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Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.
Subseries 1: Commission Meetings, 1988–1990.

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11

14 June 1989 Meeting. Planning, November 1988-July 1989.

For more information on this collection, please see the finding aid on the
American Jewish Archives website.

Corson - no

cc: Virginia F. Levi

TO: Arthur J. Naparstek FROM: Rachel M. Gubitz DATE: November 21, 1988
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: Scheduling the third meeting of the Commission on Jewish Education
in North America

I have spoken with the critical 6 Commissioners regarding the possibilities of June 7, 8 or 14 for the third meeting of the Commission on Jewish Education in North America. The results were as follows:

1. Mandell Berman - Only 6/8 is clear.
2. Charles Bronfman - all three dates are clear at this time.
3. Lester Crown - not available on 6/7; would like to avoid 6/8; is free on 6/14.
4. Max Fisher - his secretary has no comment on these dates, and cannot confirm Mr. Fisher's availability.
5. Donald Mintz - all three dates are clear; he prefers 6/14.
6. Bennett Yanowitz - all three dates are clear; he prefers 6/7 or 6/8.

Most of the Commissioners expressed an interest in receiving a firm date as soon as possible. It may be necessary for you to call Max Fisher personally.

memo from AJN

Phil.D #2 is 6/13

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Art Naparstek

TO: Ginny Levi

NAME

DEPARTMENT OF JUSTICE

FROM: Rachel Gubitz

NAME

DEPARTMENT OF JUSTICE

DATE: 12/5/88

REPLYING TO

YOUR MEMO OF: _____

SUBJECT: Attendance at Meetings of June 14 and 15

I have checked with the secretaries of Art Rotman, Carmi Schwartz and Jonathan Woocher. The dates of the third Commission and Senior Policy Advisors' meetings are cleared for all of them, and have been placed on their calendars, pending final clearance at the Commission meetings of 12/13-12/14.

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United Jewish Appeal-Federation of Jewish Philanthropies of New York, Inc.

130 East 59th Street, New York, New York 10022 (212) 980-1000

MAR 27 1989

Stephen D. Solender
Executive Vice President

March 21, 1989

Dr. Arthur J. Naperstak, Director
Commission of Jewish Education in
North America
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Art:

This will confirm that Anita Hosang of the 92nd Street Y's executive office, telephone number (212) 427-6000, is waiting to hear from someone on your staff concerning the June 14th meeting arrangements.

I am happy to have been of assistance to you for this meeting, and look forward to seeing you next Wednesday evening, March 29th at 7:00 p.m. for dinner.

Cordially,



SDS/eb



We give all the help you can give.

AJN - 28th or 29th
Need - Rm. for 60 + 2 break-out
Rm. to feed 60 - kitchen rooms
7 children
AJN - 29th - will call

Anita Nosang - Rd Ave
40 Saul Allen
212 - 415 5470



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cc: Arthur J. Naparstek

TO: Morton L. Mandel FROM: Virginia F. Levi DATE: 3/23/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO
YOUR MEMO OF: _____

SUBJECT: SITE SELECTION FOR JUNE 14 COMMISSION MEETING

We have three possible sites for the June 14 Commission meeting. All three have been reserved and are being held pending confirmation. AJN had planned to visit the three when he is in New York on April 28-30 and would like to discuss coordinating with you.

1. CJF offices: 730 Broadway
Contact person: Carmi Schwartz
Phone no.: (212) 475-5000
Comments: They have two large rooms to be used for the meeting and the meal and can provide "breakout rooms."
2. Jewish National Fund: East 69th Street and Fifth Avenue
Contact person: Michael Aschenbrand
Phone no.: (212) 879-9300
Comments: They have one large room which would be used for the meeting and the meal. A buffet table can be set up outside the room. They do have smaller rooms for breakout purposes.
3. 92nd Street Y: 1395 Lexington Avenue
Contact person: Susan Vitucci, assistant to Saul Adler
Phone no.: (212) 415-5473
Comments: Two large rooms available. The main meeting room has pillars which could obstruct view. Smaller meeting rooms may be available, depending on timing.

All three places will waive the rental fee. The only charges will be for catering.

INTER-OFFICE CORRESPONDENCE

AGENDA

MLM-AJN MEETING

APRIL 12, 1989

- I. Review budget
 - A. See format prepared by Mike and Mark.
 - B. Review budget for all Commission activity.
- II. Review steps which need to be taken to be ready for June 14 meeting
 - A. Facility options available for Commission meeting on June 14 (see AJN memo).
 - B. Commissioner interviews which need to be carried out by May 1, 1989 (see assignment sheet and discuss Reimer's and Fox's assignments).
 - C. MLM letter to commissioners. Review and send by April 20.
 - D. Agree on what background papers need to be written for June 14 meeting. AH and SF have to start writing by May 14. Papers have to get to commissioners by June 1. Content of papers dependent upon results of commissioner interviews and work of policy advisors group and staff on implementation mechanism. I believe, my opinion, "best practices," and vision become justification for implementation strategy.
 - E. Agree on a research design that will provide background material for final report.
 1. What research papers
 - a. State of field
 - b. Personnel
 - c. Community
 - d. Institutional structure of Jewish Education in North America
 - e. Vision/best practices (programmatic options)
 - f. Jewish continuity, Jewish education

(Joe Reimer will write a prospectus for each topic area and have it done by 5/1/89)
 2. Define a high level editorial board to guide research papers. (Joe Reimer)
 3. Put forward alternative authors for each topic area.
 4. Consider Commission subcommittees on personnel and community and/or implementation mechanism.

F. Outreach to Jewish education organizations.
Prior to June 14:

1. MLM needs to meet with Lamm, Schorsch and Gottschalk.
Briefing paper for MLM to guide discussion as meetings
relate to IJE.
2. JR will meet with COJEO.
3. Jon Woocher meets with Bureau director.
4. David Ariel meets with Association for Jewish Studies i.e.,
Academic Scholars.
5. B'nai B'rith Hillel Foundation. No assignment
6. AIHLJE - Association of Institutions for Higher Learning for
Jewish Education. (David Ariel)
7. CAJE - (AJN with Elliot Spack)

III. Public Relations

- A. Should June Commission meeting be an event. (see minutes)
 1. Links to New York Times
 2. Links to Moment
 3. Links to Wall Street Journal
 4. Chronicle of Philanthropy
- B. Prepare media interviews for Twersky, Lipset, Bronfman/Crown.
- C. Prepare feature story for:
 1. JTA
 2. Cuel
- D. Develop a new and specific version of communication strategy.
 1. AJN to meet with PBC on April 13 to:
 - a. determine milestone events
 - b. develop specific communication pieces
 - c. develop work plan
 - d. prioritize work plan

INTER-OFFICE CORRESPONDENCE

TO: Morton L. Mandel FROM: Arthur J. Naparstek DATE: 4/12/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

SUBJECT: OPTIONS FOR JUNE 14 COMMISSION MEETING

We have multiple options for the June 14th meeting. They include the AJC facility, HUC, and the Board of Jewish Education offered most recently by Alvin Schiff. I would like to put forward the advantages and disadvantages of each and a recommendation.

AJC

Advantages:

1. Centrally located
2. Nice clean space, quite functional
3. Good breakout rooms

Disadvantage:

1. Would have to have lunch in the room in which we meet. This is a considerable disadvantage. It could be worked out but it would be awkward.

HUC

Advantage:

1. Very functional space. Could meet all the requirements that need to be met and have been met through the use of the Federation/UJA facility.

Disadvantages:

1. Poor location
2. Possible negative message in that it would suggest a leaning toward one denomination as opposed to others. When we had considered HUC a month or so ago, we were told by Al Schiff and Joe Reimer that Isadore Twersky and perhaps others might have a problem participating in a formal meeting at HUC. They went on to say that it could move the Commission away from the wonderful sense of balance that you have created between the three denominations. Alvin Schiff was most forceful in putting forward that opinion.

Recommendation:

I believe we should consider using HUC, but that it has to be made clear by you that we are using HUC, not to send a signal that we are moving toward favoring one denomination or that, in fact, we are going to be starting a process of

rotating between HUC, Yeshiva University, the Seminary in the Reconstructionist College. Instead, it needs to be put forward that we are only using the facility because of an emergency that occurred and were unable to use the space at Federation/UJA, that all future meetings will be, in fact, at Federation/UJA and this is a once only occasion.

I also believe you should personally call Twersky and ask if he would have a problem participating in a meeting at HUC. I might call, if you think it's appropriate, Professors Lamm, Schorsch and Green and explain to them why we are using HUC.

If you feel that's too much to go through in order to use that facility, we should probably consider looking at hotel space. I think you are right that the lunch at AJC in the same meeting room could be a problem.

For your information, Alvin Schiff, having heard that we are in the need of space, he may have picked it up at the educators meeting which was held at the Board of Education, called me to offer his facility for the meeting. His board room can sit fifty in tables arranged in a horseshoe. However, I do believe there are significant disadvantages in using his facility.

1. The building is over 100 years old and looks it.
2. It is on the west side between 9th and 10th Avenues.
3. The rooms he is talking about are quite small and it would be very cramped.
4. The building has one small elevator and his board room or conference facility is on the 4th floor.

COMMUNICATIONS REPORT

AS OF APR 14 '89 16:55

TIME	TO/FROM	MODE	MIN/SEC	PG	STATUS
16:32	•NATIU/p872 2 699351	GGHS	22/27	24	OK

5:56
done
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24 min.
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REQUEST FOR TELEX/MAILGRAM/FAX

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SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

4/14/89

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 972 2699951NO. OF PGS. 24
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO: SEYMOUR FOX
NAME ANNETTE HOCHSTEIN
COMPANY NATIV
STREET ADDRESS
CITY, STATE, ZIP JERUSALEM
PHONE NUMBER

FROM:
NAME ARTHUR NAPARSTEK
COMPANY PREMIER
DEPARTMENT
COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

Seymour + Annette,
I look forward to speaking with you on Sunday at
11:30 or 1:00 P.M. EST. We are paying a draft of what could
become Oscar's letter to Commissioner. Could you
work on it, if necessary make changes, I would like to get
it to you on Monday.
Also, I have the essay Peter Szanton did on intermediaries.
It came in today (4/14), I've put aside my concept
paper. His is ~~paper~~ better. I am also sending his resume.
Best regards
Art

4/14/89 DRAFT (commletter)

Letter to Commissioners from MLM

With the third meeting of the Commission less than two months away (June 14, 10 a.m. to 4 p.m., place), I would like to bring you up to date on developments since the meeting of December 13, 1988. Staff members have been hard at work developing ideas put forth at that meeting. They have consulted with experts in the field and met with the Commission senior policy advisors and are now anxious to consult with you in preparation for June.

At the last meeting of the Commission a number of options were considered. The Commission opted to focus its work initially on two topics: (1) the shortage of qualified personnel for Jewish education and, (2) the community--its structure, leadership, and funding as keys to across-the-board improvements in Jewish education. At the same time, many commissioners urged that work also be undertaken in various programmatic areas i.e., early childhood, day schools, supplemental schools, the Israel experience, etc.

The challenge facing us now is to develop creative, effective, and feasible approaches for dealing with the enabling options of personnel and community in relation to various programmatic areas. We need to devise a workable strategy so that we can demonstrate that personnel and community can indeed be acted upon in a comprehensive manner. In personnel this involves recruitment, training, retention, and profession building. For the community, it involves recruiting outstanding leadership, changing the climate, and generating significant additional funding.

As the work of the staff, policy advisors and others has unfolded, several assumptions have guided our deliberations. We now believe it is difficult to meet the challenge of change on a national level alone because the field of Jewish education is too complex and vast. We need to look at a strategy that allows us the flexibility to work both from a top down as well as a bottom up perspective. A number of experts in the field believe that real change must be undertaken on the local level. It is argued that local initiatives make sense for the following reasons:

1. Much of education takes place only on the local level.
2. The scope of a comprehensive local undertaking would be manageable; there is sufficient energy and enough people to undertake such a project.
3. The results of the local undertaking would be tangible and visible and could generate interest and reactions that might lead to a national debate on the important issues of Jewish education.
4. A local project would be managed in a hands-on manner, permitting constant improvement and fine-tuning.
5. Ideas and programs, when integrated and implemented in one site, can have significantly greater impact than they have today when successful approaches are isolated. The whole is greater than the sum of its parts.
6. Visions of Jewish education could be translated and experimented with in a limited and manageable way.

7. National institutions and organizations could be mobilized for such experimental programs. They would view this as an opportunity to test and develop new approaches to Jewish education.
8. People could be recruited and mobilized for tangible local demonstrations. The pool could be expanded to include, in addition to the current cadre of outstanding educators, (1) rabbis, (2) scholars of Judaica, (3) federation executives, (4) Jewish scholars in the secular and academic world.

Thus, we have moved from the personnel and community options to the notion of developing initiatives on local sites. At its December meeting, the Commission agreed to the conceptual framework of enabling and programmatic options on the condition that ideas, projects, and programs could be developed and implemented that would make a difference and lead to systemic change. The assumption implicit in utilizing local sites is that other communities would be able to see a successful approach to the community and personnel options, and would be inspired to apply the lessons learned to programs in their own communities.

Programs of implementation are seldom successful when they are top down programs. Communities must play a major role in the initiation

of the idea. They must be full partners in the design of programs and in their implementation. Thus, as we are developing these ideas, we have to grapple with such difficult questions as: Who will carry out the work? Who will undertake the strategic thinking? Who will plan and ensure that the standards and goals of the Commission are maintained? Who will or can be responsible for the implementation of local projects? For all of this, we need input from the commissioners.

Therefore, I believe that it is important for us to respond to these ideas and consider our next steps together. At the suggestion of a number of Commissioners, we propose to follow the individual interview format which we have used in the past. I have asked staff to set appointments with each of you to get your thoughts. Your thinking is crucial as we begin to develop the agenda for the June 14th meeting.

I know that most commissioners share my belief that a mechanism for change is a critical outcome of this Commission. I look forward to learning, through the interview process, your thoughts on the direction we propose.

Sincerely,

Morton L. Mandel

THE INTERMEDIARIES - SOME EARLY OBSERVATIONS

With Foundation support, I have undertaken a brief reconnaissance of the field of so-called intermediaries. I have visited the offices, interviewed key personnel and read a variety of materials by and about High/Scope, the Manpower Demonstration Research Corporation, the Police Foundation, Public/Private Ventures, the RAND Corporation (as to its Housing Allowance Supply Experiment work only), the Remediation and Training Institute, and the Vera Institute of Justice. I have also reviewed much of the recent literature on social experimentation, and some of the voluminous writings on the relation of knowledge to policy.

The purpose of this work was mainly to determine the kind of effort required to produce a useful book about those institutions. The book would specify their purposes, sketch their histories, and assess their contributions to knowledge, to social policy and to program operation. It would also attempt to elicit from their experience some lessons about the deliberate development of policy-relevant knowledge, about barriers to the use of such knowledge and about possible future evolution of the roles of intermediaries. Accordingly, the products of the reconnaissance were to be an outline of the proposed book, a workplan, schedule and budget for producing it, and an essay setting out some hypotheses and observations that the book might much more fully test.

What follows is that essay. It groups its observations under four general headings: traits the intermediaries share, dimensions in which they differ, the form and degree of their impact, and questions about their future. Because these comments flow from a brief review of eight distinctive institutions by an observer previously unfamiliar with most of them, it will not advance the understanding of those who have followed those institutions closely. Nor can it be depended on to forecast the final judgments of the book. Those judgments would certainly be more numerous, more fully informed, and perhaps quite different. But the essay will at least suggest some of the concerns and presumptions on which the next stage of the work would be based.

I. THEY HAVE MUCH IN COMMON

a. Similar ends and means. Each of the intermediaries are not-for-profits whose purpose is to help identify effective ways of resolving or ameliorating significant social problems, and which serve that purpose, at least in part, by:

(1) designing and operating (or supervising the operation of) experiments or demonstrations of some scale;

(2) subjecting the results of the experiments or demonstrations to more or less rigorous evaluation, and

(3) disseminating the results. *all three.*

They may act autonomously and directly, or in collaboration with others, or indirectly through others - evaluation subcontractors, for example - but they have normally taken some responsibility for all three kinds of activity.

b. Recency. All are creatures of the last quarter-century. Vera was formed in 1961; High/Scope effectively in 1962 (though not formally until later); The Police Foundation in 1970; MDRC in 1974; P/PV in 1978; RTI in 1982-83. RAND, though founded in the late 1940s, began the Housing Allowance Supply Experiment (hereafter HASE), its first such venture, in 1973. All of these organizations, in short, are products of a period in which the US was becoming conscious of social problems which were not yielding to the general rise in incomes, not yielding much even to a very rapid rise in federal social expenditures, and whose roots, therefore, seemed deep, probably intertwined, and difficult even to clearly identify.

Equally, that history means that, on average, the intermediaries have been operating for roughly a decade and a half. And since much of their work has involved longitudinal studies whose results were not available until well after their founding dates (the most striking results from High/Scope's Perry Preschool Project, for example, were published in 1984) the time that most of them have had to affect events has been considerably shorter. Given the inevitably slow pace of significant social change, one implication of that fact is that, while interim judgments on these organizations may be timely and useful, no full assessment of their impact will be possible for many years.

c. Lengthened Shadows. Most of the intermediaries strongly confirm Emerson's dictum that an institution is the lengthened shadow of a man. Though most have by now undergone, and survived, transitions in leadership, many began by being inseparable from the concerns and entrepreneurship of unusual individuals. High/Scope, Vera and RTI are each organizations hard to imagine apart from their founding directors. HASE is similarly inseparable from the analytic concerns and policy interests of Jack Lowry. Several of the other intermediaries would not have come into being except for the entrepreneurial sponsorship of a single foundation executive. (Mike Sandoff)

d. Motivating Values. Though all of the intermediaries, in lesser or greater degree, design and operate experiments and perform analyses, none were established by persons who thought of themselves principally as social scientists or whose objective was simply the advancement of knowledge. The end objective of all of the founders, and seemingly of all other key personnel, was to alter and improve social policy, and especially to improve the situation of the nation's disadvantaged. This is not to say that all of the intermediaries had or have policy agendas of their own. Some do and some do not, a point we return to below. But all see the goal of their work as the amelioration of a social problem. It is therefore fair to test their achievements - preliminarily, and among other tests - in terms of the degrees of amelioration being achieved.

II. THEY ALSO DIFFER

Nonetheless, there are important differences among them.

a. Style of Operation. Worth noting, though not of fundamental concern here, is the fact that the intermediaries vary widely in their style of operation and in other internal respects. Some, for example - like Vera - began under very modest auspices and with diminutive resources; others with huge endowments (Police Foundation.) One was incubated for years in a county school system; most began as independent entities with substantial private - typically Ford Foundation - support. Most depended heavily on federal funding (and were severely tested by the cutbacks of the first years of the Reagan administration: High/Scope and P/PV lost 40% of their staffs; MDRC dropped 70%), but others did not.

