designed for Early Childhood Directors from Day Schools, Synagogues and Jewish Community Centers. Similar issues were raised and experts in the field of Early Childhood Education, as well as Jewish Education, worked with these Directors to help improve the quality of their educational institutions.

At the same time, a set of leadership seminars took place within communities. These seminars used the results of the Best Practices Project of the CIJE and other resources including outside expertise and consultants from the denominations. These leadership seminars were designed for a more intensive and ongoing approach to issues of leadership and there were separate seminars organized for principals of Early Childhood units, of Supplementary Schools and of Day Schools.

In addition, inservice education took place at not only the level of leadership, but also in an intensive fashion for teachers. A set of differentiated and systematic inservice programs have been designed for Early Childhood teachers, Day School teachers, and Supplementary School teachers. These inservice programs were conducted by a combination of CIJE-staff, personnel from the local BJE or the local Jewish College of Advanced Jewish Studies as well

as national personnel from the training institutions and denominations. Some of the programs focused on pedagogic skills, some focused on subject matter knowledge. There was in addition, a Retreat Program which focused particularly on the experiential dimension of Jewish knowledge and Jewish teaching.

A series of seminars and retreats for the personnel of informal Jewish education have been launched in all of the communities as well. These included seminars and retreats for Youth Group Leaders, Camp personnel and Center workers. In addition, there was a Seminar across all communities for leaders of Israel experience trips.

Another dimension of the inservice program that CIJE has helped design for its communities was a series of mentoring programs for novice teachers. These programs began with the preparation of mentors who could help initiate novices into teaching. Following upon that, the mentoring programs themselves have been launched, both for novice principals and for novice teachers. In addition, CIJE has worked with the local communities to develop peer and expert coaching programs for experienced personnel. This included the preparation of peer coaches, followed by using coaching programs to help improve those principals and teachers who have even a considerable amount of experience.

Finally, the CIJE succeeded in placing a number of educators from the Lead Communities in continuing education programs outside of their local cities. Educators attended year-long programs in Israel (which were partially subsidized by the local community), summer study programs in Israel and at universities and seminaries in North America, and degree programs at North American academic institutions.

Recruitment

Aside from inservice education, a second dimension of the personnel improvement in each of the communities centered on recruitment of new personnel into the field. Some of those programs have consisted of leadership programs for teenagers that involving them as counselors, youth group advisers and teaching assistants. Other programs recruited and prepared volunteer teachers for supplementary schools. In these programs new populations, such as parents, retirees, public school or private school teachers, were brought into the teaching force and were prepared for work as Jewish educators. A third approach consisted

of retooling public or private school teachers for careers in Jewish education particularly in supplementary schools.

Salaries and Benefits

The third area of personnel improvement that the CIJE has been working on has been in the area of salaries and benefits. Here the CIJE has been helping local communities create benefits packages for full-time teachers, develop proportional benefits packages for part-time teachers, work on reduced Day School and camp tuition for teachers in the community, along with other ideas to improve the packages offered to educators. The CIJE has helped provide contacts with experts in these areas and has organized work with foundations to think about planning improvements.

Career Ladder

Finally, the CIJE has been working with the communities to develop career ladders for educators. This involved the creation of full-time positions that include teaching, as well as mentoring new teachers and peer coaching. The CIJE has helped launch projects to create community teachers— teachers who teach in more than one institution and therefore can have full-time teaching jobs. Finally the career ladder included creating positions in day schools and in some cases in supplementary schools for curriculum supervisors, master teachers, Judaic studies coordinators and resource room teachers.

B. Continental Initiatives

At the continental level the CIJE has launched a number of initiatives to improve the quality and numbers of Jewish educators. Working with the denominations and the national training institutions, the CIJE has advocated for new programs to retool avocational teachers for full-time work, to help prepare doctoral students in Judaic studies for careers in Jewish education and to create "fast track" programs (such as a national Jewish Teachers Project) to deal with the shortage of teachers in the field.

The CIJE has helped design and find the funding for a major effort to recruit young people into the field of Jewish education by creating the "Careers in Jewish Education" initiative. This project has involved the following elements: Jewish teenagers are recruited by their

synagogues, camps and youth programs to become Madrichim — teachers, youth leaders or camp counselors in training. Through a specially designed program, these Madrichim receive training and initiation into the field of Jewish education. They work in their local institutions and are supervised by the Madrichim Training Institute, as well as by local supervisors in their home institution.

The names of the Madrichim are placed in a national data bank. When these teenagers graduate from high school and go on to college, Jewish educational institutions near their college are informed that one of the Madrichim will be attending a university nearby. The local rabbi or Center director can make contact with the college student and try to find educational employment for the student during his or her college years. Meanwhile the students attend an ongoing training program including courses, supervision and study visits to Israel.

The "Careers in Jewish Education" performs the dual purpose of providing (prepared) avocational teachers for local Jewish institutions during the students' college years and inspiring some of the students to enter the field of Jewish education as a lifelong career. In addition the program helps increase the Jewish commitments and involvement of the students during their college years— and afterwards as well. This program has been launched in coordination with the national denominations, the JCCA and the International Hillel Foundation. The project has been funded by a variety of foundations.

III. Community Mobilization

One of the fundamental building blocks of the CJE as expressed in "A Time to Act" has been mobilizing community support for Jewish education, at both the local and national level. At the local level, the CJE has been involved in recruiting new leadership for Jewish education. This new leadership has been recruited in coordination with the local federation professionals and with intensive work by the CJE's own Board. Specific programs have been designed to raise the consciousness of local lay leadership about the importance of Jewish education.

One project, for example, has been "adopting" local educational institutions by young leadership in local federations. In this program a local institution such as a communal

supplementary high school has served as a setting for local young leadership to discuss the fundamental issues of Jewish education while at the same time, increasing their involvement in the institution. This has given CIJE the opportunity to increase the knowledge and sophistication of local lay leaders about Jewish education.

In addition, the CIJE has been running Best Practices Seminars for local lay leadership which apprises this leadership of the latest work going on in Jewish education and gives these leaders a sense of significant developments in contemporary Jewish education, so that they can make more informed decisions. Moreover, the Goals Project as described elsewhere in this report, has been involved in the process of community mobilization. The Goals Project engages lay leadership in discussions about the purposes of Jewish education and indeed the purpose and goals of Jewish life in North America.

At the continental level, the CIJE has been involved in mobilizing community support for Jewish education in a number of ways. One significant approach has been through its reports to the field, some of which are discussed in the section of this report on dissemination below. For example, the CIJE has issued various "white papers" on specific issues within the field of Jewish education. The first was a report on the personnel crisis in Jewish education which was based on the research conducted by the CIJE in the three Lead Communities and shaped to create a national policy and agenda in the area of personnel development. This report helped dramatize the current weak situation of the Jewish educational profession by pointing out the problems in areas such as Jewish knowledge and financial remuneration in Jewish education, as we have discovered them in our research settings. Thus the CIJE was able to mobilize community support for a significant upgrading of the Jewish education profession.

A second paper of a similar sort was a commissioned report on the economics of contemporary Jewish education which looked at the amount of money currently spent throughout the continent and the way that that money is being utilized. This report made significant recommendations for rethinking the economics of Jewish education and has been a significant topic of discussion amongst the lay leadership of the North American Jewish community. Other reports have also looked at a variety of areas of interest to the CIJE including the Israel experience, the goals of Jewish education and developing a research capacity for the field of Jewish education.

IV. Content

A. Best Practices Project

During the past ten years the Best Practices Project has evolved and led to the creation of the Center for the Study of Jewish Education.

[dear reader, choose one of the following two sentences:]

The Center is located at X university (Brandeis, Harvard, JTS, HUC ???)

The Center is a free-standing project of the CIJE with its own staff and operations.

This Center has two emphases, research and implementation:

Research

This component has been the main business of the Center. It includes:

a) **Best Practices of today:** The documentation, study and analysis of current best practices in Jewish education. Essentially, this has moved forward with the work of the Best Practices Project as it was launched in the early years of the CIJE.

However, that work has been expanded as well by seeing the project as an ongoing research project in which the success stories of Jewish education are studied in depth and successive "iterations" of research are performed on each setting.

It also has meant convening conferences and consultations with those doing this research to try to discern patterns and implications of the analysis.

b) **The Department of Dreams:** This is the area that includes developing all the ideas in Jewish education that people have written about and never had the means to try. In addition this "department" has commissioned "dreams"—encouraged people to invent solutions to problems and imagine new directions for Jewish education.

c) Best Practices of the past: Looking at those success stories of the past (e.g. Shragge Arian's famous school) to see if we can reconstruct what was done and why it was important.

Practical Implications

The second thrust of the Center has been to test out the practical implications of its work. In particular this has meant working closely with the Lead Communities as they try out the ideas discovered by the analysis of best practices, past and present and of dreams for the future, as well as exploring the Best Practices findings with lay leadership.

B) The Goals Project

One of the major initiatives launched by the CIJE during this period has been the Goals Project. The purpose of the Goals Project was to work with institutions and communities to help develop a sense of direction and purpose for the educational enterprises of the institution or the community. Much of Jewish education has been characterized by a lack of sense of direction and the Goals project has sought to address this difficulty. The Goals Project began with a seminar in Israel for communal leaders and professionals in the summer of 1994. At that session the basic concept of the project and its approach were explored.

Following upon the summer seminar the CIJE offered each of the Lead Communities a series of four goals sessions during the course of the next year. At these sessions the concept of goals was discussed and in each session an important future piece of writing related to the issue of goals or a lecture by a speaker was presented to the participants. These sessions were offered to all the institutions in the community. Based on the experience of the goals sessions during that year, a number of institutions in each community chose to be part of a more intensive goals project that was launched over the course of the next five years.

This Coalition of Goals-Oriented Institutions engaged in serious discussions around the issue of goals trying to determine and think about the underlying purpose of their educational institution. The educational institutions were assisted by CIJE staff members and CIJE consultants. These discussions revolved around papers written by the Educated Jew Project of the Mandel Institute in Israel and other relevant papers and presentations.

The leadership of each institution was engaged in these discussions, and following upon this work, the other educators in the institution were involved in deliberations about what would it mean to translate these underlying goals into actual educational practices. To help illustrate this idea the goals project studied various educational institutions (both of the present and the past) looking at those institutions' statements of goals and trying to see the way that those goals were implemented in the life of the educational program through visits or presentations.

At the same time the Goals Project engaged the leadership of the major Jewish denominations and training institutions in an effort to think about goals from the denominational point of view. The denominations and training institutions were challenged to engage with the local institutions involved in the CIJE Goals Project to see if those national institutions could help the local institutions work on the issue of goals. Although the Goals Project began with the three Lead Communities specifically, leaders from other interested communities were also invited to attend and the Goals Project was one of those CIJE initiatives that was offered to the outer circle of CIJE communities and other communities involved in the continental CIJE enterprise.

IV. Research

A) Monitoring, Evaluation and Feedback

One of CIJE's important contributions to the world of Jewish education was the Monitoring, Evaluation and Feedback Project (MEF). During its first years the MEF Project examined the issues of community mobilization in the three Lead Communities, interviewed local educators for reports on the professional lives of educators and conducted the Educators Survey. The MEF Project gave feedback both to the three lead communities and to the CIJE staff about the launch of the lead communities initiative.

During the next years the MEF Project began to explore specific educational institutions within the community evaluating new programs from the point of view of goals and outcomes. In addition, the MEF project surveyed a number of educators and communal leaders as it tried to create a portrait of educational institutional usage within the three Lead Communities. The MEF Project was of considerable interest to the outer ring of CIJE communities and to Jewish education in North America in general.

The MEF Project represented a model that CIJE helped launch in a number of different communities throughout the continent. Not only the educators survey and the professional lives of educators but the general approach to evaluation and feedback became a significant example as communities tried to improve Jewish education throughout the continent.

B) Other Research

The CIJE has helped foster an appreciation of the importance of research and helped to broker foundations, Jewish education researchers (both in North America and in Israel) and researchers from general education in joint collaborations. These have included projects on teacher knowledge and teacher education, studies of the economics of Jewish education, qualitative studies of Jewish educational work, historical studies of Jewish educational projects, quantitative studies of student achievement and knowledge, and policy studies related to the issues involved in community mobilization.

There are currently a number of ongoing research projects that emerged out of the CIJE efforts and include the founding of four centers devoted to Jewish educational research, one being the Center for the Study of Jewish Education mentioned above. Three other research centers for Jewish education have been established at universities or seminaries— each taking a different focus.

V. Conferences

The CIJE has been the catalyst for a series of conferences on important issues related to the field of Jewish education. These conferences have emerged out of the CIJE's work in the field as well as through the intellectual work of the CIJE staff. These began in 1994 with the conference on "New Work in Supplementary School Education" which brought together people working in this area from a variety of institutions.

This was followed by the conference on "Evaluation and Assessment in the field of Jewish Education" which brought together academic researchers from both Jewish and general education as well as Federation leadership concerned with this problem. "The Religious Personality and the Challenge of Education" was a conference co-sponsored by the Lilly Endowment and brought together both Christian and Jewish perspectives and action projects

in this area. Following upon this was the conference on "The Economics of Jewish Education" which involved Federations, major foundations and lay leadership. As various topics emerged in the CIJE work, conferences were held both to bring the best wisdom to bear on particular issues and to monitor progress in specific areas.

VI. Publications and Dissemination of Materials

The CIJE has fostered the publication of significant materials in Jewish education. These include the reports of the Best Practices Project, the research papers that emerged out of the MEF project, the literature on goals that went hand in hand with the Goals Project, along with the papers commissioned for work in the area of goals (some of this in conjunction with the Mandel Institute in Israel.)

In addition the CIJE has produced publications unrelated to the ongoing projects. These include a) the CIJE newsletter which informs the field of its ongoing work, b) the publications of the various CIJE conferences mentioned above, c) a series entitled "Current Issues in Jewish Education" which are the public lectures of the CIJE Board meetings in written form and related materials, and d) the various "white papers" mentioned earlier in this report.

These materials have been distributed through the CIJE's own publishing program, through commercial and university publishers and through other national Jewish education organizations-- including JESNA, JCCA and CJF. New technologies such as on-line computer access to materials and CD-ROM publications have also been utilized. Finally the CIJE has presented its work at a variety of national conferences both for professionals and lay leaders. These have included the CJF General Assembly, the CAJE conferences and other research gatherings.

D R A F T

THE CIJE - 1994 WORKPLAN

The CIJE was created by the North American Commission on Jewish Education with a highly focussed mission which incorporated three major tasks. These are: Building the profession of Jewish education; Mobilizing Community Leadership for Jewish education and Jewish continuity; developing a Research Agenda while at the same time securing funding for Jewish educational research. These so-called 'building blocks' all involve major long-term improvements in infrastructure for the North American Jewish community and so the Commission mandated the creation of Lead Communities. These are development and demonstration sites where, by mobilizing the leadership of the local community and by radically improving the quality of personnel for Jewish education, significant systemic change and impact could be shown to be possible relatively over time while the national infrastructure was undergoing major reform.

The CIJE Steering Committee is presently in the process of developing a multi-year strategic vision which will articulate clear goals and benchmarks in each of the major areas of its work with specific objectives in each area. This strategic vision will constantly be revisited and revised as CIJE begins to engage its own committees in reviewing both direction and implementation. The first iteration of this multi-year vision should be completed by October 1994 and the 1995 annual workplan of the CIJE will flow directly from this process.

The 1994 Annual Workplan is, therefore, a bridge into this long-range process. It is anchored in the immediate realities of CIJE's present commitments but it also looks towards a much more focussed multi-year perspective.

The second half of 1993 saw the major investment of the resources of the CIJE in three Lead Communities - Milwaukee, Baltimore and Atlanta - with a clear objective of winning the trust of the communities and accelerating the processes of local coalition-building and of moving towards a Personnel Action Plan in each of the communities.

A working hypothesis of this 1994 workplan is that while the Lead Communities remain key arenas for development and exploration of critical issues for North American Jewish

education, CIJE's role is to engage a much wider circle of communities in benefitting from our experience in the Lead Communities and from our overall experience in Jewish education.

During 1994 this principle will direct CIJE into forging new partnerships with an ever-widening circle of communities while brokering with national agencies in providing support to this process.

* * *

The following workplan must be regarded as somewhat tentative and ungrounded in prior experience. It is an outline for 1994 priorities but doubtless will need modulation and revision as the year unfolds. In [] will appear the date by which action should take place and those responsible for that action.

Components of the 1994 workplan:

- A. CIJE POLICY-MAKING: STEERING COMMITTEE, COMMITTEE SYSTEM, BOARD, EXECUTIVE COMMITTEE. (p.3)
- B. DEVELOPING LAY LEADERSHIP FOR JEWISH CONTINUITY (p.6)
- C. LEAD COMMUNITIES PROJECT (p.7)
- D. COALITION OF ESSENTIAL COMMUNITIES (p.9)
- E. BEST PRACTISES PROJECT (p.10)
- F. CONTENT (p.11)
- G. RESEARCH (p.12)
- H. COMMUNICATIONS AND DISSEMINATION (p.13)
- I. 1995 WORKPLAN AND BUDGET (p.14)

A. CIJE POLICY-MAKING: STEERING COMMITTEE, COMMITTEE SYSTEM, BOARD, EXECUTIVE COMMITTEE.

1. A Steering Committee is composed of the Chair of the Board of the CIJE, committee chairs, core staff and consultants. The Steering Committee will meet five times during 1994 and will develop a first iteration of a multi-year strategic vision for the CIJE. The 1995 annual workplan, derived from this strategic vision, will be presented for discussion to the September meeting of the Steering Committee and thereupon to the October 1994 meeting of the CIJE Board. ADH will staff the Steering Committee.

Action needed:

- a. Calendar for Steering Committee for 1994 including meetings at April and October board meetings.
[1/4/94: VFL]
- b. First 'Total Vision' draft.
[3/1/94: BH]
- c. Successive drafts at 1994 Steering Committee meetings.
[BH]

2. CIJE Board Committees include all members of the CIJE Board. The committees are: Building the Profession, Community Mobilization, Content and Research.

As additional communities become part of the Coalition of Essential Communities, lay and professional leadership will be invited to join the CIJE committee structure and, ultimately, the Board.

These committees are staffed by the core full-time staff and some consultants of CIJE and will meet at each Board meeting and at least once between each board meeting for a total of four committee meetings during the year.

A committee workplan will be developed for each committee and will be approved for 1995 at the October board meeting. The 1994 interim committee workplan will be presented at the first meeting of each committee on April 20th.

Action needed:

- a. Division of Board members into committees
[1/21/94: MLM]
- b. Letter from Board Chair informing members about

committee process.

[2/28/94: MLM]

c. Allocation of staff to committees

[1/4/94: Suggestion: Personnel - GZD

Community Mobilization - ADH

Content - BH

Research - AdamG]

e. Letter from committee chairs to members about specific committee agenda.

[3/8/94: Committee chairs and committee staff]

d. Calendar for individual committee meetings

[Chairs and staff, unsynchronized]

e. Allocation of staff for regular briefing of Board members.

[3/25/94:ADH]

3. The CIJE Board will meet twice in New York, April 21st and October 20th, 1994. Board meetings will be preceded by a meeting of the Steering Committee in the afternoon (April 20th and October 21st). For board members, their first attendance at committees will be on April 21st. Staff will be assigned to all board members so that each board member will be individually briefed both before each board meeting and once between each board meeting.

Action needed:

a. Prepare Board meeting

[3/8/94: MLM/ADH/VFL]

b. Assignment of staff to board members

[3/17/94:ADH]

4. The Executive Committee of the Board will meet prior to each Board meeting and will be composed of committee chairs, officers and funders. The Executive Committee will review and approve the budget of CIJE.

Action needed:

a. Develop new 1994 budget based on 1994 workplan.

[3/15/94:ADH]

b. Send out budget to Executive Committee prior to April board meeting.

5. Board Communication will be through a quaterly CIJE 'Letter from the Chair' to appear in June, September and December. In addition, board members will receive more specialized written briefing materials from the chair and staff of the committee on which they serve.

Action needed:

- a. Appoint writer for Chairman's letter with detailed timetable for each draft and mailing date.
[4/1/94:MLM/ADH]

B. DEVELOPING LAY LEADERSHIP FOR JEWISH CONTINUITY

This is the systematic process of bringing more key North American community leadership into our work. The commissions on Jewish continuity which are emerging nationwide are the first targets for this undertaking. The emerging work of the Goals Project with lay leadership in the lead communities could form part of the content of this project.

A plan will be developed using the best of available resources (e.g. Clal) to build a replicable process for leadership development in a model community. The Board and Committee structure of CIJE should be used to bring new leadership into national involvement both as leaders and as funders. (See A above)

Action needed:

- a. First draft by June Steering Committee
[6/2/94:ADH]
- b. Identify new committee members before October Board meeting and bring to October meeting.
[9/1/94:ADH-MLM]

C. LEAD COMMUNITIES PROJECT

A large part of CIJE's work will continue to focus on the lead communities. In 1994 the lead communities will, from CIJE's perspective, be seen as test sites where developments, successes (and problems) will be shared with an ever-widening circle of 'essential' communities.

The work of CIJE as an intermediary catalyst for systemic change in Milwaukee, Baltimore and Atlanta will focus on:

1. Strengthening the local lead community wall-to-wall coalitions by meeting with lay leaders, rabbis and educators in the community. The community mobilization process will continue to require assistance and trouble shooting. A clear goal for CIJE is to have a fully committed top level inner coalition of Federation exec.- Community champion - LC professional in each community.

2. Moving each community towards a Personnel Action Plan based on the November 1993 training session in Montreal. Final dates for the completion of the action plan are to be set together with the community, including the funding implications.

Action needed:

- a. Individually negotiated written timetable for personnel action plan in each community
[4/15/94:GZD]

3. Providing expert support and consultation for the implementation of the Personnel Action Plan. Examples are: in-service training programs for early childhood teachers, an Institute for day school and congregational school principals.

Action needed:

- a. Plan for personnel action plans from CIJE's perspective.
[4/1/94:GZD]

4. Working with key lay and professional leadership on the articulation of institutional and community goals (Goals Project). A July seminar on Goals in cooperation with the

Mandel Institute will be an important milestone in this area.

Action needed:

- a. Develop plan for goals project after January consultation with Mandel Institute team
[4/94: Dan Pekarsky]

5. Provide guidance to the Monitoring, Evaluation and Feedback support project. By February 1994 all communities will have reports on the Professional Lives of Educators and Educators survey data-gathering will have been completed. The report on community mobilization for 1992-93 will also have been completed in all 3 communities.

In January 1994 the first composite community personnel profile for Milwaukee was completed by Adam Gamoran and Ellen Goldring to be followed by Baltimore and then by Atlanta.

In the light of the new intensive involvement in the communities by the CIJE core staff, the feedback function may require reevaluation. The MEF Advisory Committee (Profs. Coleman, Inbar, Fox, Gamoran; Steven Hoffman, Alan Hoffmann and Annette Hochstein) will teleconference and convene in August to discuss this and other issues and to approve the Sept. 1994 - Aug. 1995 MEF workplan.

For action:

- a. Proposal for MEF Advisory Committee
[4/15/94: AG]

6. Develop Pilot Projects, or Action-before-the-Action-Plan in each community. These are personnel initiatives which communities will adopt before they have a fully articulated and supported local personnel action plan.

Amongst the options proposed are: planful recruiting of Jerusalem Fellows and Senior Educators; ongoing Leadership Institute for Principals; Basic Jewish literacy for early childhood professional; a seminar on goals in Israel. The communities informed CIJE which of these pilot projects they wish to undertake. CIJE will provide expert support from its own staff and assist communities, where appropriate, to obtain help from outside experts to build these projects.

D. COALITION OF ESSENTIAL COMMUNITIES

The mission of the CIJE is to be a agent for systemic change for North American Jewish education. The key assumptions are that personnel development and community mobilization are indispensable to systemic change. Lead communities are test sites where both the notion of systemic change and the individual components of systemic reform can be developed and refined. This process, in varying degrees, can also be used in other communities where serious efforts are being made to improve Jewish education.

CIJE is committed to sharing its work with the entire North American Jewish community in a way which will make an impact as early, as quickly, and as effectively as possible.

A new coalition of those communities who have made a major commitment to improving and investing in Jewish education at the local level will:

1. Be a vehicle for CIJE to share its experience and then assist a continually expanding universe of communities to implement those components which meet their needs. An example of this is the sequence which leads from multi-faceted research on the personnel situation in a given community through policy report and then to a personnel action plan.
2. Mobilize ever-increasing key lay leadership for Jewish education.
3. Become a powerful lobby in directing the training institutions and denominations to provide solutions to the educational needs of communities.
4. Mobilize for changing the funding priorities of the North American Jewish community.
5. Share in developments which may still be on the CIJE drawing boards. An example is the Goals project for lay leaders and professionals.
6. Enable CIJE to learn from individual community experiences.

