

Defining Success in The RE-IMAGINE Project

While these are stated as stages, we do not mean to imply that the process is linear. You will be building towards each stage as you work through any part of the project.

STAGE	COMMUNITY AFFECTED AT THIS STAGE
<p>Launching: Writing a vision statement, defining an alternative model, and launching your first bold step</p>	<p>The Leadership Team, Task Force, Board, and those involved in planning and participating in the first bold step, including teachers</p>
<p>Aligning: Building beyond your first bold step to reach your alternative model, including aligning the different parts of the system to the new vision</p>	<p>A broader group of participants in the alternative model, those who teach in the model, and new people involved in governance of the model</p>
<p>Innovating: Innovating again, launching another alternative model, moving ever closer to that vision</p>	<p>An increasingly large portion of the children and families, teachers, and congregants in general</p>
<p>Sustaining: Creating sustainability so that the next generation of leaders owns this as much as you will 18 months from now, and they keep funding you innovations and innovating as well</p>	<p>Future generations at your congregation</p>



The RE-IMAGINE Project of Los Angeles - A project of the Experiment in Congregational Education (ECE)- In Partnership with the Bureau of Jewish Education

The ECE is an initiative of the Rhea Hirsch School of Education, Hebrew Union College-Jewish Institute of Religion, Los Angeles
The work of the ECE is made possible by generous grants from many funders. www.eceonline.org/funders

Keys to Success in The RE-IMAGINE Project

How to Make Transformative and Lasting Change

What can you do in the next 15-18 months?

- 1. Are we taking our Leadership Team meetings seriously?**
 - Reflect on the progress you are making
 - Decide where you need more time or emphasis
 - Plan and prepare for Task Force meetings
 - Always ask what the purpose and key messages are of an exercise and a meeting
 - Plan to have individual conversations with some Task Force members who need extra time

- 2. Are we taking ownership of the Guidebook and respecting the six part meeting structure?**
 - Stick with the agendas early on
 - As you gain experience, work with your consultant to adjust for your congregations
 - Learn about the purpose of each part of the meeting structure, e.g. building trust and community, modeling Jewish learning
 - Recognize the need to balance making meetings work for your congregation with the objectives of each part of the meeting as written

- 3. Are we building a relationship with our consultant or do we just report what we're doing?**
 - Checking in, not checking up on
 - Capture the history and experience of the ECE, including the stories of other congregations and what has worked
 - Help with
 - planning ahead
 - prioritizing
 - adjusting
 - problem solving
 - clarifying issues
 - listening and being a non-anxious presence
 - dealing with difficult people
 - knowing the objectives of each exercise and options for adjusting it
 - helping you to stay focused on the big goals of the project
 - In addition to responding to your calls and emails, your consultant will be scheduling regular phone contact with each member of the Leadership Team

- 4. Are we leading collaboratively?**
 - Leading, cheerleading, encouraging your Task Force to be bold
 - Using the talents and energies of each person together
 - Working across traditional congregational boundaries in order to create an innovation not stuck in one area
 - Rabbis and educators should be meeting regularly to talk about the project and the congregational implications
 - Everyone's project, not the Educator's project



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5. **Are we engaging the congregation and teachers in the work of the project?**
 - Real engagement during the entire project
 - More than one-way or telling
 - Plan it now and spread the responsibility

6. **Are we trying small experiments over the course of the project?**
 - The entire Task Force reading the article from the Online Resource Center about Experimentation (prep for 2nd Looking Inward meeting)
 - Getting the Low Hanging Fruit Sub-team going
 - Getting comfortable with the idea of trying new things
 - Learning how to learn from mistakes

7. **Are we using our Task Force process to model the culture we are trying to create?**
 - Sacred community? Learning congregation? Community of practice? Collaboration? All of these and more can be tested within The RE-IMAGINE Project process
 - What are the things you are aiming for? You might not know in detail now but the RE-IMAGINE process gives you a chance to try it out and test it with the congregation.

8. **Are we laying the ground work for systemic change?**
 - Inviting a broad set of people onto the Task Force
 - Engaging with the entire congregation
 - Thinking outside of the traditional religious school silo to reflect the values of the congregation
 - Rabbis and educators work together, meet together
 - Educators building a team of people to be partners over the long run

9. **Are we keeping track of our work using the Vision Folder?**
 - Coordinator making sure that notes from the meeting go in a Team Journal and Vision Folder
 - Sharing documents on Yahoo! Groups or something similar

10. **Are we planning for and using our Sub-teams?**
 - Allowing for fewer Task Force meetings and some work done in small groups
 - Task Force still is making the decisions
 - Two get formed pretty quickly –Vision and Low Hanging Fruit
 - Two formed during Looking Forward/Moving Forward – Alternative Model and Implementation
 - Work with your consultant to understand and prepare for these. See pages 31-32 in Setting the Stage in the Guidebook



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Questions for Discussion

- Which of these do we already have experience with?
- What has our experience been?
- What do we need to look out for?
- Which will be easiest for? Why?
- While will be hardest for us? Why?
- How can our consultant help us in places where we will find things more difficult?



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