In other internal respects they vary also. The boards of some, like MDRC, have played active and important roles. Other boards have been much less involved, and one appears to have been only a formality. Similarly, the management of some (Vera, for example) has been highly decentralized, with a fair variety of staff entrepreneurship permitted or encouraged; others (like High/Scope) have been far more focussed in their interests and more centrally directed.

b. Clients and Audiences. More significantly, the clients and audiences of the intermediaries have differed, on at least two dimensions. One is that of local versus federal orientation. Though some (HASE, MDRC) have been mainly oriented toward federal issues, others (Vera, High/Scope) began, at least, by seeking local impact in a single jurisdiction. Others (Police Foundation, RTI and in recent years P/PV and MDRC) have worked with multiple local jurisdictions.

The other dimension can be roughly characterized as policy versus operations. The work of some of the intermediaries has been oriented toward broad policy concerns, and hence largely toward legislative action. HASE was a clear example. It required specific congressional authorization and its own appropriations before it could begin, and it was designed to inform a central issue in a continuing congressional debate over federal housing policy for the poor: whether rents rather than new construction should be subsidized. Much of Vera's early work, on the other hand, tested operational approaches that New York City court or police administrators could implement essentially in their own discretion. RTI appears at the far end of this spectrum, showing no interest in policy, but attempting to affect practice directly, massively and at many sites.

c. Analysts and Advocates. The dominant value of some of the intermediaries is to learn; to distinguish what works, what doesn't and, where possible, why. These organizations care about what governments do, but the form their caring takes is to try to inform future policy-making. They see themselves essentially as analysts. For them, the knowledge that a policy will not produce the expected results, though unfortunate, is virtually as valuable as the knowledge that it will. MDRC is probably the clearest example of the type; HASE also fits it as well.

The dominant value of others, explicitly or otherwise, is to move policy in a particular direction. They believe some innovation will improve matters. Like High/Scope or Vera they may themselves ~~have pioneered that innovation. They want to demonstrate that it~~ works. Or, as with some Police Foundation projects, they may hope to demonstrate that a traditional policy is not effective. In either event, though they may - typically will - design and operate the experiment with great care, they are not indifferent to the outcome. Surprisingly, that fact does not seem to generate, among either the intermediaries or their clients and audiences, much concern about conflicts of interest or unreliable reporting. The reasons are probably that standards of methodological care have generally been maintained, and that even flawed experiments, if squarely addressed to policy questions, are likely to provide considerably better evidence than existed before.

d. Locations on a Spectrum. Whether oriented toward policy or operations, toward local decision-makers or national, and whether devoted at heart to analysis or advocacy, intermediaries vary in the proportion of the spectrum of potential activities they cover, and in where, along that spectrum, they tend to focus. The spectrum consists of essentially the following activities:

- i. formulating a policy hypothesis
- ii. designing an experiment to test the hypothesis
- iii. operating (or supervising the operation of) the experiment
- iv. evaluating (or supervising the evaluation of) its impact
- v. disseminating results
- vi. advocating reform or innovation based on its results
- vii. providing technical assistance to others establishing similar programs
- viii. packaging the essential elements of the program to facilitate its replication.

(Further activities might well be added to this list but, as is, it appears to fairly cover the range of intermediaries' current behavior.)

Three observations: All of the intermediaries engage, at least somewhat, in most of the activities - at least numbers i-v. The balance of their effort has differed sharply, however, with MDRC and

HASE typically stressing the top and middle activities, and Vera and (especially) RTI the middle and bottom ones. Finally, all of the intermediaries, over their histories, have tended to shift focus ~~downward along that list, and in recent years have typically paid~~ increasing attention to disseminating results, making the case for acting on them and, to a lesser degree, offering technical assistance. And this has occurred not simply because the earlier functions necessarily take place first in any particular project; the main reason appears to be a growing consciousness that, in most of the policy arenas in which intermediaries operate, the binding constraint in recent years has not been ignorance as to what works, but inadequate political or bureaucratic support for what is known to work, or insufficient administrative capacity to make it work. We return to some implications of that fact at the end of this paper.

III. THEIR IMPACT HAS BEEN SUBSTANTIAL

Overall, the intermediaries seem to have had substantial effects, of at least three kinds.

a. Development of Knowledge. Least surprising is that they have produced a large body of policy-relevant knowledge. Principally because of the work of intermediaries it is now authoritatively demonstrable, for example, that a variety of preschool programs, if well run, will produce long-term gains in both their students' later school performance and in their social behavior; that a full-scale housing allowance program will not substantially increase rents; that carefully supported transitional employment can prepare a substantial fraction of retarded persons for unsubsidized employment, and so forth. The intermediaries have produced, among them, at least half a hundred findings of the scale and import of those three; all in all an impressive body of policy-relevant, policy-useable knowledge.

b. Learning how to Learn. A closely related but distinguishable product has been a near-consensus on how studies of program impact should be performed. A decade and a half ago, time series data, comparison groups, and random assignment were all used in efforts to estimate program impacts. But all were subject to attack. The time series data normally available could not measure the impact of any but very large-scale programs and could not clearly distinguish the effects of those programs from other possible

influences. Comparison groups were justly criticized as likely to differ from each other in any of several ways that might account for differences in outcome between them. Random assignment, while ~~understood to be superior in theory, was thought to raise near-insuperable problems of feasibility and fairness.~~

The intermediaries have used each of these techniques, along with others, and one result of their work has been to increase the sophistication with which each of them is now normally used. Another contribution has been their increasingly careful recording of the administrative practices and operating rules which successful projects employ and on which successful replication may depend. But probably their main contribution to the power of policy research has been the now well-developed recognition that random assignment experiments are feasible, that under most circumstances they are fair and will be accepted as fair by participating individuals and organizations, and that their results, so long as they have been managed with care, are authoritative. The findings of large-scale and professionally conducted random assignment experiments are not compromised by the methodological controversies that engulfed many of the policy studies of the 1960s. The work of High/Scope, HASE and, especially, MDRC is most responsible for that result.

And it is not a trivial result. From the first major federal social programs until at least the 1950s, the typical policy-setting pattern was to lunge directly from concept to program. Roosevelt's Civilian Conservation Corps is a good example. The intermediaries were established as it was becoming understood that when government intervened in a complex problem, ideas appealing in principle might work poorly or not at all, and at great expense. "Throwing money at a problem," in the phrase of the day, might be worse than useless; while doing no good it might also exhaust, for some time, the political and financial resources for doing anything else. The next most obvious step - to consult social scientists on the basis of their supposed existing expertise - did not help much. Policy-oriented scholars were likely to give opinions whether there was a scientific basis for them or not, and generally there was not, since large, careful studies directly on point and already concluded were extremely rare.

The obvious solution was that significant policy options be tested, and the tests evaluated with care, before large-scale programs were launched. But until the mid-1970s, it was arguable

that such tests might only delay matters while they proceeded and confuse matters afterwards, as advocates and their methodological advisers contested what had been proven. That position is now no longer arguable, a fact due largely to the work of the intermediaries and of considerable long-term significance to our political processes.

c. Affecting Events. "Information is to politics as bullets are to warfare," as a current Washington saying goes. Information matters. And other things being equal, the side with more and better information wins. Of course the trouble with that formulation, though it is perfectly accurate as far as it goes, is that a number of other things - political resources, funding constraints, bureaucratic inertia principal among them - supply the heavy artillery or nuclear weaponry of policy warfare, and they may not be at all equal. The result is that the manner and degree to which the kind of knowledge that intermediaries produce is used varies enormously, and the value of the influence it exerts fluctuates correspondingly. No overall assessment of the effect of that knowledge is possible here, but at least three differing kinds of impact are worth noting.

The first and most encouraging occurs where the implications of an intermediary's findings are consistent with what a political or administrative or legal system is prepared to do. There is little doubt, to take an obvious current example, that MDRC's work and welfare findings are substantially and helpfully impacting events at least in Arkansas, Maryland and California, and that they will strongly influence the next wave of federal welfare legislation. Our politics are eager for measures that promise to reduce welfare dependency, and MDRC offers the most authoritative evidence available as to how this might be done. Similarly, police shooting of civilians dropped markedly after a Police Foundation study questioned the extent of use of deadly force and the legal system proved ready to impose a rule drawing on its findings. And a high proportion of the pre-trial diversion programs operating in several hundred jurisdictions resulted from two Vera efforts to demonstrate that benefits could flow both to accused youth and to overburdened court systems from supervised work and study programs for young defendants who did not have serious criminal records.

A second category is exemplified by work which, at first glance, might appear to belong in the first. The sharply increasing public concern for the care of very young children has given great prominence to the results of High/Scope's Perry Preschool project.

Reciprocally, the strong and still growing national support for expanded pre-school education has been justified in significant part by the findings from that project. But political forces appear to be ~~skewing those findings as well as using them.~~ The Perry project served severely disadvantaged children, and its extended longitudinal reviews demonstrated that those children could be greatly helped by a broad-based remedial program. That knowledge is being used as ammunition in a campaign mainly designed to extend downward to all four and five-year olds (of which the Perry children were not representative) conventional preschool programs (of which Perry was not an example.) The underlying reason is the difficulty working mothers of small children experience in finding and affording adequate day care. The cause in whose interest the Perry findings are being misused is thus not a bad one, but neither does it illustrate an exemplary relation between knowledge and action.

A third category is suggested by the use made of HASE. The experiment began in 1973 and, together with associated experiments, was to run for ten years. There was then fair agreement that federal housing dollars were conferring large benefits on relatively small numbers of poor (and middle-class) people, no benefits on large numbers of poor people, and excessive benefits on builders and developers. Moreover, the administration in office wished to reduce social expenditures. As a result, the political significance of HASE in its early years was to lend weight to the argument that nothing new should be done until the results were in. In the years since 1981, as results became available, its principal policy effect has been to buttress the case against subsidized construction, while subsidized rent received no support either. (Only some 15,000 persons nationwide now receive federally-subsidized rent vouchers.) Unlike the Perry example, results here were not distorted: subsidized construction is a bad bargain. But neither were their positive implications heeded.

These are three quite different ways in which knowledge produced by intermediaries has affected events, and only one of them fits the ideal model in which we learn what works and then broadly (and quickly) apply that learning. And this discussion excludes the many efforts of intermediaries that had little or no effect on events - some of which were never likely to. Little impact has resulted when - especially in intermediaries' first years - data-gathering proved unreliable or analytic techniques inadequate or

experimental conditions impossible to maintain; when, especially in the case of Vera, the desire to provide a service to the disadvantaged outweighed concerns for knowledge-development; and when considerations of cash-flow or intellectual fine-tuning sanctioned studies or experiments in areas where what works was already clear.

Does it follow that the ultimate objective of their work - greater rationality of policy, greater effectiveness of program and the consequent amelioration of social problems - is being so inadequately met that, as a class, the intermediaries are a failure? I am hardly at a point in the work where any answer to that question could be defended, but there are at least two reasons for thinking the answer is no. The first is that transmuted new knowledge into widespread action by large bureaucracies is a process that takes time - but with time, does happen. I once had occasion to direct a review of 83 reports, produced over 37 years by a variety of high-level commissions, task forces and study groups, all concerned with some aspect of the organization of the US government for the conduct of foreign affairs. Very few of the main proposals of those reports had been acted on within five years of their first expression. But very few had not been adopted, in substantial measure, within 15 years.

The second reason is that, even on the record of impact to date, the national investment in intermediaries has seemingly been highly cost-effective. Apart from those program costs whose equivalent would have been expended even in the absence of experiments, the total funding of the intermediaries from their foundings to the present seems not to exceed \$300 million. The programs whose design and operation they attempt to effect cost on the order of 1,000 times as much each year. Improvement of those programs by even minute degrees would therefore justify the investment in intermediaries. And effects have not been minute.

Does it follow, then, that the world of intermediaries five or ten years from now should look much as it does at present? That question introduces the last section of the paper.

IV. QUESTIONS ABOUT THE FUTURE

The issues about the future that the book would seek to illuminate, and that I want here only to raise, are grouped around two quite different questions: How might intermediaries function

more effectively in their accustomed roles? And given the current constraints on social progress, should existing intermediaries, or other kinds of mediating institutions, take on new roles?

a. Better Performance in Current Roles. This series of questions would simply try to distill, from the now considerable experience of the intermediaries with numerous issues and various funders and audiences, best current practice. In particular, it would seek to identify the effect on the probability of achieving policy-impact of various factors external to the intermediary, and of the means intermediaries can use to offset or take advantage of those factors.

Among the external variables, for example, would be these: In order to have effect, must the experiment (or evaluation) convince mainly a legislative body, political level executives, senior bureaucrats, field operators, or organized employees? If convinced, will they have the capacity to implement the likely findings? Will using such findings require only that users believe them, or will they have to undergo deeper attitude-changes or, if program operators, develop new skills, routines, procedures? Do potential using organizations contain persons able to operate as "brokers of innovation?" Are the findings likely to reinforce or to threaten the dominant interests of those organization? Has a potential user initiated the idea for the research or experiment? Whether or not it initiated the notion, has a possible user sponsored the research? Have the producer and consumer organizations, or key individuals in each of them, ever worked together before?

Some of the answers to those questions will be much more closely associated with experiments whose results were resisted than others. But the reason for reviewing the evidence about them is not mainly to identify factors making for difficulty. It is to try to establish what measures intermediaries have used, or might use, to most effectively offset their effects. Such measures might include asking potential users (or their superiors, or analysts they have worked with and trust) to participate in designing, monitoring or operating the experiment; producing detailed accounts of how it was managed; paying particular attention to how, how frequently, how intensively and to whom the results of the experiment are communicated and who is accorded public credit; considering how much and what kind of technical assistance might be offered for replication, and the like.

b. New Roles. The second and more radical question is whether the intermediaries, or other entities, ought to take on additional roles and responsibilities. ~~The question is raised by the~~ current sense that, as noted earlier, the binding constraint on progress in many areas is not a lack of knowledge as to what works, but insufficient political or bureaucratic support for what is known to work, or inadequate entrepreneurial energy or administrative capacity to make it work.

What implications does this suggest for the intermediaries? In fields where crucial questions are still unanswered and where policy change and program development are occurring at reasonable rates there would seem to be few implications. These are fit arenas for intermediaries playing - effectively, one hopes - the traditional roles. When such arenas lack intermediaries and are important enough to justify such institutions, one question would be whether a new entity should be established or an existing intermediary encouraged to expand "horizontally" to enter it. If - but probably only if - an existing intermediary has an appropriate reputation and capable leadership, and either has or can readily acquire the requisite skills, its expansion may be the better course.

The harder, more common and more important questions about role arise in fields where uncertainty about what works is no longer (or was never) the constraint on better performance. The threshold questions in such fields will be whether any new institution, offering capacities not available in existing research or consulting or governmental bodies, might prove helpful. What capacities might those be? Essentially, those that extended downward the list that appears on page 6. That list ends with (vii) providing technical assistance to replicators, and (viii) packaging the essential elements of the program to facilitate replication. As least two other functions might be added: (ix) providing turn-key set-up of systems incorporating best current practice in the field; and (x) for indefinite periods operating such "model" systems.

Almost certainly, each of those four capacities, if present and well managed, would ease problems of bureaucratic inertia or resistance or, in the last case (of which private schools in a jurisdiction that employed a voucher system, and privately operated prisons would be examples) would circumvent them. Developing those capacities would clearly produce a major social good - fully as

significant as the prior social inventions of "think tanks" and intermediaries. And of course one of the current intermediaries, RTI, is wholly dedicated to function viii, with a probable capacity to undertake ix.

But whether at least the last three functions are appropriate for many of the other intermediaries now in operation seems not at all clear. The answer will probably depend, field by field, on the comparative performance in finding financial support and demonstrating effective operation, of perhaps four differing kinds of institutions. One would be intermediaries like Vera or P/PV which attempted to focus far more effort on facilitating the start-up of model or replicated programs, but which also sought to remain active in knowledge-development. Probably the principal question for them would be whether those two ends of the spectrum of functions can be combined in a single entity without compromising its clarity of purpose or its effectiveness at one end or the other, or at both.

A second would be wholly new entities, also non-profits funded partly by foundations and federal agencies as well as their client organizations (or client constituencies) but oriented wholly toward the latter functions. The problem for them would probably be how to amass the requisite policy, programmatic and operating knowledge without having spent some time in knowledge-development and operations, a problem they would probably try to solve by hiring personnel from both current intermediaries and from government agencies. Conceivably some of the current intermediaries apart from RTI might try to transform themselves into such entities, forswearing knowledge-development. The problem for them in the short term would be the internal conflict associated with any sharp change of organizational direction. In the longer term it would be remaining abreast of new knowledge and best practice.

A third category of institution would consist of private for-profit service-providers operating at least in function x, as private hospitals, prisons, fire and sanitation services do now, and as voucher-supported schools would do. Were a market to develop, they might also perform functions vii-ix. A major disincentive to doing that, however, would be that those three former functions would compete with the latter, and the latter would almost surely produce the greatest profits.

Finally, it is well to recall the traditional notion that the performance of important social functions, especially for the disadvantaged, is a public and therefore presumptively a governmental responsibility, and recall also the neglected truth that governments can sometimes produce innovation themselves - especially with new organizations: TVA, OEO, NASA. It is not impossible that in some jurisdictions government agencies might themselves serve some or all of these functions. In an era of growing and justified concern for the decline in standing and attractiveness of public service, that potential should not be assumed away.

Py 1/88

PETER L. SZANTON

PROFESSIONAL EXPERIENCE

1985-Present President, Szanton Associates

1979-85: Vice President, Hamilton, Rabinovitz, Szanton
 & Alschuler, Inc.
 Vice President, ENDISPUTE Incorporated.

1977-79: Associate Director, Office of Management
 and Budget, Executive Office of the President.

1975-77: Independent Consultant.

1973-75: Research Director, Commission on the Organization
 of the Government for the Conduct of Foreign Policy
 (Murphy Commission).

1971-72: Fellow, Institute of Politics, J.F. Kennedy
 School of Government, Harvard University.

1967-71: President, New York City-RAND Institute.

1965-67: Deputy Director, Program Evaluation staff, Bureau of
 the Budget; Senior Staff, White House Task Force on
 Government Reorganization (Heineman Commission).

1962-64: Member, Policy Planning Staff, (International
 Security Affairs) Office of the Secretary of Defense.

1960-62: Associate, Solinger & Gordon, attorneys,
 New York, New York.

1958-59: Law clerk to U.S. District Judges Edward P. Murphy
 and Oliver Carter, ~~San Francisco, California.~~

MEMBERSHIPS AND AFFILIATIONS

Cosmos Club
Council on Foreign Relations
National Academy of Public Administration
New York State Bar
Sage Yearbooks in Politics & Public Policy; Advisory Board.
Youth Service America (Board Chairman)

EDUCATION

Harvard College (B.A.) 1952, magna cum laude
Harvard Graduate School of Arts and Sciences (M.A.) 1955
Harvard Law School (LLB) 1958

PERSONAL DATA

Born and raised in New York City. Enlisted in the U.S. Army in 1952; served in Korea. Married, with three children.
Resident of Washington, D.C.