This coalition is likely to include many of those communities who initially applied to become Lead communities. Many have made remarkable achievements over this period and the coalition will become a place for sharing amongst like-minded 'essential' communities. Lead communities will automatically be members in the coalition.

A first meeting should take place when appropriate with a small group of individuals responsible for Commissions of Jewish Continuity in key communities to initiate the process of building the coalition.
Staff: ADH with SHH's guidance.

E. BEST PRACTISES PROJECT

A plan for the development of Best Practises anthologies was presented by Dr. Barry Holtz to the Board in August 1993 (appendix 1).

A plan will be developed which relates to the use of the Best Practises materials for personnel and lay leadership development in 1994 and brought to the Steering Committee.

Action needed:

- a. Plan for use of Best Practises in different contexts.
[4/94:BH]

F. CONTENT

1. **Goals:** The Mandel Commission deliberately avoided the issue of the goals of Jewish education. In the past year in all the lead communities we have had requests for assistance in developing 'mission statements', 'visions', and 'visioning'(!).

In parallel the Mandel Institute in Jerusalem has, over the past 3 years, been engaged in a pathbreaking project which examines different conceptions of the Educated Jew and their different implications for a Jewish education. The project is now at the stage where these deliberations can have significant impact on the setting of institutional goals and community goals for Jewish education in North America. Community lay leadership on one hand and the training institutions on the other need to begin to grapple with this issue in a planful way.

The Mandel Institute has agreed to provide help to CIJE in building this domain and Prof. Daniel Pekarsky will lead the project in North America. After a January consultation in Israel, this was a key topic of the February staff seminar in New York and will lead to a seminar for selected lay leaders and professionals of the lead communities and the coalition of essential communities in July 1994 in Jerusalem.

Action needed:

- a. Develop a plan for the goals project
[4/94: DP]

2. **Best Practises:** See section E above.

G. RESEARCH

The formulation of a comprehensive agenda for research for North American Jewish education is one of the three major recommendations of the North American commission. At the moment CIJE is not involved in any planful process leading to building the agenda for research, yet the MEF project is currently the largest research undertaking in Jewish education in North America.

As in several other spheres of the work of CIJE, our work in MEF in the lead communities is raising many generalizable questions which ultimately will become part of the continental agenda for research.

In order to develop a plan for building research and research capacity in this field, CIJE will have to consult with some of the best minds in educational research, sociology and sociology of knowledge. Such a consultation should take place in September and should lead to a first iteration of a strategy to be presented to the October Steering Committee. Adam Gamoran and ADH will plan that consultation.

H. COMMUNICATIONS AND DISSEMINATION

A brochure describing CIJE and intended for general distribution is presently being designed and will be completed at the end of February [Sandee Brawarsky].

In parallel a plan will be developed for telling the story of the CIJE in a wide variety of contexts ranging from key lay leadership through professional educators, rabbis, community professionals, the Jewish-press, the non-Jewish press, Jewish journals etc. [Sandee]. This is in addition to the need to develop an internal communication program for the CIJE board referred to in A above.

CIJE will also have to decide at which regional and national Jewish forums - lay and professional - it wishes to appear and how much of our human resources to appropriate to this important but all-consuming area. An outline for 1994 will be proposed to the Steering Committee in September [BH]

The Lilly Foundation has proposed a high-level consultation between CIJE and leaders in American religious education during 1994 which Lilly will convene. We are currently awaiting a response from Lilly about the date.

For action:

- a. Plan for written communications
[4/1/94:SB]
- b. Plan for Jewish professional and lay forums
during 1994
[4/1/94: BH]

I. 1995 WORKPLAN AND BUDGET

The 1995 workplan will flow from the work of the Steering Committee and its articulation of a multi-year strategic vision for the CIJE.

For action:

- a. Draft workplan [7/94:ADH]
- b. Second draft for Steering Committee [9/94:ADH]
- c. Final draft for October Board Meeting {ADH}

Council for Initiatives
in
Jewish Education

Date sent: 3/21 Time sent:

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MINUTES: CIJE LEAD COMMUNITIES SEMINAR - ATLANTA

DATE OF MEETING: March 8-9, 1994

DATE MINUTES ISSUED: March 21, 1994

PRESENT: Janice Alper, Lauren Azoulai, Chaim Botwinick, Steve Chervin, Ruth Cohen, Gail Dorph, Jane Gellman, Ellen Colding, Roberta Goodman, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Virginia Levi, Daniel Pekarsky, William Robinson, Ina Regosin, David Sarnat, William Schatten, Arnold Sidman, Louise Stein, Julie Tammivaara

GUESTS: Isa Aron, Shirley Brickman, Carol Ingall, Stuart Seltzer

COPY TO: Genine Fidler, Seymour Fox, Darrell Friedman, Annette Hochstein, Morton L. Mandel, Rick Meyer, Ilene Vogelstein, Henry L. Zucker

Prior to the first formal session of the meeting, the group heard an informative and entertaining introduction to Jewish Atlanta by Shirley Brickman, chair of "Creating Community," a project of Atlanta's Jewish Heritage Center.

I. Introductory Remarks

Alan Hoffmann opened the meeting, thanking the Atlanta Jewish Federation for its hospitality in hosting this meeting. He welcomed especially the following people, who were attending their first Lead Communities Seminar: Steve Chervin, Ina Regosin, Bill Robinson, and Arnie Sidman. He expressed the apologies of Genine Fidler and Ilene Vogelstein of Baltimore, neither of whom was able to attend.

II. Visions for Jewish Education: The Goals Project

Jane Gelman and Louise Stein of Milwaukee served as chairs of the session. Louise opened the session, noting that Milwaukee has approached the Lead Community project with a belief that the setting of goals is an intrinsic part of systemic change. They consider it the third building block, along with personnel and community mobilization. Louise noted that one of the best gifts we could provide a community is the empowerment to move forward with a focus. She then introduced Daniel Pekarsky to make a presentation on vision and goals.

Daniel noted that the goals project captures a vitally important dimension of the work of CIJE. In order for an educational institution to be effective, it needs a driving conception of what it is trying to accomplish. For a Jewish educational institution, its vision would be a conception of a meaningful Jewish existence which would animate that institution. A clear vision is indispensable to a thriving institution. The purpose of the goals project is to create a culture that appreciates vision and that will catalyze efforts to establish vision driven institutions.

When it is clear what an institution is trying to accomplish, it becomes relatively easy to determine the curriculum and the skills and attitudes necessary to implement that curriculum. A vision provides the foundation for decisionmaking within an institution. Educational goals should be anchored in an underlying vision. A vision provides the institution with a basis for determining reasonable goals.

In addition to helping with decisionmaking, a clear vision and accompanying set of goals provide a basis for effective assessment of a program. An institutional vision can help to energize the institution as people who participate have a sense of what they are about and a belief in its importance.

Daniel used the example of the role of "kitchens" in various kinds of educational institutions to illustrate the impact of vision. He noted that the underlying vision determines whether the kitchen is significant, to whom it is significant, the role of the teacher in its utilization, and whether a school has been successful in using the kitchen as its vision suggests that it should.

Turning to Jewish education, and especially the congregational school, it was noted that typically there is no clear vision. There are sometimes mission statements, but if they are even shared with the staff they are usually vague and offer little guidance. In practice the curriculum, teacher training, and selection of personnel show programmatic incoherence. Practice is more often guided by a desire to keep the students engaged and under control.

The following steps might be taken in order to help an educational institution become vision driven.

- A. Convince the institution that it needs to be vision driven.
- B. Work on an institution-wide basis to develop a guiding vision. The central players must believe in it. It must be compelling and energizing.
- C. Work together to translate the vision into educational terms.
- D. Find the right personnel to carry out the vision.

It was noted that this is not an easy task. It requires time and commitment. It is particularly difficult in a congregational setting to develop a clear vision, because the more definite it is, the more likely it is to leave some people out.

The goals project proposed by CIJE is intended to foster appreciation for the importance of developing an animating vision among the leadership of communities and institutions and to catalyze efforts to do so. It will bring community leaders together to encourage the development of institutional visions and goals.

CIJE is now in the process of developing a library of materials relating to vision and goals. It will include materials which focus on theory and strategies and will provide examples of vision driven institutions.

The proposed summer seminar is intended to foster an appreciation of the concept of vision driven institutions among lay and professional leadership. In addition to deepening the appreciation of the role of vision among participants, it will provide them with opportunities to encounter examples, to look at obstacles and challenges to transforming vision to meaningful practice, and to plan together.

It is intended that the summer seminar will be followed by a series of local seminars to occur in each Lead Community during the 1994-95 academic year. These will be for representatives of individual educational institutions in each community. Conditions of participation will include an agreement to attend regularly and to send a core of people from a particular institution who can take the ideas back and work on their implementation. Based on participation in these seminars, CIJE may decide to propose the establishment of a consortium of vision driven institutions.

In the discussion that followed it was agreed that there are many steps that can be taken toward the upgrading of personnel while work on institutional visions is under way. Work should continue on a personnel action plan and on the first stages of its implementation while work on vision is undertaken in parallel. The two are complementary and both are necessary to bring about systemic change.

On further discussion about the concept of a consortium of vision driven institutions, it was noted that this is an idea in its very early stages. It will be thought through in more depth during the Jerusalem seminar and, if it remains a serious approach, will be developed for discussion in the communities during the coming year. At present, the goals project is intended more to enhance community mobilization than develop personnel. Clearly, the two will intersect in the future.

At the conclusion of this session it was agreed that many important issues had been raised. It was noted that this issue will continue to be discussed in the months ahead.

III. The Congregational Supplementary School: Reflection and Direction

Bill Schatten of Atlanta chaired this session. He began by introducing the three presenters: Carol Ingall, who is completing her Ph.D. at Boston University, was a researcher on the Best Practices in Supplementary Schools Project and former director of the Providence Bureau of Jewish Education; Stuart Seltzer, Principal of the Chizuk Amuno Religious School in Baltimore, a school identified in the Best Practices volume; and Isa Aron, Professor of Jewish Education at the Rhea Hirsch School of Hebrew Union College in Los Angeles.

- A. Carol Ingall described an effective school which she encountered in her work on the Best Practices Project. This was a Conservative congregational school which at one time had 700 students and now has 100. Students meet three times each week for two hours at a session.

The goals of this school are clear and pervasive. There is agreement that prayer is very important and that an educated Jew knows how to behave in a synagogue setting. There is a clear expectation that students will pray together and that their families

will join them in their learning. The rabbis and cantor are involved in the school and are aware of the role of the school in the total life of the synagogue. Older students serve as Torah tutors for the younger students and are honored for doing so by the total congregation. The vision of the school is visible.

This is a serious educational institution where staff development is expected and a written curriculum is shared with the parents. Parents have become involved in teaching electives at the middle school level.

The most important element in creating the culture of the school is the principal. The principal is a serious Jewish professional who came to the job having had secular education training. The synagogue and the local bureau joined with the principal to help cover the cost of a master's degree at JTS.

This is an educational institution that has a clear vision, has the involvement of the clergy, and does well what it has chosen to do.

- B. Stuart Seltzer, Principal of Chizuk Amuno Religious School, then spoke of his school, identified as exemplary by the Best Practices Project.

He began by discussing the concept of myth -- a story we tell ourselves about ourselves. A myth tells who we are and what we can become. He noted that the supplementary school has been held captive by a negative myth. He believes that the role of the principal is to make a new myth -- to revitalize the religious school community.

This school works within a context characterized by the following:

1. Commitment to content does not mean that learning must be boring.
2. Synagogue education is family education.
3. The lives of the educators and students are bound together.
4. The teachers are professionals for whom teaching is their life's work.
5. The students' lives are changed by the experience.

He noted that the principal's role is to live the myth, or "vision," of the institution in order to inspire. He must provide optimism, passion, and support. If the myth maker is successful, everyone in the school should be able to tell the story. As personnel are identified and hired, they must be people who are committed to the school and its vision.

Staff development focuses on the importance of a staff growing and changing together. The staff is a community of learners who study and learn together. The teachers work together in teams and share their special skills.

This congregational school is unique in that it shares space with a day school. Many of the teachers also teach in the day school and there is a close working relationship between the two.

The school works to develop a sense of community. Its programs for families validate what is happening in the classroom.

- C. Isa Aron spoke of a project of the Rhea Hirsch School of Hebrew Union College, an experiment aimed at reconfiguring the congregational school.

During a year of planning, the Rhea Hirsch School learned that relatively few of its education graduates found themselves satisfied by work in congregational school education. Many felt that they had taken their schools as far as they could go, but that "good enough" was not satisfactory. Schools were running smoothly, but with little depth. People who were satisfied with their congregational school experience had very low expectations. Based on this sort of information, it was suggested that perhaps rather than simply preparing people for the field, HUC's mission should be to change the field.

They began to look at such questions as "What would it take to go from good enough to outstanding?" It was noted that the problems of religious school go beyond what is lacking in educators and materials. It is an issue of attitude among congregations. Studies should be woven into the fabric of congregational life, not simply relegated to a school. The model of Jewish education in supplementary schools today was developed in 1910 to reflect the kind of education undertaken in Christian religious schools. It is questionable whether the same model applies today.

It was suggested that the primary goal of religious education today is enculturation rather than instruction. It is to "create Jewish souls" more than to transmit information and develop skills.

With this in mind, HUC has invited five congregational schools to participate in an experiment. In each of the selected religious schools, the culture is communal and collegial. The educators are part of a team. Each of the five schools will rethink its educational goals and the structures for reaching those goals. HUC will provide advisors and prescribe process, but will not prescribe content. It is anticipated that each of the five schools will come out looking quite different from the others.

D. Discussion

In the discussion that followed, it was noted that the congregational rabbi plays a pivotal role in each of the models described. Any personnel action plan must consider the role of the rabbis. It was suggested that this conclusion should be shared at gatherings of rabbis sponsored by the denominational movements.

It was noted that transforming communities has to be done on the strength of inspiring individuals. This is an important concept to keep in mind as we train educators.

IV. Community Updates, Issues and Concerns

A. Milwaukee

1. Personnel

Milwaukee has completed both the qualitative and quantitative surveys of personnel and the data has been analyzed. An integrated report on the professional lives of educators has been completed and submitted to the community. A community action team on personnel has received the integrated report. The community is now working on a plan for broader dissemination.

A team of CIJE representatives recently met with a group of community leaders to discuss how and when to disseminate the report. The challenge is to find a way to present data which might be interpreted negatively in a way that portrays positive solutions and opportunities for the community.

2. Other Action Areas

In addition to the personnel action team, Milwaukee is moving forward in three other areas. A teen action team has recently begun work on a broad-based strategy to link formal and informal education opportunities for adolescents. Work is under way to recruit participants in a family education committee. A resource development team is reviewing structures now in place for raising funds to support continuity activity.

3. Communication

The CIJE committee is working with federation P/R staff to help raise community awareness of the CIJE committee activities. The first outcome will be a periodic newsletter.

4. Concerns

Milwaukee's major concern at the moment is that the wall-to-wall coalition originally developed to work on this project has become unwieldy. It is too large and involves too many people who are not actively involved. It is hoped that the larger group will be helpful in dissemination, but there are concerns about the lack of involvement of a portion of that group up to now.

5. Discussion

It was noted that while federation leadership has involved itself in funding of this project, there is relatively little other interaction. The project has been something of a stepchild to the federation. It is important now to engage federation leadership to advance this agenda.

B. Baltimore

Since September there has been a series of meetings of the CIJE coalition and related focus groups. A priority has been to clarify CIJE's role in the community with a variety of community groups.

Baltimore is working in three areas:

1. What is the target population: which fields and which educators to work with.
2. What are the critical personnel challenges.
3. What are initiatives to respond to the challenges.

The preliminary results of the educators survey should be in Baltimore before the end of March. A subcommittee will review the data and draw some preliminary conclusions. Their goal is to look for "red flags." They plan to identify additional areas for cross tabulation with a goal toward completing analysis by the end of June and beginning work on a personnel action plan. Baltimore hopes to have a draft of an action plan by the end of August.

It was suggested that the summer may be a difficult time during which to mobilize educators to work on a plan.

Federation leaders have shown an interest in the work of the CIJE committee and efforts are under way to integrate the CIJE process in the Federation's strategic action plan.

In an effort to move ahead with action before the action plan, a project known as Machon l'Morim has been identified as a CIJE project. The project, funded by a private Baltimore foundation, involves twelve teachers from area schools (both day schools and congregational schools from across the movements) in an intensive training program on the teaching of Tefillah. Chaim Botwinick will circulate a summary of the project to seminar participants.

In addition, Baltimore has received a grant to support a fall conference which will most likely focus on best practices and monitoring, evaluation and feedback.

C. Atlanta

1. The Atlanta Federation has allocated \$50,000 to the Israel Experience Committee and will be sending two groups of youths to Israel this summer.
2. Atlanta is identifying new funds to support continuity and education.
3. Steve Chervin, who was present at the seminar, has recently been hired as director of the Council for Jewish Continuity.
4. Federation has approved a proposal to hire a Jewish educator for the JCC.

5. Decisions have been made regarding the governance of a supplementary high school.
6. It has been determined that the mission of the Atlanta Jewish library will be Jewish education.
7. Issues of concern include:
 - a. that Atlanta has not yet received data on the educators survey and,
 - b. that the community is not sufficiently aware of the CIJE project.

With respect to the issue regarding survey data, it was suggested that a conference call be scheduled with Ellen Goldring to clarify timing of the results. Once the data has been received, it is expected that a small committee will take an initial look at it and determine how to proceed.

V. Next Steps in Creating a Personnel Action Plan

This session, chaired by Gail Dorph and Barry Holtz, considered what an action plan might look like at the end of the planning process.

A. Case 1: Early Childhood

Based on data now in hand, we know that early childhood educators generally work full time and rely heavily on the income from this work. They receive few if any benefits and, as a group, have less Judaic knowledge than other Jewish educators.

Participants were asked to imagine that early childhood has been identified as a critical area for community attention. One step in an action plan might be to hold an early childhood institute for teachers and directors of early childhood units. Directors are included because we know that if they are not committed to a particular approach, it will have a low likelihood of success. This institute would offer opportunities for early childhood teachers to increase their Judaic knowledge and pedagogic skills at the same time. This should provide them with Judaic knowledge at the same time as it suggests a process for translating it into their educational settings.

The following chart was then presented:

A CASE FOR EARLY CHILDHOOD EDUCATION

Teachers	Judaic and pedagogy	Attitudes toward Judaica
Directors	Support teachers and families working toward Judaic content and atmosphere in the school	Attitudes toward Judaica and importance of early childhood as entry point to Jewish education

Supports: salary increments and comp time

The chart indicates that we are dealing with a system, both for teachers and directors. In order to support such an effort we might offer salary increments for attendance as well as compensatory time.

Discussion of the concept raised the issue of licensing and standards. In the past, communities have not responded favorably to the setting of standards. This is something that can be discussed again in the future, and probably should be part of CIJE's broader role in building the profession.

A question was raised regarding whether this model refers to day care or nursery school programs. It was suggested that in Jewish education, where the early childhood program is often the most time a child spends in a Jewish environment, we may not want to differentiate between the two.

It was noted that the discussion was focusing heavily on planning, a critical step in the process of moving toward action. However, the goal of this exercise is to assume the planning has been done and to begin to think about what action might be undertaken.

B. Case 2: Supplementary School Teachers

The data shows that supplementary school teachers are overwhelmingly part time, that approximately half of them have degrees in general education, and that very few have degrees or certification in Jewish studies. Because of the part-time nature of their work, salary is not as significant a factor as with early childhood educators. However, benefits, salary, and job security are all factors which would help to keep people in the field. There is some sense that if it were possible to offer full-time jobs, more people would be drawn to this field. This is a stable, committed teaching force.

The role of the supplementary school principal is critical in the training and general quality of the teachers.

Given this scenario, one approach to working with supplementary school personnel might be to offer Judaic content courses either through a local university or under the guidance of local rabbis. Another approach might be school-based staff development with Judaic and pedagogic content combined. Peer coaching might also be undertaken, either within an individual school or across institutions. In any case, the leader of the school must support any approach. Perhaps the principal could devote staff meetings to staff development rather than administrative matters.

In discussion it was noted that, in light of the centrality of the principal, early steps should be taken to work with supplementary school leadership. It was agreed and discussion turned briefly to the proposed Principals Institute now being planned for October.

It was noted that these were two examples of how a community might proceed once it decides what its highest priorities should be. As CIJE grapples with its role relative to that of the communities, it

is leaning toward serving as a broker to bring expertise to the communities. Each community will identify its own priorities, with resources coming from CIJE, which will clearly articulate its own biases and emphases.

It was suggested that a seminar in best practices in congregational schools be developed for the rabbis in each community as one way of linking several of the themes raised in the previous sessions. The role of the denominational movements in any such program should be explored.

VI. Concluding Remarks

In a brief discussion about the seminar just concluded, it was generally agreed that this format worked well.

It was suggested that, in light of the fact that each community is at a very different point in its work, fewer joint meetings will be held in the future. We will work toward holding two meetings each year with the next to be scheduled for early October in Milwaukee. The week of October 3 was proposed, with Monday and Tuesday of that week as primary targets. If that does not work, we will aim toward the week of October 24. While there will be opportunities to meet around sessions at the GA, there will not be a separate Lead Communities seminar in Denver.

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Council for Initiatives
in
Jewish Education

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To: Seymour Fox

From: Ginny Levi

Organization:

Phone Number:

Phone Number: 216-391-1852

Fax Number:

Fax Number: 216-391-5430

Comments:

Steering Committee
Minutes



MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: March 15, 1994

DATE MINUTES ISSUED: March 29, 1994

PRESENT: Morton Mandel (Chair), John Colman, Gail Dorph, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Daniel Pekarsky, Charles Ratner, Esther Leah Ritz, Richard Shatten, Virginia Levi (Sec'y)

Copy to: Seymour Fox, Adam Gamoran, Ellen Goldring, Annette Hochstein, Henry Zucker

I. Master Schedule Control

A calendar of meetings for the remainder of 1994 was reviewed. All sub-committees are scheduled to meet in New York on Thursday, April 21, and again on October 20 and each will decide at the April meeting on a schedule of interim committee meetings.

II. Review of Minutes of January 4, 1994

A. The central elements versus systemic change

It was noted that the identification of the need for one or more lay champions, and a full time local professional committed to systemic change in Jewish education is the result of our experience in the lead communities. It was pointed out that the report on Best Practices in Supplementary Schools also indicates that the same three elements are essential even at the level of an individual institution: a committed rabbi, lay leader, and professional. This way, general theory of change in Jewish education.

It was suggested that, over time, our experience may identify other elements which are necessary to bring about change. We were reminded that these elements are necessary, but not sufficient for systemic change.

B. Communications/public relations

It was reported that the text of a brochure on CIJE is now being developed with the goal toward production by the April board meeting. We are also developing a communications program and working to identify someone to carry it out. A draft communications plan will be prepared for review by the Steering Committee at its April meeting. The draft should list desired outcomes and proposed methods of achieving them. It was also noted that communication is really part of the educational process of mobilizing community leadership. We should see the issue of CIJE's image and our communications strategy working within that perspective.

C. Functional committees

1. We will wait to appoint vice-chairs of the committees until after they have met and we see if a logical choice for each emerges. This may also be an opportunity to recruit additional committee and board members.

Assignment

2. Alan will coordinate the process of drafting a vision and work plan for each committee by the end of March. This will become the basis for discussion by each of the committees on April 21. Alan will also prepare a "generic agenda" for each committee to ensure that each follows the same general approach.

It was noted that committees may decide to work together on certain issues in the future. Another way to handle overlap is for the staff and steering committee to be kept informed of what is happening in each of the committees. This should also become a regular agenda item for future meetings of the Steering Committee.

D. Schedule for April 20-21

1. The Steering Committee will meet on Wednesday, April 20, 11:00 a.m. to 5:00 p.m. at the CIJE New York office, 15 E. 26th Street.

2. April 21 will be scheduled as follows:

8:30 - 10:00 am	Executive Committee
9:30	Board gathers
10:00 - 11:00 am	Full board gathers for introductory remarks and study session
11:00 - 1:15 pm	Committee meetings (box lunches)
1:30 - 3:30 pm	Full board meeting

3. In the future, we plan to schedule meetings as follows:

Day 1

Steering Committee
Executive Committee
Evening Lecture

Day 2

Morning

Committee Meetings

Lunch

Full Board

1:30 - 3:30

Board Meeting

We plan to invite commission members and other guests to the October meeting.

E. Update on Goals Project

Daniel Pekarsky reported that we have a preliminary plan of action for the goals project. It begins with a seminar in Jerusalem on July 10 - 14, 1994 for lay and professional leaders from individual communities. One important purpose of this seminar is to develop local advocates who will recruit others from their communities to participate in a local series of seminars on goals to take place during the 1994-95 academic year.

