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D R A F T

FROM EXPERIMENTATION TO INSTITUTIONALIZED
CHANGE: AN ACTION PLAN FOR JEWISH CONTINUITY

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INTRODUCTION

The student confrontation at the 1969 Council of Jewish Federations General Assembly in Boston helped create a climate of interest, concern and experimentation in American Jewish education. In the years that followed, Federation funding for Jewish education expanded, studies were carried out in many Jewish communities; and significant changes were made in Bureaus of Jewish Education throughout the country. On a national level CAJE (the Conference on Alternatives in Jewish Education) was created; JWB helped expand the Jewish educational mission of Centers; significant curricular reform took place in the congregational movements; and major changes were made in the structure, function and leadership of the American Association for Jewish Education (now JESNA -- the Jewish Educational Service of North America).

These years of experimentation helped us learn more about the sociological underpinnings of Jewish identity -- including the important role that community and family must play in the transmission of identity, commitment and knowledge. We also learned more about the strengths and limitations of our Jewish educational tools -- especially the power of day school education, the potential of informal settings like JCCs, the key role of congregations, and some of the inherent weakness of supplementary education -- particularly past the fifth or sixth grade for many youngsters.

Most importantly, we learned that we need to develop a strategic focus for change in Jewish education by using new educational environments that can strengthen Jewish identity, create Jewish family supports, and reestablish a sense of Jewish community, while also transmitting Jewish knowledge. Thus while in former times it might have been adequate to teach a child about a Jewish holiday in the classroom knowing that the holiday would be celebrated in the home or observed in the community, it became clear that we now need to systematize educational models that teach parents how to celebrate the holiday; demonstrate to parent and child alike that the holiday can be meaningful and joyful and then teach the child the historical-religious details.

It's now well over fifteen years since that "cultural revolution" began and American Jewry is beginning a national reappraisal of its efforts to assure Jewish continuity. This new process is developing in part as a response to an international effort sponsored by the Jewish Agency and should serve as an

excellent opportunity to build new leadership, assess our progress to date, and establish new directions.

In order for this new process to fulfill its promise, however, it's critical to move from experimentation and program development to a new implementation phase during which the ideas and programs generated over the last fifteen years are institutionalized throughout our system of Jewish education. This will require clear national and local priorities and unprecedented cooperation and joint planning between congregations and Federations, JCCs and Jewish educational institutions, formal and informal Jewish educators, and national rabbinic, congregational and communal leadership. Most important it will require the commitment of our communities' top leadership along with a number of broadly agreed upon strategies for institutional change.

This paper will therefore sketch out a strategy that includes targeting specific populations and institutions and that suggests four achievable objectives for improving the transmission of Jewish identity. These are:

1. Strengthening the tie between young families and "gateway institutions" -- primarily congregations and JCCs -- through programs designed to increase the Jewish commitment of parents and make them partners in the Jewish education of their children.
2. Intensifying supplementary Jewish education through the integration of classroom and "beyond the classroom" programs -- primarily through vastly increased strategic cooperation between congregations and JCCs.
3. Increasing the proportion of non-Orthodox youngsters receiving a day school education -- primarily by improving Judaic and general educational quality and marketing.
4. Recruiting and training lay and professional leadership with the skill and vision needed to implement these strategic changes -- primarily through greater national and local planning and coordination.

CHOOSING TARGET POPULATIONS AND INSTITUTIONS: "MARGINALLY AFFILIATED" JEWS AND "GATEWAY INSTITUTIONS"

For over a decade -- at least since the 1975 National Jewish Population Study -- planning in the field of Jewish education and identity has been based in part on very low estimates of American Jewish affiliation and of the proportion of youngsters receiving a Jewish education. Some interpretations of NJPS data indicated that fewer than 50 percent of American Jewish children were receiving any kind of Jewish education and that only around 40 to 50 percent of American Jewish households were affiliated with a congregation. The natural response to these data was the development of planing efforts that

focused on the creation of intensive outreach strategies aimed at the unaffiliated.

More recent studies in most major Jewish urban areas (excluding a few communities like Los Angeles and Denver) as well as studies in smaller towns have shown a "family life cycle" pattern of affiliation that produces very high affiliation over time. Steven Cohen's most recent estimates show that "the vast majority of American Jews send their children at one time or another to some form of Jewish schooling..." and that "the overwhelming majority of parents affiliate with a Jewish institution at some time in their lives."¹ Cohen asserts that by the end of adolescence 87% of males and 70% of females have received some Jewish schooling. These new estimates don't dispute the fact that only 40 to 50 percent of all Jewish families and less than half of Jewish children ages 6-18 are currently affiliated or in school at this moment in time. They do show however that most Jews join a congregation when their child reaches school age; that nearly all Jewish children therefore receive a Jewish education at some point prior to adolescence; and that many of these families then disaffiliate after all their children have attained Bar/Bat Mitzvah or confirmation.

These kinds of demographic facts suggest far different strategies. Since nearly all families with children affiliate with a congregation at some point, then outreach may not be the most cost effective or highest priority strategy for strengthening Jewish commitment. More importantly, even if there were significant numbers of unaffiliated Jews and even if we could "reach" them, we would still be faced with institutions that are generally not strong enough to retain or inspire those we might (at great expense) attract. In reality, few of the institutions with which Jews affiliate are structured or staffed to take advantage of the high rate of affiliation we currently enjoy in order to significantly strengthen and upgrade the level of Jewish identification of the families that pass through. Steven Cohen highlights this opportunity when he identifies "marginally affiliated" Jews who are members of Jewish institutions but for whom the affiliation process has little meaning or impact.

This paper will therefore suggest a number of communal strategies for intensifying the affiliation process for marginally affiliated Jews. Recognizing that most families will voluntarily enter Jewish organizational life, these strategies focus on strengthening their involvement and deepening their commitment through programs carried out as early as possible in the affiliation process. Recognizing that most children attend some kind of Jewish school, these strategies focus on intensifying the educational process by increasing day school enrollment. Recognizing that even with our best efforts fewer than 30% of our children will ever attend day school and that

¹Steven M. Cohen, "Outreach to the Marginally Affiliated: Evidence and Implications for Policymakers in Jewish Education," Journal of Jewish Communal Service, Winter 1985, Vol. 62, No. 2.

most families will continue to opt for supplementary Jewish education, these strategies focus on intensifying the supplementary school experience by making the parent a partner in the Jewish educational process and better integrating classroom and "beyond the classroom" educational techniques. Recognizing that most Jewish families affiliate with congregations which serve as primary gateways to Jewish life for most American Jews, these strategies seek to strengthen the ability of congregations to reach their members and deepen their religious commitment by deepening the partnership between congregations and federations.

OBJECTIVE 1

STRENGTHENING THE TIE BETWEEN YOUNG FAMILIES AND "GATEWAY INSTITUTIONS" -- PRIMARILY CONGREGATIONS AND JCCS -- THROUGH PROGRAMS DESIGNED TO INCREASE THE JEWISH COMMITMENT OF PARENTS AND MAKE THEM PARTNERS IN THE JEWISH EDUCATION OF THEIR CHILDREN

The Centrality of the Family in the Transmission of Jewish Identity

Most reports dealing with the problems of Jewish education stress that it is virtually impossible for a school to teach Jewish concepts, values, and traditions without the aid and support of the home environment. Jewish educational programs for parents and families are therefore crucial to the Jewish education of children. As Harold Himmelfarb put it in his seminal article "Jewish Education for Naught": "...without encouragement and reinforcement from the home, it is extremely unlikely that Jewish schools will have any lasting impact on their students. If the home provides the necessary encouragement and reinforcement, Jewish schooling can increase the level of Jewish commitment achieved in the home. These two institutions need each other and the efforts of one without the other are likely to produce only slight results."²

Cleveland's recent "Survey of Jews Over Age 50 and Their Grown Children" also highlights this critical dimension of identity transmission. The study shows that while there isn't any parental recipe for raising a Jewish child in this complex society, there is a clear correlation between parental attitudes and practices -- particularly congregational affiliation -- and mixed marriage among children. For example, according to the Cleveland study: 1) Families that call themselves Orthodox are half as likely to have any of their children marry a non-Jew without conversion as families that call themselves Reform or Conservative while those who call themselves unaffiliated are twice as likely as Reform or Conservative Jews to have had a child marry out of the faith; 2) Reform and Conservative Jews who retain their congregational membership at least through age 50 are half as likely to have any of their children marry a

²Harold S. Himmelfarb, "Jewish Education For Naught: Educating the Culturally Deprived Jewish Child," Analysis, No. 51, September, 1975.

non-Jew without conversion as a Reform or Conservative Jew who quit after their child was confirmed. Those who retain their affiliation do nearly as well as those who call themselves Orthodox; and 3) Those who say that having children and grandchildren marry Jews is very important are half as likely to have a child marry a non-Jew without conversion as one who feels it's only moderately important. Jewish identity is multidetermined and of course, none of this establishes a clear cause and effect relationship between any particular activity on the part of parents and mixed marriage among their children. This research does however provide support for a far greater emphasis on reaching parents as an integral part of our educational strategy.