BUSINESS ADDRESS

1820 Jefferson Place, NW
Washington, D.C. 20036
202/429-8780

SELECTED CONSULTING ASSIGNMENTS

For a major sectarian charity, designed and helped direct a participatory strategic planning process. (1988-89)

For the Hewlett Foundation and the National Institute for Dispute Resolution, analysed the status and prospects of organizations mediating disputes of public significance. (1988-89)

For the Board of Directors of the Inter-American Foundation, twice reviewed the Foundation's purposes and assessed its performance. (1984, 1988)

For their officers and members, proposed alternative missions for the Business Roundtables of Massachusetts and Hawaii. (1987-88)

For the Goldseker Foundation, and working with forty community leaders, developed a multi-year civic agenda for Baltimore. (1985-87)

For the Ford Foundation, co-directed an intensive study of the probable benefits and costs of four alternative forms of national service. (1982-86)

For a multinational energy corporation, projected the probable future course of Canadian energy policy. (1981)

For the Administrative Conference of the U.S., directed a review of the lessons learned in attempts to reorganize federal agencies. (1980)

For the President's Reorganization Project, advised on reorganization of the White House and of the Executive Office of the President. (1977)

For the Ford and Russell Sage Foundations, reviewed the record of universities in providing advice to municipal agencies, and of municipalities in utilizing such advice. (1979-80)

As director of the RAND Corporation's work for New York City, initiated and supervised the most extensive analyses of municipal policies and operations conducted in any American city, including systematic reviews of the city's Health, Housing, Fire, Police, Welfare and Environmental Services agencies. (1968-71.)

PUBLICATIONS

Books

National Service: What Would It Mean?, with Richard Danzig (Lexington, Massachusetts: D.C. Heath, 1986).

Federal Reorganization: What Have We Learned? (New Jersey, Chatham House, 1981).

Not Well Advised, (New York: Ford and Russell Sage Foundations, 1981).

Remaking Foreign Policy: The Organizational Connection, with Graham Allison (New York: Basic Books, 1976).

Published Reports

Baltimore 2000: A Choice of Futures (Baltimore, Maryland: Morris Goldseker Foundation of Maryland, Inc., 1987).

Dispute Resolution in America: Processes in Evolution (Washington, D.C.: National Institute of Dispute Resolution, 1984), with Jonathan Marks and Earl Johnson, Jr.

Report of the Commission on the Organization of the Government for the Conduct of Foreign Policy (Washington, D.C.: Government Printing Office, 1975), principal author.

Citizen Organizations: Increasing Client Control Over Services (Washington, D.C.: RAND Corporation, 1973), with Robert Yin and William Lucas.

Articles

"OMB's Defense Cop-Out," Foreign Policy, No. 58 (Spring, 1985).

"Coordinating National Security Policy: The Role of OMB," United States Defense and Foreign Policy (Greenwich, Ct.: JAI Press, 1985).

"Reconstructing the Presidency," Politics and the Oval Office, A. Meltsner, ed. (San Francisco, California, Institute for Contemporary Studies, February, 1981).

"Two Jobs, Not One." Foreign Policy, No. 38 (Spring, 1980).

"Urban Public Services: Ten Case Studies," Innovation and Implementation in Public Organizations, R. R. Nelson and D. Yates, eds. (Lexington, Mass.: Lexington Books, 1978).

"Toward the Urban University," The Innovator, Vol. 5, No. 2 (March/April, 1978).

"Organizing for the Decade Ahead," Setting National Priorities (Washington, D.C.: The Brookings Institution, 1976), with Graham Allison.

"Intelligence: Seizing the Opportunity," Foreign Policy, No. 22 (Spring, 1976), with Graham Allison.

"Public Policy, Public Good, and the Law," Antitrust Law and Economics Review, Vol. 6 (Spring, 1973).

"Analysis and Urban Government: Experience of the New York City-RAND Institute," Analysis of Public Systems, A.W. Drake, et. al., eds. (Cambridge, Mass.: MIT Press, 1972).

"Systems Problems in the City," Operations Research, Vol. 20, No. 3 (May-June, 1972).


"Working with a City Government: RAND's Experience in New York City," The Engineer and the City (Washington, D.C.: National Academy of Engineering, 1969).

"Program Budgeting for Criminal Justice Systems," Report of the Science and Technology Task Force, President's Commission on Law Enforcement and Administration of Justice (Washington, D.C.: Government Printing Office, May, 1967).

"Stare Decisis: A Dissenting View," Hastings Law Journal, Vol. 10 (1959).

4. June 14 Commission Agenda

It was agreed that we should begin to schedule preparation of a number of reports which may be incorporated in the final report of the Commission. Some suggested topics are the following:

- a. A definitive paper on personnel.
 - b. A definitive paper on community.
 - c. A proposed outline for the final report with alternative scenarios.
 - d. A first section of the report on the subject of "Jewish Continuity at Risk."
 - e. A paper on the state of Jewish education in North America.
 - f. A vision paper on the subject of Jewish education in North America, its future and the basis for projecting the IJE.
 - g. A review of the programs of the nine federation-sponsored comprehensive studies of Jewish education.
 - h. A best practices paper.
 - i. A concept paper on the IJE.
- 

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

DATE: 4/18/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: LETTER TO COMMISSIONERS

Attached are two draft letters proposed for mailing to commissioners. The first was prepared by Naparstek, Zucker, and Levi. The second is a redraft submitted by Fox and Hochstein.

We recommend sending the simpler draft (the one prepared locally) to commissioners and using the Fox/Hochstein letter as a briefing paper for those of us who will be interviewing commissioners. HLZ feels the Fox letter is too complicated, but would be perfect as a briefing document.

It would be good to get the letter out as soon as possible. We should not date the letter on the first two or last two days of Passover. Also, we need to lock in the place of our June meeting.

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4/18/89 DRAFT (2commletter)

Letter to Commissioners from MLM

April 18, 1989

The third meeting of the Commission on Jewish Education in North America will take place on June 14 from 10 a.m. to 4 p.m. at _____ place _____.

The purpose of this letter is to report on follow-up work by our staff and senior policy advisors since our December 13th meeting, and to let you know that a staff member or senior policy advisor will try to meet with you in advance of the June 14th meeting.

At the December 13th meeting, our Commission opted to focus its work initially on two main subjects: (1) the shortage of qualified personnel for Jewish education and, (2) the community, its structure, leadership, and funding. Emphasis on these two enabling options was seen as key to across-the-board improvements in Jewish education. A number of commissioners urged that we consider, in addition to these two enabling options, various programmatic areas such as early childhood education, day schools, supplemental schools, the Israel experience, etc.

We believe that it is necessary to develop creative, effective, and feasible approaches for dealing with the enabling options of personnel and community and relate them to the various programmatic areas. We need to devise a workable strategy to demonstrate that personnel and community can

indeed be acted upon in a comprehensive manner. In personnel, this involves recruitment, training, retention, and profession building. In community, it involves recruiting outstanding leadership, improving the climate, and generating substantial additional funding.

We believe that important change cannot be achieved if it is based at the national level alone. Real change must be undertaken on the local level as well. Most education takes place at the local level. There are already significant local level initiatives to achieve major improvements in Jewish education. The pool of people who can be recruited for tangible local demonstrations includes not only the current cadre of outstanding educators, but also rabbis, Judaica scholars, federation executives, and Jewish scholars in the secular and academic world. This adds up to seeking change through a combination of local and national initiatives.

To implement a national-local approach to make comprehensive improvements in Jewish education, we need a mechanism to serve as a source of ideas and as a catalytic agent to cause these ideas to be implemented. It would emphasize the personnel and community options. It would need to encourage the development of local sites which will utilize the personnel and community options to demonstrate that they can lead to systemic changes in programming local community education.

The local community would need to be a full partner in the design of programs and in their implementation.

We expect to discuss the concept of an implementation vehicle with each commissioner prior to our June 14 meeting. For this purpose, we have asked a staff member or advisor to meet personally with each commissioner. You will be hearing from such a person to set up an appointment.

We hope, through this interview process, to bring you up to date on what we have been doing since the last meeting of the Commission, and to get your reactions to our preliminary thinking. At the conclusion of the interview process, the staff and senior policy advisors will consider the commissioners' input and prepare a proposal for review at the June 14 meeting.

We look forward to your participation in this interview process and in the June 14 meeting. Personal regards.

Sincerely,

MORTON L. MANDEL

2329

Nativ Policy and Planning Consultants
Jerusalem, Israel

נהלים יועצים למדיניות ותכנון
ירושלים

Tel.: 972-2-662 296; 699 951

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: ART NARARSTEK

DATE: APRIL 18, 1989

FROM: SEYMOUR FOX

NO. PAGES: 4

FAX NUMBER: 001-216-321-3337

Attached is our draft of the letter to the
commissioners.

I look forward to speaking with you tonight. I
understand that you will be calling at 5:00 p.m.
your time. I will be at home (tel. 662452).



letter/5PM-W

Dear Commissioner,

Since our last meeting of the Commission on Jewish Education in North America on December 13, our staff has been hard at work. Through conversations and correspondence with you the Commissioner, and in consultations with experts in the field and with the senior policy advisors, the staff has been developing the ideas and suggestions that emerged from that meeting. I would like to share with you my understanding of how our work is evolving.

At our last meeting we considered the list of 27 options which reflected the interests and concerns of the Commissioners -- any one of which could have served as the basis for the Commission's agenda. We recognized that the options could be usefully divided into two large categories: enabling options and programmatic options. We decided to focus our initial efforts on two of the enabling options: 1) the shortage of qualified personnel for Jewish education, and 2) the community -- its structure, leadership and funding -- as keys to across-the-board improvements in Jewish education. At the same time, commissioners urged that we not overlook the various important programmatic areas such as early childhood, day schools, supplementary schools, college age, informal education, the Israel Experience, etc.

As the staff began its work, it became clear that the personnel and community options would have to be dealt with in as comprehensive a manner as possible. In the area of personnel, a comprehensive strategy would involve recruitment, training, retention and professional-building. For the community, it would involve recruiting outstanding leadership, changing the climate and generating significant additional funding. While the importance of these two areas to the improvement of Jewish education has long been recognized, previous attempts to address them have not been comprehensive enough to be effective. There have been efforts, for example, to improve teacher's salaries and recruitment programs, but we did not find a single approach that dealt simultaneously with all of the elements. Furthermore, the inter-relation of these two areas became increasingly obvious: qualified and dedicated personnel would probably affect the attitude of community leaders, but such personnel is only likely to be attracted to the field if the climate of the community is improved.

We realized that undertaking the enabling options will require us to enter the programmatic areas, as personnel will have to be recruited and trained for particular assignments such as early childhood education, supplementary schools and community centers, and community climate can only be changed through concrete programs.

The staff discovered that although the Commission's goal is to affect change across-the-board it would be overwhelming to attempt change on a national level due to the vastness and complexity of the Jewish educational universe. Education takes place on a local level and it would be difficult to begin anywhere but there. Experts reminded us that there are many advantages to building programs from the bottom up, where the local community plays a major role in initiating an idea and is a full partner in its implementation. In addition to establishing ownership, local initiatives have the following advantages:

1. An undertaking of a limited scope is more manageable and can be done more comprehensively than a national project. The community can provide the energy and human resources needed for it.
2. The tangible and visible results of a local undertaking would hopefully generate interest among other communities to emulate the approach, and would likely lead to a national debate on the important issues of Jewish education.
3. A local project, handled in a hands-on manner, would permit constant fine-tuning and improvement.
4. By implementing several ideas and programs in one site, they can have a far more significant impact than when they are isolated. We have seen repeatedly that there are many good ideas being implemented across the country, but their effect has not achieved maximum potential. If they were brought together, their impact would be compounded. It would also be felt more quickly.
5. In each local situation, ideas that are guided by a vision of excellence in Jewish education can be experimented with.

At the same time, however, we have come to respect the contribution that can be made through the broad and sustained efforts of experts working from the top down. Throughout our process, the staff has emphasized that working on the local scene will require the leadership and assistance of the national organizations and training institutions. Any attempt to demonstrate

impact on a local level will not reach its full potential unless supported by the expertise found in the national organizations and institutions. What we are searching for is a way to combine two approaches which are often treated separately, sometimes even as mutually exclusive. Our challenge is to work simultaneously on the local level from the bottom up and to find a way for the national organizations to make their contribution to local experiments through an approach sometimes referred to as from the top down.

As we consider these multiple and complex issues, many questions emerge. How do we begin to plan the local initiatives that will eventually lead to widespread change? Who will be the broker between the national resources and the individuals in the communities where projects are undertaken? How can we bring the best practice of Jewish education in the world to bear on a specific program? Who will be responsible for the effective implementation of local projects? How will we ensure that standards and goals are maintained? Who will see to it that successful endeavors are brought to the attention of other communities and that the ideas are appropriately diffused? What kind of mechanism is needed to orchestrate this complicated enterprise?

These are exciting but difficult challenges. We need the greatest wisdom available in order to begin to answer these many questions. Your input and reaction to these ideas is crucial to us as we plan the next steps of the Commission's work. At the suggestion of a number of Commissioners, we propose to follow the individual interview format which we have used in the past. I have asked the staff to contact each of you and to try to arrange as many personal appointments as possible before the next meeting of the Commission.

I look forward to seeing you at our next meeting on June 14, from 10 a.m. to 4 p.m. at _____.

Sincerely,

Morton L. Handel

INTER-OFFICE CORRESPONDENCE

TO: Arthur J. Naparstek FROM: Virginia F. Levi DATE: 4/27/89
NAME NAME
DEPARTMENT PLANT LOCATION DEPARTMENT PLANT LOCATION

REPLYING TO
YOUR MEMO OF: _____

SUBJECT: MEETING SITES

The following is a list of meeting sites that we reserved in an effort to find an appropriate place for the June 14 Commission Meeting. All have been called and cancelled. You indicated that you would like to follow up with a brief letter of thanks.

- 1. CJF
730 Broadway
New York, NY 10003
Contact Person: Carmi Schwartz
- 2. Jewish National Fund
69th Street and 5th Avenue
New York, NY
Contact Person: Michael Aschenbrand
- 3. 92nd Street Y
1395 Lexington Avenue
New York, NY 10128
Contact Person: Susan Vitucci
- 4. American Jewish Committee
165 East 56th Street
New York, NY 10022-2746
Contact Person: Ira Silverman/Sema _____(?)

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TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME *VFL*
DEPARTMENT/PLANT LOCATION

DATE: 4/28/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: SCHEDULE FOR JUNE 13-15

We have a Philanthropy Day 2 scheduled for June 13. However, with a Commission meeting on June 14, we have set June 13 for final planning and arrangements in New York. Can you propose an alternate date for the Philanthropy Day meetings? These were to include the following:

9:00 - 10:30 - Morton L. Mandel, Henry L. Zucker,
Arthur J. Naparstek

10:30 - 12:00 - Morton L. Mandel, Henry L. Zucker

1:30 - 3:00 - Grant Review

On June 15 we have tentatively set a meeting of the senior policy advisors for the morning and the planning group for the afternoon. I understand that there are plans for a MIG meeting on that date, as well, but that no time has yet been set. Do you have any further advice regarding scheduling of this day?

MAY 01 1989

TO: Morton L. Mandel

NAME

DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi

NAME

DEPARTMENT/PLANT LOCATION

DATE: 4/28/89

REPLYING TO

YOUR MEMO OF: _____

SUBJECT: SCHEDULE FOR JUNE 13-15

*SL GINNY
- FRANKS - THIS MEMO IS JUST RIGHT!
- See my comments in*

We have a Philanthropy Day 2 scheduled for June 13. However, with a Commission meeting on June 14, we have set June 13 for final planning and arrangements in New York. Can you propose an alternate date for the Philanthropy Day meetings? These were to include the following:

9:00 - 10:30 - Morton L. Mandel, Henry L. Zucker,
Arthur J. Naparstek

10:30 - 12:00 - Morton L. Mandel, Henry L. Zucker

1:30 - 3:00 - Grant Review

*JUST
SKIP IT.
WILL MEET
IN JULY*

On June 15 we have tentatively set a meeting of the senior policy advisors for the morning and the planning group for the afternoon. I understand that there are plans for a MIG meeting on that date, as well, but that no time has yet been set. Do you have any further advice regarding scheduling of this day?

*NO. Not at this time.
IT will be settled
BY 5/8.
m*

INTER-OFFICE CORRESPONDENCE

INTERNET OFFICE RESPONSES

Arthur J. Naparstek

TO: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi

NAME

DEPARTMENT/PLANT LOCATION

DATE: 5/2/89

REPLYING TO
YOUR MEMO OF: _____

SUBJECT: NEW YORK MEETINGS

As you suggested, I sent a memorandum to MLM about the conflict in scheduling for June 13. He suggested that the Philanthropy Day meetings scheduled for that date should be postponed until July. We will plan to meet in New York for final planning and arrangements of the Commission meeting on June 13.

I asked about scheduling for June 15, indicating that we have tentatively scheduled a meeting of the senior policy advisors for the morning and of the planning group for the afternoon of that date and noting that a MIG meeting has also been scheduled for an undetermined time on that day. MLM indicated that the schedule for the 15th will be resolved by May 8.

As a reminder, following is a summary of our current flight arrangements for that trip:

Cleveland to New York - 6/12/89 - U.S. Air 598
Leave 6:05 p.m.
Arrive 7:30 p.m.

New York to Cleveland - 6/15/89 - U.S. Air 251
Leave 6:00 p.m.
Arrive 7:41 p.m.

INTER-OFFICE CORRESPONDENCE

Morton L. Mandel
Arthur J. Naparstek

TO: Virginia F. Levi ✓

NAME

DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

DATE: 5/3/89

REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Joel Fox's April 25, 1989 version of his paper on "Federation-Led Community Planning for Jewish Education, Identity and Continuity" is excellent. It contains a lot of material that needs to be communicated to the Commission.

I believe that Joel should be invited to the June 14th meeting of the Commission to review the material in this document. We should also consider whether to mail the material in advance, and leave it to Joel to summarize the material and cover its highlights in a presentation of perhaps 10-15 minutes.

It might also be useful to try to get a picture of federation planning efforts which are not quite as far advanced as the comprehensive planning of the eleven communities which Joel covers.

There is a strong relationship between what the federations already are doing and what more they are likely to be doing in the near term future on the one hand, and the Fox-Hochstein proposal to establish an IJE. The juxtaposition of the two types of presentations on June 14th should make for a lively discussion by the Commission.

TO: Morton L. Mandel FROM: Virginia F. Levi DATE: 5/9/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO
YOUR MEMO OF: _____

SUBJECT: Logistics of 6/14 Commission Meeting

I have spoken with my contact at Hebrew Union College and have the following to review with you:

1. Main meeting room

In their conference space HUC can comfortably seat our entire group. They have the capacity to tape the meeting and can provide a podium with microphone, if we wish. They can provide a slide projector and screen, but do not have an overhead projector. (I believe that if Annette knows this in advance, she can get any visual aids put on slides.)

The table can be arranged as we wish -- open square or horseshoe. I recommend the horseshoe arrangement to simplify the showing of visual aids.