On the horizon is the possibility of establishing a "consortium of vision driven institutions." This will be a group of institutions that meet criteria set by CIJE. CIJE will also train people to act as trainers in their own communities.

F. Lay leadership development

Assignment

Alan will draft a plan for the development of lay leadership to join the CIJE board. This plan will take into account geographic, age and ideological factors.

III. CIJE Total Vision

The first draft of a total vision for CIJE, in the form of a report for the year 2004, was reviewed. It was suggested that the next draft include a statement of CIJE's mission in the introductory section. It should reflect desired goals, perhaps including quantitative outcomes. The introduction to the document should also note that it will undergo several iterations before it is adopted.

Assignment

The total vision will be redrafted for the next meeting of the Steering Committee. Following are some key points and assignments that resulted from the discussion.

- A. The correlation of essential schools and the accelerated schools program, experiments in general education, should be described and discussed at a future Steering Committee meeting.

Assignment

- B. CIJE's relationship to other national agencies should be thought through and articulated.
- C. We should keep in mind that local communities will have a broader agenda than CIJE. CIJE's task is to remain focused on the identified building blocks.
- D. Richard Shatten agreed to review the literature on complex community change and identify material that would be useful to this group.
- E. It might be interesting to the Board to hear presentations on major themes and change an innovation in general education. Possible speakers include David Cohen and Ted Sizer.
- F. We should find out what stance programs such as the Correlation of Essential Schools and the Accelerated Schools program take toward charging a fee and consider whether CIJE will wish to do so.
- G. The document should reflect CIJE's role as a catalyst and the importance of involving other institutions in the delivery of service.
- H. By the year 2004 CIJE should have initiated and be in the middle of a longitudinal study of the impact of our work.

IV. Discussion of Lead Communities

It was noted that CIJE's goal is systemic change in Jewish education in North America, not simply to impact Jewish education in three communities. We should use the lead communities to help us design successful models and innovative approaches and then move quickly to dissemination and piloting beyond the three.

It was agreed that as we identify additional communities with which to work, we will need to have in mind a set of criteria for selection, including the presence of the three critical leaders committed to the centrality of improving Jewish education. Another criteria might include a commitment to developing and implementing a personnel action plan and the presence or willingness to work toward vision-driven institutions. In addition to "affiliate communities," which meet a set of basic conditions, we might also identify "pre-affiliates" with which we would work to help them meet the necessary conditions. The pre-conditions should be such that, once met, a community is a long way toward reaching CIJE's goals.

CIJE will also work toward holding national conferences to which all interested communities will be invited. This would provide our means to broaden the impact. This is also an important part of mobilizing community support, a major element of CIJE's mission.

In a discussion of the difference between the role of CIJE and that of service delivery agencies such as JESNA and JCCA, it was suggested that agencies have as their mission to service an entire constituency through the application of specific resources. Once CIJE has identified communities which meet a set of standards and criteria, the service delivering agencies can play a significant role in helping communities to build their capacity.

Getting more specific about the criteria for selection, it was suggested that a community must have at least a federation executive and major lay champion committed to improving Jewish education. In addition, a community must have at least a commitment to putting a full-time professional in place to drive the process.

The following "rules" were listed at the conclusion of this discussion:

1. We are oriented toward development and building of replicable models, not service delivery. We select communities that can help us meet our goals.
2. The communities we select will be ready to be full partners because we will help diagnose "holes" and prescribe solutions.
3. We will work with each community on the modules we have developed, e.g., goals project, best practices, educators survey, etc.
4. Our role is to help communities develop the capacity to build the profession and mobilize community support for systemic change.

V 1994 Work Plan

A draft 1994 work plan for CIJE was reviewed and it was agreed that on the basis of input from the committee, Alan will prepare a new draft.

The following suggestions and assignments resulted from the discussion.

- A. Committee staff will work with their chairs to prepare letters to committee members outlining the purpose and agenda of each committee. These should be ready for mailing by April 5.
- B. Issues for executive committee agendas include budget, the funding process, staffing of CIJE, and legal issues

- C. A periodic chairman's letter to the Board will be drafted by Barry and Gail on an alternating basis.
- D. Leadership development can be broken down into the following target groups:
 - 1. CIJE board and committees
 - 2. Affiliated communities
 - 3. National agencies
- E. A small group of CIJE board members need to be identified as our initial target for development as more active participants in the CIJE process.
- F. We will work with the lead communities to ensure that the local lay leadership of the CIJE process meets our standards. In addition, Alan will talk with the appropriate people in potential affiliated communities about lay leadership to their processes.
- G. We will develop a list of candidates for the CIJE Board and include on it Sissy Swig of San Francisco.
- H. In May, Lester Pollack will be succeeded by Ann Kaufman as President of JCCA. At that time, we will invite Ms. Kaufman to join the Board and serve as vice chair, and will ask Mr. Pollack to remain on the Board.
- I. We will consider appointing a Board member to help us develop a broad plan for communications. Gershon Kekst is a potential chair. Mort Mandel will ask him to serve or, if he is unable to do so, to recommend a chair. The first task of this committee would be to articulate the outcomes we seek.
- J. We should consider recognizing a Board member for special service at each of our meetings. We might wish to consider David Hirschhorn as our first candidate.

Assignment

Assignment

Council for Initiatives
in
Jewish Education

3 pages for Prox. Fox
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Draft #2 - June 28, 1994

CJF - JESNA - CIJE AGREEMENT TO STRENGTHEN THE CONTINENTAL
PARTNERSHIP TO PROMOTE JEWISH CONTINUITY

- I. Objective: to provide leadership for the North American Jewish community in its Jewish continuity and educational endeavors by strengthening the partnership among CJF, JESNA, and CIJE
- II. The CJF Special Committee on Jewish Continuity
 - A. CJF will establish a Special Committee on Jewish Continuity, in partnership with JESNA and CIJE
 - B. The special committee will be accountable to the CJF governance system
 - C. The role of the special committee will be to:
 1. monitor, facilitate and encourage collaboration in the activities of CJF, JESNA, and CIJE aimed at stimulating, guiding, and assisting initiatives of the federated system for Jewish continuity, including:
 - a. gathering and disseminating information
 - b. consultation
 - c. meetings, conferences, and networking
 - d. lay and professional leadership development
 - e. publications
 2. address strategic policy issues relating to developing and implementing the Jewish continuity agenda
 - D. The membership of the special committee membership will include:
 1. representatives of local federations and continuity commissions
 2. representatives of the national leadership of CJF, JESNA, and CIJE
 3. representatives of other national agencies that play important roles in the federated system's continuity efforts (e.g., JCC Association, NFJC)
 4. outstanding individual leaders identified with the effort to promote Jewish continuity
 - E. A "continuity cabinet," comprised of a select group of committee members, will have primary responsibility for developing the committee's agenda
 - F. The full committee will meet not less than twice a year

- G. JESNA and CIJE will serve as the secretariat for the committee, with specific staffing arrangements to be worked out in conjunction with CJF
 - H. The committee will in the course of its work consult regularly with other bodies and groups deeply involved in the work of Jewish continuity, including especially the religious movements
 - I. The committee will establish a professional advisory group, consisting of key educators and communal professionals drawn from local communities, the religious movements, and national agencies
 - J. The committee will oversee the planning of Jewish education and continuity programs and sessions at the CJF General Assembly
 - K. The committee will convene periodic "leadership assemblies on Jewish continuity," bringing together a broad range of top level lay and professional leadership, to assess the state of the total community's efforts in the areas of Jewish education and continuity and to recommend directions for future action
 - L. The committee will oversee those components of CJF's national foundations initiative that relate to Jewish continuity
- III. Working relationships: To complement and undergird the work of the CJF Special Committee on Jewish Continuity, CJF, JESNA, and CIJE will strengthen their ongoing working relationship through enhanced communication, coordination, cooperation, and collaboration
- A. JESNA's Executive Vice President will serve as a member of CIJE's Steering Committee
 - B. The professional staffs of JESNA and CIJE will meet regularly, beginning with a full day retreat in September 1994, to share information and plan for mutual support and collaborative initiatives
 - C. Mechanisms will be established to ensure ongoing contact and consultation on a day-to-day basis among the staffs of CJF, JESNA, and CIJE in areas of mutual interest
 - D. Working relationships with other organizations will be developed as needed

IV. The North American Commission on Jewish Identity and Continuity

- A. The Commission and its working groups will prepare reports and recommendation to the North American Jewish community in time for the CJF General Assembly in November 1994
- B. The leadership of the Commission will also prepare a set of recommendations to accompany these reports that will propose appropriate and feasible mechanisms for carrying forward the work of the Commission after this date
 - 1. As part of their recommendations, the leadership will identify and seek to enlist the agreement of existing organizations to assume responsibility for further developing and implementing specific recommendations of the Commission
 - 2. CJF, through its Special Committee on Jewish Continuity, together with JESNA and CIJE, will assume responsibility for ensuring the further development and implementation of a number of the Commission's recommendations
- C. The Commission itself will cease to function after November 1994
- D. Members of the Commission will be invited to participate in the Leadership Assemblies to be convened by the CJF Special Committee

August 25, 1994

Confidential

*Internal
Not for release*

MI - CIJE CONSULTING RELATIONSHIP

*7/28
CIJE*

A. The Mandel Institute consults with the CIJE through its director in the following areas:

1. Monitoring and Evaluation
2. The Goals Project
3. Personnel development
4. Fundraising
5. Additional assignments as agreed upon by both parties

1. Monitoring and Evaluation

a. MI will help guide the MEF projects as follows:

1. Review program, written reports, and workplans, in consultation with the advisory board formed by MI for that purpose.
2. Advise with project staff as requested.
3. Help in interpreting the project to David Hirschhorn.

2. The Goals Project

a. The goals project is a product of MI's Educated Jew project and is being experimentally applied by the CIJE. MI will guide this experimentation through:

1. Preparing CIJE staff for the assignment. (Prof. D. Pekarsky)
2. Obtain endorsement for the validity of implementation plans by the authors of the material.
3. Participate in the experiment as agreed upon by both parties.

3. Personnel Development

- a. Consult with the director.
- b. Assist with the preparation of personnel plans in coordination with MI's efforts in this area.
- c. CIJE will assist MI in covering the appropriate U.S. mechanism for the joint development of its U.S.-related senior personnel training activities.

4. Fundraising

- a. MI will help plan, develop and implement a fundraising strategy.
- b. SF will undertake fundraising assignments as agreed upon by both parties.
- c. SF will participate in the ongoing monitoring of CIJE's fundraising efforts, together with the director and the Chairman of the Board.

5. MO

- a. All assignments will be undertaken through and with the director with ongoing reports to the Chairman of the Board.
- b. MI will sign off on all CIJE public documents in the above areas, prior to release.

MINUTES: CIJE Staff Telecon
DATE OF MEETING: March 5, 1993
DATE MINUTES ISSUES: March 10, 1993
PRESENT: Shulamith Elster, Seymour Fox, Annette Hochstein,
Stephen Roffman, Barry Holtz, Virginia Levi, (Sec'y),
Henry L. Zucker
COPY TO: Morton L. Mandel

The primary purposes of this telecon were to clarify next steps in each of the three communities and agree on an ongoing communication plan for the staff team.

1. Atlanta

SE, SF, AH and SMH had just met with the Atlanta staff and lay leaders. They noted that a lack of human resources is making it difficult for Atlanta to get started. Following is a list of steps CIJE should take to move our process along:

- Assignment
Assignment
- A. Atlanta is seeking two new senior staff members. It was suggested that SE, SF, and BH review their list of candidates. In addition, SF will propose one or two other candidates. Until they have the necessary staff on board, it will be very difficult for Atlanta to move ahead with the project. We have promised Atlanta up to \$30,000 to match local support for funding a position to help move the project forward. Atlanta is to let us know when there is a person in place. As noted above, we will be involved in identifying candidates.
- Assignment
- B. In light of lay pressure to get going, Atlanta would like to move forward with a pilot project. SE and BH will meet with Atlanta on pilots, being very careful to keep the CIJE agenda in mind.
- Assignment
- C. Mobilization of the Atlanta commission should now begin. It was suggested that Ellen Goldring, Claire Rottenberg and BH present their projects to the Council on Jewish Continuity as a way to help move the mobilization process along. Atlanta is looking to us for an agenda.
- D. Atlanta is looking for help with a pilot project in one of the following areas:
1. Personnel--teacher education. (Emory University is interested in being involved.)

2. Israel experience programs.

In discussing the possibility of a pilot project on the Israel experience, BH reported that he had spoken with Peter Geffen and been given the "party line" on the CRB project. Atlanta is one of the twelve communities selected to participate, but it is unclear what this involves. We know that CRB is providing extensive technical assistance and is matching scholarship funds on a 1:3 basis. It was suggested that Atlanta is looking to CIJE for help in interpreting the CRB project. We might work with Atlanta to design a model of what it would take to significantly increase the number of young people from Atlanta who go to Israel and then present a plan to CRB. SE and BH will discuss this with Atlanta and decide if it is a priority.

Assignment

3. Work with the JCC--to be undertaken later.

Assignment

SE, SF, and BH agreed to prepare suggestions for how to proceed with these pilot projects.

Assignment

- E. Ellen Goldring should provide a written description of the monitoring, evaluation and feedback project including an explanation of Claire Rottenberg's role. Steve Gelfand will use this to introduce her to the community. It was agreed that Claire can now resume her duties as a field researcher. SE will call Ellen to let her know about the assignment

Assignment

- F. SE will remain in regular contact, providing ongoing prodding and support of the process with help from SHH on community process issues.

II Baltimore

Baltimore is at the end of a long planning process and anxious to move ahead with pilot projects. They wish to wait to convene their commission until summer.

Assignment

- A. SE and BH will begin work immediately with Baltimore on developing a pilot project.
- B. BH and SE will make the community aware of the availability of CIJE as a resource on hiring and training for senior staff.
- C. No immediate steps are necessary in Baltimore with respect to the funding support we have promised for planning. We will wait to hear how Baltimore proposes to use that support.
- D. We should encourage Marshall Levin to discuss what it means to be a Lead Community with the lay leaders.

Assignment

- E. SE and BH will try to arrange a private meeting with Chaim Botwinick to discuss how to proceed.

III. Milwaukee

Milwaukee is moving most quickly. As in the other communities, our goal is to help raise the level of discourse from business as usual to an increased understanding of the potential to upgrade Jewish education.

- A. Milwaukee will probably use some of the financial support promised by CIJE to engage a local sociologist or bring in outside consultants for assistance on the educators survey. We will wait to hear from Milwaukee before releasing any funds.
- B. We should keep in mind the need in Milwaukee to keep the CIJE agenda in front of them.
- C. SE and BH will visit Milwaukee on March 23 and 24 to visit schools and introduce the Best Practices in the Supplementary Schools project.
- D. Milwaukee would like us to work with them on the goals project.

IV. Checklist for the Communities

AH summarized the discussion as follows:

- A. Pilot projects are to be developed for all three communities by SE and BH.
- B. The Best Practices in the Supplementary Schools project will be introduced in all three communities by BH. He is encouraged to move ahead on the other best practices studies.
- C. Relaunching Monitoring, Evaluation and Feedback Project

Assignment

It is okay to resume work in Atlanta. AH is to call Baltimore and Milwaukee to get the go-ahead. Next steps include:

- 1. Interim report on the lives of educators.
- 2. The goals project.
- D. Hiring a full-time person to run the project
 - 1. Milwaukee has already done this.
 - 2. Atlanta is working on it.
 - 3. Baltimore is not yet where we want them to be.
- E. Launching of a Commission
 - 1. Milwaukee has begun and is moving forward satisfactorily.

2. Atlanta is working on this and is progressing slowly.
3. Baltimore wishes to postpone this until summer.

F. Educators Survey

Assignment

We will move forward with this in all three communities. SE will take the lead in giving guidance on the educators survey. She will call on Isa Aron and Ellen Goldring to help design the survey. We should move ahead with it in all three communities at the same time in order to maximize use of staff time.

G. Mobilization of Leadership

To be worked out.

H. We are providing the expertise of our staff or outside talent to:

1. Help with new hires.
 2. Offer the training capacity of the institutions of higher Jewish learning and the Melton Center.
- I. We need to develop a schedule of meetings several months ahead to provide the communities with sufficient lead time.
- J. The dialogue with each community should include discussion of what it means to be a Lead Community.

V. Communications

- A. It was agreed that each of the core staff people or consultants will submit a written report on the highlights of their work to VFL on the 15th and 30th of each month. VFL will pull this together into a single report and distribute it.
- B. We will hold a weekly conference call. VFL will poll participants to identify a regular day and time each week for the call. Everyone is to submit agenda items to VFL who will develop and distribute an agenda prior to each call.
- C. Ongoing contact with the Lead Communities is necessary, but it was suggested that it is too early in the process for this to be done by telecon. At the next telecon of this group we will schedule meetings with the Lead Communities and discuss communications beyond the internal staff group.

- ☐ **ASSIGNMENTS**
☐ **ACTIVE PROJECTS**
☐ **RAW MATERIAL**
☐ **FUNCTIONAL SCHEDULE**

73890 (REV. 1/89) PRINTED IN U.S.A.

 FUNCTION **CIJE STEERING COMMITTEE**

 SUBJECT/OBJECTIVE **ELSTER ASSIGNMENTS**

ORIGINATOR/PROJECT LEADER

VFL

DATE

3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUPLICATE	COMPLETED OR REMOVED DATE
1.	Ask Ellen Goldring to provide Atlanta with a written description of the monitoring, evaluation and feedback project and Claire Rottenberg's role.		SE	3/5/93	3/10/93	
2.	Draft a letter to Rachel Cowan thanking her for considering membership on the CIJE board.		SE	2/25/93	3/15/93	
3.	Provide the communities with a summary of opportunities for working with the training institutions, including Melton in Israel.		SE	2/22/93	3/15/93	
4.	Review list of candidates for two new senior staff positions in Atlanta.		SE	3/5/93	3/15/93	
5.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Gerald Cohen b. Susan Crown c. Arthur Green d. Neil Greenbaum e. Thomas Hausdorff f. Mark Lainer g. S. Martin Lipset (with SF) h. Matthew Maryles		SE	2/25/93	3/31/93	
6.	With BH, discuss the Israel experience program and determine whether this is an Atlanta/CIJE priority.		SE	3/5/93	4/2/93	
7.	With BH, arrange a private meeting with Chaim Botwinick to discuss how to proceed in Baltimore.		SE	3/5/93	4/2/93	
8.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	
9.	Work with Isa Aron and Ellen Goldring to design an educators survey for use in all three communities.		SE	3/5/93	4/15/93	



- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review list of candidates for two new senior staff positions in Atlanta. Propose one or two other candidates.		SF	3/5/93	3/15/93	
2.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Alfred Gottschalk b. David Hirschhorn (with AJN) c. S. Martin Lipset (with SE) d. Florence Melton e. Isadore Twersky		SF	2/25/93	3/31/93	
3.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	



- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION GIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE GOLDRING ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Provide a written description of the monitoring, evaluation and feedback project including an explanation of Claire Rottenberg's role.		EG	3/5/93	3/15/93	

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MINUTES: CIJE STAFF CONSULTATION DAYS
DATE OF MEETING: NOVEMBER 7-9, 1994
DATE MINUTES ISSUED: NOVEMBER 29, 1994
PARTICIPANTS: Gail Dorph, Seymour Fox, Annette Hochstein,
Alan Hoffmann, Barry Holtz, Ginny Levi,
Robin Mencher (sec'y), Daniel Pekarsky, Nessa Rapoport
COPY TO: Morton L. Mandel

DAY ONE:

1. CIJE Gameplan - 1995 and Beyond

Alan began the meeting by setting the tone as to the purpose of the week. He based his introduction upon the CIJE workplans for 1995 developed thus far. Emphasizing the emerging structure of CIJE, Alan outlined the four clear domains our of work, structured in committees chaired by members of our board. In the first half of 1995 the board of CIJE should grow in size to include approximately sixteen new members, four to each committee. The Steering Committee is set to meet five to six times in the coming year. Alan noted that as the role of the board crystallize, so does the clarity of CIJE's role within the federated world.

In beginning a discussion about the short term and long range agendas, Alan posed the question for the consultation days of where does CIJE want to be in one year and in three to five years. Are the goals of the organization an aggregate of the workplans or is there a further guiding vision for CIJE? Which parts of the present workplans are indispensable to the larger goals of CIJE?

If we examine the current status of CIJE, Alan suggested, we can isolate four basic axes within which CIJE must respond to some fundamental areas of tension regarding its mission. These are:

- A. Planning vs. Implementation
- B. Building the Profession and Community Mobilization:
How much of our energy in one relative to the other?
- C. Community vs. Continental
- D. The Federated system as the major context for CIJE's operations

Alan expanded on these issues as framing questions for the consultation days:

A. The planning and implementation axis begs CIJE to make choices about how we wish to impact Jewish education. In the instance of providing professional development, for example, what type of a role or roles does CIJE provide now and what should we be providing in the future? Alan offered the CIJE - Harvard Principals' Center Seminar as an example of CIJE staff members actively planning and then implementing a CIJE design for in-service training of leaders. The impact of the seminar came directly from the efforts of CIJE staff on site. As our goals require both planning and implementation, how much of the ongoing work of CIJE should be devoted to such activities as the seminar at Harvard?

B. CIJE speaks of both building the profession and community mobilization frequently, but in the past, much of our emphasis and staff time has been placed on the former. Is there any well-thought out knowledge base for community mobilization? What would it take for us to move the community mobilization agenda forward? Alan noted the continuing expansion and development of the CIJE board and committees as one milestone for community mobilization.

C. Superimposed on A and B above lies the tension between CIJE acting on a communal vs. a continental level. The building blocks of Jewish education, as outlined in *A Time To Act*, indicated that the implementation of building the profession and community mobilization were to take place in the lead communities. The question today begins with an evaluation of whether the lead communities are indeed ready for the change stemming from local implementation of the building blocks.

Our work in communities (e.g. the Educators Survey and Policy Brief, as well as the seminar at Harvard) form the basis for much of the agenda of the work of CIJE. Our work in communities have helped us to develop principles such as the "holy trinity" concept. What commitments does CIJE still have to these communities? They are still waiting for a well-crafted and articulated personnel action plan as well as a goals seminar specifically tailored for their communities.

On the continental level, CIJE is looking for partners in the personnel action plan and in particular for in-service education. We have already begun to connect with JTS and Brandeis on these issues. How important is this coalition work to fulfilling the goals of CIJE?

D. How do we evaluate the success of CIJE? What is the context of our work in communities within the broader context of Jewish life in North America? Alan suggested that as we see the increasing numbers of North American Jewish communities that are involved in creating commissions to improve their educational programs, this is an achievement of the CIJE approach - even if it is not recognized by the communities. As more and more communities are planning for change, our role should be to install within other institutions (such as JESNA) the capacity to provide guidance and

leadership to these planning initiatives.

As the face of organized Jewish life in North America appears to be changing, which institutions are our constituency? With which institutions should we build coalitions? Taking into account the structural changes of UJA and Jewish Federations life is a close connection with the federation structure still the most promising address for renewal and reform?

In light of the issues and tensions outlined above, what should the gameplan of CIJE be for 1995? In the coming year, CIJE will present a personnel action plan for in-service education to the Jewish communities of North America. In addition we should take the first steps to develop a plan which will lay out a matrix detailing core components of the profession in Jewish education.

The CIJE goals and best practices projects should be instrumental to the implementation of our action in personnel. Best practices can be used as part of the process to build the curriculum for educating the educators. Concurrently, the Goals Project stands at the heart of CIJE's work with educational leaders. It has to be part of the plan for both lay leaders and Jewish professionals.

Is this an effective way to frame the work of CIJE? Does it speak to the question of what we want CIJE to achieve?

Discussion:

In thinking about the key CIJE issues noted above, the participants began by examining the actions CIJE could take in these areas and the resulting impacts of those actions. Brainstorming one aspect of the workplans could serve as an example of how CIJE could implement all aspects of the workplans.

The exercise, proposed by Annette, centered on the topic of training personnel. It was proposed that an approach to developing capacity for in-service training should be developed. A half day seminar for communities in North America on preparing in-service programs for their personnel would need to be located. For such a project, the role of CIJE might be to run these training seminars, or maybe to set up regional centers, facilitating such work by others. This project could be approached at either or both local and continental levels. A prominent challenge would be to articulate the size and scope of the project in a way that would maintain the quality. The developing of the people to facilitate this project was seen as the most important and difficult part of the project. It therefore should call for the most immediate attention.

Several questions arose out of this brainstorming session. Does the work to create a

quality product, in this instance, fit into the longterm goals and outcomes for CIJE? The most strategic of goals must be chosen with regard to the work of CIJE. Can we achieve our goals without expanding our leadership base? By creating more competition? Into what geographical space should we put the majority of our efforts? Who are our partners in this project? Are communities ready to back this work? Are we using CIJE's own resources to our best advantage? Taking into account our limited resources, what type of choices will we have to make? While this plan for personnel may be attractive, are we heading down the right course or falling into a trap? Where will this eventually take us?