Unfortunately, while we've known about the critical importance of the family for at least twenty years, parent education remains a secondary concern of Jewish education. Compared with formal classroom education, few resources have been provided and little attention has been paid to the development of comprehensive implementation strategies.

Developing Effective Strategies for "Universal" Family Education

Since the vast majority of Jewish parents affiliate with a congregation during their children's school years, the point in time when parents enroll their children in a Jewish school can provide our best opportunity to reach out to parents to increase their personal commitment and involve them in the Jewish educational process. By enrolling the child in a Jewish supplementary school (most commonly a congregational school) the parent has already taken an important first step in creating a connection to Jewish life.

In addition to being a critical time in the development of a relationship between the family and the school, the years of early parenthood may also be a period of maximum psychological readiness in the Jewish life cycle. In the conception of psychiatrist, Mortimer Ostow, this is a time when young parents begin to re-identify with their own parents' religious attitudes and values after earlier rejection and "sponsor" them to their children, making this the perfect target population for Jewish adult education and outreach. As Ostow put it in an article he prepared for the 1976 American Jewish Committee Colloquium on Jewish Identity, the young parent tends "to adopt for himself his parent's views of Jewishness. To the extent that he does so in response to an unconsciously motivated imperative, and to the extent that these views are modelled after childhood impressions alone, the young parent may be embarrassed by them. He tends to rationalize his compliance as something which he is doing 'for the children.' Advanced Jewish education can help him to accept observance as something in which he can feel more personally involved." ³

³Mortimer Ostow, M.D., "The Determinants of Jewish Identity: A Maturational Approach," 1976 American Jewish Committee Colloquium on Jewish Identity, p. 61.

From this perspective, it's clear that the moment of congregational affiliation is a critical moment in Jewish life -- a moment in which congregations have a strategic opportunity to reach out to strengthen the religious character of the Jewish home, deepen the spiritual values of parents, and make them partners in the Jewish education of their children.

Unfortunately this opportunity is rarely used for in-depth contact between the parent and the congregation. The message given to parents -- though unstated and unintentional -- is "drop your child off twice a week and we'll make him/her an educated Jew." While congregations clearly would like to take better advantage of this opportunity, their resources are focused primarily on formal classroom study for children and few have funds or energy to spare for planned and targeted intake procedures and education for young families.

Congregations must be helped to take themselves more seriously as pivotal identity building structures that could -- if properly programmed -- make parents partners in the Jewish education of their children. While nearly all congregations have adult education programs they generally attract a 50 and older audience rather than the young parents who are absolutely vital to our future. Congregations therefore need to consider developing careful inreach strategies for marginal Jews with most resources and efforts focused on incoming families with school-aged children. By targeting each incoming class, the task of family education becomes manageable and it also becomes possible to focus enough resources on the 50-100 families involved to make a real impact.

This strategy calls for a personal contact for each incoming family, a required in-depth intake interview, a personalized "contract," and a family education program that fits each family's own needs and lifestyle. It must help parents recognize that raising a Jewish child may require an increased commitment to and understanding of Jewish life, religion and culture and might also be used to discuss and "market" the importance of day school education and/or "beyond the classroom" techniques in the school's educational program (both of which will be discussed in greater depth later in this paper). This would be followed by concrete programs aimed at giving families the home skills they need to feel comfortable with and enjoy Jewish traditions and rituals. The focus would be -- in Cohen's terms -- on the "language of resource" and would continue with parent-centered learning throughout the child's school career.

One target population worth mentioning for specialized outreach and family education is the mixed married (without conversion) family. While the potential for attracting large numbers of mixed married families has almost certainly been exaggerated, and while the highest priority for family education must be those marginally affiliated Jews already in the system, it's also clear that selected mixed married families are already good targets for education and involvement. A recent study of a large Reform temple in

Cleveland, for example, showed that 13% of its families under 40 are currently mixed marrieds. This happened without any special outreach at all and probably could be modestly expanded without inordinate expense through programs like those currently under way in Denver and Los Angeles where excellent communal outreach efforts support congregational education and outreach projects for mixed married couples. The kind of family approach outlined here would have a positive effect on all marginally affiliated families -- born Jewish and intermarried alike, but specialized outreach and careful programming for the mixed married population could certainly increase the impact for this growing population segment.

Of course, creating this linkage between parents (whether intermarried or born Jewish) and schools will not be easy as witness the very limited penetration of the Conservative movement's excellent Parent Education Program (PEP) which was created around ten years ago. Clearly the development of a truly widespread and integral effort demands that as much emphasis be placed on planning and funding family education as schools currently place on classroom education for children. It will also require considerable experimentation with intake and marketing efforts by congregations as well as a persistent and intensive effort on the part of Jewish educational leadership to create a variety of models ranging from simple four or five session holiday and home skill programs to more in-depth efforts like the excellent Florence Melton Program of Basic Adult Jewish Learning. In fact, the most successful and broadly-based efforts will probably need to make minimal time demands in order to maximize attendance in today's highly pressured environment, but they would at least "send a message" about the need for parents to be partners in the educational process.

The Need for A Partnership Between Congregations and Federations

Since most congregations clearly don't have the resources or manpower for this kind of additional sustained effort, the development of a communal strategy in this area demands close cooperation between Federations, Bureaus of Jewish Education and congregations. Federations simply cannot deal with the challenge of Jewish continuity without taking advantage of the opportunity for intensifying the affiliation process for Jews passing through this most critical "gateway to Jewish life." Congregations must therefore move from the periphery of federation concern to a far more central position. Only through the development of closer ties and funding relationships between congregations and federations can we hope to maximize the potential of the congregation as a "gateway to Jewish life" and assure Jewish continuity.

The Role of the Jewish Preschool and the JCC

There are other critical opportunities for reaching our highest priority target -- young families -- through other communal institutions -- primarily through Jewish preschools which currently attract a large portion -- in

Cleveland over 50% -- of all Jewish preschool age youngsters. Apart from providing a tremendous strategic advantage in reaching the children themselves, Jewish preschools provide an outstanding opportunity to reach out to young families and touch them Jewishly at an even earlier stage than would be possible through the congregational school connection. JCCs are particularly strong in the pre-school area and through projects such as the Cleveland JCC's Family Place, provide opportunities for reaching youngsters and their families from birth right up through the preschool years. The critical Jewish identity building role of the JCC is now receiving important attention due to the work of JWB's Commission on Maximizing Jewish Educational Effectiveness of Jewish Community Centers.

Plainly there is a market for all sorts of educational activities for moms, dads, and children at these age levels. All of these could be used as opportunities for Jewish contact and even for some preliminary contracting around future Jewish goals and educational opportunities for their children. The adult education/parent education opportunity, however while used in varying degrees in many JCC preschools, is generally not an extensive or integral part of most schools' programs and therefore remains a high priority for communal investment. Only with this kind of investment can the JCC fulfill its role as an entry point in a continuum of Jewish parent education.

JCCs also have an expanding and critical role to play in reaching young families that don't choose to affiliate with a congregation and may have a particularly important impact on mixed married families. The nondenominational Jewish environment can provide a safe space to test feelings of Jewishness for Jews who are unsure of their Jewish commitment or non-Jews who want to learn more about Jewish life. The JCC can serve as a place to learn and can also serve as a bridge to religious affiliation if properly programmed as a "gateway institution."

OBJECTIVE 2

INTENSIFYING SUPPLEMENTARY JEWISH EDUCATION THROUGH THE INTEGRATION OF CLASSROOM AND BEYOND THE CLASSROOM JEWISH PROGRAMS -- PRIMARILY THROUGH VASTLY INCREASED STRATEGIC COOPERATION BETWEEN CONGREGATIONS AND JCCS

Inherent Limitations of Supplementary Classroom Education

While it's clear that most Jewish youngsters receive some form of Jewish education at some point before they reach adolescence and while this educational experience clearly helps in some ways to strengthen Jewish identity, it's also clear that the supplementary school educational process leaves a great deal to be desired. As many researchers have pointed out, supplementary classrooms past fifth or sixth grade become increasingly difficult educational environments. The onset of adolescence in an environment where parents apply little pressure for discipline frequently

leads to chaotic classroom conditions as other activities compete for the child's after school and weekend attention and as the gap between the culture of the classroom and the culture of the street and home grows.

The limitations of supplementary Jewish education have been amply demonstrated in many studies -- most recently Samuel Heilman's "Inside the Jewish School: A Study of the Cultural Setting for Jewish Education." Heilman stresses the tremendous differences between the Jewish child's lifestyle and the values he learns in Hebrew school; the absence of parental support; the difficulty children have in understanding ideas and customs they have never experienced in their own lives; the competition with other more valued activities; and the resultant disruptive classroom behavior.