2. Small meeting rooms

HUC can accommodate us in three small meeting rooms, but not on their conference level. They can set up three classrooms to our specifications on another floor. There is not space in that area for a large buffet table, but they can set up a table outside each classroom to feed the people meeting in that room. The alternative would be to provide an individual box lunch for each participant. I recommend the small buffet table option.

3. Informal mingling space

There is space for the group to mingle and chat on the conference level. This means taking an elevator to the small group meetings, back to the conference level for the social period, and back to the classrooms for lunch and continuation of the meetings. While not ideal, it will work. An alternative is to schedule the social time for before or after the small group meetings, rather than sandwiched between them. I recommend staying with the original schedule: 10-11:30 plenary, 11:30-12:30 small group, 12:30-1:00 social time, 1:00-2:00 small groups and lunch, 2:00-4:00 plenary.

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4. Food

- a. There will be coffee, tea and miniature danish available at 9:30 a.m. and throughout the morning.
- b. During the social period, I suggest that we serve vegetables, dips, and soft drinks.
- c. There are two options for a buffet lunch:
 - i. Platter of salads - tuna, egg, salmon, pasta, lettuce, tomato, dessert - \$6.00
 - ii. Cold fish plate - lox, whitefish, smoked fish, cheese, bagels, dessert - \$11.50

The third option is the box lunch:

- iii. Our choice of salad sandwiches, cole slaw, fruit, brownie - \$8.00

I recommend that we select the platter of salads for the sake of variety. I think the box lunch is too informal and offers too little choice.

In order to meet kosher requirements, we will use disposable dishes and utensils.

Please let me know your reactions to these recommendations so that I can finalize arrangements.

INTER-OFFICE
CORRESPONDENCE

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

DATE: 5/9/89
REPLYING TO
YOUR MEMO OF:

SUBJECT: Logistics of 6/14 Commission Meeting

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1. Main meeting room

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The table can be arranged as we wish -- open square or horseshoe. I recommend the horseshoe arrangement to simplify the showing of visual aids.

MIGHT BE TOO LONG! OPEN SQUARE IS BETTER

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- yes

3. Informal mingling space

There is space for the group to mingle and chat on the conference level. This means taking an elevator to the small group meetings, back to the conference level for the social period, and back to the classrooms for lunch and continuation of the meetings. While not ideal, it will work. An alternative is to schedule the social time for before or after the small group meetings, rather than sandwiched between them. I recommend staying with the original schedule: 10-11:30 plenary, 11:30-12:30 small group, 12:30-1:00 social time, 1:00-2:00 small groups and lunch, 2:00-4:00 plenary.

Let's think about this - I guess it's OK.

4. Food

a. There will be coffee, tea and miniature danish available at 9:30 a.m. and throughout the morning. *OK*

b. During the social period, I suggest that we serve vegetables, dips, and soft drinks. *yes*

c. There are two options for a buffet lunch:

i. Platter of salads - tuna, egg, salmon, pasta, lettuce, tomato, dessert - \$6.00 *OK*

ii. Cold fish plate - lox, whitefish, smoked fish, cheese, bagels, dessert - \$11.50

The third option is the box lunch:

iii. Our choice of salad sandwiches, cole slaw, fruit, brownie - \$8.00

I recommend that we select the platter of salads for the sake of variety. I think the box lunch is too informal and offers too little choice.

In order to meet kosher requirements, we will use disposable dishes and utensils.

Please let me know your reactions to these recommendations so that I can finalize arrangements.

*CAN we get also
FRESH FRUIT SALAD
COTTAGE CHEESE
RAW VEGETABLES*

*CAN they
ADD TO PLATTER
OF SALADS
FOR AN EXTRA
CHARGE, IF
NEE?*

2329 ✓
Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

Tel.: 972-2-662 296; 699 951

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: VIRGINIA LEVI

DATE: MAY 11, 1989

FROM: DEBBIE MELINE

NO. PAGES: 1

FAX NUMBER: 001-216-391-8327

Dear Ginny,

Annette was not in the office this morning, but I read your fax to her over the phone. She said that in all likelihood she will be preparing overhead transparencies for the presentation on June 14th. We will let you know for sure as the meeting date approaches, but in the meantime perhaps you could investigate possibilities of securing an overhead projector for that day.

Thank you

Debbie

Premier Industrial Foundation

4500 EUCLID AVENUE

CLEVELAND, OHIO 44103

May 12, 1989

Dear Linda:

Thank you for taking the time to review with me the details of plans for the meeting of the Commission on Jewish Education in North America scheduled for June 14. I am writing to clarify our preferences and confirm arrangements on a variety of matters relating to that meeting.

1. We are asking participants to arrive at 9:30 a.m. and plan to begin the meeting at 10:00 a.m. on Wednesday, June 14.
 - a. Several of us will want to arrive early to set up. Can we get in as early at 8:00 a.m.?
 - b. We will need a table for registration during the period from 9:30 a.m. to 10:00 a.m., and probably beyond, to accommodate latecomers.
 - c. We would like coffee, tea, and miniature danish (or some variation on that) to serve during the registration period and available throughout the morning.
 - d. There should be available the equipment for ritual handwashing which, I am told, includes the following: a basin (or a large bowl), a pitcher of water, a cup with a handle, and paper towels.
2. We will meet in plenary session from 10:00 a.m. until approximately 11:30 a.m. and again from 2:00 to 4:00 p.m.
 - a. For this meeting we would like a table set up as an open square, covered with a tablecloth, with water readily accessible on the table. I will get you a count of participants later, but we should plan on the square being large enough to seat 14 people on a side.

- b. We will want the meeting to be taped. I assume you have someone with the expertise to tape a meeting this large and hear everyone.
 - c. Do you have the capability to duplicate tapes on site? If so, we will want to be able to do so at the conclusion of the day.
 - d. I do not know yet whether we will need the podium with microphone. Let's assume so for the moment.
 - e. We are not yet certain what sort of visual aides we will have. We may need a screen. If our presenters insist upon an overhead projector (as they may), I may need to ask your advice on how to rent or borrow one.
3. We plan to break into three groups at approximately 11:30 a.m.
- a. We would like the rooms set up as you and I discussed, with tables to seat 16 to 18 people. There should be tablecloths on the tables and water easily accessible.
 - b. If possible, we would like to tape the proceedings in each of these rooms. You were going to check on the availability of equipment for this purpose.
4. For a period of one-half hour, approximately 12:30 p.m. to 1:00 p.m., we will want the group to mingle and socialize. You suggested returning to the conference level for this purpose.
- a. We like your suggestion of raw vegetables, dips, and soft drinks and request that you arrange for these.
 - b. If it fits in the space you plan to use, it would probably be useful to have some seating available. I had the impression that you might be planning to use a lounge area, which would seem ideal for this purpose.

5. At approximately at 1:00 p.m., the group will return to the classroom level to have lunch and continue meeting.
 - a. We would like to set up a buffet table outside each of the three classrooms from which to serve lunch.
 - b. The menu we have selected is the variety of salads. You indicated that this would include tuna salad, egg salad, salmon salad, pasta salad, lettuce, tomato, and dessert. We would like to add to this fresh fruit salad, cottage cheese, and raw vegetables. If this means that the cost is greater, let me know how much, but assume that we will pay any additional charge.
 - c. There should be available the equipment for ritual handwashing, as described in the foregoing.
 - d. I leave it to your ingenuity to figure out how you will handle serving coffee, tea, and soft drinks--whether at each individual buffet table or an additional one, or whatever.
6. We will return to the conference level for the final plenary session from approximately 2:00 to 4:00 p.m.
7. On Tuesday, June 13, we would like to hold a meeting of approximately 12 to 15 people from 1:30 to 5:30 p.m. to make final plans for the following day. For this meeting we need a table to seat 12 to 15 people, water, and, if possible, soft drinks. If the large conference room could be set up for Wednesday by the end of the day, we might do some pre-meeting organizing. If not, we will do it early Wednesday morning.

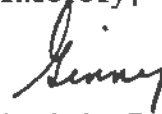
I think that covers everything for now. If you have any questions or would like to discuss any of this, please feel free to call me at (216) 391-8300. I will be back in touch

Ms. Linda Robinson
5/12/89

Page 4

with you closer to the event to discuss exact counts and last minute details.

Sincerely,

A handwritten signature in cursive script, appearing to read "Levi".

Virginia F. Levi
Program Officer

Ms. Linda Robinson
Hebrew Union College
One West 4th Street
New York, NY 10012

AGENDA

MI-NA MEETING WITH MLM, SF, AH

JERUSALEM, MAY 14, 1989

- I. The Commission's final products
 - A. A mechanism for implementation (the ii)
 - B. A report that is also a roadmap
 - C. Other products
- II. The Third Meeting of the Commission
 - A. Outcomes
 - 1. Commissioners involved
 - 2. Mandate for developing a mechanism
 - 3. An affirmative response to MLM's memo of April 13, items 1,2,3,4 and 7.
 - B. Content
 - 1. Vision and best practice: demonstration center illustrated
 - 2. Programmatic options in the context of (1)
 - 3. A mechanism for implementation
 - 4. Community
 - C. Structure for the Day
 - 1. Introduction (MLM)
 - a. Continuity: December 13, 1988-June 14, 1989 (including:
 - the logic of the question "how can we do this";
 - from enabling options to first implementations, to demonstration sites.
 - what we heard from commissioners
 - 2. Enabling options reconsidered (Key Presentations)
 - a. The community
 - b. Personnel (Vision and best practice; demonstration; illustration of programmatic applications)
 - c. Implications of (a) and (b): issues to be considered for implementation
 - 3. Discussion

4. Small group discussions
5. Discussion
6. Suggested Schedule
7. Materials to be prepared
 - a. Letter to commissioners
 - b. Key presentations
 - c. Discussion guides for small groups

III. Fourth and Fifth Meetings of the Commission

- A. Detailed plan for the ii
- B. Towards a roadmap:
 1. What we need to know - preparing long term research/planning plan
 2. What we need to do - preparing a long term action plan

IV. Launching the ii and other macro-efforts.

- A. Design
- B. Steps to implementation
- C. Relationship to MI-G
- D. People

V. Meeting of funders

-- plan a funders' session, possibly during the summer

(1)

May 18, 1989

To: Morton L. Mandel

From: Seymour Fox and Annette Hochstein

Re : Main points from our meeting on MINA - May 14, 1989

1. We began by correcting the suggested agenda. (see appendix 1)
2. One correction was inserted in your memo of April 13 (see appendix 2)
3. This summary follows the order of the Agenda:

I. The Commission's final products will include:

A. A mechanism for implementation (the ii)

1. It is hoped that we will get approval for the idea on June 14.

2. Following this we will work from June 14 to the next meeting on the design for the "ii".

3. We will ~~immediately~~ look for a possible director, and if feasible we will consider hiring him/her as a member of the commission's staff *after the ii is a certainty.*

4. We plan to discuss the funding of the "ii" with the funders hopefully during the summer.

5. We hope to get the go-ahead on the planned "ii" at the fourth Commission meeting in October.

B. A report that is also a roadmap.

1. The final report of the Commission will contain a series of recommendations for change, as well as hopeful ideas and issues to be investigated. The recommendations, ideas and issues will relate to wider areas in Jewish Education in North America than those selected for intervention by the Commission (Personnel; the Community). Indeed they will seek to provide a "roadmap" for Jewish Education, where communal organizations, private foundations, denominational movements and others, may find useful policy guidelines for the areas of work in which they engage. As such the report should be useful to the community at large, as it relates to Jewish Education.

2. The report will offer recommendations for dealing with the personnel and community options. It will provide the rationale for demonstration sites and for the "ii". It will offer strategies for change as regards the community, in addition to the work of the "ii".

3. The report will contain a review of the state of the field of Jewish Education (detail and depth to be determined - J.Reimer is preparing suggestions.)

C. Other products.

A major product of the Commission should be impacting the way the Community deals with priorities. Communal organizational structure, the role of federations, funding, support systems, are all likely to be affected by the work of the Commission (see appendix 2, MLM's memo of April 13, 1989)

II. The third meeting of the Commission

A. Outcomes:

1. Commissioners involved

a. A central goal for June 14 is to involve the Commissioners in the work and process of the Commission. This will be done two ways:

- by structuring the meeting around Commissioner's active participation and decision-making
- by offering mechanisms for their involvement after the meeting (possibly taskforces).

2. Mandate for developing a mechanism

a. It is hoped that by the end of the meeting the request and mandate will arise for the detailed design and planning of a mechanism for implementation. The extent to which the idea of the mechanism will surface during the meeting will depend on the dynamics of the day's discussions. This may vary from dealing with the ii in very general terms to a presentation of the idea.

3. An affirmative Response to MLM's Memo of April 13, items 1, 2, 3, 4 & 7 (see appendix 2)

It is suggested that discussion and endorsement of the following items take place:

1. The "ii"
2. Community action sites: from demonstration to implementation
3. Personnel: Building a profession
4. Federation: A key factor for Jewish continuity
7. Research publication etc. as ongoing elements.

B. CONTENT

1. Vision and Best Practice: Demonstration Center Illustrated.
2. Programmatic options in the context of the ii
3. A mechanism for implementation
4. The community

(Note: These elements are discussed below as part of "the structure of the day.")

C. Structure of the Day

1. **Introduction (MLM)** The introduction may include the following elements:

Demonstrate the logic of the staff work from the second to the third meeting of the Commission. This will include reminding commissioners that we saw the challenge at the end of the previous meeting as responding to the question "how can this be done?" In trying to deal with this question, we moved from enabling options to the idea of the need to implement, to the logic that demonstration sites are a first necessary step in implementation. MLM will also refer to what we learned in our interviews with commissioners.

2. **Enabling options reconsidered (key presentations).**

a. The central presentations for the 14th of June will include a presentation on the community and a presentation on personnel. These will probably be separate and will include illustrations of what the community and personnel options will look like in a demonstration site. Elements of vision and elements of best practice will be introduced in these presentations. (Parts of Joel Fox's paper, etc...).

b. A way will be found to relate -- by way of examples and illustrations -- to those programmatic applications that are most relevant to the various interest groups amongst the commissioners. We may want to relate specifically to the interests of the following commissioners: Bronfman, Crown, Hirschhorn, Evans, Ackerman, Fisher, Corson, Melton, Gruss, Ratner, Lamm, Schorsch, Twersky, Lookstein. We will look at the reports of the interviews and may even ask some to present their ideas at the meeting.

c. A third part of the presentations will include illustration of the issues that will need to be considered for implementation in light of the presentations on community and personnel - issues related to the "ii". These kinds of issues may also provide the basis for the small group discussions.

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d. Integration of the various parts of the presentation should be decided upon in the next few days.

3. Discussion

There will be a plenary discussion following the presentations.

4. Small Group Discussions

a. Following the plenary, the commissioners will divide into 3 groups chaired respectively by Bronfman, Hirshhorn and Ritz. The three chairs will be briefed before the meeting. Each chair will be assisted by two staff members. *co-chairs?*

b. Discussion guides will be prepared for the small groups. They will be centered around key issues relating to the community, personnel, implementation issues and will probably be presented in the form of key questions.

5. Decisions

Following the small group discussions, the plenary will be reconvened for reports and decisions.

6. Schedule

10-10-45

10:15-11:15	Presentations - 10-11:00
11:15-12:00	Discussions 11-12
12:00- 1:00	Small Group I
1:00- 2:00	Lunch (Informal) <i>working lunches</i>
2:00- 3:15	Small Group II
3:15- 4:00	Reports, Conclusions, Decisions

7. Materials to Be Prepared

a. Letter to commissioners

The letter will be a short version of a progress report. It will be similar in content to the draft letter prepared by Fox, and will include the major issues that we hope will be surfaced at the meeting. The discussion guide for the small groups will be part of this report. The report should be mailed to commissioners by June 1st. SF and AH will draft it.

b. Key presentations

Community: HZ is preparing a draft

Personnel and Issues for Implementation: SF & AH are preparing a draft

c. Discussion guides for small groups SF & AH

are preparing draft.

We had a preliminary discussion on the remaining items of the Agenda and agreed to continue the discussion at our next meeting

Tel.: 972-2-662 296; 699 951

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Mr. Morton L. Mandel

DATE: May 21, 1989

FROM: Seymour Fox

NO. PAGES: 2

FAX NUMBER: 001-216-391-8327

May 21, 1989

Dear Mort,

As I re-read the minutes of our meetings on May 14, I realized that we did not clarify the connection between the meeting we had in Cleveland on May 7th and our meeting in Jerusalem.

At the meeting in Cleveland the approach that guided our decisions was that the two enabling options - personnel and community - led to the concept of demonstration site, which in turn raised the problem of "who will build a demonstration site" - the "ii". In light of this, we considered three papers to be prepared: one on the community, another on personnel and a third on demonstration sites. We left the issue of the "ii" open, thinking that this would probably be handled through a series of questions to be discussed in the small group meetings and/or in the plenum.

When we met in Jerusalem, we decided that we should prepare only one paper for distribution before the next Commission meeting. This paper would build on much of what has taken place in interviews with commissioners since the last meeting. It would describe how we believe the enabling options would best be implemented in a demonstration site and probably raise the issue of who will undertake the development and implementation of a demonstration site - some version of the ii. These materials - a progress report - would be based on a new version of the letter to the commissioners that Annette and I prepared (you, Art and Hank correctly decided that our version would best be sent after the interviews) along with a discussion guide which would touch upon the concepts of personnel, community, demonstration site and some questions about implementation. (See minutes of May 14th - page 4, item 7.)

The problem at hand is how to bridge the two conceptions. Hank Zucker is preparing a paper on the community which represents the most advanced thinking in this area. There is a good deal to report here because of the commissions that have been established and Hank's knowledge and wisdom. I think it is important to remember, however, that several of us were concerned about the descriptions of success in Joel Fox's paper. It is questionable as to whether the paper itself should be circulated.

As for writing a paper about personnel, the situation is quite different. In the area of personnel we have some vision, some good ideas and very few examples of successful practice. We have very little to report on what has been tried and is working. To develop a personnel paper that deserves to be taken seriously, we would need to gather data on matters such as salaries, the preparation and training of those currently teaching, turnover rates, description and first evaluation of existing training programs, etc. Obviously, this cannot be done in a short period of time. We cannot even gather the sparse data which exists.

On the other hand, I think that Hank is ready to write a paper on community. I know that the purpose of your meeting today is to combine the best of both approaches. Several possibilities come to mind:

1. We could include Hank's paper on community and explain why we are not including anything on personnel - tell the truth.
2. We could include Hank's paper on community and list a series of questions about personnel which the Commission will have to investigate. The value of this might be to communicate the complexity of the assignment.
3. We could prepare only one paper, as discussed in Jerusalem and described above, but benefit from Hank's rich contribution on community through his presentation on June 14th.

I had a very good conversation with Hank about some of these matters and we agreed to continue the conversation on Wednesday. Whatever decision is taken, either a) our progress report plus a paper by Hank Zucker on community, with some kind of explanation as to why there is no paper on personnel, or b) one paper - a progress report - that includes some of the ideas that Hank will be presenting on the 14th, Hank, Annette and I will have to coordinate our efforts - both for the presentation and the materials to be sent out prior to the meeting.