As Dan Pekarsky was in New York only through Tuesday morning, the discussion on Personnel was deferred until after the full discussion on the Goals Project.

II. The Goals Project

(This Summary was written by Dan Pekarsky)

The purpose of this meeting was to arrive at a 1995 Work Plan for the Goals Project that is anchored in an adequate conception of the project. The meeting began with a status-report that focused on three matters: a) outgrowths of the Jerusalem Seminar, with special attention to developments in the represented communities; b) the October plan for Goals, developed by the core CIJE staff in New York in October, 1994; and c) recent conversations between Pekarsky, Fox, and Marom which suggested considerations to be considered in our review of the October Plan and the overall conception of the Goals Project. Because the outgrowths of the Jerusalem Seminar and the October plan are described in some detail in the document summarizing the October Staff Meeting in New York (attached), this summary proceeds immediately to item c), which concerned questions posed by Seymour Fox in Pekarsky-Fox conversations, questions which offer useful lenses to use in the planning-process.

A. SEYMOUR FOX'S QUESTIONS

1. Success. What would Goals Project success look like after, say, 3 years? As noted in our discussion, this could fruitfully be interpreted in two different ways:

- a) If the Goals Project is understood as no more and no less than the path identified in our October meetings, what would optimal success look like? What would we have accomplished?
- b) Does a) exhaust our expectations of the Goals Project -- or is there more that we hope for that might not be captured in a)? If so, what is this

"more"?

Jointly, a) and b) ask us to try to identify the larger conceptions that should inform the Goals Project

2. What is the relationship between the Goals Project (as articulated in the October meetings) and the work of a) the Monitoring, Evaluation and Feedback Project and b) the Educated Jew Project? More narrowly, how might these projects serve as resources to the Goals Project?

3. The five levels and our work. The Educated Jew Project has identified five intimately inter-related levels pertinent to the work of that project and to the Goals Project. These levels are:

PHILOSOPHY
PHILOSOPHY OF EDUCATION
TRANSLATION INTO CURRICULUM
IMPLEMENTATION
EVALUATION

At which of these levels does the October Plan operate? Optimally, at what levels should we be operating?

B. EXAMINING THE GOALS PROJECT AGENDA THROUGH THESE LENSES:

This examination began with Pekarsky offering two different accounts of what Goals Project "success" might look like. A) The first, prompted by a comment by Annette Hochstein in the first part of the day, set forth some very general long-term goals (that were not, at least by design, tied to the October plan.) B) The second identified what success might look like if we fully exploited the potentialities of the October-plan.

A) General long-term goals - three were identified:

1. Increasing numbers of institutions organized around a goals-agenda that includes serious wrestling with issues of content.
2. Heavy emphasis in communal planning processes on the place of goals in Jewish education.
3. A National Center for the Study and Development of Goals for Jewish Education. Such a Center would:

- a) educate key professional and lay constituencies concerning matters pertaining to the goals-agenda;
- b) develop and make available expertise that will inform the efforts of communities and institutions that seek to become more adequately organized around a goals-agenda.
- c) conduct original research concerning the goals of Jewish education, as well as concerning implementation, and evaluation. Such work might, for example, include a Jewish version of the two HORACE books or Carnegie's "The Future As History" chapter;
- d) develop strategies to disseminate its research findings in ways likely to make an impact;

B) What would success look like for the October Plan?

1. Case-studies of institutional efforts to become better organized around a goals-agenda.
2. Out of the first-order work in institutions and its analysis in the case-studies, we would acquired an articulated body of lore that includes:
 - a. strategies and models that can guide efforts at institutional improvement;
 - b. identification of skills, understandings, and aptitudes that are needed by those guiding the process of change;
 - c. identification of institutional "readiness-conditions" if meaningful change is to take place;
 - d. documentation of some of the effects (expected and unexpected) of taking on a goals-agenda;
 - e. identification of important issues, tensions, etc. that need to be addressed, either by institutions embarking on a change-process or national organizations like CIJE seeking to catalyze this kind of change.

3. The development of evaluation tools (that would be usable in the future by other institutions undergoing a change process). These tools would include:

- a. an instrument for taking an initial snapshot of an institution, a look at reality that focuses on avowed goals, on their implementation, and on educational outcomes;
- b. an instrument for assessing the results of having engaged in a serious effort to become more goals-sensitive.

4. The development of a cadre of resource-people, identified and cultivated by CIJE who have been, and will continue to be involved in helping institutions become better organized around a Goals agenda.

5. From among the institutions identified in #1, a community of partnered institutions each engaged in a goals-agenda and offering experiences and ideas to one another on a regular basis.

6. A broad awareness among critical constituencies at a variety of levels concerning the importance of the goals agenda, its feasibility, work being done in this area. This dissemination to be accomplished via publications, film, conferences for different constituencies, etc.

C. MEF AND THE EDUCATED JEW PROJECT IN THE FULL-BLOWN OCTOBER-PLAN

Monitoring, Evaluation and Feedback. MEF could contribute to the development of the October Plan in a number of ways:

- 1. MEF could be invited to develop the instruments to be used to assess current reality at the outset of a goals-process and the outcomes of having engaged in this process;
- 2. MEF could be invited to do the assessments.

The Educated Jew Project. Were CIJE to proceed with the October Plan, the Educated Jew Project could make a number of important contributions including the following:

- 1. Not immersed in having to address - and possibly be compromised by - day-to-day political realities, the Educated Jew staff could help CIJE keep

focused on some of the basic questions and concerns that are at the heart of the Goals Project.

2. The Educated Jew staff could prove invaluable in our efforts to cultivate resource-people for our project or to educate other constituencies.
3. The Educated Jew staff may be able to offer valuable expertise to the 3 to 5 prototype-institutions identified in the October Plan.
4. The Educated Jew Project's papers could prove valuable resources to the 3 to 5 prototype institutions. Conceivably, if there is a clear need, the Educated Jew Project could be invited to commission additional papers that address issues that are particularly sensitive in the American Jewish community -- for example, those dealing with the role of women in Jewish life.

D. DISCUSSION

Our discussion took place against the general background defined by the matters discussed above. Below are summarized some of the major themes and decisions that emerged in our discussion, and then a draft of a work plan.

1. Supplementing our resources.

The comment was made that CIJE, and the Goals Project in particular, should identify and make maximal use of available resources that exist outside the immediate CIJE orbit. We should, it was suggested, make a careful inventory of such resources/opportunities. Such an inventory would include such individuals and institutions as Israel Scheffler, Mike Smith, and the Wexner Heritage Foundation. There seemed to be significant interest in exploring the last of the possibilities.

2. The Center-idea.

Excitement and anxiety. It became clear in our conversation that many of the things identified as central to our October-plan could ultimately be folded into the work of a Center within the larger conception defined by the three long-term goals. There also seemed to be considerable excitement about such a Center as a home for various Goals-related efforts. But at the same time as the fairly comprehensive agenda identified in preceding discussion seemed exciting, it provoked some serious concern. The work defined by this agenda is, to say the least, substantial -- it is much more than CIJE can reasonably take on, given its current shape and priorities. Two nightmares threaten: 1)

that we don't do all that the agenda calls for and end up doing a mediocre, or radically circumscribed, or otherwise disappointing job; 2) that we allow the Goals Project to "take over" the energies of CIJE, thus distorting the overall character and direction of the enterprise.

The spinning-off idea. Neither of these options being acceptable, and in the tradition of the Mandel Institute, it was suggested that the Goals Project agenda might best be carried through if it was ultimately "released" from CIJE and given a quasi-autonomous status (with strong ties of various kinds to CIJE). This Center would draw on some of the expertise and resources currently invested in CIJE, but it would also develop ties with, and seek out resources from, other institutions and individuals.

Of particular interest was the suggestion that such a Center could ultimately be established, in cooperation with CIJE and the Mandel Institute, at Harvard. So interesting was this possibility that Seymour suggested testing out with Israel Scheffler at the end of the week.

Project or Center. There was in this connection some discussion of whether it might be wiser, in our conversations with Harvard, initially to speak in terms of a Project that might eventually rise to a Center. This project would in its initial stages focus on 1) furthering and studying our work with a select number of prototype institutions; 2) identifying and educating personnel that would work with such institutions; 3) the development of our own learning-curriculum.

A limited initial agenda. As the preceding paragraph suggests, whether called initially a Center or a Project, it is not necessary - nor desirable - for such a new entity to take on "a full plate" from the very beginning. On the contrary, if created, it might initially focus on only a few of the efforts that might eventually define its character. But it would be important to view these initial efforts, however narrow, in relation the larger plan of action.

Is an independent Center in our interests? It should be noted that while the idea of working towards a quasi-autonomous Center seemed of interest, at various points reservations were expressed. We should, it was implied, proceed with caution, with attention to the possibility that spinning-off the Center might not be in the best interests of CIJE.

Parallel centers. It was suggested that the model under discussion -- spinning off a CIJE effort and turning it into a quasi-independent satellite-center with strong ties to CIJE -- might in the long run also be the way to approach efforts like Monitoring and Evaluation and Educational Leadership. The thrust of this approach is to keep CIJE as a planning and catalyzing institution that does not get bogged down in implementation of

the initiatives it helps to bring into being.

3. Who could serve as adequate "coaches"/resource persons to institutions embarked on a change-process?

A possibility presented at the seminar is that CIJE work with "coaches" who are themselves appointed by and representatives of the institutions that are embarked on the change-process. While this would enormously simplify our work in that we would not have to seek out a cadre of coaches, the suggestion was countered with the observation that it is unlikely that most such institutionally-appointed coaches would be in a position to help their institutions with the content-side of the goals agenda. In response, it was suggested that maybe we need to be thinking in terms of two kinds of coaches -- an institutional representative skilled in process-issues, and a more content-oriented person that CIJE cultivated (folks like Bieler and Gribbetz, Marom).

4. Working with Institutions: at what level does one begin?

It was reiterated that forwarding the Goals-agenda does not require beginning at the level of "philosophy of education." While efforts at the latter level are important for Jewish education, in any given institution the process might well begin at other levels. Where one begins would need to be decided on a case-by-case basis.

5. Inventory of outstanding commitments.

While we did not feel that our enterprise could be shaped by pre-existing commitments, these commitments need to be honored; and the challenge is to honor them in a way that will forward our own agenda. These outstanding commitments include the following:

- a. 4 seminars in Milwaukee, with the possibility of more intensive work with "graduates" of the seminar that meet our standards for participation at this next stage.
- b. The Agnon School in Cleveland.
- c. Cleveland's Goals Seminar.
- d. Helping to launch Baltimore's Goals Seminars in the spring (with possible additional expectations flowing out of last summer's promises).

e. A JCC Camp.

f. Some kind of support to Toren's efforts in Cleveland to develop a goals-agenda with two congregational programs.

6. Other interesting possibilities.

a. The Atlanta JCC Camp.

b. The Baltimore congregational program.

c. The new Atlanta Day School.

E. [PEKARSKY'S TAKE ON] THE SENSE OF THE GROUP: BASIC DECISIONS

1. Developing capacity is a very high priority and must be at the center of our efforts.

a. Developing capacity has at least 3 dimensions: the identification and cultivation of a cadre of resource-people who will work with us; learning more about the nature of the enterprise through work with what we have called prototype institutions; a curriculum of study for CIJE staff.

b. In our first stage, the identification and cultivation of personnel and our own learning-curriculum should have a very high priority. We should not be quick to take on more than one or two prototype institutions at the very beginning

2. CIJE has promises to keep -- particularly to communities that participated in the Goals Seminar this summer in Jerusalem. These promises must be kept in ways that will forward our broader agenda.

a. To keep our promises means to launch and/or to participate in, and/or to coordinate local seminars in Milwaukee, Cleveland, and Baltimore; to work in some fashion with Agnon; and to engage in an intensive process with institutions that emerge from local seminars as promising candidates for intensive work. Institutions that do so emerge would probably qualify as "prototype-institutions."

b. The impact of keeping these promises, over and beyond our maintaining our trustworthiness, will include increased awareness among participating institutions of the importance of serious attention to goals; a

measure of change among some participating institutions; the identification of one or more institutions ready for serious change-efforts; a lot of serious learning on our own part.

3. CIJE should design and establish a Center for Philosophy of Jewish Education.

a. The Center will conduct and disseminate the results of research pertaining to the goals agenda. It will cultivate and make available the kinds of expertise that will be useful to institutions and communities undertaking a goals-agenda. It will educate varied lay and professional constituencies concerning the importance and character of a serious goals-agenda. Through such varied activities, it will place the conversation on goals at the center of efforts to improve Jewish education.

b. CIJE's role is to strategize, design, enable, and create this Center, which will eventually exist in a loosely coupled relationship to CIJE.

F. GOALS PROJECT WORKPLAN FOR 1995

1. Building capacity

a. Conceptualizing and planning our own learning-curriculum (Nov.-Dec., 1994)

b. Resource persons

i. Identification of 5 to 20 promising individuals (Dec., '94)

ii. Recruitment of these individuals (Jan.'95)

iii. Development of a summer-seminar for these individuals (Feb. and March, '95)

iv. Summer Seminar for CIJE staff and for resource persons (July '95)

v. Pair resource-persons with prototype institutions (July, '95)

vi. Winter-seminar with resource-persons (Dec.95)

c. Learning through prototype institutions

- i. Begin with one or more institutions to which we may have preexisting commitments.
(January-June, '95)
- ii. If and only if we have sufficient personnel after meeting requirements of #1,
identify other institutions. (Summer '95)
- iii. Identify institutional representatives who will work with CIJE (Summer, '95) and hold seminar with them (Fall, '95)

2. Honoring outstanding commitments.

- a. Four Milwaukee Seminars (January - May, 1995)
- b. Participation as planners and possibly as resources in the Cleveland seminar (Dec.'94 - June '95)
- c. Help launch the Baltimore seminars (spring, '95)
- d. Meet with Agnon to conceptualize and to help them begin to implement a goals-agenda. (Jan. - May 1995)
- e. Consult to Toren in his efforts to enter into Goals-focused relationships with local educating institutions. (as needed)
- f. Identifying "prototype-institutions" from among those participating in local seminars and/or other institutions -- i.e., institutions we are prepared to work with intensively (June, 1995). Begin work with these institutions in September 1995.

3. Establishment of a Project for the Philosophy of Jewish Education.

- a. Initial conversations between Harvard, Mandel Institute, and CIJE.
(Dec. 1994)
- b. Flesh out conception of the Center, the stages through which it would develop, and its initial assignments. (January, 1995)
- c. Develop funding support for the Center.

BY THE END OF '95:

1. We will have identified from 5 to 15 resource-people to work with educating institutions and/or communities, and we will have participated with them in a process of learning and tooling up.
2. We will have completed local seminars to which we've committed.
3. We will have planned and engaged in a curriculum of study designed for CIJE staff (and, if timing is right, for some of the individuals identified as resource-people.)
4. We will have identified one or more prototype institutions, either through the local seminars or through other means, and we will have assigned some of our new resource-people to work with these institutions. We will also have begun to work with the person designated by these institutions to work with us.
5. We will have established a Project maybe leading to a Center for the Philosophy of Jewish Education.

DAY TWO:

III. Discussion of the Revised Plan for the Goals Project

Following the model as proposed by Annette earlier, the participants analyzed the revised workplan for the Goals Project in terms of limitations and opportunities for the short and long term and CIJE's role in making this project successful.

The main Question is: What capacity does CIJE have for fulfilling every aspect of the workplan iterated above? What are the limitations in terms of human resources, time, and funding?

A. Human Resources

Building capacity should be the highest priority in the work of the Goals Project. While this may be a time consuming process, the recruitment and training of Jewish educators to be "coaches" to institutions and communities can only benefit the work of CIJE in fulfilling both our short term and long term goals.

Gail suggested that when working to develop our human resources, we should not forget to include the newer generations of Jewish educators in order to truly ensure that the process of Building the Profession is addressed in every aspect of

CIJE work. CIJE will bring seasoned educators together with the newer generations of Jewish education professionals to train them for the developing coaching roles.

In an analysis of the Goals Project coaches, Danny pointed out that as these people begin to take leadership roles in their communities, they will also continue to learn. CIJE might ultimately create a central training institute for the coaches.

B. Honoring Commitments

It was suggested that CIJE could combine projects to fulfill existing commitments to specific institutions and communities. Additionally, these commitments could be used as opportunities to build the leadership base for future Goals Project activities. At the same time, the possibility exists that this service to communities will bring stronger ties between the Council and these institutions in the future, resulting in more commitments on the part of CIJE.

C. In an analysis of all the workplans of CIJE, the Goals Project represents only one facet of the total activity produced by the Council. The above limitations sit within the total work and resource limitations of CIJE.

IV. Community Mobilization (Nessa Rapoport)

In the work to mobilize community support for Jewish education and create lay "champions" in the field, Nessa suggested that CIJE must take a proactive approach. We should produce substantive documents and take part in setting the agenda for North American Jewry. Inherent in this work, however, lies the tension between setting the Jewish communal agenda and publicizing the work of CIJE. Both projects are necessary to the success of the overall workplan of the Council.

A. Models of Creating Lay Leadership in Communities

How can CIJE engage key Jewish lay leaders in the efforts to transform Jewish education in North America? Concurrently, what can CIJE offer lay leaders so that they feel fulfilled by their involvement? Several models of creating lay leadership were discussed.

1. Peer Group Model

Nessa articulated a model to build lay leadership that arose out of a

meeting with Art Rotman. CIJE could increase leadership by building upon existing peer groups within the world of lay leaders. This could be accomplished by making the elite groups accessible to more lay people.

2. Creative Change Model

Nessa noted another approach to the creation of lay leadership. As suggested by Chuck Ratner, CIJE could draw leaders to the Jewish education agenda by proposing creative ideas for the field. By drawing attention to the advancement in Jewish education and its effects on Jewish life, CIJE could attract and build more support from lay leadership.

CIJE could implement this model through our own Board to engage both seasoned leaders and newcomers in the work of the Council.

B. Community Mobilization as a Building Block of Jewish Education

Conceived by the Commission, the building block of community mobilization plays a significant role in the total CIJE Workplan. As we introduce more lay leaders into the work of the Council, we must remember to always remember the intimate connections between the work of lay leaders to the work of the other aspects of CIJE. Because of this link, it may be most productive to concentrate our efforts for mobilizing community support and building a group of lay "champions" to leaders who are already affiliated with the Jewish education agenda.

C. Messages

What points of CIJE do we want to highlight when working to mobilize communities? How do we spread the word? Where do these conversations take place? It was agreed that CIJE should highlight our research and activities, offer models of excellence in Jewish education as examples of our work and goals, and bring to light the integral nature of Jewish education to the sustaining of Jewish life.

D. Community Mobilization: Toward the Future

Alan began the afternoon session with two questions: Where do we see ourselves in terms of Community Mobilization for next year? Are there other parts of Community Mobilization that we should discuss?

Nessa suggested we need to build the relationship between education professionals and lay leaders. We need to develop new models for mobilizing communities. She proposed that CIJE begin by developing clear visions of what we would like to see happening in communities and on a continental level.

Seymour proposed a multi-pronged strategy for achieving these goals. His plan would operate on several levels, addressing short and long term, specific and philosophical answers. By generating a variety of approaches, CIJE could offer a plan that would cater to many different types of people and communities.

He noted that some people become involved in Jewish communal life out of a sense of pride they feel associated with being Jewish. Others may find using their creative skills for the advancement of Jewish culture to be fulfilling. Based on these two distinctions, he illustrated the different methods of support CIJE could provide to lay people for Jewish education and Jewish life as a whole.

1. The Perpetuation of Jewish Life in North America

Lay leaders, through their dedication to their communities, and Jewish educators, through their teaching, should be working together to ensure Jewish continuity in their communities and Jewish educators. CIJE should help create places for these conversations to occur. Additionally, we should work to spread the success stories of Jewish education. Educating those lay people who are proud to be Jewish on why contributing to Jewish education is among the best ways to ensure Jewish continuity is also part of the work of CIJE. Additionally, Jewish educators also need educational resources to provide better and better opportunities for learning.

2. Sociology of Knowledge

On the more theoretical side of his proposal, Seymour discussed CIJE's ability to promote creative projects that would add to the quality of Jewish life in the long term. If given the opportunity, the people involved in this work would become major contributors to Jewish life in a way that no one is actively pursuing at this time. Part of this work comes from a need to inspire Jewish learning on as many levels as possible. By expanding the notion of what Jewish life is all about, CIJE can help channel creative resources into our work and create more innovative approaches to mobilizing communities.

To motivate all these different types of people, CIJE must present concise goals. Everyone agreed that engaging lay leaders, educators, and other creative thinkers is a difficult yet worthwhile task in our work for the future of Jewish living.

A major task by Nessa is to begin to articulate the Plan for Community Mobilization which would incorporate this thinking.

E. The Policy Brief and Community Mobilization

The discussion turned toward the immediate with a look at the expected community impact of the policy brief on the educational background of Jewish teachers in North America. The group advanced strategies for creating the maximum amount of impact resulting from the policy brief. A discussion then followed about the long range plans for connecting MEF to increasing community mobilization.

1. Planning after the GA

Annette noted that CIJE should expect phone calls from educational institutions and communities as a result of the dissemination of the policy brief and the expected publicity surrounding personnel. She pointed out that this creates an enormous opportunity for CIJE to impact education in an immediate way because it invites communities to analyze the strengths of their teaching staffs, opening possibilities for deeper analysis of their educational programs. Alan suggested that Gail is the best CIJE staff member to field these calls as related to personnel in our pursuit to turn data into action.

2. CIJE and our Growing Data Base

Now that we have begun produce solid data, we need to continue to make it accessible to communities as indicators of improvement. The communities themselves can decide how they can best improve their educational programs.

To continue the impact of the data, CIJE will have to enhance our data base by creating lists of categories of target groups. By isolating rabbis, schools, etc., we can personalize the information to make it more valuable to each targeted group.

DAY THREE:

V. Building the Profession (Gail Dorph)

A. Overview

Gail opened the discussion, suggesting that a review of plans for the next year should be put in the context of a longer term goal for building the profession. She suggested that our ultimate goal is to insure that Jewish education is staffed by qualified people, knowledgeable in their fields and committed to their work. She suggested that reaching this long term goal will require the following:

1. Recruitment of new people to enter the field.
2. A change in the structure of the field to support the number and quality of full-time professionals required to do this work.
3. Concerted efforts to energize the people already in the field.
4. Enlarging the group of people who think of themselves as part of the teaching force to include Rabbis, community volunteers, and others.
5. Broader acceptance of the notion that informal education is an integral part of this picture.

In discussion, it was suggested that it would be useful to put numbers to the goals listed above. For example, if there are now 5,000 people working full time in the field of Jewish education, what is our goal? It was also suggested that informal education be added to the MEF short term agenda in order that we might begin to impact that segment of the Jewish education field.

The notion of personnel may keep our thinking too narrow; we should look at this in the context of a profession. Teaching must be made more attractive by making the profession more so. This includes issues of salary, benefits, image, research, licensing and career ladders.

We should continue to devise effective methods of training, both pre-service and in-service, while at the same time working on developing a supportive infrastructure. We believe that CIJE can have an immediate impact on the critical in-service front. The first step is to show the Jewish community that Jewish education is a serious field.

With the help of an advisory committee, CIJE should work to develop a fully

fleshed out plan for Building the Profession. We should assess what is currently being done and select specific areas for early concentration. This would involve the development of a matrix identifying all the actors and the various categories we wish to impact. We should be careful, however, not to limit ourselves only to what is currently being done, but to think creatively about other approaches.

It was suggested that another way to look at our ultimate goal for building the profession is to seek to have a community of learners and teachers in North America.

B. In-Service Training

Discussion turned to concrete thoughts about how CIJE could impact current Jewish educators. Our staff has particular experience on how to design and implement programs for effective in-service training, but there are few people available to do the work. It was suggested that we use the laboratory communities as sites to develop programs and demonstrate their effectiveness toward energizing the field. CIJE should help to translate this work into a generic approach which can be implemented elsewhere. CIJE's role should be to help design a demonstration, to create models which can be replicated elsewhere, and to make these available to other communities.

The Biggest Problem is training capacity.

One area in which CIJE can have an impact is in attracting qualified people to work as consultants in individual communities in order to move in-service training ahead quickly. Another CIJE contribution should be to identify best practices in the area of in-service to serve as models for the development of new programs.

CIJE's role during 1995 should be to work on building capacity. We might approach the seminaries, colleges of Jewish studies, and selected secular colleges and universities about developing programs for training people to serve as trainers of current educators. Alternatively, CIJE might work itself to create a national center of in-service training at which the training of trainers might be undertaken.

It was suggested that CIJE should declare its commitment to the principle of quality. We should articulate through document, workshops, and meetings the centrality of quality and content to in-service training.