In fact, the supplementary classroom itself may simply be the wrong environment for effective Jewish education for most youngsters past fifth or sixth grade. Can Kiddush, Havdalah and the joys of Shabbat rest and learning really be taught in a classroom to children who have never experienced it? While passing the spicebox, baking challah, or sipping wine on Shabbat can be an outstanding learning experience in the classroom for preschoolers or even for third or fourth graders, they simply don't work much past that point. While some very special and "magical" teachers can overcome these problems, even many very good teachers have great difficulty in an hour and a half to two hours of supplementary education after the children have already finished an intensive and highly pressured day of "real" school. Since much of what we want children to learn must be experienced before it can be taught, it seems by far the wiser course to carefully determine the best environments for Jewish experience and learning and then invest resources in those environments that work best.

Shifting Resources to "Beyond the Classroom" Learning Environments

Despite the problems we face with classroom-centered supplementary education there are a number of environments that have proven far more effective than classrooms for experiencing Jewish life and for cognitive Jewish learning. Retreat programs, intensive Jewish summer camping, youth group activities and trips to Israel are all effective environments that provide the extended time, the role models, the social reinforcement and in Eric Ericson's terms the "locomotion,"⁴ the sense of movement and activity, that pre-teens and teens need to learn and grow in a positive and joyful way. Of course, classroom learning certainly works for Jewish teens in secular education without having to worry much about "positive and joyful" environments because it carries all the authority and compulsion of parents and the larger society. Jewish education, however, which seeks to instill identity, love of learning

⁴Erik H. Erikson, Identity Youth and Crisis, W. W. Norton & Company, Inc., 1968, Page 243.

and knowledge must win the loyalty of the child and his/her peer group or lose the battle altogether.

Given these realities, it's ironic that only classroom-centered school learning is standard, normative, and part of the curriculum of almost every Jewish school-aged child while more effective "beyond the classroom" programs like retreats, intensive Jewish summer camping, Israel experiences and youth groups are relatively unsubsidized, extracurricular and random events in the lives of most of our children. A key objective of communal policy might therefore be to provide resources for congregations to make these potentially more effective environments a far more standard part of their educational repertoire.

The Dichotomy Between "Formal" and "Informal" Jewish Education -- Clarifying the Semantic Confusion

Before sketching a strategy for carrying out these objectives however, it's important to address the concern that this direction encourages "soft" informal learning at the expense of "serious" formal education. This concern grows out of a common tendency to equate informal education (camps, Israel experiences, retreats and the like) with affective learning and formal education (most commonly associated with the classroom) with cognitive learning. This semantic confusion becomes a serious strategic problem because some assign "informal" environments (camps, Israel experiences, retreats) to a secondary role since they view them as affective rather than cognitive and, therefore, incapable of conveying "real" knowledge.

This confusion is particularly unfortunate because cognitive education can and does take place in a camp environment as easily as in a classroom, while affective education can also take place in a classroom. In fact, a summer at Camp Ramah or a UAHC camp can and does produce more cognitive learning for many children than several years of two-afternoon-a-week supplementary Jewish education, while at the same time producing a far more positive affective response. In this case the "informal" environment may actually allow more intensive contact hours for cognitive learning than the so-called "formal" environment. Moreover, Jewish learning is not easily separated from Jewish doing and feeling. It is far easier to learn the laws of Shabbat while experiencing the joys of Shabbat in a total immersion environment.

On the whole, we could have a more intelligent discussion of Jewish educational strategies if we distinguished between types of learning environment rather than types of education in comparing traditional supplementary school settings with camping or Israel travel. Sidney Vincent was very wise when, in Cleveland's 1976 Jewish Education Report, he first distinguished between "classroom" and "beyond the classroom" environments rather than using the "formal"/"informal" dichotomy.

The discussion of "formal" vs "informal" Jewish education would also be sharper if we were more accurate about exactly what is learned in most "formal" supplementary school environments. Even some friends of "beyond the classroom" environments have suggested that informal Jewish education is all well and good but that it is unlikely to produce youngsters who understand Torah, Mishnah or Gemara and that our communal funds might better be spent on "real" classroom education. It is in fact unlikely that youngsters learn much Gemara at Camp Ramah or Cleveland's Camp Wise. On the other hand, this is also true for most supplementary schools. Increased allocations for classroom environments will not have much of an impact on this result unless accompanied by significant new investment in the development of "beyond the classroom" environments that help develop the motivation for learning and create contexts in which learning is supported.

A Strategy for Integrating Classroom and Beyond the Classroom Environments Through a Collaborative Communal Strategy

Integrating "beyond the classroom" environments more fully into the educational process will require the close coordination of communal resources involving the expertise and commitment of Jewish Community Centers, Bureaus of Jewish Education, and congregations alike. A few examples follow:

Camping

Jewish ritual, values, beliefs, and customs are difficult to understand in the abstract and too often classroom learning bears little relationship to anything the child experiences at home. Ideally, Jewish education should be tied to Jewish living experiences that bring classroom concepts to life in an atmosphere of community and joy. The potential of Jewish camping to provide this kind of experience is well established for parents and educators alike who have had the opportunity to observe children returning from these kinds of total Jewish living environments. The well-run Jewish camping experience serves not only to introduce a youngster to Jewish living, but also incorporates formal Jewish curricula (history, customs, Hebrew, etc.) in a way that can be joyful for those children participating. Although formal research is limited in this area, Reform, Conservative, Orthodox and JCC camps as well as programs such as the Brandeis-Bardin Institute in California all report frequent and repeated instances of youngsters making major changes in lifestyle through the Jewish camping experience. Jewish camping alone may not guarantee that a youngster will grow into a Jewishly identified adult, but the cumulative effect of the camping experience with other coordinated beyond the classroom experiences can affect the future Jewish identification of a significant number of Jewish children.

While the congregations that educate most of our children also sponsor camp programs through their national movements these are almost never

coordinated with the child's educational experience and are designed to reach only a tiny portion of the total school-aged population. They have neither the room nor the mandate to do more. Yet community camp sites, most frequently part of our Jewish community center movement, are available with physical facilities and with the group work and recreational skills of those who administer them. These camps are already providing significant Jewish experiences for their campers and it would certainly be possible for congregations to sponsor their own "mini-Ramah" two or three week encampments on-site at JCC campgrounds, enabling far more youngsters to participate in intensive Jewish camping as an integral part of their congregational schooling experience.

Retreats

Retreat programs used in a planful and regular way can be another vital tool for bringing Jewish education to life by creating real Jewish living situations for children. In recent years, JCCs have increasingly developed retreat centers also staffed with individuals who have Judaic, recreational, and group work expertise. These retreat centers can be and frequently are used to help make retreat programs an integral part of the congregational school experience.

Youth Group Activity

It is not possible to ignore the critical connection between peer group activity and identity formation during the adolescent years. As Harold Himmelfarb put it in "Jewish Education for Naught," "Jewish youth group participation does have an impact that is independent of Jewish schooling ..." ⁵ This point of view was reinforced by the American Jewish Committee's Colloquium on Jewish Education and Jewish Identity, which stated that "the youth group may provide more positive reinforcement of Jewish identity in adolescence than various kinds of Jewish schools." ⁶ It is obviously important to assure that every Jewish teenager has an opportunity and is encouraged to belong to a Jewish youth group and to participate in its activities.

Recently the Jewish Community Federation of Cleveland formed a Joint Congregational Plenum/Federation Youth Commission to explore programs that could encourage more youngsters to become involved in youth group activity and enhance the Jewish content of these programs. As a result, the community will now be developing a Youth Resource Office to strengthen all of the youth groups in town and to work toward making a

⁵Harold S. Himmelfarb, *ibid.*

⁶"Summary Report and Recommendations," 1976 American Jewish Committee Colloquium on Jewish Identity, p. 25.

youth group experience an integral part of the Jewish education of every youngster. This youth activities office will be housed at the JCC and jointly sponsored by the Jewish Community Center and the Plenum of Congregations. Here again, we are seeking to use the JCC expertise as a resource to strengthen the congregations' ability to use both classroom and beyond the classroom learning environments.

Israel Experiences

The impact of Israel experiences on Jewish identity is well established, particularly in programs with real ideological, religious, and educational content, and the notion that an Israel program should be an integral part of every youngster's Jewish education has long been an accepted part of Cleveland's educational strategy. Five years ago, Cleveland's Bureau of Jewish Education developed the Israel Incentive Savings Plan which creates economic incentives for parents and congregational schools to join with the community in contributing toward a high school Israel experience for every youngster. Since this program operates through congregational schools, congregations can use the Israel experience as an integral part of their educational curriculum and to date over 500 youngsters are enrolled. This program provides an excellent example of how Federation policy can foster closer cooperation with congregations while helping to make beyond the classroom experiences an integral part of the educational experience of children. It has now been adopted by a number of other communities including Chicago and Philadelphia.

The need for this kind of cooperation as a way of improving both program recruitment and quality is reinforced by the recent Jewish Education Committee of the Jewish Agency for Israel, "Report on Educational Programs in Israel." The report notes that: "The use of organizational channels and word-of-mouth as the most effective recruitment methods suggests that marketing of Israel programs is primarily geared to those active and involved in Jewish community life...of our 'interested' target population, however, only 13 percent had ever received information about Israel programs through organizations."⁷ While this may imply a need for some additional channels of communication with the unaffiliated, it also suggests that many more affiliated families and youth could be recruited if organizations could be persuaded to raise the priority of Israel travel in their overall program.