We are available to continue the conversation in any way that is useful.

Best Regards,

P.S. Mazel tov again, Dr. Mandel. I hope the trip home was a good one.

NAOMI FREISTADT
DIRECTOR of SALES & MARKETING



THE MAYFLOWER HOTEL
on the Park
61st Street and Central Park West
New York, New York 10023

212-265-0060
Telex 4972657MAYFLOW
1-800-223-4164



MAY 19 1989

212-265-0060
1-800-223-4164
Telefax 212-265-5098
Telex 4972657 Mayflow

THE MAYFLOWER HOTEL
on the Park

15 Central Park West at 61st Street
New York, New York 10023

Dear Ms. Timberlake:

Thank you for your interest and the Mayflower Hotel would be pleased to welcome you and your company to our roster of Corporate Accounts.

Ours is a preferred location on Central Park at Lincoln Center and our Restaurant - the Conservatory - with its park like setting as well as our spacious rooms and suites will provide a pleasant ambience for your next visit to New York.

Our rates are competitive and we believe that they represent a fantastic value. Our rooms have all been recently redecorated and our old world atmosphere continues to attract the corporate traveler as well as stars of stage, screen, opera, ballet and the musical scene.

<u>ROOM RATES</u>	<u>Off the Park</u>	<u>Park View</u>
SINGLE	\$135.00	\$155.00
DOUBLE	\$155.00	\$180.00
SUITE One Bedroom and Parlor	\$235.00	\$275.00
SUITE Two Bedrooms and Parlor	\$400.00 and up	

Taxes of 13.25% daily plus \$2.00 per room occupancy tax (\$4.00 per suite) are additional. Room rates valid until December 31, 1989.

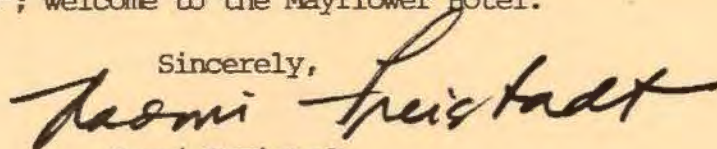
CORPORATE PROGRAM: We will guarantee you a one bedroom Suite for \$175.00 per night plus taxes if your company sends us a letter guaranteeing 50 nights in Suites over a twelve month period.

We are AAA approved and bookings may be made via our toll free number:
1-800-223-4164

Non-discounted rates may be booked via the SABRE, APOLLO, PARS, SYSTEMONE, RESERVAC, DATAS II computers or through your travel agent.

We look forward to showing you our facilities which we know will become your "home away from home"; welcome to the Mayflower Hotel.

Sincerely,



Naomi Freistadt
Director of Sales and Marketing

OPERATED BY
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LTD**

IMPORTANT MESSAGE

FOR VFL
DATE 6-8-89 TIME 4:20 P.M.

WHILE YOU WERE AWAY

M Charles Waxman
OF Audio Vistas
PHONE NO. (212) 586-2177

TELEPHONED	<input checked="" type="checkbox"/>	PLEASE CALL	<input checked="" type="checkbox"/>
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RETURNED YOUR CALL	

RUSH

MESSAGE

RE: New York arrangements.
You can call past 5 p.m.

SIGNED DW

cc: Arthur J. Naparstek

TO: Morton L. Mandel FROM: Virginia F. Levi DATE: 6/9/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: Recording at June 14 Commission meeting

The primary logistical problem I have encountered in arranging for the June 14 Commission meeting has been in finding a means of taping the sessions. The problem is not with the taping of the breakout groups, which can be handled with equipment at HUC, but with recording the proceedings in the plenary sessions. This requires much more sophisticated equipment and technical skill.

I have located an agency - Nutmeg Recording - which has found us a freelance technician and the necessary equipment to record in the main meeting room. The cost of equipment rental is \$175 and of the time and transportation of the technician is \$450, for a total of \$625. I am to provide the tapes, which I can get less expensively than they.

The alternative suggested by Linda Robinson was to hire a court stenographer to manually record the meetings at a cost of \$1200. The only other alternative I can think of is not to tape the plenary sessions at all.

I am to get back to Nutmeg to indicate our decision on whether or not to use their services by no later than Monday. Please let me know your thoughts on this as soon as possible.

*Curtis Hucks -
Will do simultaneous copies
of plenary + group A. I'll
send groups B+C w/him to
Nutmeg + they'll messenger copies
to me on Thurs. I'll have to give
him JWB address.*

INTER-OFFICE CORRESPONDENCE

TO: Senior Policy Advisors/
Staff
NAME
DEPARTMENT PLANT EDUCATION

FROM: Arthur J. Naparstek
NAME
DEPARTMENT PLANT EDUCATION

DATE: 5/22/89
REPLYING TO
YOUR MEMO OF:

SUBJECT: COMMISSION-RELATED MEETINGS IN JUNE

This will confirm plans for meetings of the Senior Policy Advisors and the Commission on Jewish Education in North America scheduled for June 13 through 15, 1989, in New York City.

1. Tuesday, June 13, 1:30 p.m. to 5:30 p.m.

Pre-Commission planning to take place at Hebrew Union College, One West 4th Street (between Broadway and Mercer, one block east of Washington Square).

2. Wednesday, June 14, 9:30 a.m. to 4:00 p.m.

Meeting of the Commission on Jewish Education in North America to take place at Hebrew Union College. Note change of starting time to 9:30 a.m.

3. Thursday, June 15, 8:30 a.m. to noon.

Debriefing session of Senior Policy Advisors to take place at JWB, 15 East 26th Street.

I understand that you are available to attend all of these meetings. Please let me know if your plans change in any way.

If you plan to stay overnight in New York City, we suggest that you make reservations at the Roger Smith Winthrop Hotel, 501 Lexington Avenue (at 47th Street). Rooms are being held in the name of The Mandel Associated Foundations. Reservations can be made by calling (800) 445-0277.

Distribution: D. Ariel J. Reimer
S. Fox A. Rotman
A. Hochstein C. Schwartz
S. Hoffman H. Stein
M. Kraar J. Woocher
V. Levi H. Zucker

Premier Industrial Foundation

4500 EUCLID AVENUE

CLEVELAND, OHIO 44103

May 22, 1989

Dear Blanche:

This will confirm plans for the Commission on Jewish Education in North America to hold meetings at the UJA/Federation of Jewish Philanthropies building on Wednesday, October 4, 1989, and Wednesday, February 14, 1990. These are meetings of 50 to 60 people each and are to take place from 9:30 a.m. to 4:00 p.m.

In both cases we will need Conference Room A to be set up in an open square to seat the entire group. The table should be covered with tablecloths and ice water should be distributed around the table.

We will need Conference Room C to be set up for lunch for the entire group with round tables to seat eight each. We will discuss details and menu closer to the events. If you have a list of menu options, I would appreciate your sending it to me. The group requires glatt kosher food.

We will also need three rooms available for smaller meetings of approximately 20 people each. These should be available from 10:00 a.m. to 3:00 p.m. These can be set up with tables in a closed rectangle, also covered with tablecloths and with water readily available.

We will also need a table in the lobby area outside of Conference Room A to be used for registration and check in.

We will wish to tape the proceedings in Conference Room A, as well as in the three break-out rooms. Details on other audio/visual needs will come later.

As in the past, expenses are to be charged to The Mandel Associated Foundations. It is my understanding that there will be no charge for the use of the space, and that we are to be billed for all expenses.

Mrs. Blanche Rothman
5/22/89

Page 2

Please confirm these arrangements. I will be back in touch with you with details closer to the dates of the events. As always, I appreciate your help and look forward to working with you in the future.

Sincerely,



Virginia F. Levi
Program Officer

Mrs. Blanche Rothman
UJA/Federation of Jewish Philanthropies
of New York
130 East 59th Street
New York, NY 10022

MAY 25 1989

TO: Arthur J. Naparstek

NAME

DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi

NAME

DEPARTMENT/PLANT LOCATION

DATE: 5/24/89

REPLYING TO
YOUR MEMO OF:

SUBJECT: ON-SITE DETAILS FOR JUNE 14 COMMISSION MEETING

If I am to take minutes at the June 14 Commission meeting, I will be unable to focus on such details as registration, arranging for cars to take people to airports, ensuring that the room is a proper temperature and water pitchers are kept filled, etc. I was able to focus on these details at the first Commission meeting, because I was not responsible for note taking. Rachel Gubitz was supposed to have dealt with this at the second meeting, while I took notes.

I propose one of two options for the third meeting:

- A. I could be relieved of responsibility for note taking and subsequent minute writing and could be free to focus on the many details of the day, or
- B. I could concentrate on note taking and Joan Wade could take responsibility for detail work.

I am happy to take either responsibility, but do not feel that I could handle both. I know that Anita Epstein is planning to be present on the 14th, but I am not confident that she can take the necessary initiative. I am confident that Joan could effectively handle the responsibilities involved.

We should decide on this relatively soon so that we can identify a minute-taker or make the necessary travel arrangements for Joan.

INTER-OFFICE
CORRESPONDENCE

Summary of Phone Conference of HLZ, AJN & VFL
with SF and AH - 5/24/89

A. SF travel plans

Arriving in NYC early morning on Tues., 6/6. Because of Shavuot and Shabbat, unavailable for travel from 5:00 pm on 6/8 through 6/10.

AH arriving the morning of Mon., 6/12.

Should we meet w/SF in Cleveland? To the 6/6 mtg?

B. Status of progress report - content; timing - When will we see it?

Content will be a progress report on personnel -- listing ideas which have come up in the areas of recruitment, training, profession building, and retention. It will refer to programmatic options and will suggest a task force to consider these issues in more depth.

We will have it 5/30 or 5/31, for mailing on or about 6/1.

C. Discussion guide - content; timing - When will we see it?

Full fledged discussion guide to be done by 5/31, for review with discussion leaders and distribution to co-chairs and staff. We agreed not to mail it to all commissioners. A shorter list of questions will be prepared (by SF & AH) for distribution at the 6/14 meeting.

D. Agenda

1. MLM introduction - progress report (content-rich) and review of agenda [10 min.]
2. Community presentation - by HLZ or B. Yanowitz [10 min.]
 - a. summarize national and local planning for Jewish education
 - b. community planning & financing - the beginning of a new era
3. Discussion [15 min.]
4. Personnel presentation - by SF and AH [10 min.?] *Mintz?*
5. Discussion [15 min.] - *Raise not to body? - clarification & elaboration*
6. Break into groups by 11:30
7. 12:30 - appetizers and informal interaction
8. 1:00 - return to groups for lunch and continuation of discussion
9. Return to plenum for group reports - *Nat'l intermediary*
10. Summary and next steps - MLM *task forces - pers & com. editorial ind. - final report - Stein, Z*

task f. on nat'l intermediary - SF

*11. Announce future mtgs. dates - at F.I.
12. D'var Torah - Kattushah*

E. MLM introduction - coordination; deadline

We agreed to hold off on this until we see progress report and discussion guide.

AJN to prepare - bullet pts?

F. Reimer - preparation of rolling outline

SF, AJN and JR will meet to discuss prior to 6/14.

- JR come here on 6/6?

G. Briefing of discussion leaders

(SF reported that Bronfman must leave around 2:00.)

^{1:30}
SF will meet with Bronfman and Hirschhorn to brief them. (VFL to make arrangements) AH will brief E.L.Ritz on 6/12.

MLM has draft letter inviting chairs. We should send that out this week.

H. Co-chairs and staff assignments

The 3 presidents will be asked to serve as co-chairs.

Personnel experts: Fox, Hochstein, Reimer

Community experts: Zucker, Hoffman, ~~Naparszek~~ *Heller*

Recorders: to be identified

Amos, Dubin, Ingall, Lee, Schiff, Ariel, Stein, Wosker, Schwartz

I. Commissioner statements

Several people have volunteered to make statements. We should consider if we want to do so and, if so, how to fit them in. These include:

1. Hirschhorn - the importance of research, *monitoring & evaluation*
2. Twersky - content at demonstration sites
3. Bronfman - the Israel experience
4. Possibly Evans on ??

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TO: Morton L. Mandel FROM: Virginia F. Levi DATE: 5/26/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION *VFL*
REPLYING TO
YOUR MEMO OF:

SUBJECT: BOOKS FOR THIRD COMMISSION MEETING

In preparing notebooks for the June 14 Commission meeting, I propose to use tabs that remain from the previous meeting. I suggest, therefore, the following divisions in the book:

1. Table of Contents
2. Commissioners
3. Senior Policy Advisors, Consultants & Staff
4. Background Materials
5. Minutes of December 13 Commission Meeting [new tab required]
6. Design Document
7. Agenda

I am attaching a copy of the cover sheet from the book of December 13. I suggest that we use the same cover sheet design, with the new date.

It will take some time to get all this together, so I would appreciate your response as soon as possible.

June 14

TO: Morton L. Mandel FROM: Arthur J. Naparstek DATE: 5/26/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION
REPLYING TO
YOUR MEMO OF:

SUBJECT: FOLLOW UP TO MAY 25 PLANNING MEETING WITH MLM, HLZ, VFL, AJN

INTER-OFFICE CORRESPONDENCE

At our meeting on Thursday, we agreed to consider the following agenda for the June 14th Commission meeting:

- 10:00 - 10:30 a.m. Orientation to the day and comments - MLM
- 10:30 - 12:30 p.m. Session 1 - small groups
- 12:30 - 1:30 p.m. Lunch - entire group
- 1:30 - 2:30 p.m. Session 2
- 2:30 - 4:00 p.m. Plenary session

Staff would make brief presentations on personnel and community to small groups, followed by discussion.

We faxed this schedule to Seymour and Annette shortly after our meeting. This morning, Hank Zucker and I spoke with Seymour and Annette. They feel that there is a need for a content-oriented presentation at the initial plenary session. This, according to Seymour and Annette, will help set the tone for the small group meetings.

The following suggested agenda is a result of our conversation with them:

- 10:00 - 10:20 a.m. Orientation to the day and comments - MLM
 - 10:20 - 10:40 a.m. Presentation by either Fox or Hochstein on progress report. This presentation would, in effect, be an executive summary of the written material and incorporate comments on community as well as personnel. Presentation will also link enabling options to programmatic options by putting forward actual illustrations of how all of this might work on the local level.
 - 10:40 - 10:50 a.m. Questions for clarification
 - 11:00 - 12:30 p.m. Session 1 - small groups
 - 12:30 - 1:30 p.m. Lunch - entire group
 - 1:30 - 2:30 p.m. Session 2
 - 2:30 - 4:00 p.m. Plenary session
- D'var Torah - Gottschalk

Hank and I feel comfortable with this iteration. It serves as a compromise and, for the most part, balances small groups with the plenary sessions. You were right, each time we meet on the agenda it changes. Could you give me your thoughts as soon as possible so I can communicate your thinking to Seymour and Annette.

I am also attaching to this memo, the first draft of the material that Seymour and Annette are working on. They emphasize strongly that this is work in progress for the report to commissioners and that it has, even since we received it, been rewritten and they are expecting further rewrites. In any event, it provides us with an opportunity to make any critical comments at this point in time that could still influence their thinking and writing.

If you wish, I would be happy to take any comments you have, add them to comments from Hank, Ginny, and myself and pass them on to Seymour. I will await your feedback on both the written material as well as the proposed agenda.

Dear Art,

We thought it might be useful to send you the draft of our material that we had in front of us when we spoke on Wednesday. We are preparing an executive summary as well as an accompanying letter from Mort.

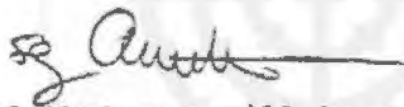
The materials have been re-written twice since and we will live by our timetable of Tuesday a.m.

WE CANNOT EMPHASIZE STRONGLY ENOUGH THAT THIS IS WORK IN PROGRESS FOR A PROGRESS REPORT.

We must not be held to the formulations and it certainly cannot be shared with anyone but our planning group. We are sending it so that the phone conversation this afternoon with Seymour will be as useful as possible.

Thanks for your fax of today. Concerning the agenda for the 14th, we feel strongly that the Commission needs to have a content-oriented presentation first. This will help set the tone and the content for the small group meetings. It will allow Commissioners to be with each other and to express themselves. The group meetings will be fruitful if guided by the work done and we cannot imagine that individual presentations by various staff members to the different groups will be able to offer the scope of illustration necessary - at least in the areas of personnel and demonstration.

Best Regards,



P.S. We understand that you will be calling Seymour at his home today - 10:30 a.m. your time.

WORK IN PROGRESS:

FROM THE SECOND TO THE THIRD MEETING OF THE COMMISSION

I. BACKGROUND

Between August and December 1988, the Commission on Jewish Education in North America engaged in a decision-making process aimed at identifying those areas where intervention could significantly affect the impact of Jewish education in North America.

A wide variety of possible options reflecting the interests and concerns of the commissioners were considered - any one of which could have served as the basis for the Commission's agenda. We recognized that the options could be usefully divided into two large categories: enabling options and programmatic options. The Commission decided to focus its work initially on two of the enabling options:

1. Dealing with the shortage of qualified personnel for Jewish education; and
2. Dealing with the community -- its structures, leadership and funding, as keys to across-the-board improvements in Jewish education.

At the same time, many Commissioners urged that work also be undertaken in various programmatic areas (e.g. early childhood, informal education, programs for college students, day schools, supplementary schools).

II. THE CHALLENGE: IDEAS and STRATEGIES

The wide consensus among commissioners on the importance of dealing with personnel and the community did not alleviate the concern expressed by some as to whether ways can be found to significantly improve the situation in these two areas. Indeed, agreement that these areas are in need of improvement has existed for a long time among educators and community leaders. Some solutions have been suggested; articles have been written; conferences have been held; programs have been tried. Yet significant improvement has not occurred. Some claim that we may know what the problems are, but have not devised solutions that would address them, nor workable strategies for implementing them effectively in the field.

The challenge for the Commission is to begin at this time to address these issues. The following questions should be

considered.

1. What should be done in the areas of personnel and the community? What are some of the ideas from which work might begin, ideas that would address the problems of recruitment, training, and retention of personnel as well as of profession-building; ideas that would change the way the community addresses Jewish Education through the involvement of outstanding leadership, changing the climate and generating significant additional funding?

2. How should it be done? How should this commission choose to translate ideas into practice, to develop them into programs for implementation; how should it go about changing matters in the field? What strategies should guide the implementation of these ideas?

We would like to address these questions under three headings:

- *What should be done?
- *How should it be done?
- *Who should do it?

III. WHAT SHOULD BE DONE [FIRST THOUGHTS]

Several factors contribute to the conviction that at the present time effective action to improve Jewish education/Jewish continuity can be undertaken with good possibilities for success.

A. The Community

1. Recent Developments

As the attached paper illustrates (Appendix 1) there are a number of encouraging developments taking place in the way that the North American community relates to Jewish education.

*Key leaders of the community are beginning to take a new interest in education.