An immediate issue is how CIJE can be helpful to communities in response to the GA presentation on the results of the educators survey. How can CIJE turn up the heat on the need for in-service training, provide guidance on its implementation and not spread our own staff too thin in the process? Perhaps we can help each community to develop its own plan for action, keeping in mind the necessity for quality and continuity in whatever program is offered.

RESPONDING TO THE POLICY BRIEF

The group turned to how, specifically, CIJE should be prepared to respond to the demands communities might make as a result of the policy brief and Adam Gamoran's report at the GA.

It was suggested that desired outcomes of the presentation include the following:

1. CIJE should be seen as a (or the) leader for change in Jewish education.
2. People should see that Jewish educators are unprepared for their work to a degree which is unacceptable.
3. They should leave with the feeling that there are constructive responses to this problem in the form of systematic, coherent in-service education.

Communities can be advised to take a close look at their own situations, and can be offered the use of the CIJE assessment tool for this process. They should be encouraged to identify local deficits and find local resources which can be applied to in-service training, with advice from CIJE on how to proceed with both of these steps. CIJE can prepare written materials in advance which speak to these issues.

CIJE might sponsor regional conferences to work with the lay and professional leaders of educational institutions, as well as their rabbis, to identify the issues and begin to develop interventions.

Communities can be advised to do the following:

1. Locate a person locally who can facilitate in-service education. (CIJE might provide a job description for this person.)
2. Send that person to a program for the training of teacher educators. (CIJE should design such a program or work with one or more training institutions to do so.
3. Set up local in-service programs. (Regional conferences might use someone such as Sarah Lightfoot to talk about moving from vision to in-service.)
4. Establish new hiring standards and practices to be applied to all new educators into the system.

Other models which CIJE might follow include the following:

1. Identify one community in which to invest heavily in in-service education. Build a macro-attack in that community. CIJE might work directly with the community or the community might hire someone to work under CIJE's guidance.
2. Identify one or several schools (defined as day schools, supplementary schools, JCC's, camps) to serve as "lead schools" and develop them into models.
3. Organize an in-service series to take place over a period of three weeks throughout the year, to be run by training institutions or centers. It was suggested that CIJE's role in all of this is to serve as architect. We should help with the planning, help to identify seed money, and provide guidance as communities do the work.

This portion of the meeting concluded with the following questions:

1. How much of our total building the profession energy should go into in-service training in 1995?
2. Are we letting the policy brief drive our agenda? If so, is that what we want?
3. Does this move our own agenda forward?

It was agreed that these and other questions remain on the table for future discussion.

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Council for Initiatives
in
Jewish Education

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Date sent: Time sent:

No. of Pages (incl. cover): 9

To: November 22, 1993
Seymour Fox, Annette Hochstein
Organization: Shmuel Wygoda

From: Mary Esther Block

Phone Number:

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972 2 662-837

Comments:

Team:

Please find attached copy of minutes from 11/14/93 staff meeting in Milwaukee.

MRB



MINUTES: CIJE STAFF MEETING
Milwaukee

DATE OF MEETING: November 14, 1993

DATE MINUTES ISSUED: November 19, 1993

PRESENT: Gail Dorph, Adam Gamoran, Ellen Goldring, Roberta Goodman, Alan D. Hoffmann, Barry Holtz, Virginia Lavi, Daniel Pekarsky, Julie Tammivaara

COPY TO: Seymour Fox, Annette Hochstein, Stephen Hoffman, Morton Mandel, Henry Zucker

Alan Hoffmann introduced the meeting, noting that this would be the first in a regular series of meetings planned to be held in Milwaukee on a bi-monthly basis. The focus of the morning portion of this meeting was to be the Monitoring, Evaluation & Feedback project.

I. Introduction and Overview

Adam Gamoran opened the meeting with a review of the rationale for establishing the MEF project. He indicated that there were three basic reasons for the project.

A. Provide generalizable knowledge which could lead to replication.

The first reason for establishing the MEF project was to extend the vision for Jewish education. It is to have a chronicling function: to document what happens in the Lead Communities. It is also to have an analytical function: to find out whether what we undertake has an impact.

One domain of the MEF project is to evaluate specific projects. It looks for direct and indirect impact and for specific outcomes. For example, it might study whether the Hebrew ability of day school students at a particular grade level improves over a period of years. A second domain is to slice into any aspect of the Jewish community in order to study change over time. This reflects an approach towards systemic change which suggests that any element within Jewish education in a community might change over time as a result of the work of CIJE in that community.

The sorts of evaluation described above are the mandate of the MEF process. So far, in light of the fact that specific goals in the Lead Communities have not been clearly defined, this sort of evaluation has not occurred. The MEF team has begun to gather baseline data with respect to personnel, but has not yet begun to study change.

It was noted that so far the MEF team is focusing most heavily on recording what occurs. The interpretive evaluation has not taken place. The MEF team is waiting to be assigned to monitor and evaluate specific projects.

B. Provide ongoing feedback

The second reason for the establishment of the MEF project was to provide both CIJE and the Lead Communities with feedback which could be used for corrective change. Adam noted that this is not a classic experiment because we are working to revise as we proceed. He noted that, in practice, it is problematic to have the field researchers involved in both providing feedback and encouraging change. The field researchers can point to problems, but should they also be teaching the communities how to correct them?

C. Encourage the communities to become evaluation minded, themselves

We want the communities to treat evaluation as important. In the long run, we hope that the communities will accept MEF as something that they want and will fund.

It was noted that there is some degree of contradiction in the concept of the communities funding a process that responds to CIJE's agenda. MEF is responding to issues related to community mobilization and personnel.

Another challenge for MEF is to contribute more directly to CIJE's needs. The MEF team would like more guidance from CIJE on what to include in the feedback reports.

D. Discussion

It was noted that, in an ideal world, the communities would be more committed to the CIJE issues and the MEF process would respond more directly to both sets of needs.

It was noted that this is not a classic study of cause and effect for the following reasons:

1. There are no clearly articulated goals against which to evaluate.
2. Cause and effect is difficult to study when dealing with systemic change.
3. A classic study would require a much larger sample and comparison with communities in which we are not interceding.

It was noted that MEF is not evaluating CIJE -- not judging whether CIJE is a success or failure. It is only evaluating the role of CIJE in the Lead Community change process. Nor is MEF evaluating the effectiveness of Jewish education in a Lead Community.

In order to determine whether a community has improved through the Lead Community process, Adam envisions taking a "slice across the Lead Communities." In other words, MEF would identify some aspect of the Jewish education process, take a "slice" for evaluation now and do so again in three and five years.

II. Goals of MEF in 1992 - 1993

During the past year MEF has undertaken the following tasks:

A. Studying the process of change

1. Visions for Jewish education
2. The extent of mobilization
3. The status of personnel

B. In order to accomplish this MEF hired three field researchers to:

1. Design and pilot interviews.
2. Carry out interviews.
3. Monitor activities in each community by attending meetings and collecting documents.
4. Write analyses.
5. Provide feedback to the Lead Communities and CIJE on a regular basis.

C. Played a major role in designing and analyzing the Educators Survey.

While this was not originally part of the MEF mandate, it became a task of the project during the past year. Plans for '93-'94 will include further work on this project.

It was noted in discussion that the use of MEF products is unclear. A question was raised with respect to our role in dissemination. What, for example, is our role in presenting the professional lives of educators?

III. Workplan for 1993 - 1994

A. MEF will continue the process of monitoring and feedback. A memo of July 25 outlines the key issues.

B. Evaluation

1. Project-specific

While there are no clearly identified CIJE projects currently under way in the Lead Communities, there are specific related projects in Baltimore and Milwaukee which we have been asked to evaluate. An issue for discussion is which projects MEF staff should get involved in evaluating.

2. Community-wide

Adam and Ellen intend to identify an aspect of Jewish education to begin to study now and re-evaluate periodically in the future. They will develop a proposal for submission.

A question was raised about how we further the evaluation and research agenda in the Lead Communities or beyond. Is it part of CIJE's mission to develop a repertoire of evaluation instruments or to begin training others in evaluation?

3. Community profiles

The MEF team plans to work with the Lead Communities in developing profiles which include a look at their institutions, staff, participation rates, revenues, expenditures, etc.

IV. Methods of MEF

A. The narrative method - Julie Tammivaara

1. Naive skepticism

While the process of research is often designed to "make the strange familiar in exotic cultures," our goal is to "make the familiar strange." We have to consciously look at Jewish education, no matter how well we know it, through "naive eyes." The field researchers must approach their work with skepticism, recognizing that all stories they hear come from a particular person's point of view. Their strategies include getting information on a single topic from multiple sources and looking to see if and where they converge.

2. Characteristics

a. Ongoing involvement with the communities

Being in the communities permits the field researchers to understand what is happening in context. Over time, this should help us understand motives, commitments, and points of view.

A risk of being so closely tied to a community is the potential of "going native," i.e. going from being an observer to becoming a member of the community.

b. Reflective collaboration

By working together as a team, the field researchers have access to broader, more plausible interpretations. For this reason, they try to stay in close, regular contact.

3. The "Big Picture"

The field researchers view each community as a "center." It is the job of the field researcher to stay on the margin in order to identify elements of the community and how they fit into the structure. This process allows the field researchers to provide each community with its own story. It is expected that the increased self-knowledge will help a community set policy and raise issues that would not otherwise be discussed.

In discussion, a question was raised about how we decide where to be involved. It was suggested that perhaps the documentation lacks a set of anchor points which explain why field researchers are looking at one group or organization rather than another. In response it was suggested that it would be extremely helpful to the field researchers to receive feedback on their feedback memos.

B. Surveys as a policy tool - Ellen Goldring

It was noted that the development and administration of surveys was not in the original MEF design. Now that it has become a part of the process, it is important to determine how to incorporate this into the total MEF picture. Following are the steps in the process:

1. Backward mapping

The first step in developing a survey is to determine what a community needs to know in order to make decisions and what kinds of policies are being worked on. Knowing where a community hopes to go is important in designing how to get there.

2. Design instruments and collect data

This process should be interactive, involving MEF-identified experts and community members in a way that serves to mobilize the community around the process.

3. Interpret results for planning and implementation

In discussion, it was suggested that we consult with Professor Hank Levin of Stanford University on how to bring about change in education. He is involved in the "Accelerated School Project." He might be helpful in strategic planning and visioning as well as in learning about the process of change and the implementation of a central idea.

It was noted that the notion of only three Lead Communities is being re-evaluated and that there will be efforts to expand the circle in some way. Part of this might involve sharing specific products as we move forward. For example, we might bring together communities that are interested in the educators survey and train them in the administration and analysis of the survey.

V. The Feedback Loop - Roberta Goodman

The original feedback plan was for the field researchers to write quarterly reports and submit them with no related intervention. It became clear that this was not sufficient. The current approach is to provide regular feedback (approximately monthly) and to raise questions.

In Milwaukee, Roberta has tried several approaches. The first is to write memos which are shared with the core planning group in advance, then discussed with them. Another is to submit written reports with no direct discussion. A third is to provide exclusively oral feedback.

The following questions were raised:

- A. To whom should the feedback be given? Only the core group or to each group observed?
- B. What do we give feedback about? (There is a fine line between being constructive and looking like spies.)
- C. How should feedback to Lead Communities be framed in order to maintain a rapport so that we can remain in the process? (It was suggested that ground rules negotiated with the communities in advance would be useful.)
- D. Giving feedback can be difficult, but it is clearly objective. Providing evaluation would be more problematic.

The suggestion of having a discussion about ground rules with the communities was discussed. It was noted that before such a conversation can take place, we must agree among CIJE staff on what the field researchers should be sharing with whom. We must set the ground rules and communicate them to the appropriate people. Step one is to discuss with each community what we and they need to know. Step two is to negotiate what we will actually do.

It was noted that a mobilization and vision report will be prepared soon and might serve as a "curriculum" in the Lead Communities.

A question was raised about whether CIJE wants feedback from the field researchers. It was suggested that this be negotiated with CIJE. There should be a list of specific issues on which we seek feedback. In addition, field researchers should provide "helpful nuggets" as they arise.

VI. Open Questions

The following is a list of questions raised during the day which remain open for further discussion:

- A. How do we (MEF) satisfy our aim of serving the communities, when our agendas are set by CIJE?
- B. What constitutes a Lead Community project, and what determines whether a given project should be monitored and evaluated by the MEF team?
- C. How do we determine the boundaries of responsibility between MEF and implementation, with particular respect to the use of knowledge produced by MEF?
- D. What are our policies and procedures for disseminating MEF products (1) within CIJE; (2) within the communities; (3) beyond CIJE and the communities?
- E. How can MEF contribute to specific issues with which CIJE is grappling in a timely manner?
- F. Why are we not evaluating Jewish education as it now exists?
- G. What is the conceptual linkage between what we monitor and what we need to know?
- H. To whom do we give feedback, about what, in the communities?
- I. Does CIJE want feedback about itself?

VII. Further Discussion

The remainder of the day focused on discussion of a variety of issues.

A. Third field researcher

The candidacy of William Robinson for the position of field researcher in Atlanta was discussed. It was agreed to recommend his appointment.

B. Montreal

Plans for the Lead Community Seminar in Montreal were reviewed.

C. Emerging re-conceptualization

There was brief discussion about the outcomes of staff meetings which took place in Cleveland on November 7 and 8. It was noted that we are looking at a new way to engage the CIJE board through the establishment and active involvement of committees. Through the

committees, we will work toward developing a total vision for CIJE with long range outcomes identified. Based on this total vision, a workplan will be developed.

D. Goals

Discussion focused on what might happen at a seminar in Israel on goals. The conclusion was to consider a ten day to two week program for members of local commissions as well as school principals and their lay leaders. Portions of the seminar would be addressed to the entire group while separate workshops would be developed for sub-groups. This might be one of the pilot projects which can be offered to Lead Communities as part of the action plan to be developed at the Montreal seminar.

PAC OF AM

Date: 26 Jan 94 23:17:51 EST

From: Gail Dorph

To: "internet:mandel

Subject: Israel goals seminar

CISE

Danny,

I talked with Danny Pekarsky about his time in Israel. He said it was very good. Just finished talking with Alan as well. I'm about to confirm with the lead communities that the goals seminar will take place in Israel during the second week of July. We're delighted and looking forward to the sessions. We're relying on Danny Pekarsky to hold on to this from our side and on you to hold on to this from the Mandel Institute--Israel side. gail



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Date sent: 1/5/94 Time sent: 5:15 No. of Pages (incl. cover): 12
To: Annette Hochstein, Seymour Fox
Shmuel Wygoda
Organization:
From: Ginny Levi
Phone Number: (216) 391-1852
Fax Number: (216) 391-5430
0119722 619 951
Comments:

Dear Annette,
Alan asked me to fax you the
attached Draft 1994 work plan.
It remains confidential, but MCM
has seen it & thought it was
excellent & Alan wanted you to
have it. Sorry it has some of
my own scribbles on it.
Hope all is well there.
Ginny

If there are any problems receiving
this transmission, please call:
216-391-1852

D R A F T

THE CIJE - 1994 WORKPLAN

The CIJE was created by the North American Commission on Jewish Education with a highly focussed mission which incorporated three major tasks. These are: Building the profession of Jewish education; Mobilizing Community Leadership for Jewish education and Jewish continuity; developing a Research Agenda while at the same time securing funding for Jewish educational research. These so-called 'building blocks' all involve major long-term improvements in infrastructure for the North American Jewish community and so the Commission mandated the creation of Lead Communities. These are development and demonstration sites where, by mobilizing the leadership of the local community and by radically improving the quality of personnel for Jewish education, significant systemic change and impact could be shown to be possible relatively quickly while the national infrastructure was undergoing major reform.

The CIJE is presently in the process of developing a multi-year strategic vision which will articulate clear goals and benchmarks in each of the major areas of its work with specific objectives in each area. This strategic vision will constantly be revisited and revised as CIJE begins to engage its own committees in reviewing both direction and implementation. The first iteration of this multi-year vision should be completed by October 1994 and the 1995 annual workplan of the CIJE will flow directly from this process.

The 1994 Annual Workplan is, therefore, a bridge into this long-range process. It is anchored in the immediate realities of CIJE's present commitments but it also looks towards a much more focussed multi-year perspective.

The second half of 1993 has seen the major investment of the resources of the CIJE in three Lead Communities - Milwaukee, Baltimore and Atlanta - with a clear objective of winning the trust of the communities and accelerating the processes of local coalition-building and of moving towards a Personnel Action Plan in each of the communities.

A working hypothesis of this 1994 workplan is that while the Lead Communities remain the prime arenas for development and exploration of critical issues for North American Jewish education, CIJE's role is also to engage a much wider circle of communities in benefitting from our experience in the Lead Communities. Similarly, our involvement in Lead Communities has already raised and will continue to raise issues where response is most useful at a national level.

During 1994 this principle will direct CIJE into forging new partnerships with an ever-widening circle of communities while brokering with national agencies in providing support to this process. This will lead to a redeployment of staff resources and this process will have to be carefully monitored.

* * *

The present core staff of CIJE has not yet completed one full annual cycle of implementation so that the following workplan must be regarded as somewhat tentative and ungrounded in prior experience. It is an outline for 1994 priorities but doubtless will need modulation and revision as the year unfolds. In [] will appear the date by which action should take place and those responsible for that action.

A. CIJE POLICY-MAKING: STEERING COMMITTEE, COMMITTEE SYSTEM, BOARD, EXECUTIVE COMMITTEE.

1. A **Steering Committee** will be constituted composed of the Chair of the Board of the CIJE, committee chairs, core full-time staff and consultants. The Steering Committee will meet six times during 1994 and will develop a first iteration of a multi-year strategic vision for the CIJE. The 1995 annual workplan, derived from this strategic vision, will be presented for discussion to the September

meeting of the Steering Committee and thereupon to the October 1994 meeting of the CIJE Board. ADH will staff the Steering Committee.

Action needed:

- a. Confirm calendar for Steering Committee for 1994 including meetings at April and October board meetings.
[1/4/94: VFL]

2. Four CIJE Board Committees will be created and all members of the CIJE Board will be allocated to at least one committee. The proposed committees are: **Building the Profession, Community Mobilization, Content and Research.** These committees will be staffed by the core full-time staff and some consultants of CIJE and will meet at each Board meeting and at least once between each board meeting for a total of four committee meetings during the year. A workplan which is a sub-set of this workplan will be developed for each committee and will be approved for 1995 at the October board meeting. The 1994 interim workplan will be presented at the first meeting of each committee on April 20th.

Action needed:

- a. Division of Board members into committees
[1/21/94: MLM]
- b. Letter from Board Chair informing members about committee process.
[1/24/94: MLM]
- c. Allocation of staff to committees
[1/4/94: Suggestion: Personnel - GZD
Community Mobilization - ADH
Content - BH
Research - AdamG]
- e. Letter from committee chairs to members about specific committee agenda.
[3/8/94: Committee chairs and committee staff]
- d. Calendar for individual committee meetings
[Chairs and staff, asynchronized]

3. The CIJE Board will meet twice in New York, April 21st and October 20th. Board meetings will be preceded by a meeting of the Steering Committee in the afternoon (April 20th and October 21st). For board members, their first attendance at committees will be on April 21st. The *steering committee* will serve as a nominating committee for new board members. Staff will be assigned to all board members so that each board member will be individually briefed both before each board meeting and once between each board meeting.

Action needed:

- a. Prepare Board meeting
[3/8/94: MLM/ADH/VFL]
- b. New board members discussed
[every Steering Committee meeting]
- c. Assignment of staff to board members
[1/20/94:ADH]

4. The Executive Committee of the Board will meet prior to each Board meeting and will be composed of committee chairs, officers and funders. The Executive will review and approve the budget of CIJE.

Action needed:

- a. Develop new 1994 budget based on 1994 workplan.
[2/6/94:ADH]

5. Board Communication will be through a CIJE 'Letter from the Chair' to appear in March, June, August and December. In addition, board members will receive more specialized written briefing materials from the chair and staff of the committee on which they serve. ~~These should appear in~~

B. DEVELOPING LAY LEADERSHIP FOR JEWISH CONTINUITY

change *coalitions for*
This is the systematic process of bringing key North American community leadership into our work. The ~~commissions on~~ Jewish continuity which are emerging nationwide are the first targets for this undertaking. The emerging work of the Goals Project with lay leadership in the lead communities could form part of the content of this project.

A plan will be developed using the best of available resources (e.g. Clal) to build a replicable process for leadership development in a community. The Board and Committee structure of CIJE should be used to bring new leadership into national involvement both as leaders and as funders.

Action needed:

- a. First draft by June Steering Committee
[6/2/94:ADH]

C. LEAD COMMUNITIES PROJECT

A large part of CIJE's work will continue to focus on the lead communities. In 1994 the lead communities will, from CIJE's perspective, be seen as test sites where success and problems will be shared with an ever-widening circle of 'essential' communities.

The work of CIJE as an intermediary catalyst for systemic change in Milwaukee, Baltimore and Atlanta will focus on:

1. Four planning seminars with professional and lay leaders from all three communities to held in March (Atlanta), May (Milwaukee), September (Baltimore) and at the G.A. in Denver in November. Each of these seminars will focus on a specific area of common implementation.

[Coordinator:GZD]

2. Strengthening the local lead community wall-to-wall coalitions by meeting with lay leaders, rabbis and educators in the community. The community mobilization process will continue to require assistance and trouble shooting. A clear goal for CIJE is to have a fully committed top level inner coalition of Federation exec.- Community champion - LC professional in each community.

3. Developing a process which would lead, by October 1994, to a written agreement between CIJE and each lead community. The exact chronology is still to be determined but a timetable for this joint learning process will be created which will oblige both the communities and the CIJE.

Action needed:

- a. Negotiated timeline towards written agreement with each community.
[3/94:ADH]

4. Moving each community towards a Personnel Action Plan based on the November 1993 training session in Montreal. Final dates for the completion of the action plan are to be set together with the community, including the funding implications.

Action needed:

- a. Individually negotiated written timetable for personnel action plan in each community
[2/15/94:GZD]
- b. ~~Lobbying~~ for funding of personnel action plan
[CIJE lay leadership]

Strategizing

5. Providing expert support and consultation for the implementation of the Personnel Action Plan. Examples are: in-service training programs for early childhood teachers, an Institute for day school and congregational school principals.

6. Working with key lay and professional leadership on the articulation of institutional and community goals (Goals Project). A July seminar on Goals in cooperation with the Mandel Institute will be an important milestone in this area.

Action needed:

- a. Develop plan for goals project after January consultation with Mandel Institute team
[3/94: Dan Pekarsky]

Adam to redraft #7

7. Provide guidance to the Monitoring, Evaluation and Feedback support project. By February 1994 all communities will have reports on the Professional Lives of Educators and Educators survey data-gathering will have been completed. The report on community mobilization for 1992-93 will also have been completed.

In January 1994 the first composite community personnel profile will be completed by Adam Gamoran and Ellen Goldring to be followed by Atlanta (date?) and then by Baltimore (date?).

mobilization report on file

In the light of the new intensive involvement in the communities by the CIJE core staff, the feedback function requires reevaluation. The MEF Advisory Committee will meet in Chicago in February 1994 (Profs. Coleman, Inbar, SHH, Fox, Gamoran, Alan Hoffmann and Annette Hochstein) to discuss this and other issues and to consider the Sept. 1994 - Aug. 1995 workplan for MEF.

For action:

- a. Proposal for MEF Advisory Committee
[2/6/94: AG]
- b. Discussion of plan at CIJE Steering Committee
[3/94: AG]

8. Develop Pilot Projects, or Action-before-the-Action-Plan in each community. These are personnel initiatives which communities will adopt before they have a fully articulated and supported local personnel action plan.

Amongst the options proposed are: planful recruiting of Jerusalem Fellows and Senior Educators; ongoing Leadership Institute for Principals; Basic Jewish literacy for early childhood professional; a seminar on goals in

Israel. The communities have undertaken to inform CIJE by January 15th which of these pilot projects they wish to undertake. At that stage, CIJE will provide expert support both from its own staff and outside experts to build these projects.

D. COALITION OF ESSENTIAL COMMUNITIES

The mission the CIJE is to be a agent for systemic change for North American Jewish education. The working assumptions are that personnel development and community mobilization are key to systemic change. Lead communities are designed as test sites where both the notion of systemic change and the individual components of systemic reform can be developed.

CIJE is committed to sharing its work with the entire North American Jewish community in a way which will impact as early, as quickly, and as effectively as possible.

A new coalition of those communities who have made a major commitment to improving and investing in Jewish education at the local level will:

1. Be a vehicle for CIJE to share its experience and then assist a continually expanding universe of communities to implement those components which meet their needs. Just one example of this is the sequence which leads from Quantitative/Qualitative research on the entire personnel situation in a community through a policy report to a personnel action plan.
2. Mobilize increasing numbers of key lay leadership for Jewish education. — advocate
3. Become a powerful lobby in directing the training institutions and denominations to provide solutions to the educational needs of communities.
4. Mobilize for changing the funding priorities of the North American Jewish community.
5. Share in developments which may still be on the CIJE drawing boards. An example is the Goals seminar for lay leaders.