In addition, the report identified a number of characteristics of high quality programs including: "a clear concept of educational goals; planning consonant with those goals; and a knowledgeable staff,

⁷"Report on Educational Programs in Israel," Summary Report of the Jewish Education Committee of the Jewish Agency for Israel, 1986, p. 24

understanding of the Diaspora and the needs of Diaspora participants." ⁸

Clearly, programs that are integrated into the educational objectives of congregational schools are more likely to achieve these kinds of goals than many other kinds of approaches.

Overall, the strategy for "beyond the classroom" education developed through these four examples aims at strengthening the Jewish educational enterprise by making: a trip to Israel as normal a part of the youngster's Jewish education as learning the aleph-bet; an intensive Jewish summer camping experience as normal as studying the story of the creation; parent education as normal as signing the youngster up for school; regular intensive youth group involvement as standard as a Bar Mitzvah; and retreat programs as regular as the more usual classroom activity. It must be clearly noted that the aim of this strategy is not simply to encourage youngsters to participate in these activities, as they currently do -- as individual, isolated experiences, frequently disconnected from their ongoing classroom work. The aim, to the contrary, is to connect these experiences to the classroom and to provide them under the auspices of the youngsters' own congregational school.

OBJECTIVE 3

INCREASING THE PROPORTION OF NON-ORTHODOX YOUNGSTERS RECEIVING A DAY SCHOOL EDUCATION -- PRIMARILY THROUGH IMPROVING EDUCATIONAL QUALITY AND MARKETING

Day schools have long been viewed as an alternative to supplementary education that can intensify the educational experience and integrate it into the life of the child. Community funding for day school education has therefore grown and the number of youngsters receiving a day school education has increased as a proportion of all Jewish youngsters receiving any kind of Jewish education. Clearly, increasing the proportion of youngsters receiving a day school education would be an important communal goal.

Here again however, progress will require a rethinking of the strategic targets of communal policy. Currently in Cleveland, as in most communities, over 90 percent of Orthodox youngsters are already enrolled in a Jewish day school as compared with fewer than 10 percent of non-Orthodox youngsters. Clearly this indicates a need to provide adequate funding for all forms of day school education and then to focus planning attention and resources on marketing day school education to the non-Orthodox segment.

Unfortunately, communal attention most frequently focuses on the quality of Judaic education in the Jewish day school. While this is a natural outcome of

⁸"Report on Educational Programs In Israel," Summary Report of the Jewish Education Committee of the Jewish Agency for Israel, 1986, p. 31

our primary interest in day schools as an effective Jewish educational medium, it fails to understand the key motivating factors for non-Orthodox parents. Many non-Orthodox parents are certainly concerned with the quality of the Jewish education that their children receive but are far more concerned with the quality of secular education in any school they choose for their children. For non-Orthodox day schools to be widely accepted, they must be as good or better than the best private schools available in the community, including high academic standards and rich extracurricular opportunities. Only by focusing communal attention on these issues can we hope to significantly increase the proportion of youngsters receiving a day school education in our communities.

OBJECTIVE 4

RECRUITING AND TRAINING LAY AND PROFESSIONAL LEADERSHIP WITH THE SKILL AND VISION NEEDED TO IMPLEMENT THESE STRATEGIC CHANGES: AN OVERARCHING PRIORITY FOR AMERICAN JEWISH EDUCATION

Lay Leadership

Clearly, the kind of change outlined in this paper will require new kinds of lay and professional leadership in Jewish education -- leadership with an interdisciplinary problem-solving approach and an ability to work across agency and institutional lines. The process of attracting the best and brightest lay leaders to Jewish education has already begun in many local communities. Internationally, the Jewish Agency's Jewish Education Committee has had a number of programs that have involved top leadership from throughout Israel and the Diaspora. These efforts will need to be expanded through Federation-sponsored local programs that bring together the leadership of all the agencies involved in the identity-building process including congregations and that also attract the best Federation leadership to increase the human and material resources available for significant change in the Jewish educational system.

Professional Leadership

It's also clear that no change can take place in Jewish education without adequate professional personnel and that even the current system is in danger of collapse due to a lack of experienced teachers and administrators. A shift to parent education, "beyond the classroom" education, and an increased emphasis on day school education would make new demands on our whole system of personnel recruitment and training and might, in fact, require a new kind of professional educational leadership. While a detailed examination of personnel issues is beyond the scope of this paper, it's clear that personnel recruitment and training strategies must be consistent with strategies for change in the Jewish educational system if either is to be effective. Thus, the approach to change in Jewish education outlined in this paper requires

personnel who are skilled in community organization, family dynamics, "beyond-the-classroom" education, and program development as well as in "traditional" classroom approaches. This in turn would suggest the need for a comprehensive system of recruitment and training aimed at producing the kinds of educators needed to carry out this new agenda.

In reality, the implementation of new approaches to personnel recruitment and training need to come "on-line" at the same time as institutionalized change in our system of Jewish education. The training institutions need a clear idea of what kinds of environments they're training teachers for, while the new educational environments will be unable to function without fully trained staff. This will require far more thoughtful planning and coordination between those who train Jewish educators, Rabbis, and Jewish communal professionals and those who implement educational policy nationally and locally.

Clearly the institutionalization of interdisciplinary and interagency models for change in Jewish education call for similar recruitment and training strategies that bring together the skills and strengths of local Bureaus of Jewish Education, Colleges of Jewish Studies, schools of Jewish communal service, religious seminaries, and the Jewish studies departments of major universities. These institutions clearly need to rethink the kind of training they provide to meet the changing needs of the educational system. At the same time, those seeking to institutionalize change in Jewish education need to recognize that change cannot take place without significantly increased support for the local and national training and recruitment efforts needed to produce the personnel who can implement the new strategies.

Top Educational Leadership: A Priority for Change

Clearly the kinds of change described in this paper suggest new attention to planning, community organization, and program development and none of this can take place without new ways of thinking at the top of the Jewish educational enterprise. School directors and rabbis, as well as Bureau, Federation, and JCC directors will all need to look at their roles, their institutions and their communities in new ways if multi-disciplinary and interagency approaches are to succeed. In addition, these top personnel might need different kinds of training to be able to administer programs that cross traditional agency lines while emphasizing family education and "beyond the classroom" techniques to a much larger degree than ever before.

Rabbis and congregational school directors for example might need new kinds of preparation to turn their institutions into "Gateways to Jewish Life" with the kind of intake and involvement discussed here. Religious leaders as diverse as Rabbi Steven Riskind and Rabbi Harold Schulweis, for example, have shown that targeted, community organization approaches can succeed in widely different environments. If their approaches to congregational life are to

become the rule rather than the exception, the schools that train the top level of congregational professional leadership may need to reshape the type of training they provide.

The Need For a Revitalized "Feeder System" for Jewish Educational Personnel

While improvement in top educational leadership is vital, the current shortage of line personnel for classroom and "beyond the classroom" settings is also reaching a critical stage. Though changes in remuneration for teachers and educational administrators along with more full-time employment opportunities can help in the recruitment effort, most of the very best in our current system were attracted by positive day school, youth group, camping, and college experiences rather than by money. It's vital to recognize that allowing these feeder systems to deteriorate -- as youth groups and Jewish camps have over the last decade -- will have disastrous consequences on the availability of educational personnel. The new focus on youth activities of all kinds described in this paper as well as an increase in non-Orthodox day school enrollment could therefore be an important part of creating a pool of talented and interested Jews from which to draw future Jewish educators.

In addition, however, a greater emphasis on college program and involvement will be essential for future recruitment efforts. Many Hillel programs fail to attract the "best and brightest" students and there are few organized attempts to reach out and involve the thousands of students who participate in Jewish studies programs on campuses throughout the country.

One way of quickly adding to our reserves of current classroom and "beyond the classroom" personnel while at the same time involving some of the "best and brightest" in Jewish activity and ultimately perhaps in Jewish educational careers would be through outreach and recruitment activities aimed at these students. Communities might, for instance, consider developing scholarship programs that stipend carefully selected students for work in supplementary classrooms as well as JCCs, camps, Israel experiences, youth groups, and retreat programs. These programs could target students interested in careers in Jewish education (or with substantial course work in Jewish studies). Beyond creating work and scholarship opportunities, such programs could also include social activities, enrichment courses, special retreats, and Israel missions for these students with a view to building a sense of group cohesion and increasing their commitment to work in the Jewish field. In this way we could immediately increase our pool of talented, enthusiastic, high status line staff while building toward a much improved pool from which to draw future educational leadership. This approach combined with higher pay and the creation of full-time community-based teaching opportunities could have a long-term positive impact on teacher recruitment.