*Eleven communities have organized local commissions on Jewish Education - Jewish Continuity. Other communities are considering establishing such commissions (see Appendix 2).

*Several private foundations have already funded important programs in Jewish education.

*The establishment of this Commission for Jewish Education, and the interest that it generates, is in itself an expression of this change.

*Some federations have begun placing Jewish education higher on

the list of their budgetary priorities.

*The institutions of higher Jewish learning are making efforts to develop their education and training programs.

*JWB's report on Maximizing the Jewish Educational Effectiveness of JCCs is beginning to be implemented and first results are apparent.

2. Next Steps

As this Commission begins to respond to the challenges of the community option, it can be encouraged by these and additional activities. The Commission should carefully scrutinize and analyze the developing momentum, build upon it, and consider what steps could lead to the Jewish community granting the greatest possible support for a systemic and across-the-board improvement in Jewish education.

B. Personnel

1. A Comprehensive Approach

Dealing with the shortage of qualified personnel for Jewish education will involve the Commission in a series of complex problems and challenges. Little has been done in this area and significant development is needed. Although there have been various isolated efforts at improvement, no systematic, comprehensive, well-funded attack on this problem has been undertaken.

The lack of such a comprehensive approach is often the cause for failure of sound programs. For example, we know that salaries for line educators are low, yet attempts at increasing salaries have not had the expected impact of attracting new and qualified personnel to the field. Evidence from both general and Jewish education points to the fact that salaries alone are not enough to bring about change, rather they have to be combined with other programs relating to training, status, job development, etc.

In undertaking the personnel option, we recognize that dealing effectively with personnel requires that recruitment, training, profession-building and retention be dealt with simultaneously, in order for any one of them to be successful.

Since the last meeting of the Commission in December, we have been studying these four topics. We have been impressed with the richness of ideas and, at the same time, we have been confronted with the paucity of data and the absence of concentrated, systematic efforts.

2. Examples

What follows are illustrations of the kinds of ideas, issues and problems involved in dealing with each of these topics. The ideas originate in practice, in vision, and in the range between the two. Some of these ideas are the best of what exists in the field - we have called them "best practice" - while others are based on research and theory. Still others are someone's vision.

a. Recruitment of Personnel

How could we increase the pool of talented people who will join personnel training programs and who can be recruited to work as educators in the field? Commissioners and experts have pointed to the fact that no systematic approach to recruitment has been undertaken. A number of questions arise, including: where to recruit, how to recruit, who to recruit, under what circumstances could recruitment succeed? When do students make their career decisions -- in high school? in college? Should we recruit people of different ages? What are the feeder systems into Jewish education -- camps, youth movements? What is their potential today? At which special population pools should we target recruitment efforts?

For example:

***Recruit educators from general education:**

There is a pool of young Jewish educators who are working in general education who could be recruited and re-tooled for Jewish education. In order to address this idea, we would need to find out under what circumstances they could be recruited.

***Recruit Judaic studies majors and graduates:**

A recent study has indicated that there may be a significant number of majors in Jewish studies at general universities who could be recruited for the field of Jewish education.

***Recruit people considering career changes:**

In general education there are experiments in progress on recruiting people who are interested in mid-career changes in their profession.

***Recruit rabbinic studies graduates:**

At present, a significant proportion of rabbinic students choose to specialize in education. Could this pool be increased?

Some of these ideas have been studied (e.g. recruiting Judaic Studies majors), others are being selectively tried (e.g. retooling people from general education), and others are first ideas. They will have to be further studied and combined with other programs (e.g. special training programs, job development, etc.) before any decision can be made.

b. Training

Very little training for Jewish education is occurring right now and any effort to improve personnel will have to involve significant development of training opportunities. What kind of training should take place -- on-the-job? pre-service? training for especially recruited populations? Where could it be done -- in existing institutions? in Judaic departments of general universities? in Israel? What should the content of training be -- Jewish studies? pedagogy? administration? These are some of the questions that will need to be examined.

For example:

- *Special in-service courses to improve the teaching of Jewish subjects (e.g. summer courses for teachers on the bible, on mishnah, on Jewish history) could be taught.

- *In-service courses to teach educators the use of special techniques (e.g. how to use the media effectively and more comfortably) could be offered.

- *For pre-service training, Judaic Studies departments in general universities could be encouraged to enter the training field, work with teachers and offer them courses.

- *The use of Israel's educational resources should be expanded. As an example, at this time, a group of senior JCC executives are spending 3 months in Israel studying in a program organized by JWB. They are studying at the Hebrew University's Melton Centre, at the Hartmann Institute and at other places.

- *The training capacity in North America needs to be extensively strengthened. The staff of existing training institutions could be expanded in some of the following ways:

- Judaica professors may be recruited to work in training programs in order to add the expertise of their specific field of knowledge (e.g. Bible, Talmud, etc.) to that of the education program.

- Professors of general education should be invited to work with the training departments.

- Outstanding practitioners should be invited to teach in training programs.

Many more ideas for dealing with the shortages in the area of training have been suggested. We believe that thoughtful combinations of some these might help to address the problem fruitfully.

c. Building the Profession

Can Jewish education be developed into a full-fledged profession? Is that a pre-condition for increasing the recruitment to the field? Can this be done? How? How much of it should be done? Some of the elements involved include status (which in turn is related to salaries, benefits, empowerment, etc.), ladders of advancement, collegial networking, certification, a code of professional ethics, and agreed upon body of knowledge. All of these are part of what makes a profession. As we consulted with commissioners and experts, the following suggestions were made:

*Salaries and benefits are important and should be improved, but they are not sufficient terms to improve the status of educators.

*Ladders of advancement need to be developed, but advancement should not be thought about only in linear terms. In general education, new positions such as lead teachers are being created. Avocational teachers are being trained to work with those lead teachers.

*Networks of collegiality exist only in limited form. Journals, conferences, professional communication networks should be developed.

*The empowerment of teachers -- their role in setting educational policy and content -- is the subject of a major debate and many experiments in general education in North America. Some of these should be looked at and adapted to Jewish education.

We would need to consider, when dealing with profession-building, how many of these elements need to be implemented in order to bring about an improvement in the status of Jewish education sufficient to draw talented people to the field.

d. Retention

Significant numbers of educators leave the field after a short number of years. Preliminary studies indicate that issues of status, empowerment, salaries, relationship with lay boards, with superiors, administrative work, etc. contribute to the attrition. We have to learn more about educators, their motivations, their aspirations, and begin to address the issue of retention effectively.

[bring four together]

C. Personnel and the Community are Interrelated

The community and personnel options are interrelated and a strategy involving both must be devised. If we hope to recruit outstanding people for the profession of Jewish education, they will have to believe that Jewish education is embarking on a new

era. They will have to believe that they are entering a field where there will be reasonable salaries, where their ideas will make a difference, where they will be empowered to experiment. Creating these conditions will require a commitment by the North American Jewish Community at the national and local levels. Furthermore, training will require significant funding and additional faculty will have to be recruited. The Jewish community will need to think hard and creatively about how to grant the field of Jewish education its appropriate status.

An infusion of dedicated and qualified personnel into the field of Jewish education will help convince parents that Jewish education can make a difference in the lives of their children and in the life-styles of their families. The community, through its leadership, will then be able to more effectively devise and take the steps necessary to place Jewish education very high on its list of priorities.

IV. BRINGING ABOUT CHANGE (how should it be done)

A. From ideas to community action sites

Implicit in the notion of innovation is the assumption that one knows what should be changed and what could be demonstrated. However, at this time, some of what should be changed and demonstrated has not yet been developed.

How can we determine which ideas are worth our investment? How can we know what combination of ideas and programs are likely to have the greatest impact? How comprehensive must our approach be? How can we find out where to begin?

These questions and others can only be resolved in real-life situations, through the dynamics of thinking for implementation and in the actual act of implementing. The solution to such questions, the specifics of educational plans and programs, need to be worked out in the actual situation, tailored to its students, educators, environment and subject matter. Plans and programs need to be constantly fine-tuned and adapted as implementation proceeds. How do we suggest to structure this necessary dialogue between plans and implementation, between theory and practice?

This task - bringing about change in the areas of personnel and the community through implementation - is vast and complex and will be difficult to address at once and across-the-board throughout North America. We believe, however, that it could be feasible to begin such undertakings on the local level, in communities. There are a number of reasons for this:

1. Much of education takes place on the local level - in the communities, in schools, camps, synagogues, community centers.

2. Significant human resources and energy are required to implement a comprehensive undertaking (one that would involve all or many aspects of personnel - recruitment, training, profession building, retention - and of community). If such an undertaking is done on a local level - during its experimental stage - its scope will be much more manageable. It will be possible to find the people needed to run the project locally.

3. In addition to the best ^{Existent around} current educators, a community could mobilize other outstanding people from among its rabbis, scholars of Judaica, federation executives, and Jewish scholars in the humanities and sciences for the local demonstration project.

4. A local project could be managed in a hands-on manner. It could therefore be constantly improved and fine-tuned.

5. There are already ideas and programs (best practice) that, if brought together in one site, integrated and implemented in a complementary way, could have a significantly greater impact than they have today when their implementation is fragmented.

6. In addition to the proven ideas, new visions of Jewish education which have not yet been tried could be translated into practice and carefully experimented with in a manageable way.

7. The results of a local undertaking would be tangible and visible - probably within a reasonable amount of time. As such, they could generate interest and reactions that might lead to a wide public debate on the important issues of Jewish education.

8. Experts have reminded us that there are many advantages to building programs "from the bottom up" - with the local community playing a major role in initiating ideas and being leading partners in their implementation - thereby establishing ownership of the initiative.

9. A network could be developed among the local sites which could increase their impact and, hopefully, generate interest among additional communities to emulate the approach.

While the arguments for local action are sound, we have ^{also} come to respect the contribution that can be made through the broad and sustained efforts of experts working "from the top down." Throughout our process, the staff has emphasized that working on the local scene will require the leadership and assistance of the national organizations and training institutions. Local efforts will not reach their full potential unless supported by the expertise of the national organizations. In turn, for the national organizations, local experiments would be an opportunity to test and develop new conceptions for Jewish education and to bring their experience to bear on various local situations.

Our challenge is to work simultaneously on the local level from the bottom up and to find a way for the national organizations to make their contribution to local experiments from the top down. What we are searching for is a way to combine two approaches which are often treated separately, sometimes even as mutually exclusive. 4/10/7-

For all of the aforementioned reasons, we suggest that the Commission work with communities that wish to become Community Action Sites where we can deal with the community and personnel options.

By Community Action Site we mean a site (a community, a network of institutions, one major institution, etc. where some of the best ideas and programs in Jewish education would be initiated in as comprehensive a form as possible. It would be a site where the ideas and programs that have succeeded, as well as new ideas and experimental programs, would be undertaken. Work at this site will be guided by a vision of what Jewish education at its best can be.

The assumption implicit in the suggestion of a community Action Site is that other communities would be able to see what a successful approach to the community and personnel options could be, and would be inspired to apply the lessons learned to their own communities.

B. From Community Action Sites to Implementation (who will do this)

As these multiple and complex issues are being considered, many questions emerge: How do we begin to plan the local initiatives that will eventually lead to widespread change? Who will be the broker between the national resources and the individuals in the communities where projects are undertaken? How can we bring the best practice of Jewish Education in the world to bear on a specific program? Who will be responsible for the effective implementation of local projects? How will we ensure that standards and goals are maintained? Who will see to it that successful endeavours are brought to the attention of other communities and that the ideas are appropriately diffused?

A case is being made for initiating change through Community Action Sites. However, as the above issues were being considered it became clear that an answer needs to be given to the question of "who will do this?" What kind of mechanism is needed to orchestrate this complicated enterprise.

These are some of the questions that will be on the agenda of the Commission as it convenes for its third meeting on June 14.

Don't let it

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME *VFL*
DEPARTMENT/PLANT LOCATION

DATE: 5/30/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: MEETING LOGISTICS FOR JUNE 14

I spoke with Linda Robinson, at Hebrew Union College, today to confirm arrangements for the upcoming Commission meeting and to discuss changes in the schedule. With the exception of a couple of details, everything appears to be in order.

1. The main difficulty we are encountering has to do with our audio/visual needs. HUC has neither the equipment nor the technicians necessary to tape the meeting. They do have small tape recorders which could be used in the small group sessions, but nothing for the plenary sessions. Linda tells me that when they need a meeting recorded, HUC uses a hired court stenographer which would cost \$1,200 for one day. I suggest that we do without recording and rely on the detailed notes of the human recorders.
2. HUC has a screen, but no overhead projector. Annette tells me that she will need a projector, so I will check with JWB to see if one is available to borrow. (HUC does have a slide projector, but Annette does not feel that this will work.)
3. Finally, the lunch tables available for our use for the group lunch seat six rather than the eight we would prefer. I see no alternative but to be flexible and use the tables which are available.

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INTER-OFFICE CORRESPONDENCE

TO: Morton L. Mandel

NAME

DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi

NAME

DEPARTMENT/PLANT LOCATION

DATE: 5/30/89

REPLYING TO
YOUR MEMO OF: _____

SUBJECT: MEETING LOGISTICS FOR JUNE 14

I spoke with Linda Robinson, at Hebrew Union College, today to confirm arrangements for the upcoming Commission meeting and to discuss changes in the schedule. With the exception of a couple of details, everything appears to be in order.

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Can we bring our own recorders?
Rent this

we want these taped!

2. HUC has a screen, but no overhead projector. Annette tells me that she will need a projector, so I will check with JWB to see if one is available to borrow. (HUC does have a slide projector, but Annette does not feel that this will work.)

3. Finally, the lunch tables available for our use for the group lunch seat six rather than the eight we would prefer. I see no alternative but to be flexible and use the tables which are available.

OK

VFL -

① Please develop a check list. For future meetings, all of this should be determined well before we decide on a location! Show check list to me -- no hurry -

② Please contact me as soon as possible if you cannot get any of this worked out.

VFL

MAY 30 1989

TO: Morton L. Mandel FROM: Arthur J. Naparstek DATE: 5/30/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

SUBJECT: UPDATE ON PREPARATION OF BACKGROUND DOCUMENT
FOR JUNE 14 MEETING

Attached are two documents, the revised background document for the June 14 Commission meeting and a cover letter that will go with the document to commissioners. Could you review the letter and get it back to us by Wednesday? We would like to have everything ready to be mailed out on Friday, June 2.

First, with regard to the background material. Fox and Hochstein incorporated most of the corrections you, HLZ, and I made at our May 29th meeting. However, there are several exceptions:

1. We suggested that to the bullet which states, "recruit graduates of schools," be added "recruit graduates of day schools and Jewish camps." Annette indicated that they did not write day schools in because they did not want to offend those in the reform movement who have placed more emphasis on supplemental schools.
2. On page 9 of our working draft we recommended removing bullet No. 5 which stated, "a local project to be managed in a hands-on manner. It could, therefore, be constantly improved and fine-tuned." Fox and Hochstein kept that in. I do not know why. They may have missed it or feel it adds to the content of the draft. In any event, I do not believe it changes the focus of that part of the report and so should not represent a problem to us.

The major issue before us is how we deal with the conclusion of the draft. Annette was not completely comfortable with our rewrite of the conclusion. After I pointed out the questions that you had raised, she has rewritten their original draft and has now put forward two versions. Version one is a rewrite of their original draft. Version two is what we proposed based on our Monday morning meeting. Annette is printing both versions and they will be sent to us on Thursday of this week. I will meet with Hank and review each version and give you a recommendation as to which direction to go.

Seymour and Annette were very pleased with our input and, as I indicated, all other changes have been incorporated.

IN THE OFFICE OF THE DIRECTOR

2329 ✓

12667 *Cohen*
Remington

F A C S I M I L E T R A N S M I S S I O N

NATIV CONSULTANTS - JERUSALEM, ISRAEL

Fax: 972-2-699-951

To: Art Naparstek and Ginny Levi

From: Seymour Fox and Annette Hochstein

Date: June 2, 1989

Pages: 3

Dear Art and dear Ginny,

1. We hope the materials arrived in good shape and in good time.
2. We attach a memo with some thoughts concerning the suggested press releases.
3. We think books should be prepared for all the Commissioners - to be given at the meeting on June 14. We suggest the books include minimally:

The Progress report with the Zucker and Fox appendices

The List of commissioners

The Minutes of the meeting of December 13.

The Agenda

In addition we suggest that copies of December 13 materials should be available (at least 10 copies).

Best Regards,

Ag Annette

J - Pls. begin to run
- personalize to all
who have not declined.
L

June 2, 1989

Dear Commissioner:

I am pleased to enclose background materials for the meeting of the Commission on June 14. Included are a brief executive summary, a progress report and two appendices. I hope that you will find them helpful.

The issues we will be discussing are complex. Therefore, we are planning the meeting in a way that will make it possible for us to benefit from the thinking and ideas of our entire group. We have structured the day to provide a balance between meetings of the Commission as a whole, and smaller group meetings to permit a more extensive exchange of ideas.

I look forward to seeing you on June 14th. Please remember that we are scheduled to meet at the New York City headquarters of the Hebrew Union College, One West 4th Street (between Broadway and Mercer, one block east of Washington Square) from 9:30 a.m. to 4:00 p.m.

Warmest regards.

Morton L. Mandel
Chairman

Enclosures

[plan to send cc: to En Pol. Adv., Staff, Solender, others?]

Solender
Joel Fox (no letter)

2300
Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

Tel.: 972-2-662 296; 699 951

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Virginia Levi

DATE: June 5, 1989

FROM: Debbie Meline

NO. PAGES: 4

FAX NUMBER: 001-216-391-8327

Dear Ginny,

I was on my way to the fax machine with a letter in hand asking you to re-send the commissioner interview reports that you tried to send on Friday (we received only one of the four) when your fax arrived. Thank you.

I reviewed our file of commissioner interviews and we are missing reports on the following:

Eizenstat
Fisher
Gruss
Jesselson
Elkin

Attached is Annette's summary of her interview with Esther Leah Ritz. I understatnd that Prof. Fox will be seeing Hiller and Melton and he spoke to Loup on the telephone.

If my list doesn't match yours, please send me the appropriate reports.

Annette suggests it would be useful to have the overhead projector available for the meeting of the planning group on June 13 so that the group can review the graphic materials.

Good luck in the sure-to-be-hectic coming days.

Regards,

704
CHAIRS

B

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

THE THIRD COMMISSION MEETING

JUNE 14, 1989

DISCUSSION GUIDE FOR GROUP MEETINGS

It is important for the Commission to carefully consider - and, if possible, to decide on - the issues that were presented in the background materials. In order to facilitate a more extensive exchange of ideas and benefit from the thinking of all the commissioners, the commissioners are being asked to discuss them in smaller groups.

Format of the Group Meetings

Participants: 16 to 18 participants: 12-14 Commissioners, 2-4 Policy Advisors and Staff

Functions: Chair
Co-Chair
Reporter
Two staff members or senior policy advisors
to assist the Chair as needed

Materials: Background materials, this discussion guide

Purpose: To receive maximum input from commissioners to guide the Commission's decisions about its next steps.