This coalition is likely to include many of those communities who initially applied to become Lead communities. Many have made remarkable achievements over this period without CIJE and the coalition will become a place for sharing amongst like-minded 'essential'

communities. Lead communities will automatically be members in the coalition.

A first meeting should take place in February or March with a small group of individuals responsible for Commissions of Jewish Continuity in key communities to explore the notion of the coalition. Staff: ADH with SHH's guidance.

E. BEST PRACTISES PROJECT

A plan for the development of Best Practises anthologies was presented by Dr. Barry Holtz to the Board in August 1993 (appendix 1).

A plan will be developed which relates to the use of the Best Practises materials for personnel and lay leadership development in 1994 and brought to the March Steering Committee.

*Turn BP into
pilot projects*

Action needed:

- a. Plan for use of Best Practises in different contexts.
[3/94:BH]

F. CONTENT

1. **Goals:** The Commission deliberately evaded the issue of the goals of Jewish education. Over the past year in all the lead communities we have had requests for assistance in developing 'mission statements', 'visions', and 'visioning'(!).

In parallel the Mandel Institute in Jerusalem has, over the past 3 years, been engaged in a pathbreaking project which examines different conceptions of the Educated Jew and their implications for a conception of Jewish education. The project is now at the stage where these deliberations can have significant impact on the setting of institutional goals and community goals for Jewish education in North America. Community lay leadership on one hand and the

training institutions on the other need to begin to grapple with this issue in a planful way.

The Mandel Institute has agreed to provide help to CIJE in building this domain and Prof. Daniel Pekarsky will lead the project. After a January consultation in Israel, this will be the key topic of the February staff seminar in Cleveland and should lead to a seminar for selected lay leaders and professionals (lead communities/coalition?) in July.

Action needed:

- a. Develop a plan for the goals project
[3/94: DP]

2. **Best Practises:** See section E above.

G. RESEARCH

The formulation of a comprehensive agenda for research for North American Jewish education is one of the three major recommendations of the North American commission. At the moment CIJE is not involved in any planful process leading to building the agenda for research, yet the MEF project is currently the largest research undertaking in Jewish education in North America.

As in several other spheres of the work of CIJE, our work in MEF in the lead communities is raising many generalizable questions which ultimately will become part of the continental agenda for research.

In order to develop a plan for building research and research capacity in this field, CIJE will have to consult with some of the best minds in educational research, sociology and sociology of knowledge. Such a consultation should take place in June and lead to a first cut plan in September. Adam Gamoran and ADH will plan that consultation.

H. CIJE PROFESSIONAL LEADERSHIP

ADH's successor will be identified during 1994, trained (if necessary) in 1995 with a period of overlap in the CIJE in 1996.

The national search will begin in April 1994 with a clearly articulated job description. Candidates should be identified between October-November 1994 and interviews take place at the end of 1994 with a view to announcing an appointment early in 1995.

Action needed:

- a. Search committee appointed and meets
[4/94:MLM]
- b. Job description developed [3/94: ADH]

I. COMMUNICATIONS AND DISSEMINATION

A brochure describing CIJE and intended for general distribution is presently being designed and will be completed at the end of February [Sandee Brawarsky].

In parallel a plan will be developed for telling the story of the CIJE in a wide variety of contexts ranging from key lay leadership through professional educators, rabbis, community professionals, the Jewish press, the non-Jewish press, Jewish journals etc. [Sandee]. This is in addition to the need to develop an internal communication program for the CIJE board referred to in A above.

CIJE will also have to decide at which regional and national Jewish forums - lay and professional - it wishes to appear and how much of our human resources to appropriate to this important but all-consuming area. An outline for 1994 will be proposed to the Steering Committee in March [BH]

The Lilly Foundation has proposed a high-level consultation between CIJE and leaders in American religious education during 1994 which Lilly will convene. We are currently awaiting a response from Lilly about the date.

For action:

- a. Plan for written communications
[3/1/94:SB]
- b. Plan for Jewish professional and lay forums
during 1994
[2/15/94: BH]

J. 1995 WORKPLAN AND BUDGET

The 1995 workplan will flow from the work of the Steering Committee and its articulation of a multi-year strategic vision for the CIJE.

For action:

- a. Draft workplan [7/94:ADH]
- b. Second draft for Steering Committee [9/94:ADH]
- c. Final draft for October Board Meeting [ADH]

Chair

Morton Mandel

Vice Chairs

Billie Gold

Matthew Maryon

Lester Pollock

Maynard Weisberg

Honorary Chair

Max Fisher

Board

David Aronow

David Bader

Wendell Berman

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Susan Green

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Irwin Field

Charles Goodman

Alfred Gottschall

Neil Greenbaum

Thomas Hausdorf

David Hirschhorn

Gershon Kelen

Henry Korschitzky

Mark Lainer

Norman Lainer

Marvin Lender

Norman Lipoff

Seymour Martin Lipset

Florence Merton

Melvin Merz

Charles Ratner

Esther Leah Rich

Richard Scheuer

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David Teutsch

Isadore Twersky

Bennett Yarnowitz

Executive Director

Alan Hoffmann

John Holman, Gail Dorph, Seymour Fox, Adam Camoran, Esther Goldring, Amos Hershman, Stephen Hoffman, Alan Hoffmann, Barry Helva, Morris Himmeli, Chuck Ratner, Barry Rich, Esther Rich, Richard Shatten, Shmuel Wygoda, Henry Zucker

Glenn Levi

February 21, 1994

CELEBRATE



Thank you for your contribution. Please
send your check to:

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**Council for Initiatives
in
Jewish Education**

Date sent: **2/25** Time sent:

No. of Pages (incl. cover): **3**

To: **SHMUEL WYGODA**

From: **GINNY LEVI**

Organization:

Phone Number:

Phone Number: **216-391-8200**

Fax Number:

Fax Number: **216-391-5430**

Comments:

If there are any problems receiving
this transmission, please call:
216-391-1852

Page 2

As Ginny Levi discussed with you, the payment schedule for the grant will be determined following receipt of your projected rate of expenditures. Please forward that to Ms. Levi at 4500 Euclid Avenue, Cleveland, Ohio 44103 when it is completed.

Rabbi Shmuel Wygoda plans to remain in close contact with you as you move forward with this project. He will want to talk with you further about the development of a monitoring and evaluation process.

Please acknowledge agreement to these conditions by signing and returning a copy of this letter.

Best wishes for successful implementation of this program and warm personal regards.



MORTON L. MANDEL

Acknowledgement
Torah Umesorah

By: _____

Title: _____

Date: _____

Internal

*fin d
CIJE*

MEMORANDUM

RE: CIJE

**MEETING WITH GAIL DORPH
AUGUST 12, 1994
NEW YORK CITY**

The complexities of the personnel project were discussed, in particular:

- * in-service training issues
- * leadership and vision, as well as making school faculty work together
- * organization, such as that of Hebrew High in Los Angeles.

What Gail is talking about is what makes a difference to the question of learning in a given school.

She said that the problems of the field include its being disheartened at the present time; a demoralized field, with little belief that things can change.

We discussed the 3-5 things that she would like to see happen in a lead community to improve the personnel situation:

1. Licensing, tied to learning and tied to rewards such as benefits.
2. Multiple opportunities for teachers to learn: in-service courses designed with the teacher in mind.
3. Seek the good or outstanding people in the current system and help them to become articulate so that they can coach each other.
4. Prepare a cadre of people from the community for peer coaching. (Gail pointed to the system's fear of losing those talented people.)

5. Do the same for principals -- develop their learning and peer coaching.

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Council for Initiatives
in
Jewish Education

HH
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FILE
FLWA.

Date sent: 9-14-94 Time sent:

No. of Pages (incl. cover): 4

To: SEYMOUR FOX & ANNETTE HOCHSTEIN

From: GINNY LEVI

Organization: MANDEL INSTITUTE

Phone Number:

Phone Number: 216-391-1852

Fax Number:

0119722662832

Fax Number: 216-391-5430

Comments:

Dear Seymour & Annette:
Attached is the invitation to
upcoming CISE meetings, FYI.
Hope all is well.

By the way, we're using a reply form
that people can fax back & it's working
well.

All the best. Ginny

September 9, 1994

Chair

Morton Mandel

1 -

27 -

Vice Chairs

Billie Gold

3 -

Matthew Maryles

4 -

Lester Pollack

Maynard Wishner

Dear 5 -:

Honorary Chair

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Melvin Merians

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Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

Executive Director

Alan Hoffmann

I am delighted to let you know that on the evening preceding our October 6 board meeting, we have arranged a private seminar for CIJE board members and invited guests with Dr. Terrence Deal, Professor of Education and Human Development at Vanderbilt University and Co-director of the National Center for Educational Leadership (NCEL). Dr. Deal, who was previously on the faculties of Harvard University Graduate School of Education and Stanford University, is internationally acclaimed for his expertise in organizational leadership and change in both business and educational settings. Among his influential writings are "Corporate Cultures" and "The Leadership Paradox: Balancing Logic and Amistry in Schools," co-authored with Kent Peterson.

Dr. Deal's work has important implications for CIJE as a catalyst for systemic change in Jewish education. We will have a unique opportunity to explore those implications after Dr. Deal's presentation. We have scheduled a dinner meeting of the executive committee to precede the seminar with Dr. Deal. The dinner will take place at 6:00 p.m., followed by the seminar at 8:00 p.m. on Wednesday, October 5, at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th St., New York. I look forward to seeing you that evening.

You will recall that we also have a steering committee meeting scheduled for Wednesday, October 5, 10:00 a.m. to 4:00 p.m. at JCCA/CIJE, 15 East 26th Street, New York.

Our board meeting promises to be both important and provocative. It will take place on Thursday, October 6, 9:30 a.m. - 3:00 p.m., also at UJA/Federation.

I want to give you a preview of some of CIJE's exciting current work:

The CIJE Personnel Report: In advance of their formal presentation at the CJF General Assembly in November, Dr. Adam Gamoran, Professor of Sociology at the University of Wisconsin, and Dr. Ellen Goldring, Associate Dean of Peabody College of Education at Vanderbilt University, will provide the centerpiece presentation of this board meeting. Drs. Gamoran and Goldring are Directors of the CIJE Monitoring, Evaluation, and Feedback Project. Their findings, the result of two years of field research in our laboratory communities, will be central for other communities in creating their own personnel action plans. The data is equally important for national organizations with a Jewish educational mission.

In undertaking this research, as recommended by the Commission on Jewish Education in North America, CIJE's goal is to provide the hard data that will allow thoughtful planning for building the profession of Jewish educators -- a central thrust of the CIJE mission. The first data we will release has profound implications for the areas of pre- and in-service training. Although some of these statistics about the teachers' degree of formal training and Jewish background correspond to what we may have suspected anecdotally, there are also several surprises that question widely-held assumptions on which past policy has been based. We believe that with the completion of the final report in 1995, other communities should be able to replicate this research method, extrapolate from their conclusions, and begin to address the personnel needs of Jewish education in a meaningful way.

As this research is released, we expect to keep you informed through a series of CIJE Policy Briefs, the first of which will be issued at the GA and previewed for you at October's meeting.

The Goals Project: This ground-breaking initiative resulted last July in the CIJE-sponsored Goals Seminar, held in Jerusalem for lay and professional representatives from seven North American communities. Guided by Dr. Daniel Pekarsky, Professor of Philosophy of Education at the University of Wisconsin, the seminar was a pioneering effort in "creating vision-driven institutions and communities" for Jewish settings across the United States. This project is based on the results of extensive studies of reform in general education, which have shown that those institutions with a compelling and pervasive vision are most successful in transforming the quality of education in their settings. The Goals Seminar and its follow-up continentally will, we expect, contribute a new dimension to our understanding of how change takes place.

The CIJE-Harvard Leadership Institute: To be held at the end of October, this intensive seminar will be attended by close to 40 principals from our laboratory communities. The institute is the first in North America to bring together the expertise of Harvard University's Principals' Center with outstanding Jewish scholars and educators to focus on issues of senior educational leadership across denominations, institutions, and communities. Its purpose is to develop and implement effective leadership in schools by empowering principals, and, through them, teachers and parents in the transformation of Jewish education. Like the Goals Project, the CIJE-Harvard Leadership Institute represents our commitment to systemic change within communities across the country.

We will soon be sending you advance materials as background for the meeting. In the meanwhile, please complete and return the enclosed reply form indicating your attendance plans.

With best wishes for a Shana Tova,



Morton L. Mandel

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Steering Committee Meeting, Executive Committee Meeting, Board Meeting and Seminar with Professor Terrence Deal

☐ Yes, I plan to attend the Steering Committee meeting at 10:00 a.m. to 4:00 p.m. on Wednesday, October 5 at JCC Association/CIJE, 15 East 26th Street, New York.

☐ Yes, I plan to attend the Executive Committee dinner meeting at 6:00 p.m. on Wednesday, October 5, 1994 at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street.

☐ Yes, I plan to attend the seminar with Professor Terrence Deal at 7:45 p.m. on Wednesday, October 5, 1994 at UJA/Federation.

I plan to bring a guest to the seminar.

Name

☐ Yes, I plan to attend the CIJE Board meeting at 9:30 a.m. — 3:00 p.m. on Thursday, October 6 at UJA/Federation.

☐ Sorry, I am unable to attend any of these meetings.

Name (Please print)

Address

City

State/Province

Zip

Phone

Fax

Please return this form by fax to 216-391-5430 or by mail to:

Morton L. Mandel
CIJE
P.O. Box 94553
Cleveland, Ohio 44101

Dec. 26 1994 1:52PM PD1

build
program

b. Sequenced programs designed for educators (Early Childhood Institute)

c. Sequenced programs designed for educators with classroom based component

d. Induction (Site based or Communal)

3. Retreat Experiences

which will focus most particularly on personal/ experiential needs of participants (tefillah, Shabbat)

(One way to frame items 1-3 could be the creation of a Teachers Institute with a variety of offerings for teachers of different subjects, settings, denominations, and ages.)

In-Service Programs for Educational Leaders

Leadership Institute - Across Communities *(as sub-groups and across settings)*

1. Principals of Day Schools
2. Directors of Early Childhood units
3. Principals of Supplementary Schools

Leadership Seminar - Within Communities (Using Best Practices and Other Resources)

1. Directors of Early Childhood units
2. Principals of Supplementary Schools
3. Principals of Day Schools

Courses, Programs, Retreats appropriate to leadership personnel also need to be developed

C. Mentoring Programs for Novices

1. Preparation of mentors
2. Mentoring programs in action
 - a. for novice principals
 - b. for novice teachers

D. Peer and "Expert" Coaching Program for Experienced Personnel

1. Preparation of peer coaches
2. Coaching programs in action
 - a. for experienced principals
 - b. for experienced teachers

II. RECRUITMENT

A. Developing teens and young adults

1. Leadership programs for teenagers that involve them as counselors, youth group advisors, and teaching assistants
2. Programs to support college age youngsters who are teaching and working as personnel in youth groups, camps, and in schools

B. Developing alternative pools of teachers

1. Recruiting and preparing "volunteer" teachers for supplementary schools (bringing in new populations to teaching force, e.g., public school/private school teachers, retirees)
2. Retooling public/private school teachers for careers in Jewish education, particularly supplementary schools

III. RETENTION

A. Salary and Benefits

1. Benefits packages available for full time people
2. Partial (proportional) benefits packages available for part-time people
3. Synagogue, JCC Memberships
4. Reduced day school and camp tuition (even for those teaching in supplementary schools in proportional way)
5. Free invitations to communal events
6. Conference lines, membership in professional organizations
7. Appropriate sabbatical and study opportunities in Israel and U.S.

*Israel/Regional
Permanus*

(what is this? it seemed to us helpful but we're not sure)

I. EXISTING COURSES that address knowledge deficiencies (such as, courses in education, Judaica, subject matter)

What is currently taught (at local universities, at synagogues, through central agency, nationally) that addresses this need?

Advantages: easy

uses academic resources available

Disadvantages: some subject matter not easily accessible

not necessarily any relationship to pedagogy in course as currently structured

How can you solve the disadvantages in your community?

How can we make it possible to take courses (tuition waivers, salary increases based on successful completion)

II. CREATING COURSES TO MEET TEACHERS' NEEDS

(create new courses in current settings to meet teachers' content needs)

Create courses that address issues/topics/subjects that teachers need to teach

Examples: life cycle, parashat hashavua, teaching Hebrew

Models of teaching that have implications for Jewish settings

Jewish holidays for the pre-school child

Advantages: can tailor courses to Jewish content and context needs of specific groups of teacher

can use resources of community

Disadvantages: requires that something new be built; no classroom accountability is built in

III. CREATING COURSES TIED TO PRACTICE

IV. ADAPT OR ADOPT EXISTING PROGRAMS

Examples: Melton Mini-School

Derekh Torah

Early Childhood Teachers' Institute

Advantages: already formulated and tested curriculum

Disadvantages: how closely does it meet needs of community

not specifically designed for teachers

V. CREATE PROGRAMS

Examples: Induction program for new teachers

Machon l'Morim

DEVELOPING PERSONNEL ACTION PLANS IN COMMUNITIES

1. Create a meeting of school directors (and their rabbis) to discuss:

- a. their respective curricula
- b. to decide if there are areas of overlap and potential cooperation for courses that need to be developed
- c. discuss appropriate auspices for such courses: community vs. denominational
- d. discuss appropriate venues for such courses: community vs. school based

2. Other issues for discussion by this same group might include:

- a. incentives for participating in the program
- b. salary increments that would accrue for participation
- c. accreditation procedure that would accompany successful completion of "x" number of courses

3. Set up a three part program for teachers that would include:

- a. **Judaica courses that deal specifically with the content of the curriculum** (examples: holidays, life cycle, Siddur, Parashat Hashavua, etc)
These courses should also include where appropriate real life experiences and assignments as well as retreat type experiences focused on participants' "personal meaning making").
- b. **Pedagogic input and support for teaching the Judaica content** (either integrated with the course or as a lab component of the Judaica course)
- c. **Classroom coaching as support** (to be provided either by teacher of whole course, teacher of the lab course, principal of the school)

4. Additional Questions:

- a. How would the above program be planned?
- b. How could it be coordinated/managed?
- c. How would it be orchestrated/taught?
- d. How would success be evaluation?

ACTION PLAN: HOW?

1. MAPPING RESOURCES AVAILABLE:

BJE
Hebrew Colleges (local or regional)
Denominations
Local Secular Universities
Out of town universities
Rabbis in the community
Judaica Professors
Israel Programs
CAJE
JESNA
Professional Groups (e.g. NATE, JEA)
Melton Mini-School, Derekh Torah

*Σ. Evaluate
current
in-service
practice
& improve on
several minimum
criteria*

2. DEVISING APPROPRIATE APPROACHES TO ADDRESS ISSUES

Individual Learning Plans
Courses
School-based Curriculum improvement project
Training Sessions with Supervision and Feedback
Programs (Sequenced Courses)
Observation/assessment
 Peer Coaching
 Mentoring
 Supervision
Structured Reflective Practice

*state of
program
implementation
alternatives
describe a
program*

3. PRIORITIZATION:

Economic Feasibility
Human Resources Available
Scope, Content, Quality

4. DEVELOPING INCENTIVES

Extra Money
Increased Salary
Degrees/Certification
Released Time

**ACTION PLAN:
FOR WHOM?
TO ANSWER WHAT NEEDS?**

*payor
air*

POPULATIONS:

TEACHERS AND PRINCIPALS

Settings:

Day School
Pre-School
Supplementary

Experience:

Novices
3 to 7 years
Over 7 years

Background and Training:

Trained in Education vs. Untrained in Education
Trained in Judaica vs. Untrained in Judaica
Trained in Both

NEEDS:

TEACHER

Judaic Subject Matter Knowledge
Pedagogic Skills
Pedagogic Content Knowledge
Child Development
Personal Growth Experiences

PRINCIPALS

Judaic Subject Matter Knowledge
Leadership Knowledge and Skills
Management Knowledge and Skills
Supervision of Instruction and Teachers

Heads -

	<i>Supplementary</i>
<i>15</i>	
<i>20</i>	
<i>65</i>	

Build for Teacher

Pedagogic Skills
Pedagogic Content Knowledge
Child Development
Personal Growth Experiences

PRINCIPALS

Judaic Subject Matter Knowledge
Leadership Knowledge and Skills
Management Knowledge and Skills
Supervision of Instruction and Teachers



8. Tuition stipends/pay incentives for teachers taking Inservice courses

B. Career Path

1. Creation of full time positions for teachers that include teaching, mentoring new teachers, and peer coaching.

2. "Community" Teacher (teacher who teaches in more than one institutions thereby creating full-time positions)

3. Creating positions in day schools and supplementary schools for curriculum supervisor, master teacher, Judaic studies coordinator, resource room teacher

IV. PRE-SERVICE PROGRAMS



**MELTON
RESEARCH
CENTER**

for Jewish Education

Jewish Theological Seminary
3080 Broadway
New York, NY 10027
(212) 678-8031
Fax (212) 749-9085*

To: Shmuel Wypda
At FAX Number: Mandel
From: Barry Holtz
Date: July 13
Total pages including this one: 4

RE:

Shmuel - I tried to send this electronically
via internet. I think it may not have
worked. Let me know. The file was
called Board. ;)

Barry

*If you experience difficulty transmitting to this FAX number,
please use the JTS main FAX number as an alternate: (212) 678-8947.
Kindly indicate that this message should be forwarded to the Melton
Research Center. Thank you.

Memo

July 13, 1993

To: CIJE Board

From: Dr. Barry W. Holtz

Re: Update-- The Best Practices Project

The Best Practices Project is an operation that has many long-range implications. Documenting "the success stories of Jewish education" is something that has never been done in a systematic way and it is a project that cannot be completed within a short range of time. This memo outlines the way that the Best Practices Project should unfold over the next 1 to 2 years.

Documentation and Work in the Field

The easiest way to think about the Best Practices Project-- and probably the most useful-- is to see it as one large project which seeks to examine eight or nine areas (what we have called "divisions"). 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 the three Lead 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 the 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 first best practice publication (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 at the plan below as means of putting out a best practices publication, similar to what we've done for the Supplementary School division, in each of the other areas. What we have learned so far in the project is the process involved in getting to that point. Thus it appears to be necessary to go through the following stages in each of the divisions:

The Steps in Documentation: First Iteration

Preliminary explorations: to determine with whom I should be meeting

Stage one: Meeting (or multiple meetings) with experts

Stage two: Refining of that meeting, leading to a guide for writing up the reports.

Stage three: Visiting the possible best practices sites by expert report writers

Stage four: Writing up reports by expert report writers

Stage five: Editing those reports

Stage six: Printing the edited version

Stage seven: "Advertising" and Distributing the edited version

Next Steps

For this memo, I've taken each "division" and each stage and tried to analyze where we currently are headed:

1) Supplementary schools: Mostly done in "iteration #1". There may be two more reports coming in which were originally promised.

2) Early childhood programs

Here we are at stage five. The volume should come out at the end of the summer.

3) ICCs

Here we are at stage three. This will require visits, report writing, etc. The JCCA is our partner in implementing the documentation.

4) Day schools

Here we are at stage one, two or three, depending on the denomination. Because this involves all the denominations, plus the unaffiliated schools, this will be the most complicated of the projects for the year.

5) College campus programming

Here we are at stage three, with the national Hillel organization as a partner. One question to deal with is non-Hillel campus activities and how to move forward with that. As to Hillel programs, we need to choose report writers, visit sites, etc.

6) Camping/youth programs

Here we are at the preliminary stage. We should be able to have a stage one meeting this year. It's probably fairly easy to identify the right participants via the denominations and the JCCA.

7) Adult education.

Here we are at the preliminary stage. We should be able to have a stage one meeting this year. Here gathering the right participants is probably more complex.

8) The Israel experience

We hope to move this project forward with consultation from the staff of the CRB Foundation. As they are moving forward with their own initiative, we hope to be able to work on the "best practice issues" involved with the successful trip to Israel.

9) Community-Wide initiatives

Finally, I have recommended that we add a ninth area-- Community-Wide initiatives using JESNA's help. This refers to Jewish education improvement projects at the Federation or BJE level, particularly in the personnel or lay development area. Examples: the Providence BJE program for teacher accreditation; the Cleveland Fellows; projects with lay boards of synagogue schools run by a BJE; salary/benefits enhancement projects. This project would use JESNA's assistance could probably be launched rather quickly.