CONCLUSION

This paper calls for a complete review of what we've learned about Jewish education and Jewish identity over the last fifteen to twenty years and the development of community strategies aimed at institutionalizing our most successful experiments and program initiatives. This will require a broad consensus on what really works in Jewish education and a commitment to shift resources to those kinds of programs and methods that work best including an emphasis on the marginally affiliated rather than the unaffiliated; on "gateways to Jewish life" rather than untargeted outreach; and on high impact methods and environments like day schools, parent education and "beyond the classroom" techniques rather than on less promising methodologies and learning environments.

This is a critical moment in the history of the American Jewish community -- a time of great opportunity and great danger. It's a time of widespread affiliation -- providing an opportunity to educate and motivate more Jews than ever before. But it's also a time when knowledge and commitment are so minimal for so many Jews that there's no way of really knowing whether the next generation -- a generation raised after the Holocaust and the founding of the State of Israel -- will continue to affiliate at the same rate as their parents. In truth this may be our last opportunity to make use of our current high level of affiliation to help assure the Jewish future. Time is short but the American Jewish community certainly has the resources to succeed if these are applied with the thoughtful intelligence and sustained commitment that this kind of vitally important enterprise deserves.

BS/jaos0374:sp3

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JEWISH CONTINUITY PERSONNEL TASK FORCE
OF THE
COMMISSION ON JEWISH CONTINUITY

Co-Chairmen: Dean Arthur J. Naparstek and Stanley Wertheim

ISSUES PAPER AND WORK PLAN

(Based largely on material prepared by Alan D. Bennett)

I. BACKGROUND

A. Overview

There is a widespread perception of a serious and worsening shortage of competent personnel at every level of the Jewish educational system. This issue has been identified as our central challenge in Jewish continuity and our success in all other areas seems to hinge on a successful approach to this problem. The need for personnel includes:

- a. Senior personnel in classroom and "beyond the classroom" settings and in planning positions.
- b. Judaic and Hebrew teachers for supplementary schools.
- c. Judaic and Hebrew teachers in day schools.
- d. Judaic teaching specialists in family and parent education.
- e. Youth workers, camp personnel, retreat specialists and other staff for "beyond the classroom" settings.

This shortage involves both vocational and avocational personnel and has been related by some to an overarching need to reconstitute Jewish education as a genuine profession. As David Ariel put it in a recent paper:

"A profession is created through extending the training period of professionals through graduate school; implementing a system of certification and credentials; expanding the knowledge which its practitioners have; rewarding the effectiveness of the professional through salary, benefits and career advancement; and demonstrating the value which the service has to its client. The value of Jewish education is related to the degree to which Jewish education is seen as able to contribute to Jewish continuity." In specific terms this may relate to a need for:

- a. increased pay and benefits;

- b. better in-service and pre-service training;
- c. better "feeder systems" at the high school and college levels to interest talented young Jews in these kinds of positions;
- d. scholarships and incentives for college and graduate work;
- e. college and graduate programs in Jewish education that link training and community practice and offer clear career paths and opportunities for growth and advancement.

B. Long- and Short-Term Planning Goals

The realities of Jewish education - using that term in its broadest possible meaning and context - dictate planning goals to meet a variety of personnel needs for Jewish continuity. A comprehensive plan must provide for both short- and long-term requirements. Short-term plans, which must show immediate results, are intended:

- (a) to place teachers in unstaffed or poorly staffed classrooms and other settings;
- (b) to help those in such settings do better what they are expected to do - in respect of pedagogics/methodology and in respect of Jewish knowledge/understanding;
- (c) to place and train a whole new group of personnel who will be needed to implement plans currently being made in our Task Forces on Parent and Family Education and on Beyond the Classroom Education each of which may well generate significantly increased personnel needs for:
 - parent and family educators;
 - retreat and youth group specialists;
 - camp personnel.

Long-term plans are intended to recruit and provide for the professional development of senior personnel who will create and foster a climate of professionalism and excellence in Jewish communal service and who will attract significant numbers of "line workers" - teachers, group workers and the like - to high-quality professional development programs. Inherent to both long- and short-term plans is financial security which includes adequate salaries, appropriate pension programs, health benefits, etc., for Jewish professionals.

This presentation will discuss the elements of a comprehensive personnel plan which must provide for a variety of personnel "types", recruitment, financially attractive environments, pre-service and continuing professional development and excellence in pedagogics, administration and Judaics.

C. Types of Personnel

1. Planning Personnel. America and Israel can each point to a handful of Jewish thinkers - some in academia, some in the field - who devote all or significant parts of their time to wrestling with fundamental questions about the Jewish present and future. Most of these thinkers and planners came to their stations by accident and despite the absence of institutionalized and systematic ways to create and foster their development. This is a bad way to address our needs and, while we may "get by with it" in this generation, the increasingly complex issues of Jewish pluralism, assimilation, Americanization and the like require planned ways to train the thinkers and shapers of Jewish life. This elite cadre will have to address questions like - What do we mean by Jewish continuity in a changing America? How do we most effectively draw on Jewish sources to achieve continuity? How can we assure continuity by assuring Jewishness? How can we integrate what Rosenak has called Judaism, Jewishness and Jewry to achieve continuity? Planners need not be the practitioners of education. They must identify the context in which the enterprise takes place.
2. Senior Personnel. A serious defect of many education programs is their detachment from consistent, inspired and professional supervision. Too many schools are governed by Jewishly and pedagogically untrained quasi volunteers who, no matter that they are well intended, are not up to the rigorous professionalism that Jewish continuity requires. Those who guide and inspire education programs and teachers through sustained and long-term participation, persons who aspire to direct schools, camps, youth groups and any programs where Jews of any age or of mixed ages meet, have to acquire and hone special skills in programs designed specifically for that purpose. These upper echelon, senior educators need to be content as well as administratively competent, and must be able to convey their abilities, excitement and commitment to their staff members. Indeed, the Effective School Movement has found that a strong, knowledgeable, principal who knows the school's mission and can carry it out is a significant element in a successful school, a conclusion confirmed by the Association for Supervision and Curriculum Development's studies of the principal as instructional leader.

These Senior Personnel will be the energy sources and pacesetters, working with lay leaders to design and achieve institutional and communal continuity goals. Many of these Senior Personnel, now and in the immediate future, may not be full-time workers. Nevertheless, our expectations for their competence should be of the highest order.

3. Avocational Personnel. Bank and Aron have adduced strong evidence to support the commonly held belief that, for the most part, the front-line Jewish workers are not career oriented. Rather, they want to contribute to Jewish life on a part-time basis and for just several years. These classroom teachers, club leaders, continuing education instructors, family learning facilitators, Israel trip leaders - the direct workers in primarily supplementary Jewish continuity programs - comprise a very large group. Even though they have avocational and not career interests, and despite the supplemental nature of their work, they require suitable continuing professional development opportunities. It never was good enough for them to be one step ahead of their students; now it is arguably disastrous. They need not be Jewish scholars, but they must be Jewishly knowledgeable. They need not be academic pedagogues, but they must know how to work with groups and how to communicate with and inspire the next generation. Although they may work at several jobs in one agency or at several agencies, they will see themselves in avocations. Yet, they are our hope for touching the Jewish lives of most American Jews. We have to give them the tools and the skills they need. At the same time, as a matter of community policy, we should make a serious effort to create full-time positions in Jewish continuity.
4. Career Personnel. Some 20-25% of Jewish student are enrolled in full-time programs in day schools and Jewish colleges. These students require teachers with high competence levels in Judaics and pedagogics. They need to be able to draw on a rich background and understanding of Jewish sources so as to integrate Jewish ideals and behaviors in a total learning experience. Though their numbers will likely remain relatively small, their potential for impact on Jewish continuity is very high because of the ambience in which they can provide daily sustained Jewish guidance, Jewish learning and true-to-life Jewish experiences.

A comprehensive plan for personnel should not ignore any of the these four types for each contributes importantly to the total enterprise. It may be necessary, as a practical matter, to assign priorities to recruitment, professional development and funding for the various types. However, this must be done with full regard to the impact each type of worker has on the various learning populations to be served.

D. Recruitment

Sporadic efforts by national bodies over a period of many years have done little to attract personnel of any type. Local efforts - directed primarily to identifying avocational personnel have been less than productive. For example, Cleveland schools in 1986 advertised nearly two dozen vacancies as late as August. That was after some vacancies had already been filled by second- or third-choice applicants. Two schools entered the year with temporary arrangements for Senior Personnel. As late as October, some schools were still frantically seeking "warm bodies" to assign to classes. In all these cases, Cleveland mirrors the national experience for agencies like JESNA and JWB and of denominational placement bodies.

Clearly, in the short run, not much will change. However, it may be possible to entice Senior and Career Personnel to Cleveland's educational system. That will require a significant infusion of new dollars for salaries, pensions, health benefits and the like. Similarly, new dollars may help to bring a few more Avocational Personnel into the system, although that thesis remains to be tested.

Planning Personnel issues cannot be addressed within the short term. It is necessary first to define the kinds of person we would wish to attract, develop the kinds of professional development programs that will achieve clearly defined goals and create a framework for the institutions which will be able to support that important work. These are all long-term issues, but we may not put off preliminary program development any longer. While this may best be a national or North American enterprise, Cleveland should lead in placing this high on the communal agenda.