Time: The group discussions are scheduled as follows:

First session:
Second session:
Full Commission (reports of small groups):

Topics for Discussion: The suggested topics for discussion listed in this guide relate to the morning's presentations. The Chair should use this guide in any way he/she finds useful; it is by no means complete. The Chair should decide whether to open the agenda to additional topics suggested by participants.

Some of the topics that could be addressed include:

- *Community Action Sites: The Community and Personnel
- *Local Intervention/National Intervention
- *The Community
- *Personnel
- *Programmatic Options
- *What We Need To Know
- *Organizing for Implementation
- *The Work of the Commission

1. Community Action Sites : The Community and Personnel

This commission wants to effect change in the impact of Jewish education for Jewish continuity in North America. We have decided to begin by dealing with the areas of the community and personnel. The suggestion at hand is to start the process of change - particularly in the area of personnel - through one or more demonstration projects, or what is referred to in the progress report as Community Action Sites.

If we choose to develop Community Action Sites, many questions need to be answered:

- a. What should be the unit of demonstration: a whole community (e.g. dealing with educational personnel for all forms of education in St. Louis); a network of institutions (e.g. Ramah Camps); a single institution (e.g. a major community day school, a major community center, a training institution)?
- b. Should there be one or more Community Action Sites?
- c. What should guide the choice of a site: the size of the Jewish population; the quality of the leadership and organization (e.g. does a local commission exist?) geographic location; availability of professional staff; potential funding capacity?
- d. Are there specific preferences or suggestions for the first Community Action Site?

2. Local Intervention/National Intervention

Education takes place locally - in day schools, in camps, in community centers, in synagogues. However, some activities, such as training, take place at the national level. Moreover, national communal organizations deliver services to communities and funding sources are often national.

Experience shows that programs originating at the national level (top-down programs) are often ineffective locally. On the other hand, programs initiated locally could benefit from the expertise and resources of national frameworks.

Questions:

- a. How could the Commission intervene at the local level and at the national level?

3. The Community

The Community Option aims at changing the climate regarding Jewish education; at bringing strong leadership into central roles in Jewish education; at raising the place of Jewish education on the communal agenda; at generating additional funding.

Questions:

- a. What steps are needed to bring about these changes in the community?
- b. How can the Commission intervene to promote effective co-operation among the various organizations and institutions?

4. Personnel

In the progress report and presentation, specific ideas were suggested for addressing the shortage of qualified personnel by dealing comprehensively with the issues of recruitment, training, profession-building and retention.

Questions

- a. What additional ideas could enhance this approach?

5. Programmatic Options

Many commissioners have expressed their interest in programmatic options (e.g. informal education, early childhood, supplementary schools, college age). The personnel option will deal with some of these - by virtue of the fact that personnel always works within a programmatic area. However, this will only respond to some of the programmatic interests of commissioners.

Questions

- a. How should the Commission relate to the programmatic options (e.g. make programmatic recommendations in the Commission report; establish an umbrella mechanism that would assist commissioners in their efforts in specific programmatic areas)?
- b. What should the outcome of the Commission's work be in the programmatic areas?

6. What We Need To Know

Our data on Jewish education is limited. Little work has been done to provide the knowledge and information upon which to base decisions. We have scanty data about the state of the field, about issues ranging from the number of teachers there are, the kind of training they have, total enrolment and the cost of Jewish education, to issues such as "what works in Jewish education" or "what works better" or "what should a Jewish teacher know".

Questions:

- a. What should the Commission do to increase the knowledge we have about Jewish education in North America?
- b. What do we need to know before the Commission completes its report? E.g. ^{with data} Must we gather ~~background~~ about the community and personnel before suggesting action?

7. Organising for Implementation

A strong consensus seems to be emerging that the Commission should end its work with more than a report, with some form of implementation. Suggestions have been made that some mechanism should be charged with implementation of the Commission's decisions.

Questions:

- a. Who will be responsible for specific local projects?
- b. How will we ensure that the goals and standards of the Commission are maintained?
- c. Who will see to it that successful endeavours are brought to the attention of other communities and that successful ideas are diffused throughout the field?
- d. Who should be the broker between the national resources and the individuals in communities where projects are undertaken?
- e. What kind of mechanism is needed to orchestrate the complicated enterprise of Community Action Sites?

8. The Work of the Commission

The original plan for the Commission's work calls for 2-3 additional meetings in the coming 9-12 months to complete the work. Significant decisions need to be made.

Questions

- a. How should the commissioners be involved in this work?
- b. Are task forces required?
- c. What should the products of the Commission be?
- d. What kind of report would have the influence on the field of Jewish education that the Commission seeks?

Commission on Jewish Education in N. Y.

June 14, 1969

Tentative Guide for Group Discussions

The small group meetings are intended to elicit questions, ideas, ^{and} commentary based on the reports submitted to Commissioners and the plenary discussion preceding these meetings, rather than ^{necessarily} to achieve ^{any} consensus, ~~on positions~~. The guide is tentative because Commissioners may choose to select subjects to discuss other than those listed, and, of course, not in the sequence ^{all} ~~of~~ listed. However, we ^{assume} ~~anticipate at this stage~~ that these subjects will be germane to ~~the interests of Commissioners~~. ^{our} ~~deliberations~~.

ARCHIVES



51 9, 13

Some of the topics that could be addressed include:

- *Community Action Sites: The Community and Personnel
- *Local Intervention/National Intervention
- *The Community
- *Personnel
- *Programmatic Options
- *What We Need To Know
- *Organizing for Implementation
- *The Work of the Commission

Demonstration and Diffusion

1. Community Action Sites : ~~The Community and Personnel~~

for its own sake and for strengthening
This commission wants to effect ~~change~~ *extensive change* in the impact of Jewish education ~~for~~ Jewish continuity in North America. ~~We have~~ *the Commission has* decided to begin by dealing with the areas of the community and personnel. The suggestion at hand is to start the process of change - particularly in the area of personnel - through one or more demonstration projects, or what is referred to in the progress report as Community Action Sites.

If we choose to develop Community Action Sites, many questions need to be answered:

How flexible can we be in deciding on the locus of demonstration?
a. ~~What should be the unit of demonstration:~~ a whole community (e.g. dealing with educational personnel for all forms of education in St. Louis); a network of institutions (e.g. Ramah Camps); a single institution (e.g. a major community day school, a major community center, a training institution)?

b. ~~Should there be one or more Community Action Sites?~~

Community?
b. What should guide the choice of a ~~site~~ *community*: the size of the Jewish population; the quality of the leadership and organization (e.g. does a local commission exist?) geographic location; availability of professional staff; potential funding capacity?

c. ~~Are there specific preferences or suggestions for the first Community Action Site(s)?~~

d) *How best to spread the lessons learned of steps that work?*

⑤ 4. ~~Local Intervention/National Intervention~~ *Relating Local and National Action*

Education takes place locally - in day schools, in camps, in community centers, in synagogues. However, some activities, such as training, take place at the national level. Moreover, national communal organizations deliver services to communities and funding sources are often national.

Experience shows that programs originating at the national level (top-down programs) are often ineffective locally. On the other hand, programs initiated locally could benefit from the expertise and resources of national frameworks.

Questions:

- a. How could the Commission intervene at the local level and at the national level?

② 3. ~~The Community~~

emphasis to change
The Community ~~Option~~ aims at ~~changing~~ the climate regarding Jewish education; at bringing strong leadership into central roles in Jewish education; at raising the place of Jewish education on the communal agenda; at generating additional funding.

Questions:

- a. What steps are needed to bring about these changes in the community?

- b. ~~How can~~ *Should* the Commission intervene to promote effective co-operation among the various organizations and institutions, *and if so, how?*

③ 4. ~~Personnel~~

In the progress report and presentation, specific ideas were suggested for addressing the shortage of qualified personnel by dealing comprehensively with the issues of recruitment, training, profession-building and retention.

Questions

- a. ~~What additional ideas could enhance this approach?~~

What are your views about how to make this approach effective - or do you have other ideas to enhance the on development of personnel?

in all sectors of Jewish education

Bringing Personnel and Community to Base on Mounting or Strengthening Specific Programs

5. ~~Programmatic Options~~

Many commissioners have expressed their interest in programmatic options (e.g. informal education, early childhood, supplementary schools, college age). The personnel ~~option~~ will deal with some of these - by virtue of the fact that personnel always works within ~~programmatic areas~~. However, this will only respond to some of the programmatic interests of commissioners. *effort*

~~Questions~~ *Has personnel & community diversion*

- synthesize*
- a. How should the Commission relate to the programmatic options (e.g. make programmatic recommendations in the Commission report; establish an umbrella mechanism that would assist commissioners in their efforts in specific programmatic areas)?
 - b. What should the outcome of the Commission's work be in ~~the~~ programmatic areas?

6. ~~What We Need To Know~~ *Data-Gathering and Research Do we Need?*

Our data on Jewish education ^{are} ~~is~~ limited. Little work has been done to provide the knowledge and information upon which to base decisions. We have scanty data about the state of the field, about issues ranging from the number of teachers there are, the kind of training they have, total enrolment and the cost of Jewish education, to issues such as "what works in Jewish education" or "what works better" or "what should a Jewish teacher know".

~~Questions~~

- a. What should the Commission do to increase the knowledge we have about Jewish education in North America?
- b. *information must we have, that we do not have now,* What ~~do we need to know~~ before the Commission completes its report? *What data* E.g. ~~Must we gather basic data about the community and personnel before suggesting action?~~

7. ~~Organizing for Implementation~~ *How do we move from the Commission to Implementation?*

A strong consensus seems to be emerging that the Commission should end its work with more than a report, with some form of implementation. Suggestions have been made that some mechanism should be charged with implementation of the Commission's decisions. *action recommendations*

- should* ~~Questions~~ *follow through?*
- a. Who ~~will~~ be responsible for ~~specific local projects?~~
 - b. How ~~will~~ *can* we ensure that the goals and standards of the Commission are maintained?
 - c. Who will see to it that successful endeavours are brought to the attention of other communities and that successful ideas are diffused throughout the field?
 - d. *Should there be a* ~~Who should be~~ the broker between the national resources and the individuals in communities where projects are undertaken?
 - e. What kind of mechanism is needed to orchestrate the complicated enterprise of Community Action Sites?

8. The Work of the Commission

The original plan for the Commission's work calls for 2-3 additional meetings in the coming 9-12 months to complete the work. Significant decisions need to be made.

Questions

- a. How should the commissioners be involved in this work?
- b. Are task forces required?
- c. What should the products of the Commission be?
- d. What kind of report would have the influence on the field of Jewish education that the Commission seeks?

MEMORANDUM

TO: Mandell Berman, Charles Bronfman, Seymour Fox, Robert Hiller,
David Hirschhorn, Annette Hochstein, Stephen Hoffman, Donald
Mintz, Joseph Reimer, Esther Leah Ritz, Bennett Yanowitz, Henry
Zucker

FROM: Morton Mandel

DATE: June 8, 1989

RE: Discussion Groups at June 14 Commission Meeting

Thank you for agreeing to take a leadership role in one of the discussion groups on June 14. Following, for your information, are the assignments of group leaders:

	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
Chair:	Bronfman	Ritz	Hirschhorn
Co-chair:	Yanowitz	Mintz	Berman
Community Resource:	Zucker	Hoffman	Hiller
Personnel Resource:	Fox	Reimer	Hochstein

Enclosed is the discussion guide which has been prepared for your use at the meeting. These will be distributed to everyone on June 14. I am sending it to you in advance to help you in preparing for the day. The suggested topics relate to the presentations which will be made at the plenary session preceeding the group discussions. This guide is not intended to limit discussion, but as a starting point.

Commission on Jewish Education in North America

June 14, 1989

Guide for Group Discussions

The small group meetings are intended to elicit questions, ideas, and commentary based on the reports submitted to commissioners and the plenary discussion preceding these meetings, rather than necessarily to achieve any consensus. The guide is tentative because commissioners may choose to select subjects to discuss other than those listed, and, of course, not in the sequence or all of those listed. However, we assume that these subjects will be germane to our deliberations.

1. Community Action Sites: Demonstration and Diffusion

This Commission wants to bring about significant change in the impact of Jewish education for its own sake and for purposes of strengthening Jewish continuity in North America. The Commission has decided to begin by dealing with the areas of the community and personnel. The suggestion at hand is to start the process of change--particularly in the area of personnel--through one or more demonstration projects, or what is referred to in the progress report as Community Action Sites.

If we choose to develop Community Action Sites, many questions need to be answered:

- a. How flexible can we be in deciding on the locus of demonstration? A whole community (e.g., dealing with educational personnel for all forms of education in St. Louis); a network of institutions (e.g., Ramah Camps); a single institution (e.g., a major community day school, a major community center, a training institution)?
- b. What should guide the choice of a community: the size of the Jewish population; the quality of the leadership and organization (e.g., does a local commission exist?) geographic location; availability of professional staff; potential funding capacity?
- c. Are there specific suggestions for the first Community Action Site(s)?
- d. How best to spread the lessons learned of steps that work?

2. The Community

The Community emphasis aims to change the climate regarding Jewish education; at bringing strong leadership into central roles in Jewish education; at raising the place of Jewish education on the communal agenda; at generating additional funding.

- a. What steps are needed to bring about these changes in the community?
- b. Should the Commission intervene to promote effective cooperation among the various organizations and institutions, and if so, how?

3. Personnel

In the progress report and presentation, specific ideas were suggested for addressing the shortage of qualified personnel in all areas of Jewish education by dealing comprehensively with the issues of recruitment, training, profession-building and retention.

- a. What are your views about how to make this approach effective--or do you have other ideas on development of personnel?

4. Bringing Personnel and Community to Bear on Mounting or Strengthening Specific Programs

Many commissioners have expressed their interest in programmatic options (e.g., informal education, early childhood, supplementary schools, college age). The personnel effort will deal with some of these--by virtue of the fact that personnel always works within programmatic areas. However, this will respond only to some of the programmatic interests of commissioners.

- a. How should the Commission relate the personnel and community directions to programmatic interests (e.g., make programmatic recommendations in the Commission report; establish an umbrella mechanism that would assist commissioners in their efforts in specific programmatic areas)?
- b. What should the outcome of the Commission's work be in programmatic areas?

5. Relating Local and National Action

Working on the local scene will require the involvement and assistance of the national organizations and training institutions. Local efforts will not reach their full potential unless supported by the expertise of the national institutions and organizations.

Experience shows that programs originating at the national level (top-down programs) are sometimes ineffective locally. On the other hand, programs initiated locally could benefit from the expertise and resources of national frameworks.

- a. How do we begin to plan local initiatives to lead to widespread change?
- b. Should there be a "broker" between the national resources and the individuals in communities where projects are undertaken?

6. What Data-Gathering and Research Do We Need?

Our data on Jewish education are limited. Little work has been done to provide the knowledge and information upon which to base decisions. We have scanty data about the state of the field, about issues ranging from the number of teachers there are, the kind of training they have, total enrollment and the cost of Jewish education, to issues such as "what works in Jewish education" or "what works better" or "what should a Jewish teacher know."

- a. What should the Commission do to increase the knowledge we have about Jewish education in North America?
- b. What information must we have, that we do not have now, before the Commission completes its report?

7. How Do We Move from the Commission to Implementation?

A strong consensus is emerging that the Commission should end its work with more than a report, with some form of implementation. Suggestions have been made that some mechanism should be charged with implementation of the Commission's action recommendations.

- a. Who should be responsible for follow-through?
- b. How can we ensure that the goals and standards of the Commission are maintained?
- c. Who will see to it that successful endeavors are brought to the attention of other communities and that successful ideas are diffused throughout the field?
- d. What kind of mechanism is needed to orchestrate the complicated enterprise of Community Action Sites?

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

List of People Attending Meeting of
June 14, 1989 in New York City

Mona Ackerman	David Hirschhorn	Lester Pollack
David Ariel	Annette Hochstein	Charles Ratner
David Arnow	Stephen Hoffman	Joseph Reimer
Mandell Berman	Carol Ingall	Esther Leah Ritz
Jack Bieler	Mark Lainer	Harriet Rosenthal
Charles Bronfman	Norman Lamm	Alvin Schiff
John Colman	Sara Lee	Ismar Schorsch
Maurice Corson	Virginia Levi	Carmi Schwartz
Joshua Elkin	Seymour Martin Lipset	Daniel Shapiro
Eli Evans	Haskel Lookstein	Herman Stein
Irwin Field	Morton Mandel	Peggy Tishman
Seymour Fox	Matthew Maryles	Isadore Twersky
Alfred Gottschalk	Florence Melton	Jonathan Woocher
Arthur Green	Donald Mintz	Bennett Yanowitz
Irving Greenberg	Arthur Naparstek	Henry Zucker
Robert Hiller		

cc: Arthur J. Naparstek

TO: Morton L. Mandel FROM: Virginia F. Levi DATE: 6/9/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO
YOUR MEMO OF: _____

SUBJECT: Recording at June 14 Commission meeting

The primary logistical problem I have encountered in arranging for the June 14 Commission meeting has been in finding a means of taping the sessions. The problem is not with the taping of the breakout groups, which can be handled with equipment at HUC, but with recording the proceedings in the plenary sessions. This requires much more sophisticated equipment and technical skill.

I have located an agency - Nutmeg Recording - which has found us a freelance technician and the necessary equipment to record in the main meeting room. The cost of equipment rental is \$175 and of the time and transportation of the technician is \$450, for a total of \$625. I am to provide the tapes, which I can get less expensively than they.

The alternative suggested by Linda Robinson was to hire a court stenographer to manually record the meetings at a cost of \$1200. The only other alternative I can think of is not to tape the plenary sessions at all.

I am to get back to Nutmeg to indicate our decision on whether or not to use their services by no later than Monday. Please let me know your thoughts on this as soon as possible.

IN-FO-RMATION-CONFERENCE-NO-RESPONSE

6/6/89

CHAIRMAN'S NOTES
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
THIRD MEETING, JUNE 14, 1989

I. Welcome and Introduction

- A. Thank commissioners for attending by giving an expression of appreciation for their regular attendance at meetings, and introduction of commissioners attending for the first time.
(Should there be any commissioners attending for the first time, we will identify them for you prior to the meeting.)
- B. Thank Hebrew Union College and Rabbi Gottschalk for his hospitality.
- C. Reaffirm the partnership between the Mandel Associated Foundations, JESNA, JWB and CJF. Indicate that staffs of each organization, Rotman, Woocher and Schwartz, have continued to play a major role in terms of the Policy Advisory Committee and that Berman, Mintz and Yanowitz have also cooperated in all aspects of the process as we prepared for this third Commission meeting.
- D. Emphasize, as you have in the two prior meetings, that this Commission, as it's been convened, belongs to the members who will guide it.

II. Review of Developments Since the Last Meeting

- A. Review what was accomplished at the December 13th meeting.
 - 1. At the December 13th meeting we reviewed 26 options and

adopted personnel and community as our primary focus.