Lead Communities: Implementation-- and How to do it

In previous reports I have quoted Seymour Fox's statement that the Best Practices Project is creating the "curriculum" for change in the Lead Communities. This applies in particular to the "enabling options" of building community support for Jewish education and improving the quantity and quality of professional educators. It is obvious from the best practice reports that these two elements will appear and reappear in each of the divisions under study.

The challenge is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities including: presentations to the local Lead Communities commissions about the results of the Best Practices Project, site visits by Lead Community lay leaders and planners to observe best

practices in action; visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with other members of the CIJE staff. We have already discussed possible modes of dissemination of information in our conversations with the three communities.

How can we spread the word?

The first report on supplementary schools has engendered a good deal of interest in the larger Jewish educational community. One issue that the CIJE needs to address is the best way to make the results of the Best Practices Project available. How should the dissemination of materials take place? How should the findings of this project have an impact on communities outside of the Lead Communities? Certainly we should find ways to advertise and distribute the materials as they are produced. Perhaps we should also begin to consider a series of meetings or conferences open to other communities or interested parties, as the project moves forward.

8-17 5:15 pm

Alt-Z for Help | VT102 | 4800•E71 FDX | | | Online 00:00
2 73321.1217@CompuServe.COM => annette@vms.huji.ac.il; 26/12/93, 00:40:58; * SMT
P.MAIL
ASCII (Gail Dorph <73321.1217@CompuServe.COM>)
MIME type: text/plain

Received: by HUJIVMS via SMTP(198.4.7.2) (HUyMail-V61);
Sun, 26 Dec 93 00:40:57 +0200
Received: from localhost by arl-img-2.compuserve.com (8.6.4/5.930129sam)
id RAA07137; Sat, 25 Dec 1993 17:40:56 -0500
Date: 25 Dec 93 17:38:03 EST
From: Gail Dorph <73321.1217@CompuServe.COM>
To: "INTERNET:ANNETTE@vms.huji.ac.il" <ANNETTE@vms.huji.ac.il>
Subject: Re: +Postage Due+Re: +Postage Due+Re: +Postage Due+Message from Interne
t
Message-ID: <931225223803_73321.1217_FHM59-2@CompuServe.COM>

Shavua tov, Annette. Thanks for the encouragement. meantime, i'm holding

the fort. From these memos I'm gathering that from your perspective,
it's OK to tell Ruth that she will be receiving a draft by the end of
next week. Is this accurate? Gail

Hi <CR> for next page, : to skip to next part...
BMAIL>

Unregistered | VT102 | 4800•E71 FDX | | | Online 00:01

I would be a little more cautious than saying "the
end of next week" I would add " or sometime in
thge following week". This is because there are
sevceral unknowns: when we will get the draft and
how much time will be required to go from there
to an agreed upond document. Maybe this will be
very short - but there may be difficulties. So go
easy on promises.

Love,

Annette

Exit

BMAIL-XMIT Option (? for Help): h

Edit Option (? for help): c

New address (CR) to edit:

Council for Initiatives in Jewish Education

Israel office: POB 4556, Jerusalem, ISRAEL tel: 972-2-617-418 fax: 972-2-619-951

FACSIMILE TRANSMISSION

Date: July 17, 1994

No. of pages incl. cover: 1

To: Annette

From: Alan

Organization: Mandel

Fax number: 972-2-619-951

Fax Number: 66 28 37

Dear Annette,

I just want to confirm with you as per our conversation on Friday, that Abby Pitkowsky will be employed by the CIJE through September, 1994. This includes her accumulated vacation for the period of her employment with CIJE.

As you know, Abby will be going to the U.S. on or around August 14, and up until that date will deal with all the tail ends of my CIJE transfer to NY.

A handwritten signature in dark ink, appearing to be 'Alan', with a horizontal line drawn underneath it.

Alan

If there are any problems receiving
this transmission, please call
972-2-617-418

- ☐ ASSIGNMENTS
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☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 3/15/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Work with committee staff to draft vision, work plan, agenda, and cover letter for each committee.		ADH	3/15/94	4/5/94	
2.	Develop descriptive brochure for CIJE.		ADH	9/21/93	4/15/94	
3.	Redraft total vision for review by Steering Committee.		BH	3/15/94	4/15/94	
4.	Draft CIJE mission statement.		ADH	1/4/94	4/20/94	
5.	Draft letter inviting Ann Kaufman to join Board as vice-chair; ask Lester Pollack to remain on Board.		VFL	3/15/94	5/15/94	
6.	Review literature on complex community change and identify material that would be useful to Steering Committee.		RAS	3/15/94	5/9/94	
7.	Consider asking Gershon Kekst to chair a committee on communications.		MLM	3/15/94	5/15/94	
8.	Draft plan for developing new Board members.		ADH	3/15/94	6/30/94	
9.	Develop a communications program: internal; with our Board and advisors; with the broader community.		ADH	9/21/93	TBD	



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FUNCTION

CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE

DORPH ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Develop pilot project on early childhood education project on Best Practices.		GD	1/4/94	2/15/94	
2.	Work with Milwaukee to plan a summer teachers' institute at Melitz [Melton].		GD	12/1/93	6/15/94	



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FUNCTION

CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE

FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Finalize arrangements for Blaustein grant with D. Hirschhorn.		SF	7/22/93	TBD	
2.	With SHH, develop a plan for involving denominations in each Lead Community process.		SF	3/31/93	TBD	
3.	Contact the following board members ... a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset d. Florence Melton e. Isadore Twersky		SF	11/8/93	TBD	

- ☐ ASSIGNMENTS
- ☐ ACTIVE PROJECTS
- ☐ RAW MATERIAL
- ☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE GOLD RING ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Develop program on educational leadership for lead communities.		EG	1/4/94	3/15/94	





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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 1/17/94.

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare a memo summarizing proposal on distribution of CIJE materials (Woocher - possibility).		BH	5/28/93	1/31/94	
2.	Contact the following board members... a. Gerald Cohen b. Susan Crown c. Billie Gold d. Neil Greenbaum e. Thomas Hausdorff f. Mark Lainer g. Matthew Maryles h. David Teutsch		BH	11/8/93	TBD	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Collate committee recommendations, add Lead Community search committee members, and submit to MLM and ADH.		VFL	1/4/94	1/14/94	
2.	Revise and reprint letterhead.		VFL	9/21/93	2/15/94	
3.	Review files on financial commitments of CIJE supporters and be sure Barry Reis' records are complete.		VFL	9/21/93	2/15/94	
4.	Design and order business cards for staff.		VFL	9/21/93	2/15/94	
5.	Plan to discuss letters of agreement for the Lead Communities. Consider including our expectations regarding the sort of lay and professional involvement we expect.		VFL	4/7/93	TBD	
6.	Work with ADH on budget. Start with work plan and structure.		VFL	9/21/93	TBD	



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FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	A. HOFFMANN ASSIGNMENTS		
ORIGINATOR	PROJECT LEADER	VFL	DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Redraft 1994 work plan and send to Steering Committee members.		ADH	1/4/94	2/20/94	
2.	Work with lead communities on recruiting senior educators.		ADH	1/4/94	3/1/94	
3.	Develop descriptive brochure for CIJE.		ADH	9/21/93	3/15/94	
4.	Prepare draft of CIJE desired ten year outcomes for review by Steering Committee.		ADH	1/4/94	3/15/94	
5.	Draft CIJE mission statement.		ADH	1/4/94	3/15/94	
6.	Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.		ADH	7/22/93	TBD	
7.	Work with VFL on budget--start with work plan with structure.		ADH	9/21/93	TBD	
8.	Develop a communications program: internal; with our board and advisors; with the broader community.		ADH	9/21/93	TBD	
9.	Work with MLM about approaching Jesse's family.		ADH	6/8/93	TBD	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members... a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch		ARH	11/8/93	TBD	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members... a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer		MLM	11/8/93	TBD	
2.	Consider establishing a finance committee.		MLM	4/7/93	TBD	
3.	Visit with Erica Jesselson to get her on board to support CIJE.		MLM	6/17/93	TBD	

AMERICAN JEWISH
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SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	PEKARSKY ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Develop goals project for lead communities.		DP	1/4/94	4/15/94	



- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 1/17/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members: a. Mandell Berman b. John Colman c. Maurice Corson		HLZ	11/8/93	TBD	



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in
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Date sent: 11/15 Time sent:

No. of Pages (incl. cover): 10

To: Annette Hochstein

From: Mary Estan

Organization: Seymour Fox

Block

Phone Number:

Phone Number:

Fax Number:

Fax Number:

Comments:



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216-391-1852

MINUTES: CIJE STEERING COMMITTEE
(Information)

DATE OF MEETING: November 7-8, 1993

DATE MINUTES ISSUED: November 12, 1993

These minutes reflect the deliberations which took place at a series of meetings in Cleveland on November 7-8, 1993. Participants varied from one segment to the next. Those participating in some or all of the deliberations include: Gail Z. Dorph, Stephen H. Hoffman, Alan D. Hoffmann, Barry W. Holtz, Virginia F. Levi, Morton L. Mandel, Henry L. Zucker.

I. Concerns and Issues Stemming from Work in Lead Communities

Gail Dorph, Barry Holtz and Alan Hoffmann were asked to reflect on their work with the Lead Communities during the past ten weeks and to list issues or concerns which they believe CIJE should consider. These issues became the backdrop for much of the discussion.

- A. What can we do to move the Lead Communities faster? Are we at risk if we do not move more quickly? How does this impact the lay community? Educators? Others?

Discussion on this set of questions suggested that CIJE has a certain set of expectations which may not be clear to the communities and which may have changed over time. The same is true of the communities' expectations of CIJE. It was suggested that many people believe in the importance of quick success, but noted that if there is clarity of goals and process, it is more important to do our best than to move hastily. As the CIJE process becomes more clear, it will generate local support.

- B. How does the CIJE staff generate enough time for planning?
- C. How do we move beyond the Lead Communities to our broader agenda: building the profession, community mobilization, setting a research agenda?

It was noted that many people perceive CIJE's agenda as limited to work in the three Lead Communities.

- D. How does CIJE staff make time for thinking and follow-through?

- E. There are concerns about the atmosphere/climate in which CIJE is working. This refers to the decision to work through Federations which, in many communities, have either no relationship or a poor relationship with educators, synagogues, national movements, etc.
- F. How do we get the CIJE story out within the Lead Community and to other selected targets? Who are the various targets?

It was noted that the CIJE staff finds itself asked to explain CIJE many times over in each community. The level of understanding of our work remains low.

- G. How do we appropriately involve future Jewish educators and rabbis who are now in training?
- H. What are the ways in which intermediaries can function optimally?
- I. How do we operate effectively with a CIJE staff which is not deeply experienced in community organization?
- J. What are the things which we clearly do and don't do?

In an initial discussion of the issues, it was noted that CIJE's ultimate goal is to bring about systemic change. As we proceed with work in the Lead Communities, we should consider redefining the process and how it meshes with desired outcomes.

- K. It was noted that in order for CIJE to be able to work effectively with a community, the following conditions must be present or cultivated:
 - 1. A committed Federation executive
 - 2. A high profile, powerful lay champion
 - 3. A quality full-time educator to staff the process

II. CIJE Method of Operation

Discussion then turned to how CIJE should function to clarify and achieve our goals.

A. Total Vision

We should begin work now to develop a vision of measurable outcomes we hope to achieve over the next ten years. This will be constantly reviewed and revised. It will guide us as we set priorities.

B. Annual Work Plan

What do we want to have accomplished by the end of 1994? The work plan must fit within the total vision as well as be based on our capacity. It should indicate who is to do what, by when.

Because the total vision is in the early stages of formation, the 1994 work plan will be something of a compromise.

C. Steering Committee

In addition to a Board and Executive Committee, we should establish a Steering Committee which will meet regularly as the core management unit of CIJE. Its composition will include the chair of CIJE and well as the chairs of board committees. It was suggested that the four core staff members serve on the steering committee along with the following consultants: Adam Gamoran, Steve Hoffman, Daniel Pekarsky and Henry Zucker.

The steering committee will be the core planning entity of CIJE. It will be responsible for strategic planning and management. Actual tactics will be managed at the staff level.

D. Committees of the Board

It was suggested that the way to engage board members more deeply in our work is to activate board committees. Every member of the board would be assigned to a committee which would be staffed by CIJE staff or consultants. Each committee should develop a total vision and work plan which contribute to the overall vision and work plan of CIJE.

Board meetings would be two-day affairs scheduled as follows:

Day One 10 a.m. to 4 p.m. - Steering Committee

4 p.m. to 6 p.m. - Executive Committee

Day Two 8:30 a.m. to Noon - Committee Meetings

Noon to 4 p.m. - Luncheon and Board Meeting

In order to reflect the current "full vision" of CIJE, it was suggested that the committees be configured in the following way:

<u>Committee (and Responsibilities)</u>	<u>Chair</u>	<u>Staff</u>	<u>Related Organizations</u>
1. <u>Building the Profession</u> <ul style="list-style-type: none">• Recruiting• Career Development• Seniors; Senior Seniors Developed• Pre-service training• Lead Communities	(MLM)	GZD (D. Pekarsky)	Training institutions CAJE
2. <u>Community Development</u> <ul style="list-style-type: none">• 3-23• Community support• Foundation networking• Managing relationship with CJF Commission• Lead Communities	G. Ratner	ADH (SHH)	CJF JAFI ?
3. <u>Content and Program</u> <ul style="list-style-type: none">• Program development• Best Practices• Goals• Diffusion• Communication• Lead Communities	J. Colman	BWH (D. Pekarsky)	JESNA, JCCA
4. <u>Research, Monitoring</u> <ul style="list-style-type: none">• Lead Communities	E. L. Ritz	A. Gamoran (E. Goldring)	

E. Campers

It was suggested that the process used with the Commission of staying in touch with members between meetings helped to ensure involvement and buy-in. It may be that committee staff members should serve as counselors to the members of their committees.

F. Two Lay Minyanim

It was suggested that we establish a goal of creating two core groups of approximately ten people each (not mutually exclusive) to

include board members who are particularly committed and willing to be active, as well as wealthy individuals willing to fund CIJE. It was noted that this will require a careful process of cultivation and may involve additions to the board.

The discussion that followed reflected an excitement over this new approach to the work of CIJE. It was noted that the time of staff members will have to be carefully allocated in order to accomplish the work necessary to move the committees forward while maintaining contact, probably on a less intense level, with the Lead Communities.

With respect to our work in Atlanta, Baltimore and Milwaukee, it was suggested that if the necessary conditions of a committed Federation executive, appropriate lay champion, and quality full-time educator are not present to our satisfaction, we should work with the communities to develop them. It was noted that the Lead Community concept is going to be CIJE's "signature" over the short term and that if we can succeed in one of the three, we could consider ourselves successful. In the long run, our ability to show what does not work will be as critical as showing what does.

It was concluded that our relationship with the three Lead Communities, as well as other communities, should remain on our agenda in the months ahead.

III. Operationalizing the Proposed Method of Operation

Discussion during the next segment of the meetings focused on brainstorming how to move forward with this new concept.

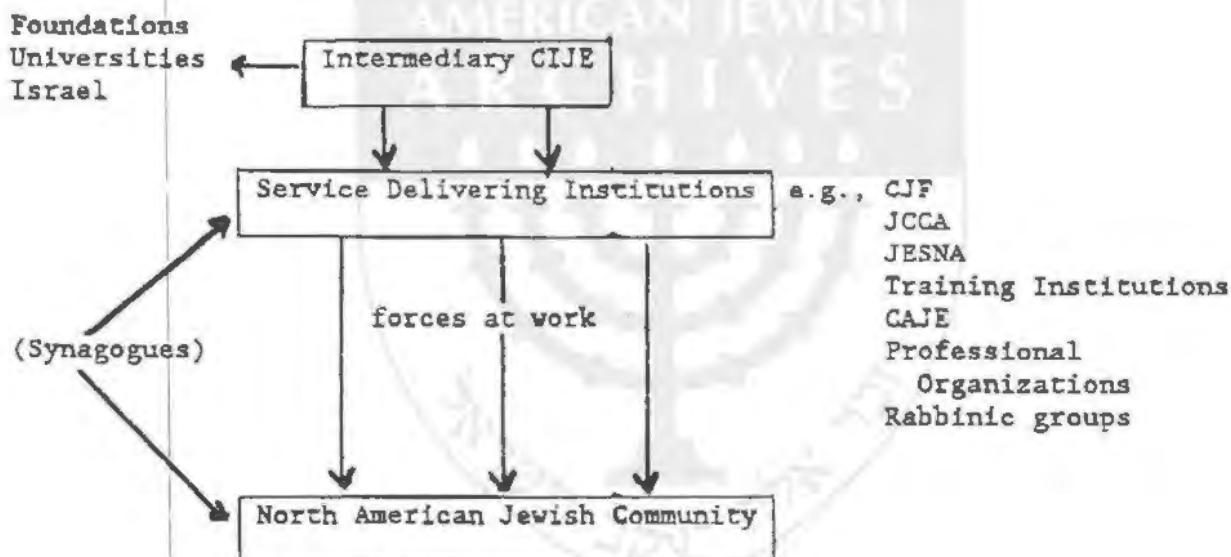
A. What is the role of the committees in developing CIJE's total vision?

One approach to this is that the Steering Committee might prepare a first draft of a total vision, subdivided into the responsibilities of the individual committees, and that the committees could react to this. A second approach would be to ask the committees to develop a first draft for review and discussion by the Steering Committee. In either case, a draft of a total vision would eventually be presented to the board for its consideration and approval.

It was suggested that the mission statement drafted by Steve Hoffman at the inception of CIJE might serve as a starting point for a vision. A first meeting of the Steering Committee was tentatively scheduled for January 4 in Cleveland, at which point we should have a first draft of a vision for review.

Discussion then turned to the question of whether the vision should reflect outcomes we desire for the North American Jewish community or the outcomes to be sought for CIJE. It was suggested that the CIJE vision might be limited to institutional interventions or might reflect personal outcomes. If the latter, we would have to grapple with the wide range of personal outcomes represented by our board. The ultimate question seems to be "a total vision according to whom?"

When MLM joined the group later in the day, he suggested that we focus on the mission or outcomes for CIJE as an intermediary organization. The following chart illustrates this concept:



The job of CIJE as an intermediary is to facilitate the success of the service delivering institutions. We cause outcomes to occur through advocacy, research, forcing initiatives, energizing, and synergizing. Our outcomes relate to how the service delivering institutions behave. Our mission is related to the North American Jewish community to the extent that we impact a service delivering institution which, in turn, brings about change in the community.

It was suggested that we develop a definitive group of service delivering institutions with which we envision working and that this list be prioritized.

It was suggested that we are focusing our efforts on existing organizations which, in many cases, have not been effective. When

interventions do not fit neatly into the existing organizations, we may wish to consider causing other organizations to be formed. Another role may be to help change existing organizations.

This approach leads to the conclusion that our staff should play the role of advisor rather than that of service deliverer. If we or an organization identify an ~~unmet~~ need, our role should be to identify people who can meet that need.

IV. 1994 Dates

A series of dates was proposed for meetings in 1994. Alan will call John Colman, Chuck Ratner, and Esther Leah Ritz to invite them to serve on the Steering Committee and to give them the dates. Alan will also think further about staffing of the committees.

It was suggested that we establish a planning team for each committee comprised of the chair, two vice-chairs, and the staff person. This group would work together to plan the agenda for the committee.

The following time-table was proposed:

- ssignment
- ssignment
- A. By November 21, ADH will prepare a proposed list of board member assignments to committees.
 - B. December, Alan will work to get the committee chairs on board.
 - C. January 4, first Steering Committee meeting in Cleveland - Discuss the mission and structure of committees.
 - D. January - April, each committee planning group will meet to prepare for a first committee meeting in April. Their goal is to be ready to work with the committee on a mission statement, first steps toward a total vision, and an annual plan.
 - E. March 16, second meeting of Steering Committee - Cleveland.
 - F. April 20-21, Board meeting.
 - April 20: 10 a.m. - 4 p.m. - Steering Committee
4 p.m. - 6 p.m. - Executive Committee
 - April 21: 8:30 a.m. - Noon - Committee Meetings
Noon - 4 p.m. - Lunch and Board Meeting
 - G. June 2, Steering Committee - New York
 - H. September 23, Steering Committee - New York

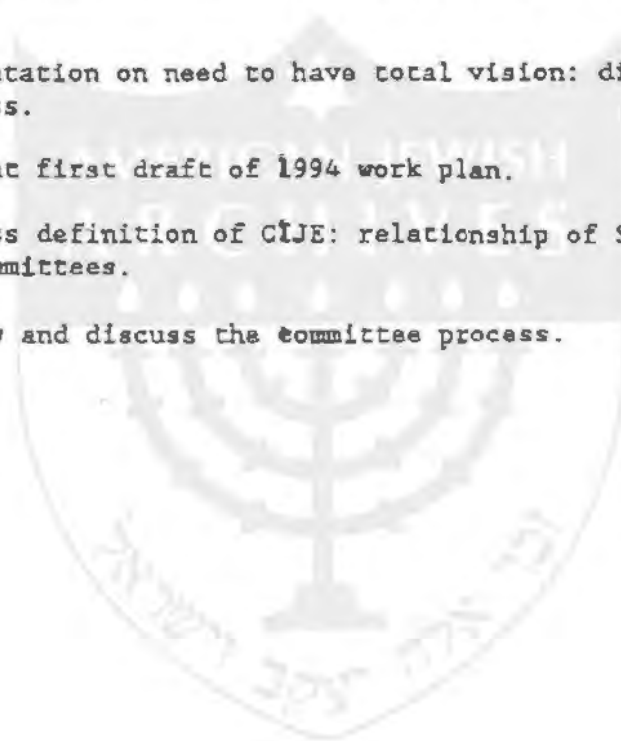
I. October 19 - 20, Board Meeting

J. November 21, Steering Committee - Cleveland

It was agreed that Alan would manage the camper system with Steering Committee members. VFL will check board meeting dates with the list of critical participants.

In preparation for the January 4 Steering Committee meeting, Alan will prepare a 1994 work plan. A tentative agenda of the January 4 meeting follows:

1. Presentation on need to have total vision: discuss concept and process.
2. Present first draft of 1994 work plan.
3. Discuss definition of CIJE: relationship of Steering Committee to committees.
4. Review and discuss the committee process.





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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 11/12/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare a proposed list of board member assignments to committees.		ADH	11/7/93	11/21/93	
2.	Check board meeting dates with the list of critical participants.		VFL	11/7/93	11/30/93	
3.	Work to get the committee chairs on board.		ADH	11/7/93	12/20/93	
4.	Draft a 1994 work plan in preparation for the January 4 Steering Committee meeting.		ADH	11/7/93	12/20/93	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 11/12/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare a proposed list of board member assignments to committees.		ADH	11/7/93	11/21/93	
2.	Check board meeting dates with the list of critical participants.		VFL	11/7/93	11/30/93	
3.	Work to get the committee chairs on board.		ADH	11/7/93	12/20/93	
4.	Draft a 1994 work plan in preparation for the January 4 Steering Committee meeting.		ADH	11/7/93	12/20/93	



DEC 7 1993

*A private,
family
foundation
since 1937*

December 3, 1993

Mr. Alan D. Hoffmann
Council for Initiatives in Jewish Education
P.O. Box 94553
Cleveland, Ohio 44101

Dear Alan:

Thank you for your contributions to the Valparaiso consultation. I know it was a little difficult dropping in on the middle of someone else's conversation like that, but your presentation and the example of your project stimulated a lot of good self-reflection in our group about the structure and aims of the Valparaiso project. I am all the more convinced that these two projects, while in many ways very different, have much to learn from each other, and I look forward to further conversations along the way.

Thank you for sending me Mike Rosenak's book. I have only had a chance to take a cursory look at it, but I am intrigued by what I see and look forward to some time over the holidays to read it.

My best wishes to you, your colleagues, and family this holiday season. Blessed Hanukkah.

Very sincerely,

A handwritten signature in dark ink, appearing to be 'Craig Dykstra'.

Craig Dykstra
Vice President, Religion

CD/ljl

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**Council for Initiatives
in
Jewish Education**

Date sent: ~~12~~ Time sent:

No. of Pages (incl. cover):

9

To: November ~~12~~, 1993

From: Mary Esther Block

Seymour Fox, Annette Hochstein

Organization: Shmuel Wygoda

Phone Number:

Phone Number: 216-391-1852

Fax Number:

Fax Number: 216-391-5430

972 2 662-837

Comments:

Team:

Please find attached copy of minutes from 11/14/93 staff meeting in Milwaukee.

MEB

MINUTES: CIJE STAFF MEETING
Milwaukee

DATE OF MEETING: November 14, 1993

DATE MINUTES ISSUED: November 19, 1993

PRESENT: Gail Dorph, Adam Gamoran, Ellen Goldring, Roberta Goodman, Alan D. Hoffmann, Barry Holtz, Virginia Levi, Daniel Pekarsky, Julie Tammivaara

COPY TO: Seymour Fox, Annette Hochstein, Stephen Hoffman, Morton Mandel, Henry Zucker

Alan Hoffmann introduced the meeting, noting that this would be the first in a regular series of meetings planned to be held in Milwaukee on a bi-monthly basis. The focus of the morning portion of this meeting was to be the Monitoring, Evaluation & Feedback project.