There are several recruitment strategies already under way similar to the recent Boston initiative, and at least one North American Conference (Brandeis, 1986) has dealt with the issue. A Council of Jewish Federations task force is exploring ways of recruiting for service in that Jewish communal discipline. Efforts are under way to coordinate that process with similar, but broader-based, concerns of the Conference on Jewish Communal Service. The Council for Jewish Education and JESNA have had a joint placement program for many years but no recruitment program. JWB has long been an active recruiter for workers in the Center. But such national efforts cannot replace local programs designed to identify persons in local high schools and colleges who may someday be the front-line workers in local continuity efforts. Of course, the qualified and committed professionals who will come out of these professional development programs will need full-time positions to occupy. The community,

therefore, has a twin responsibility: to produce such professionals and to create challenging, full-time positions for them.

A small beginning in continuing professional development has recently been made in a partnership developed between the Bureau of Jewish Education, the College and John Carroll University to offer a Masters in Jewish Educational Administration. Additionally, the College's recently proposed Cleveland Fellows Program can and should become the vehicle to recruit and develop Planning and Senior Personnel for the local and national scenes.

Degree-granting programs as described above must be developed and nurtured. At the same time, we have to recruit, develop and reward local persons who, while they may not wish to pursue degree programs, can become significant participants in the continuity effort. The Bureau's Jewish Educator Services Program, which has demonstrated what can be achieved, needs to be greatly expanded, including the provision of suitable incentives to attract and retain personnel in continuing professional development activities, some of which also involve the College.

E. Salaries and Benefits

We have already alluded to the need for proper funding to recruit and retain first-rate personnel. This includes but is not limited to salaries. Most of our teachers are presently ineligible for the retirement plan available through the Federation or the schools because supplementary and, even, day school teachers do not work the requisite 1,000 hours a year. Part-time school directors, (more than half in Cleveland) are in the same circumstance. What is more, some full-time directors in Cleveland presently have no retirement benefits -- while an "average" salary figure is difficult to compute because of the variety of hours, diversity of training/experience and varying ways in which schools include or exclude benefits, some schools have testified that they can neither attract nor retain teachers because salaries are so low.

It's therefore been suggested that Federation may need to help schools increase compensation and provide retirement security, as well as medical insurance coverage for full-time teachers and administrators if Jewish schools are to compete with public and private schools and other careers in an open market for personnel. The issues of salaries and benefits require careful study to understand their real impact on the quality, recruitment, and retention of part-time and avocational personnel. Some have suggested that the environment and frustrations of Jewish education may actually be more significant in recruitment and retention of these categories than salaries and benefits. Great care must therefore be taken to create appropriate differential strategies for various personnel categories.

II. DATA AND INFORMATION NEEDED

- A. Current teachers by category.
- B. Salary ranges by category.
- C. Qualifications of personnel by category.
- D. Teacher shortfalls by category 1980 - 1984 - 86
- E. Projections of future avocational teacher needs - long and short term.
- F. Projections of future career teacher needs - long and short term.
- G. Projections of future planner/senior administrator need - long and short term.

III. ISSUES

- A. What are the differences/similarities in the kinds of issues that affect the three major categories of personnel.
 - 1. Planner/Senior administrator
 - 2. Career personnel
 - 3. Avocation personnel
- 1. To what extent are salaries a key block to recruitment retention in each category? Does this vary from category to category?
- 2. To what extent have supplementary schools teaching/youth work/family education become avocational jobs? Is there any hope of recruiting sufficient career staff to affect this trend? Can the recruitment of a few master teachers in these categories train and supervise many line personnel.
- 3. What should the roles of career and avocational staff be in our system?
- B. What can be done to generate personnel needed to deal with the issues currently under consideration by the other task forces.
 - 1. Family/Parent education personnel are virtually non-existent. What can be done to meet both short- and long-term needs.

2. Beyond the classroom educators of every kind are in short supply. What can be done to meet both short- and long-term needs.
- C. What positions, strategies need to be developed on a community-wide basis and which are best left to individual institutions.
- D. Can master teachers for classroom beyond the classroom and family education be centrally recruited, trained, and paid? Can this be done across Orthodox, Conservative, Reform and JCC lines or are individuals needed in each ideological category? If separate orientations are needed can technical supervision be centrally provided?
- E. Can we develop a community-wide educational strategy as proposed in the "Cleveland Fellows Program" around a masters level training program. This might include bringing highly skilled educational personnel to the community in a variety of skills areas to staff a masters level program in Jewish education. Masters candidates would learn and teach through a practicum approach bringing their skills to critical points in the educational system - perhaps by helping schools develop and plan programs or by participating in training avocational or even some administrative personnel in Jewish education. Here again key questions must be answered with regard to the special requirements of the branches of Judaism and of communal institutions like the JCC.
- F. What can be done to address the specific shortage of Judaic teachers for our day school system. How are the needs of our Orthodox, Conservative, and communal day schools different and how are they similar?



CRW

THE JEWISH COMMUNITY FEDERATION OF CLEVELAND

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566 9200

March 26, 1987

Mr. Morton L. Mandel
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort,

As you suggested during our last conversation, I reviewed the issues raised in my December 10th letter to you on the Israel Incentive Savings Plan (enclosed) with Professor Fox during my recent trip to Israel. Professor Fox indicated that he likes the general idea of IISP and the notion of national funding and implementation through the Jewish Agency but suggested that a real determination would depend on cost. He asked me to provide some preliminary estimates.

Based on a recent conversation with Barry Kosmin, Director of Research at the Council of Jewish Federations, we would calculate that there are approximately 82,000 confirmation age (15 year-old) Jewish children in the U. S. today and that this number will decline to about 69,000 by 1995 -- the year the first group of youngsters would be eligible to go to Israel -- assuming that the Jewish Agency approved this plan immediately, and that it was implemented beginning in September 1988. Of the 69,000 15-year olds in 1995, about 80% or 55,000 will have received some kind of Jewish education. Assuming that about half of America's Jewish communities adopt the plan and a very successful recruitment effort, in those communities that do participate, (a "best case" scenario) 50% of teens in participating communities might be enrolled in the plan. This would yield approximately 13,750 enrollees ready to go to Israel in 1995. At \$280 per child (\$40 per year, for a maximum of seven years per child) this would mean an investment of approximately \$3,850,000 by the Jewish Agency, which would in turn leverage approximately \$3,850,000 from local Jewish Federations (\$40 per year, for seven years, per child), \$4,812,500 from local Jewish schools and synagogues (\$50 per year, for seven years, per child) and \$9,625,000 from parents (\$100 per year, for seven years, per child).

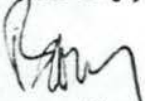
While \$3,850,000 a year is certainly significant (though perhaps part of it could be viewed as an outgrowth of the Jewish Agency grant to the congregational movements) I believe that a case can be made to support this sort of expenditure in order to assure that nearly half of America's Jewish teens in about half of our communities actually go to Israel prior to beginning college. This kind of large scale travel might well increase teen participation in formal Jewish education and

March 26, 1987

youth groups; make it more likely for more youngsters to go to Israel for longer periods of time during their college careers; "innoculate" many Jewish teens to some extent against the kind of assimilation that is all too normal for Jewish youngsters in college; and also stir some additional interest in Jewish studies programs at the college level for many of the participants. The ultimate value of all this in terms of reduced assimilation and increased Jewish identity as against the cost of \$3,850,000 per year is, I believe, the calculation that we need to make.

Mort, thanks so much for your help and support with this project and I look forward to discussing it with you further in the near future. I'll be discussing it with Seymour Fox next week.


Sincerely,



Barry Shrage
Associate Director

j100:BS:14
Enclosure





THE JEWISH COMMUNITY FEDERATION OF CLEVELAND

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200

December 10, 1986

Mr. Morton L. Mandel
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort:

I'm writing to you in your capacity as chairman of the Jewish Agency's Jewish Education Committee to request ongoing funding for Cleveland's Israel Incentive Savings Plan (IISP) and to suggest some preliminary thoughts for transforming the plan from an experimental local project into an ongoing national program.

As chairman of the Joint Program for Jewish Education, which has provided seed money for this project over the last six years, you already know that the IISP is a Cleveland initiative aimed at significantly increasing the number of youngsters participating in school-sponsored educational Israel experiences. IISP uses a relatively modest \$280 per person Joint Program investment over a seven year period to leverage over \$1600 in other funds (including interest) through a unique partnership between the local community, congregations and parents. In addition to leveraging significant resources, this funding mechanism has the additional benefit of leveraging institutional commitment and involvement by encouraging schools to view the Israel experience as an integral part of their educational program.

Nearly all of Cleveland's congregations and other educational institutions are now part of the Plan which has enrolled well over 500 students. An overview of the plan and its results over the last five years are described in the enclosed evaluation. Since the IISP has established a record of success, it may now be time to consider whether the plan should be developed on a national basis and what the role of the Jewish Agency and/or the Joint Program should be in the development and implementation of such a program.