- a. Agreement that personnel will be defined in terms of recruitment, retention, training and profession building; community will be defined as leadership, structures, and finance.
 - b. We agreed that personnel and community options can be acted upon in a comprehensive manner and lead to systemic change.
2. Agreement that the emphasis in improving education must be undertaken at the local level and linked to the programmatic options, that is, to deal with personnel means to also deal with day schools, supplemental schools, summer camps, etc.
 3. Agreement that community and personnel options are interrelated and a joint strategy involving both must be devised. Personnel must be dealt with in a communal context so that a positive climate is developed.
 4. If the effort to deal with personnel and community are to be successful, all stakeholders need to be involved in the effort to improve personnel and community. Stakeholders include commissioners, representatives from the professional and lay leadership of national and local organizations and institutions, Jewish educators, national and local funding sources.

III. Method of Operation

For this meeting we undertook the assignment by asking our staff to respond to the question of how the Commission can move forward and bring about the significant across-the-board change through personnel and community. We asked the staff to develop strategies related to implementation that can occur on both a national and local level. To prepare for this meeting, staff and senior policy advisors have had a number of meetings and have interviewed most of the commissioners. As indicated in the Executive Summary of the Background Materials for this meeting, commissioners have been consulted and three key questions have emerged. Do we know what should be done in the areas of personnel and community, are there ideas? Do we know how it should be done? Are there strategies for implementation?

For the Background Material, staff have attempted throughout the consultations to respond to these two questions. The Background Materials that you received prior to this meeting will serve as the basis for our day's deliberations. Let me first review the materials you have.

IV. Review the Book

V. Progress Report by Annette Hochstein or Seymour Fox

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

List of People Attending Meeting of
June 14, 1989 in New York City

Name	Present	Need ride to airport?	Airport	Time
-----	-----	-----	-----	-----
Mona Ackerman				
-----	-----	-----	-----	-----
David Ariel				
-----	-----	-----	-----	-----
David Arnow				
-----	-----	-----	-----	-----
Mandell Berman				
-----	-----	-----	-----	-----
Jack Bieler				
-----	-----	-----	-----	-----
Charles Bronfman				
-----	-----	-----	-----	-----
John Colman				
-----	-----	-----	-----	-----
Maurice Corson				
-----	-----	-----	-----	-----
Joshua Elkin				
-----	-----	-----	-----	-----
Eli Evans				
-----	-----	-----	-----	-----
Irwin Field				
-----	-----	-----	-----	-----
Seymour Fox				
-----	-----	-----	-----	-----
Alfred Gottschalk				
-----	-----	-----	-----	-----
Arthur Green				
-----	-----	-----	-----	-----
Irving Greenberg				
-----	-----	-----	-----	-----
Robert Hiller				
-----	-----	-----	-----	-----
David Hirschhorn				
-----	-----	-----	-----	-----
Annette Hochstein				
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Stephen Hoffman				
-----	-----	-----	-----	-----
Carol Ingall				
-----	-----	-----	-----	-----
Mark Lainer				
-----	-----	-----	-----	-----

Name	Present	Need ride to airport?	Airport	Time
Norman Lamm				
Sara Lee				
Virginia Levi				
Seymour Martin Lipset				
Haskel Lookstein				
Morton Mandel				
Matthew Maryles				
Florence Melton				
Donald Mintz				
Arthur Naparstek				
Lester Pollack				
Charles Ratner				
Joseph Reimer				
Esther Leah Ritz				
Harriet Rosenthal				
Alvin Schiff				
Ismar Schorsch				
Carmi Schwartz				
Daniel Shapiro				
Herman Stein				
Peggy Tishman				
Isadore Twersky				
Jonathan Woocher				
Bennett Yanowitz				
Henry Zucker				

~~DRAFT~~ 6/9/89

MEMORANDUM

TO: Mandell Berman, Charles Bronfman, Seymour Fox, Robert Hiller,
David Hirschhorn, Annette Hochstein, Stephen Hoffman, Donald
Mintz, Joseph Reimer, Esther Leah Ritz, Bennett Yanowitz, Henry
Zucker

FROM: Morton L. Mandel

DATE: June 8, 1989

RE: Discussion Groups at June 14 Commission Meeting

Thank you for agreeing to take a leadership role in one of the discussion groups on June 14. Following, for your information, are the assignments of group leaders:

	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
Chair:	Bronfman	Ritz	Hirschhorn
Co-chair:	Yanowitz	Mintz	Berman
Community Resource:	Zucker	Hoffman	Hiller
Personnel Resource:	Fox	Reimer	Hochstein

Enclosed is the discussion guide which has been prepared for your use at the meeting. These will be distributed to everyone on June 14. I am sending it to you in advance to help you in preparing for the day. The suggested topics relate to the presentations which will be made at the plenary session preceeding the group discussions. This guide is not intended to limit discussion, but as a starting point.

Commission on Jewish Education in North America

June 14, 1989

Guide for Group Discussions

The small group meetings are intended to elicit questions, ideas, and commentary based on the reports submitted to commissioners and the plenary discussion preceding these meetings, rather than necessarily to achieve any consensus. The guide is tentative because commissioners may choose to select subjects to discuss other than those listed, and, of course, not in the sequence or all of those listed. However, we assume that these subjects will be germane to our deliberations.

1. Community Action Sites: Demonstration and Diffusion

This Commission wants to bring about significant change in the impact of Jewish education for its own sake and for purposes of strengthening Jewish continuity in North America. The Commission has decided to begin by dealing with the areas of the community and personnel. The suggestion at hand is to start the process of change--particularly in the area of personnel--through one or more demonstration projects, or what is referred to in the progress report as Community Action Sites.

If we choose to develop Community Action Sites, many questions need to be answered:

- a. How flexible can we be in deciding on the locus of demonstration? A whole community (e.g., dealing with educational personnel for all forms of education in St. Louis); a network of institutions (e.g., Ramah Camps); a single institution (e.g., a major community day school, a major community center, a training institution)?
- b. What should guide the choice of a community: the size of the Jewish population; the quality of the leadership and organization (e.g., does a local commission exist?) geographic location; availability of professional staff; potential funding capacity?
- c. Are there specific suggestions for the first Community Action Site(s)?
- d. How best to spread the lessons learned of steps that work?

2. The Community

The Community emphasis aims to change the climate regarding Jewish education; at bringing strong leadership into central roles in Jewish education; at raising the place of Jewish education on the communal agenda; at generating additional funding.

- a. What steps are needed to bring about these changes in the community?
- b. Should the Commission intervene to promote effective cooperation among the various organizations and institutions, and if so, how?

3. Personnel

In the progress report and presentation, specific ideas were suggested for addressing the shortage of qualified personnel in all areas of Jewish education by dealing comprehensively with the issues of recruitment, training, profession-building and retention.

- a. What are your views about how to make this approach effective--or do you have other ideas on development of personnel?

4. Bringing Personnel and Community to Bear on Mounting or Strengthening Specific Programs

Many commissioners have expressed their interest in programmatic options (e.g., informal education, early childhood, supplementary schools, college age). The personnel effort will deal with some of these--by virtue of the fact that personnel always works within programmatic areas. However, this will respond only to some of the programmatic interests of commissioners.

- a. How should the Commission relate the personnel and community directions to programmatic interests (e.g., make programmatic recommendations in the Commission report; establish an umbrella mechanism that would assist commissioners in their efforts in specific programmatic areas)?
- b. What should the outcome of the Commission's work be in programmatic areas?

5. Relating Local and National Action

Working on the local scene will require the involvement and assistance of the national organizations and training institutions. Local efforts will not reach their full potential unless supported by the expertise of the national institutions and organizations.

Experience shows that programs originating at the national level (top-down programs) are sometimes ineffective locally. On the other hand, programs initiated locally could benefit from the expertise and resources of national frameworks.

- a. How do we begin to plan local initiatives to lead to widespread change?
- b. Should there be a "broker" between the national resources and the individuals in communities where projects are undertaken?

6. What Data-Gathering and Research Do We Need?

Our data on Jewish education are limited. Little work has been done to provide the knowledge and information upon which to base decisions. We have scanty data about the state of the field, about issues ranging from the number of teachers there are, the kind of training they have, total enrollment and the cost of Jewish education, to issues such as "what works in Jewish education" or "what works better" or "what should a Jewish teacher know."

- a. What should the Commission do to increase the knowledge we have about Jewish education in North America?
- b. What information must we have, that we do not have now, before the Commission completes its report?

7. How Do We Move from the Commission to Implementation?

A strong consensus is emerging that the Commission should end its work with more than a report, with some form of implementation. Suggestions have been made that some mechanism should be charged with implementation of the Commission's action recommendations.

- a. Who should be responsible for follow-through?
- b. How can we ensure that the goals and standards of the Commission are maintained?
- c. Who will see to it that successful endeavors are brought to the attention of other communities and that successful ideas are diffused throughout the field?
- d. What kind of mechanism is needed to orchestrate the complicated enterprise of Community Action Sites?

June 12, 1989

Group Assign for Meeting # 3

Assignment to Discussion Groups

DA
SW
CS
HDS
AJN
~~MLN~~

	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
Chair:	Bronfman	Ritz	Hirschhorn
Co-Chair:	Yanowitz	Mintz	Berman
Community:	Zucker	Hoffman	Hiller
Personnel:	<u>Fox</u>	<u>Reimer</u>	<u>Hochstein</u>
	Colman	<i>Schwartz</i> Arnow	<i>Stein</i> Ackerman
	Elkin	*Eizenstat <i>Greenberg</i>	Bieler
	Evans	Green	Corson
	Gottschalk	Ingall	Field ⁷
	Maryles	Lainer	Greenberg <i>Arnow</i>
	Pollack	Lee	*Lamm <i>Evans</i>
	Rosenthal	Lookstein	Lipset
	Shapiro	Ratner	*Leup
	Tishman	Schorsch	Melton
	Twersky	<i>Tishman</i>	Schiff
	<i>Woocher</i>	<i>Briel</i>	

* We have since learned that they will not be attending.

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

List of People Attending Meeting of
June 14, 1989 in New York City

— Mona Ackerman

David Ariel -

David Arnow

Mandell Berman

Jack Bieler

Charles Bronfman

John Colman

Maurice Corson

Joshua Elkin

Eli Evans

Irwin Field

Seymour Fox -

Alfred Gottschalk

Arthur Green

— Irving Greenberg

Robert Hiller

David Hirschhorn

Annette Hochstein

Stephen Hoffman

Carol Ingall

Mark Lainer

Norman Lamm

Sara Lee

Virginia Levi

Seymour Martin Lipset

Haskel Lookstein

Morton Mandel

Matthew Maryles

Florence Melton

Donald Mintz

Arthur Naparstek

— Lester Pollack

Charles Ratner

Joseph Reimer /

Esther Leah Ritz

Harriet Rosenthal

Alvin Schiff

Ismar Schorsch

Carmi Schwartz .

Daniel Shapiro

Herman Stein

Peggy Tishman

Isadore Twersky

Jonathan Woocher .

Bennett Yanowitz

Henry Zucker .

MEMO TO: David Ariel, Seymour Fox, Annette Hochstein, Stephen Hoffman,
Virginia Levi, Morton L. Mandel, Joseph Reimer, Carmi Schwartz,
Herman D. Stein, Jonathan Woocher

FROM: Henry L. Zucker

DATE: July 18, 1989

HLZ

At the June 14th meeting of the Commission, we made important strides toward advancing the goal of the Commission to impact North American Jewish education positively and encourage constructive Jewish continuity. I appreciate your participation in the planning, execution, and follow up of this important meeting.

Enclosed are the minutes of both the Commission meeting and the meeting of senior policy advisors the following day. Cassette tapes of the Commission meeting are also available upon request from Ginny Levi (4500 Euclid Avenue, Cleveland, Ohio 44103, (216) 391-8300).

The next meeting of the Commission has been set for Monday, October 23 from 10:00 a.m. to 4:00 p.m. at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York City. Please mark your calendar. In addition, please hold the evening of Sunday, October 22 and the morning of Tuesday, October 24 for meeting preparations and follow up.

I look forward with pleasure to seeing you then.

TO: Commission File FROM: Virginia F. Levi DATE: 6/22/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

SUBJECT: KEY COMMISSIONERS

At the Senior Policy Advisors meeting of June 15, 1989, the following commissioners were identified as "key" to Commission progress:

Ackerman	Evans	Hiller	Lipset	Ratner
Arnow	Fisher	Hirschhorn	Maryles	Ritz
Berman	Gottschalk	Koschitzky	Melton	Schorsch
Bronfman	Green	Lainer	Mintz	Twersky
Crown	Gruss	Lamm	Pollack	Yanowitz

Special efforts should be made to ensure that these people attend Commission meetings and are consulted on areas of interest to them.

INTER-OFFICE CORRESPONDENCE



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

72343 (REV. 2/88) PRINTED IN U.S.A.

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

7/18/89

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 972 2699951NO. OF PGS. 6
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO: SEYMOUR FOX

NAME ANNETTE HOCHSTEIN

COMPANY NATIV

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

FROM:

NAME VIRGINIA LEVI

COMPANY PREMIER

DEPARTMENT

COST CENTER 090

TELEX NO.: 6873015 PREMI UW**FAX NO.:** 2163619962**TIME SENT:****MESSAGE:**

2163619962

S+A- Attachments have been mailed to you.
You've seen them in faxed form. I'm also
attaching the letters that went to commissioners
who did and did not attend the meetings.

I'd appreciate your advice on what should
be covered in follow-up conversations from
"counselors" to their "campers." Thanks. Ginny

MEMO TO: Mark Gurvis
FROM: Henry L. Zucker *HLZ*
DATE: July 18, 1989

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Group Assignments for Meeting #3

	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
Chair:	Bronfman	Ritz	Hirschhorn
Co-Chair:	Yanowitz	Mintz	Berman
Community:	Zucker	Hoffman	Hiller
Personnel:	<u>Fox</u>	<u>Reimer</u>	<u>Hochstein</u>
	Colman	Schwartz	Stein
	Elkin	Greenberg	Ackerman
	Gottschalk	Green	Bieler
	Maryles	Ingall	Corson
	Pollack	Lainer	Arnou
	Rosenthal	Lee	Evans
	Shapiro	Lookstein	Lipset
	Twersky	Ratner	Melton
	Woocher	Schorsch	Schiff
		Tishman	
		Ariel	

MEMO TO: David Ariel, Seymour Fox, Annette Hochstein, Stephen Hoffman,
Virginia Levi, Morton L. Mandel, Joseph Reimer, Carmi Schwartz,
Herman D. Stein, Jonathan Woocher

FROM: Henry L. Zucker

DATE: July 18, 1989

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I look forward with pleasure to seeing you then.

HUC - 212-674-5300

(Zelda)

Board room = OK

50-60

sep

to

Jewish Museum

Hebrew U. College

1 W. 4th St.

NYC

10012

(adjacent to
NYU campus, Greenwich Vil.)

92nd St. Y - 427-6000

Famous Dairy

2

Between Broadway & Mercer -
1 bl. east of Wash. Sq.

Conference level

Linda Robinson

suggest
thruerhoe
↓

A. Space needs



large square
13/4 side

1. Meeting room for 50

- capacity to tape meeting - copy tapes
- sound amplification

have did.
projectors, video
- no overhead

- screens, overhead projectors - if necessary

2. Space to mingle (over finger food)

- buffet table?

- Tape each?
- Will find out if possible

3. Three rooms for lunch / am mtgs.

- 16-20 in each

B. Meal

1. - glatt kosher lunch

- use cloth tablecloths, plastic dishes + utensils
- menu options

2. Continental breakfast - 9:30 - 10:00

- danish, coffee, tea

3. Water available on tables throughout day

Replenish coffee, tea throughout day

JUN 07 1989

VFL

6/7 Dinner -

Fred Bottschall

Will make "concluding Comments"

AMERICAN JEWISH
ARCHIVES


A large, stylized signature or flourish in black ink, consisting of several sweeping, connected strokes.

1:30-5:30 on 13th - Sr. Pol. Adv. - OK

1. Plenary - horseshoe
- can tape
 - have podium w/ mic
 - can't amplify individuals
- Three conf. rms. → 2 for plenary
- 3 sm. gps on sep. floor for sm. mtg.
- Have an open area for mingling space

Box lunches - self contained -
could be put in each of 3 mtg. rms.

On - A table in ea. of 3 mtg. rms w/ platters
of food + bev. - A ~~bright~~ but tight
- Right outside door of each room

Classrooms can have tables w/ clothes

9:30-10:00 - coffee

10-11:30 - Plenary

11:30-12:30 - sm. grp.

12:30-1:00 - veg. + dip + pop

1-2 - lunch + meet

2-4 - downstairs

water on tables
thruout day
- coffee + tea

salad
sandwiches
cole slaw
fruit
mint
\$8.00

Lunch menu - Dairy -

Tuna salad
Egg salad
salmon salad
pasta salad

6.00/person

fish
assortment
or bagels
loaf
cheese
tomato, etc.

11-12/person
dessert

bread
lett.
tomato

VFL phone call
4/5/89

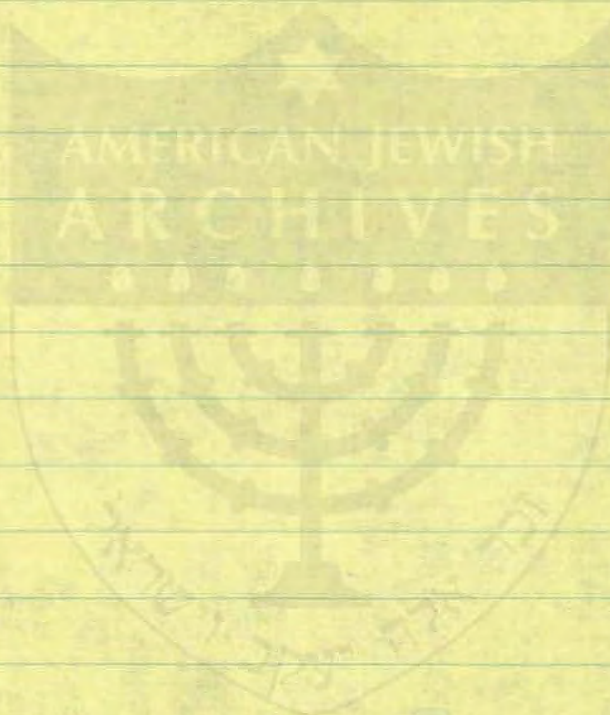
Blanche Rothman

10/4 - 8-4:30

A+B - Reserved

10/11 - not avail.

12-2 for lunch



Make appt. to visit (AJN + me)

Anita Hosang

Susan Vitucci - Asst. to Saul Adler

212-415-5473

4/14 - AJN called
+ released

June 14

definitely have rooms for mtg. + eating
smaller rooms - not sure - will try

- Kosher cooking school - not Glatt kosher - Levana's
rental fee - waived

- cater charges - we pay

Will be coordinated by J. Ed Dept. - Debbie Kaplan + Paul Joseph
+ Michael Wasserman

Set up a time for AJN to visit - 1 hr.

Need set-up later

1395 Lexington Ave.
10128