I. Introduction and Overview

Adam Gamoran opened the meeting with a review of the rationale for establishing the MEF project. He indicated that there were three basic reasons for the project.

A. Provide generalizable knowledge which could lead to replication.

The first reason for establishing the MEF project was to extend the vision for Jewish education. It is to have a chronicling function: to document what happens in the Lead Communities. It is also to have an analytical function: to find out whether what we undertake has an impact.

One domain of the MEF project is to evaluate specific projects. It looks for direct and indirect impact and for specific outcomes. For example, it might study whether the Hebrew ability of day school students at a particular grade level improves over a period of years. A second domain is to slice into any aspect of the Jewish community in order to study change over time. This reflects an approach towards systemic change which suggests that any element within Jewish education in a community might change over time as a result of the work of CIJE in that community.

The sorts of evaluation described above are the mandate of the MEF process. So far, in light of the fact that specific goals in the Lead Communities have not been clearly defined, this sort of evaluation has not occurred. The MEF team has begun to gather baseline data with respect to personnel, but has not yet begun to study change.

It was noted that so far the MEF team is focusing most heavily on recording what occurs. The interpretive evaluation has not taken place. The MEF team is waiting to be assigned to monitor and evaluate specific projects.

B. Provide ongoing feedback

The second reason for the establishment of the MEF project was to provide both CIJE and the Lead Communities with feedback which could be used for corrective change. Adam noted that this is not a classic experiment because we are working to revise as we proceed. He noted that, in practice, it is problematic to have the field researchers involved in both providing feedback and encouraging change. The field researchers can point to problems, but should they also be teaching the communities how to correct them?

C. Encourage the communities to become evaluation minded, themselves

We want the communities to treat evaluation as important. In the long run, we hope that the communities will accept MEF as something that they want and will fund.

It was noted that there is some degree of contradiction in the concept of the communities funding a process that responds to CIJE's agenda. MEF is responding to issues related to community mobilization and personnel.

Another challenge for MEF is to contribute more directly to CIJE's needs. The MEF team would like more guidance from CIJE on what to include in the feedback reports.

D. Discussion

It was noted that, in an ideal world, the communities would be more committed to the CIJE issues and the MEF process would respond more directly to both sets of needs.

It was noted that this is not a classic study of cause and effect for the following reasons:

1. There are no clearly articulated goals against which to evaluate.
2. Cause and effect is difficult to study when dealing with systemic change.
3. A classic study would require a much larger sample and comparison with communities in which we are not interceding.

It was noted that MEF is not evaluating CIJE -- not judging whether CIJE is a success or failure. It is only evaluating the role of CIJE in the Lead Community change process. Nor is MEF evaluating the effectiveness of Jewish education in a Lead Community.

In order to determine whether a community has improved through the Lead Community process, Adam envisions taking a "slice across the Lead Communities." In other words, MEF would identify some aspect of the Jewish education process, take a "slice" for evaluation now and do so again in three and five years.

II. Goals of MEF in 1992 - 1993

During the past year MEF has undertaken the following tasks:

A. Studying the process of change

1. Visions for Jewish education
2. The extent of mobilization
3. The status of personnel

B. In order to accomplish this MEF hired three field researchers to:

1. Design and pilot interviews.
2. Carry out interviews.
3. Monitor activities in each community by attending meetings and collecting documents.
4. Write analyses.
5. Provide feedback to the Lead Communities and CIJE on a regular basis.

C. Played a major role in designing and analyzing the Educators Survey.

While this was not originally part of the MEF mandate, it became a task of the project during the past year. Plans for '93-'94 will include further work on this project.

It was noted in discussion that the use of MEF products is unclear. A question was raised with respect to our role in dissemination. What, for example, is our role in presenting the professional lives of educators?

III. Workplan for 1993 - 1994

A. MEF will continue the process of monitoring and feedback. A memo of July 25 outlines the key issues.

B. Evaluation

1. Project-specific

While there are no clearly identified CIJE projects currently under way in the Lead Communities, there are specific related projects in Baltimore and Milwaukee which we have been asked to evaluate. An issue for discussion is which projects MEF staff should get involved in evaluating.

2. Community-wide

Adam and Ellen intend to identify an aspect of Jewish education to begin to study now and re-evaluate periodically in the future. They will develop a proposal for submission.

A question was raised about how we further the evaluation and research agenda in the Lead Communities or beyond. Is it part of CIJE's mission to develop a repertoire of evaluation instruments or to begin training others in evaluation?

3. Community profiles

The MEF team plans to work with the Lead Communities in developing profiles which include a look at their institutions, staff, participation rates, revenues, expenditures, etc.

IV. Methods of MEF

A. The narrative method - Julie Tammivaara

1. Naive skepticism

While the process of research is often designed to "make the strange familiar in exotic cultures," our goal is to "make the familiar strange." We have to consciously look at Jewish education, no matter how well we know it, through "naive eyes." The field researchers must approach their work with skepticism, recognizing that all stories they hear come from a particular person's point of view. Their strategies include getting information on a single topic from multiple sources and looking to see if and where they converge.

2. Characteristics

a. Ongoing involvement with the communities

Being in the communities permits the field researchers to understand what is happening in context. Over time, this should help us understand motives, commitments, and points of view.

A risk of being so closely tied to a community is the potential of "going native," i.e. going from being an observer to becoming a member of the community.

b. Reflective collaboration

By working together as a team, the field researchers have access to broader, more plausible interpretations. For this reason, they try to stay in close, regular contact.

9. The "Big Picture"

The field researchers view each community as a "center." It is the job of the field researcher to stay on the margin in order to identify elements of the community and how they fit into the structure. This process allows the field researchers to provide each community with its own story. It is expected that the increased self-knowledge will help a community set policy and raise issues that would not otherwise be discussed.

In discussion, a question was raised about how we decide where to be involved. It was suggested that perhaps the documentation lacks a set of anchor points which explain why field researchers are looking at one group or organization rather than another. In response it was suggested that it would be extremely helpful to the field researchers to receive feedback on their feedback memos.

B. Surveys as a policy tool - Ellen Goldring

It was noted that the development and administration of surveys was not in the original MEF design. Now that it has become a part of the process, it is important to determine how to incorporate this into the total MEF picture. Following are the steps in the process:

1. Backward mapping

The first step in developing a survey is to determine what a community needs to know in order to make decisions and what kinds of policies are being worked on. Knowing where a community hopes to go is important in designing how to get there.

2. Design instruments and collect data

This process should be interactive, involving MEF-identified experts and community members in a way that serves to mobilize the community around the process.

3. Interpret results for planning and implementation

In discussion, it was suggested that we consult with Professor Hank Levin of Stanford University on how to bring about change in education. He is involved in the "Accelerated School Project." He might be helpful in strategic planning and visioning as well as in learning about the process of change and the implementation of a central idea.

It was noted that the notion of only three Lead Communities is being re-evaluated and that there will be efforts to expand the circle in some way. Part of this might involve sharing specific products as we move forward. For example, we might bring together communities that are interested in the educators survey and train them in the administration and analysis of the survey.

V. The Feedback Loop - Roberta Goodman

The original feedback plan was for the field researchers to write quarterly reports and submit them with no related intervention. It became clear that this was not sufficient. The current approach is to provide regular feedback (approximately monthly) and to raise questions.

In Milwaukee, Roberta has tried several approaches. The first is to write memos which are shared with the core planning group in advance, then discussed with them. Another is to submit written reports with no direct discussion. A third is to provide exclusively oral feedback.

The following questions were raised:

- A. To whom should the feedback be given? Only the core group or to each group observed?
- B. What do we give feedback about? (There is a fine line between being constructive and looking like spies.)
- C. How should feedback to Lead Communities be framed in order to maintain a rapport so that we can remain in the process? (It was suggested that ground rules negotiated with the communities in advance would be useful.)
- D. Giving feedback can be difficult, but it is clearly objective. Providing evaluation would be more problematic.

The suggestion of having a discussion about ground rules with the communities was discussed. It was noted that before such a conversation can take place, we must agree among CIJE staff on what the field researchers should be sharing with whom. We must set the ground rules and communicate them to the appropriate people. Step one is to discuss with each community what we and they need to know. Step two is to negotiate what we will actually do.

It was noted that a mobilization and vision report will be prepared soon and might serve as a "curriculum" in the Lead Communities.

A question was raised about whether CIJE wants feedback from the field researchers. It was suggested that this be negotiated with CIJE. There should be a list of specific issues on which we seek feedback. In addition, field researchers should provide "helpful nuggets" as they arise.

VI. Open Questions

The following is a list of questions raised during the day which remain open for further discussion:

- A. How do we (MEF) satisfy our aim of serving the communities, when our agendas are set by CIJE?
- B. What constitutes a Lead Community project, and what determines whether a given project should be monitored and evaluated by the MEF team?
- C. How do we determine the boundaries of responsibility between MEF and implementation, with particular respect to the use of knowledge produced by MEF?
- D. What are our policies and procedures for disseminating MEF products (1) within CIJE; (2) within the communities; (3) beyond CIJE and the communities?
- E. How can MEF contribute to specific issues with which CIJE is grappling in a timely manner?
- F. Why are we not evaluating Jewish education as it now exists?
- G. What is the conceptual linkage between what we monitor and what we need to know?
- H. To whom do we give feedback, about what, in the communities?
- I. Does CIJE want feedback about itself?

VII. Further Discussion

The remainder of the day focused on discussion of a variety of issues.

A. Third field researcher

The candidacy of William Robinson for the position of field researcher in Atlanta was discussed. It was agreed to recommend his appointment.

B. Montreal

Plans for the Lead Community Seminar in Montreal were reviewed.

C. Emerging re-conceptualization

There was brief discussion about the outcomes of staff meetings which took place in Cleveland on November 7 and 8. It was noted that we are looking at a new way to engage the CIJE board through the establishment and active involvement of committees. Through the

committees, we will work toward developing a total vision for CIJE with long range outcomes identified. Based on this total vision, a workplan will be developed.

D. Goals

Discussion focused on what might happen at a seminar in Israel on goals. The conclusion was to consider a ten day to two week program for members of local commissions as well as school principals and their lay leaders. Portions of the seminar would be addressed to the entire group while separate workshops would be developed for sub-groups. This might be one of the pilot projects which can be offered to Lead Communities as part of the action plan to be developed at the Montreal seminar.

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FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	HOCHSTEIN ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Make samples available to Milwaukee of educator surveys used in other communities.		AH	2/22/93	3/15/93	
2.	Ask SE to provide the communities with a summary of opportunities for working with the training institutions, including Melton in Israel.		AH	2/22/93	3/15/93	
3.	Call Ruth Cohen to discuss progress of monitoring in Milwaukee.		AH	2/22/93	3/15/93	
4.	Arrange for field researchers to move ahead. We promised a first report in a couple of months.		AH	2/22/93	3/15/93	
5.	Call Baltimore and Milwaukee for approval for the field researchers to resume their monitoring activities.		AH	3/5/93	3/15/93	
6.	Provide Milwaukee with information on the educated Jew project to help them in setting goals.		AH	2/22/93	3/31/93	
7.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch		AH	2/25/93	3/31/93	
8.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	
9.	Stay in close touch with field researchers to be sure they are serving CIJE needs effectively.		AH	1/28/93	ongoing	
10.	Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.		AH	1/28/93	ongoing	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Charles Goodman b. Norman Lipoff c. Charles Ratner d. Bennett Yanowitz		SHH	2/25/93	3/31/93	
2.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	

- ☐ ASSIGNMENTS
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FUNCTION	CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE	HOLTZ ASSIGNMENTS
ORIGINATOR/PROJECT LEADER	VFL
DATE	3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review list of candidates for two new senior staff positions in Atlanta.		BH	3/5/93	3/15/93	
2.	With SE, meet with Atlanta about a pilot project.		BH	3/5/93	4/2/93	
3.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	
4.	With SE, begin work with Baltimore on a pilot project.		BH	3/5/93	4/15/93	
5.	With Ellen Goldring and Claire Rottenberg, present pilot projects to Atlanta's Council on Jewish Continuity.		BH	3/5/93	4/20/93	
6.	With SE and SF, prepare suggestions for how to proceed with pilot projects in Atlanta.		BH	3/5/93	TBD	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE KRAAR ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA.		MLK	1/28/93	TBD	
2.	Arrange second meeting to include CRB, Crown, Avi Chai, Wexner and other funders		MLK	1/28/93	TBD	

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE

3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Revise CIJE letterhead. Consider Commission approach.		VFL	2/5/93	3/15/93	
2.	Design meeting planning process and pull raw materials out of minutes to use for planning.		VFL	3/8/93	3/15/93	
3.	Set dates for board and executive committee meetings through February 1994.		VFL	2/25/93	3/31/93	
4.	Prepare a memo briefly outlining the roles of the 3 board committees and inviting board members to state their preference.		VFL	2/25/93	4/1/93	
5.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	
6.	Schedule a telecon with executive committee members following a meeting of presidents and executives of partner organizations.		VFL	2/25/93	TBD	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Charles Bronfman b. Max Fisher b. Ludwig Jesselson (with AJN) c. Richard Scheuer		MLM	2/25/93	3/31/93	
2.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	



- ☐ ASSIGNMENTS
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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE NAPARSTEK ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE

3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact the following board members in follow up to the February 25 meeting and send brief report to VFL:</p> <p>a. Mandell Berman b. Maurice Corson c. David Hirschhorn (with SF) d. Ludwig Jesselson (with MLM) e. Henry Koschitzky</p>		AJN	2/25/93	3/31/93	



PREMIER INDUSTRIAL CORPORATION

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ROTMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Lester Pollack		AR	2/25/93	3/31/93	





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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 3/10/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board member in follow up to the February 25 meeting and send brief report to VFL: a. John Colman		HLZ	2/25/93	3/31/93	
2.	Establish a communication plan for board members and the broader community.		TEAM	2/25/93	4/15/93	



To: Shmuel Wygoda:

From: Barry Holtz

A. I looked at your agenda briefly, faxed it to Gail and discussed it with her, although she still hasn't seen it yet. First reaction: on the surface it covers all the issues BUT we are both concerned that it nowhere deals directly at any rate with what we are both concerned with in addition to all this content: Namely, how is the CIJE supposed to work next year; what is the role of alan, barry, gail? what is the day to day role of Israel and the Mandel inst.? who is responsible for what? This needs time for discussion, somewhere, somehow.

B. Have you spoken with Milwaukee yet as we talked about at the last telecon?

C. Tomorrow at around 9:15 NY time, I am going to call the Mandel Institute to speak to Seymour about where and how I should send the next volume of Best Practices, as per our conversation at the telecon. You will be getting this fax when you get in in the morning. If Seymour will not be there at 9:15 my time can you let me know when I can reach him?

This fax is being sent from my home machine and I will be at home all day on Tuesday: 212-864-3529 (phone); 212-864-6622 (fax).

Thanks.

Mandel Institute

מכון מנדל

פקס נשלח ע"י 2/8/93

תאריך 2/8/93

Tel: 972-2-662 296; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Barry Holtz

Date: 8/2/93

From: Shmuel Wygoda

No. Pages: 5

Fax Number: 001-212 749-9085



BY FAX:

To: Dr Barry Holtz
Melton Center for Jewish Education
Fax # : 001 212 749-9085

From: Shmuel Wygoda
Mandel Institute, Jerusalem
Fax # : 011 972 2 619-951

Date: August 2nd 1993

Re: CIJE Staff meeting. August 19-20th 1993

Dear Barry,

Attached please find our suggestion for the agenda of the CIJE staff meeting we will have on August 19-20th in New-York.

This agenda was suggested during the simulation we have had last week in Jerusalem.

Should you have any comments or additional suggestions please feel free to let us know as soon as possible so that we will be able to incorporate them in this agenda.

Alan (who left yesterday for two weeks vacation) asked me if you could call Gail after her daughter wedding and fax or give her a copy of this agenda with the same request regarding her input.

I will be leaving for vacation as of Wednesday August 4th, yet I will be in touch with the office from time to time.

I look forward to seeing you soon in New-York.

כל טוב

שמאל



Session 7: Friday August 20th : 10:45 a.m. - 12:15 p.m

Support Projects: Best Practices, Monitoring Evaluation & Feedback

Background material:

- *Best Practices project's director's report to the CIJE Board*
- *MEF project's director's report to the CIJE Board*

Session 8: Friday August 20th : 1:00 - 2:30 p.m.

Work plan:

- 1993-94 Outcomes
- 1993-94 Process

Session 9: Friday August 20th : 2:30 - 4:00 p.m.

Wrap Up:

- October
- Future agenda for staff
- Seminar in Israel

AGENDA FOR THE CIJE STAFF MEETING.
AUGUST 19-20th 1993. NEW-YORK

Session 1. Thursday August 19th: 10a.m.-12p.m.

The Vision reconsidered.

Background material:

- *Commission background reports (meetings of June 14th 1989; October 23rd 1989; February 14th 1990) .*
- *Time to Act ;*
- *Minutes of the May 1993 CIJE / LC Cleveland seminar*

Session 2. Thursday August 19th: 12:45 - 2:15 p.m.

Discussion

Session 3: Thursday August 19th: 2:30 - 4:00 p.m.

" Systemic reform " : " Content, Scope , Quality "

Background material

- *" Lead Communities at Work "*
- *" Lead Communities Preliminary Work plan 1992-93 "*

Session 4: Thursday August 19th : 4:15 - 6:00

Working with the Communities:

- 1) Planning
- 2) Local Commissions
- 3) Problems in implementing the idea of the Lead Community

Background material:

CIJE Planning Guide : February 1993

Session 5: Thursday August 19th: 7:00 - 8:30 p.m.

Continuation: e.g.

- 4) Community mobilization ; Wall to wall coalition ; Partnership, Funding
- 5) Programmatic vs Enabling
- 6) Educational profile of the Communities

Session 6: Friday August 20th: 9:00 - 10:30 a.m.

Content and Goals for Lead Communities:

Ideas, Vision, Visioning, Goals

Background material:

- *Goals for Jewish Education in Lead Communities*
- *David Cohen: " The Shopping Mall High-School " , pp.304-309*
- *Sara Lightfoot: " The Good High-School", pp.316-323*
- *Smith & O' Day: " Systemic School Reform " pp.235-6, 246-7*

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Ginny Levi
CIJE
P.O. Box 94553
Cleveland, OH 44101

July 31, 1994

Dear Ginny:

I am sending you this article from HUC's publication The Chronicle. In her article about becoming a Jewish educator, Tamara mentions how she attended a session at a GA where the Commission's work was reported. It influenced her to become a Jewish educator. She graduated from HUC this year and is starting work as an assistant principal through a special day school training program. She was one of Sara Lee's top students this year!

I thought that Mort or others might be interested in seeing how the Commission's work has influenced talented people to enter the field of Jewish education.

Do with the article what you think is appropriate. I will be communicating with you again soon in one manner or another.

B'Shalom,

Roberta

Roberta Goodman
CIJE Field Researcher
149 Nautilus Drive
Madison, WI 53705
608-231-3534 (phone)
608-231-6844 (fax)

Being a Jewish educator

Jewish Education: A Student's Certain Vision

Tamara Lustgarten

Rhea Hirsch School of Education, Los Angeles

Last summer, while I was director of education at a Reform Movement camp in Southern California, a camper pulled me aside after services one Shabbat morning. Jaimie had been a student of mine two years ago when she was in 7th grade. Hers was the first religious school class I had ever taught. She took a deep breath and told me, "Tamara, I don't know what's happened to you in the past two years, but you have come a long way. I mean you have really blossomed. I am so proud of you." And then she hugged me as I stood there, speechless.

Today, I realize that she was right. I have come quite a long way. The year before I taught Jaimie's 7th grade class I had been in Israel with Project Otzma. Making the transition from living in Israel to living at home had been intensely difficult, and teaching this class went a long way toward preserving my sanity that year. I couldn't be in Israel, but I could teach about it.

During the first few weeks of teaching, I realized that although I had acquired a considerable knowledge and understanding of Israel during my year there, my knowledge of Judaica remained rudimentary. I began to explore opportunities to study Judaica in a formal academic setting.

Several weeks later, I arrived at the General Assembly of the Council of Jewish Federations. In browsing through the vast array of seminars and lectures being offered, one program caught my eye, and the next morning I sat captivated as the Mandel Commission on Jewish Education in North America gave its report.

We are in a state of crisis, the Commission reported. We must make extensive efforts to raise the standard of Jewish education in this country. Jewish educators should be drawn from the ranks of the brightest and most committed, insisted the report. They should be accorded the respect and the monetary compensation of the most valued Jewish professionals. The continuity of our people requires no less.

Bells and whistles began to sound in my heart. "The Jewish people need you," they cried. "You can do this. You must do this." By the following June, my address read HUC-

requires a
profound
belief in
the sanctity
of Judaism and
an unflinching
desire to ensure
its continuity.

JIR, 13 King David Street, Jerusalem, Israel. I spent the year immersed in Hebrew. Each day, I gained increasing access to ancient texts of the Jewish tradition and to modern texts of the people of Israel. I researched efforts to break down barriers between religious and secular Israeli students and explored the Israeli educational system. I led services and chanted Torah for the first time in my life.

And then I moved to Los Angeles. The year in Israel had been intense. The first year in Los Angeles was something else. My brain ached from the directions in which my professors pushed it. What is your vision? they asked me. Educational leadership demands that you have a vision for the future. You are the future of Jewish education, they told me. Your role expands far beyond the confines of your place of employment, so you must be involved in the Jewish community as a whole. Remember to reflect upon your experiences, and most important, learn to be an agent for change. And by the way, don't forget to study every second you can: from ancient history to Bible to *midrash*. From organizational issues to curriculum to philosophy of Jewish education and on and on. The academic work demanded then as it does now continuous attention and effort, as does the clinical work.

Students at the Rhea Hirsch School carry fifteen hours a week in internships in addition to the academic course load. In this clinical setting, we put to the test each theory we study. The morning's discussion about the historicity of the Patriarchs and Matriarchs becomes the afternoon's response to the fifth grade student who wants to know if the Bible is

Continued on page 44

**TAMARA LUSTGARTEN CONTINUED FROM
PAGE 17**

true. The paper just written comparing various methods of classroom management comes to life as the seventh grade class decides, once again, that their words are far more important than the teacher's.

There was a time when I was unconvinced that being a Jewish educator was something to aspire to. Now, I know differently. Being a Jewish educator requires a profound belief in the sanctity of Judaism and an unflagging desire to ensure its continuity. It requires creativity and intelligence, perseverance and intensity, leadership and vision.

To be a Jewish educator is to pour knowledge and understanding into the hearts and minds of Jewish children and adults. To be a Jewish educator is to bring Jewish families together as they learn to observe and celebrate the rhythm of Jewish life, to hold our tradition high for all to look upon and learn from.

Last summer, I stood speechless in the wake of Jaimie's words. Today, I am anything but speechless. I have found my voice and it is passionate. If Jaimie were here, I would respond to her in this way: may you find a profession, a tradition, a system of beliefs which fulfills you as the study of Judaism and of education, of Jewish education, has fulfilled me. And having found that profession, may you experience the intellectual challenge, the visionary leadership, and the myriad opportunities for personal growth and development that I have experienced as a student of the Rhea Hirsch School of Education. ■

The Chronicle

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Jewish Education

Date sent: 1/4/95 Time sent: 4:35

No. of Pages (incl. cover): 5

To: Seymour Fox

From: Ginny Levi

Organization:

Phone Number:

Phone Number: 216-391-1852

Fax Number:

Fax Number: 216-391-5430

Comments:

Dear Seymour,

Happy New Year. I hope 1995 is a good
year for you.

Richard asked me to fax you the attached.

See you next month.

Ginny

7-10-68 10:00 AM TEL AVIV TEL JERUSALEM 2 619951 1972 Z 619951 W P.O.F. 4 4

I received in the mail today a check for \$3,000. Please let me know the best way to transfer this money to you. If you are sending any confidential information (bank account numbers, etc.), please send it to Stuart's office fax: (212) 310-8007.

Thanks.

Jordana

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

TO: CIJE Staff and Consultants
FROM: Ginny Levi
DATE: March 7, 1994
SUBJECT: CIJE EQUIPMENT

The chart below should look familiar to most of you. I am sorry to say I have to ask you to complete it again, listing all equipment in your possession which was purchased by CIJE. This includes computers, fax machines, modems, typewriters, etc.

I would appreciate receiving your completed form by March 13, if possible.

	Equipment Description (e.g. fax machine)	Make & Model	Serial Number
1.			
2.			
3.			
4.			
5.			
6.			

Signed: _____
Please Print

Date: _____