In this regard I'd like to suggest that it might be appropriate to consider shifting the program from Joint Program "endowment funding" to "regular budgetary" funding and administration through the Jewish Agency. In support of this idea, it's important to consider a number of elements that may be relevant from the standpoint of ongoing funding and involvement by the Jewish Agency.

1. The plan is a cost effective way of promoting Israel travel and strengthening Jewish identity in the Diaspora -- both important Jewish Agency concerns -- every \$280 invested by the Joint Program, leverages around \$1600 in other funding over a seven year period. More importantly, by definition every dollar invested by the Joint Program is

effective. No money is spent on any youngster who doesn't go to Israel, and all money that is spent helps assure that some youngster somewhere will actually benefit from an Israel experience as part of his Jewish education. In this sense the cost of the plan is directly proportional to its level of success.

2. The IISP encourages local institutions -- schools and synagogues -- to promote Israel travel for teens. More importantly, it encourages youngsters to go on structured educational trips recommended or planned by the child's school and often including both pre- and post-trip educational programs. Both of these issues are of critical importance in light of the Jewish Education Committee's recent "Report on Educational Programs in Israel." The report notes that: "The use of organizational channels and word-of-mouth as the most effective recruitment methods suggests that marketing of Israel programs is primarily geared to those active and involved in Jewish community life...of our 'interested' target population, however, only 13 percent had ever received information about Israel programs through organizations." While this may imply a need for some additional channels of communication with the unaffiliated, it also suggests that many more affiliated families and youth could be recruited if organizations could be persuaded to raise the priority of Israel travel in their overall program.

In addition, the report identified a number of characteristics of high quality programs including: "a clear concept of educational goals; planning consonant with those goals; and a knowledgeable staff, understanding of the Diaspora and the needs of Diaspora participants."

Clearly the Israel Incentive Savings Plan makes it more likely that congregations and schools will promote Israel travel; and that the experiences themselves are more likely to have "a clear concept of educational goals; planning consonant with those goals; and a knowledgeable staff, understanding of the Diaspora and the needs of Diaspora participants."

3. Two other major Jewish communities, Philadelphia and Chicago, have now approved the plan and have received approval for Joint Program funding and a number of others, including Boston, are seriously considering implementing such a plan. These developments make it important to consider creating a consistent national policy for Joint Program funding and perhaps developing a single national funding and administrative structure through the Jewish Agency on a permanent basis for the plan.
4. The most challenging aspect of the plan has been the relative complexity of local administration. Each community must come to grips with forms and contracts and convince a local bank to agree to handle the many complex fiscal details. Some of these difficulties might discourage some local communities from participating particularly since already overburdened Bureaus of Jewish Education are frequently the most logical local coordinating body. The development of a single national administra-

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tive package could make it far easier for many more local communities to consider participation.

5. The Association of Reform Zionists of America (ARZA) has requested significant funds from the Jewish Agency for a number of projects including around \$1 million per year for five years for "short term" "education programs in Israel for Diaspora Jewry." The national implementation of the Israel Incentive Savings Plan (perhaps through a prearranged partnership with interested congregational movements) could provide a cost effective method for providing funding in a way that uses Jewish Agency funds to leverage increased commitment and funding for Israel experiences from local communities and from congregations. This would certainly help the Jewish Agency achieve its goal of encouraging travel and ultimately perhaps aliyah, but it would also help ARZA achieve its goal of more fully involving local congregations in its important work. In fact, ARZA is already encouraging congregations to play a catalytic role in local communities in developing IISP type plans. (See enclosed "An Israel Program from ARZA" material.)

A national IISP would give ARZA and UAHC considerable incentive to encourage as many youngsters as possible to enroll and as many congregations as possible to participate in order to strengthen the identity of Reform youngsters and their Jewish educational experience and also to maximize the Jewish Agency funding they receive through this mechanism. Once again the structure of the plan assures that funding is proportional to the outreach and recruitment efforts of the participating organizations.

Overall as I've indicated, I believe that this would be a good time to begin to consider the development of a permanent national plan. Cleveland, however, will need to make a decision on its funding for IISP in the near term future. The extension that was so generously provided by the Joint Program over the summer will only take us through about June 1987. It would therefore be important for us to know as soon as possible whether this idea has any chance of implementation in order for us to determine whether to ask for \$280 or \$560 for future participants.

Mort, many thanks again for your ongoing help, support, and interest in this project. Once again, please let me know if there's any way we can be helpful as you consider these suggestions.

Sincerely,

Barry Shrage
Associate Director

BS/jaos0566:d

bcc: Alan D. Bennett
Stephen H. Hoffman

EVALUATION OF THE ISRAEL INCENTIVE SAVINGS PLAN

I. BACKGROUND

A. Philosophical Framework

A trip to Israel is part of the Cleveland Jewish community's strategy for improving Jewish education. Central to this strategy is the idea that, despite the problems faced in supplementary Jewish education, there are "beyond the classroom" experiences, not commonly part of the educational process, that can significantly strengthen Jewish learning. A trip to Israel is an example of one effective activity that can be even more conducive to positive Jewish education than the afternoon or weekend classroom itself. Many studies have indicated that an organized Israel experience can lead to positive behavioral and attitudinal changes which deeply influence the Jewishness of the participant throughout his or her life. The popularity of the Israel mission as a campaign tool is but one indication of the power of carefully structured Israel experience to shape Jewish identity and commitment. A trip to Israel is a living Jewish experience and many young people, following their Israel experience, seek more Jewish education and feel closer to the Jewish people in general and to Israel in particular.

This excellent "beyond the classroom" activity however is not as normal a part of each youngster's Jewish education as more formal classroom learning. The aim of the Israel Incentive Savings Plan (IISP) is, therefore, not simply to encourage youngsters to participate in the trip to Israel as an isolated experience as many currently do, but rather to connect the Israel trip with the classroom and make it as normative, subsidized, mandatory, and regular as the other more traditional classroom learning approaches.

B. Promoting a Trip to Israel - General Methods and Marketing Strategies

Cleveland's marketing strategy for promoting a trip to Israel focuses mainly on the Jewish school-aged population. This strategy was chosen because better than 90 percent of Cleveland's Jewish children receive some kind of formal Jewish education at some time during their childhood. Within this targeted population, high school students are the highest priority for promoting trips to Israel. Many studies have indicated that the teenage years are crucial for reinforcing an adolescent's Jewish educational involvement. Jewish activity during these years is of critical importance in the development of each individual's Jewish identification. It is at this time when a positive Jewish experience is needed to retain Jewish youngsters within the Jewish community system and involve them in the Jewish community.

The Bureau of Jewish Education, working closely with the community Shaliach, plays a crucial role in promoting trips to Israel. The shaliach, working under the supervision of the Bureau of Jewish Education, allocates approximately 50 percent of his time to recruitment for Israel experiences. His work with high school youth focuses on promoting the Israel Incentive Savings Plan, while at the same time promoting a variety of other educational and recreational opportunities in Israel. The Shaliach works individually with schools and congregations, and his efforts involve planning meetings with school directors, teachers, and rabbis; meetings with parents and children, and developing and conducting educational programs to be included as part of the school's curriculum. He also organizes program fairs and coordinates the promotion of Israel Programs in a variety of local media.

The Bureau of Jewish Education also uses a significant financial aid program to encourage educational Israel experiences. These funds are completely separate from the IISP, and are provided on the basis of need through an annual grant from the Federation Endowment Fund averaging \$20,000 per year. The scholarship funds are also used in part to supplement and enhance the Israel Incentive Savings Plan.

II. THE ISRAEL INCENTIVE SAVINGS PLAN

A. General Overview

Six years ago the Bureau of Jewish Education in cooperation with the Jewish Community Federation developed another funding mechanism to induce change in Jewish education by further promoting trips to Israel. This Israel Incentive Savings Plan (IISP), as it is called, is a financial partnership between a child's family, Jewish school, Federation, and the Joint Program for Jewish education in Israel. The family and the school together contribute \$150 a year, up to seven years, to a special savings account. This sum is matched by an \$80 appropriation for up to seven years from the Endowment Fund of the Jewish Community Federation (\$40) and the Joint Program for Jewish education (\$40).

It's important to stress that the purpose of the Israel Incentive Plan experiment is not to test the effectiveness of any particular Israel experience (or of Israel experiences in general) as an educational tool. Rather, the grant is aimed at testing the notion that the Israel Incentive Savings Plan itself can be an effective education/marketing tool that can make a trip to Israel a far more standard part of the Jewish education of many more youngsters than ever before.

The concept of saving over a period of years is a crucial aspect of this program. It allows the parent, the student, and the school to plan for the trip from an early age and thereby reinforces the concept that a trip to Israel should be a standard and regular part of a child's Jewish education.

B. Enrollment

As of June, 1986, approximately 532 students in 21 Jewish schools are enrolled in the Israel Incentive Savings Plan. Approximately 128 new students joined the Plan this past year (among our strongest growth years to date), and the drop-out rate has been approximately 4.4 percent. Nearly every school in the community is participating, with most of the largest schools contributing their share of the match. More importantly, participating schools serve better than 90 percent of the Jewish school population.

The Israel Incentive Savings Plan is marketed through a targeted approach with schools. One school in particular, Fairmount Temple, has been most successful in viewing the IISP as an integral part of that educational process and therefore has approximately 20 percent of its student population enrolled in the Israel Incentive Savings Plan. At the present time 11 percent of the total eligible Jewish school population of Cleveland is enrolled in the Israel Incentive Savings Plan but we believe that the Fairmount Temple achievement indicates some of the potential of the program for the entire community in the future.

1985 was the first year that the students were eligible to use their Israel Incentive Savings Plan funds. Of the approximately 70 eligible students, ninth grade and above, 25 used their Israel Incentive Savings Plan funds to attend various programs in Israel, and the balance will retain their eligibility for the next several years and are expected to use the funds during this time period. It should be noted that while 25 students used their IISP funds, to attend travel/study programs in Israel, about another 40 students received other financial aid to attend various programs, and around 35 went without any aid. This gave us a total of approximately 100 students visiting Israel on various programs during the summer of 1985 and the 85/86 school year. Our records indicate that in the previous year only about 50-60 high school students from Cleveland attended all programs in Israel--this indicates some of the power of the IISP to significantly increase Israel travel over time.

This coming year approximately 150 to 200 students will be eligible to use their Israel Incentive Savings Plan funds to attend programs in Israel but most of these will be in ninth grade and won't be using their savings until school-encouraged trips in 10th, 11th and 12th grade. Considering current enrollments and our extraordinary growth this past year, the pool of eligible students is expected to increase steadily each year.

C. General Evaluation

Since we have had only one season's experience of students maturing through the Israel Incentive Savings Plan, it is perhaps too early to assess its total impact on the community. Nevertheless, broad community and school response continues to be very positive. Now that there are official IISP graduates, they as well as their parents are helping to promote the Plan, and we expect that over the next two to

three years the Plan will continue to experience steady growth--an expectation that seems borne out by our experience over this past year. More importantly, the full potential still is not known since the program continues to grow and even to increase its rate of growth annually. Moreover, growth may be even more rapid as we increase our efforts to "sell" schools more intensively on the notion that the Israel experience should truly be viewed as part of the educational curriculum.

Overall, it's clear that the Plan appears to be succeeding in achieving its primary goal--significantly increasing the number of youngsters participating in educational travel to Israel while helping schools view the Israel experience as an integral part of each child's Jewish educational experience.

D. Goals for the Future

Two specific aspects of the Plan have been identified as areas for improvement and plans are under way to achieve these goals. While the level of participation in the program is an accomplishment in itself, the key goal of integrating an Israel trip into the regular ongoing Jewish educational program of our children is still not widely understood. Further implementation of the strategy will require even more intensive consultation, community organization, curriculum building and planning on a school-by-school basis. Our challenge for the future, therefore, is to develop pilot projects in selected schools where a trip to Israel becomes part of the total concept of strengthening the Jewish education of the children. With students starting to use their funds, schools have demonstrated a growing interest in their role in promoting Israel experiences. Three schools in particular, Fairmount Temple, the Temple and Temple Emanu El have already begun to work on developing school-sponsored trips to Israel. The IISP will assist these schools in promoting their trips to their students.

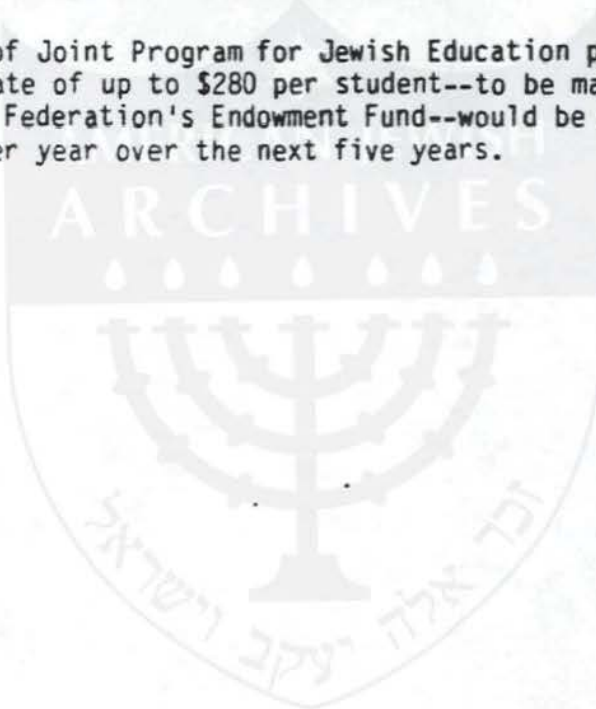
Over the course of the past few years, we have also found that most parents do not think about saving for a trip to Israel until their children reach the Bar and Bat Mitzvah age or in junior or high school. This led us to believe that perhaps the program would be even more successful if it were marketed more intensely to parents of teen-aged and pre-teen children. To capitalize on this idea, a new accelerated savings plan has been developed whereby families can condense seven years of savings into a minimum of four years' participation. With this plan, parents who decide too late to take advantage of a seven-year plan can still earn seven years worth of incentives by concentrating their savings into four, five, or six years. The school and community seven-year matches are then also condensed into four, five, or six years. We expect that this plan will also increase our enrollment over the coming years.

III. SUMMARY AND REQUEST FOR ADDITIONAL FUNDING

It is generally accepted in Jewish communities throughout the world that many young people, following an Israel experience, seek more Jewish education and feel closer to the Jewish people in general and to Israel in particular. Thus, while we will be doing further research on the impact of the Israel experience on IISP participants, the key goal to be demonstrated through the program is its ability to increase the number of youngsters taking advantage of the Israel experience while getting schools to view Israel travel as part of their curriculum. In this regard the IISP's track record of increasing the probability of more students attending a study/travel trip to Israel is most promising. We therefore want to request continued Joint Program for Jewish Education funding for the Israel Incentive Savings Plan over the next five years (up to a maximum of an additional 500 enrollees) so that we can continue to learn from and refine this most promising model and implement the critical innovations described above.

The cost of Joint Program for Jewish Education participation at our current rate of up to \$280 per student--to be matched by the Jewish Community Federation's Endowment Fund--would be \$140,000 or an average of \$28,000 per year over the next five years.

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AN ISRAEL PROGRAM



SEND A KID TO ISRAEL

As the years since Israel's Independence roll by, we are aware that the ties that bind the American and Israeli Jewish communities must be nurtured carefully lest we cease to recognize our common roots. Yet statistics show that only 15% of American Jews have ever visited Israel. Increasingly, American Jews show their commitment by way of the ballot and the checkbook, forgetting that people and culture must be experienced first-hand to become an essential part of one's value system.

A few congregations across the country, realizing that habits learned young provide life-long direction, have developed concrete ways to insure that their children will have a chance to get to Israel to see, to do, and to feel. Not only are a variety of locally and nationally sponsored Israel study/travel programs publicized, but planning for the financial burden of such a program is begun early.

Called "The Israel Incentive Plan" or "S.K.I.P." (Send a Kid to Israel Plan), these programs form a unique partnership between the student and his/her family, the congregation, and in some cases the local Community Jewish Federation. The idea is to generate savings over a number of years which will cover much of the cost of a visit to Israel. In this way, a visit to Israel becomes a practical reality and an incentive for meaningful education. Learning about Israel becomes a vital element in the overall Jewish education of students who are secure in knowing that they will be able to experience what they have learned.

HOW THE PLAN WORKS Beginning in either the 3rd or 4th grade, each student enrolled in the program makes payments to a savings account set up for this special purpose. The program usually runs through the 7th or 9th grade. Congregations committed to the concept make a contribution and the local Federation is asked to contribute as well. The exact amount of funds and number of contributing sources varies from community to community. The more sources of funds, the more the savings account can generate without being a prohibitive burden for any one source.

In one community, a \$150 contribution per child per year, from the 3rd grade through the 7th grade, is matched by an \$80 incentive grant from the

over

local Federation. Each congregation decides for itself how the child's contribution is to be shared, but it is recommended that the child and his/her family contribute \$100 and the congregation contribute \$50 per year. When placed in a passbook savings account for the seven years of the program, \$1,610 will have accumulated, plus interest.

Years of Participation	Cumulative Family/School Contribution	Cumulative Community Appropriation	Total Savings *
1 (3rd grade)	\$ 150	\$ 80	\$ 230
2	300	160	460
3	450	240	690
4	600	320	920
5	750	400	1,150
6	900	480	1,380
7 year total	\$ 1,050	\$ 560	\$1,610

* Plus interest earned on the family/school contribution.

In another community, religious school students can enroll anytime between the 4th and 9th grade, and the payments are equally divided so as to total \$1,500. The amount of each payment would depend on the year in which the child entered the program, with 10 payments being made per year. In this particular community, the local Federation is not involved, but the congregation subsidizes the trip to Israel (the Confirmation class travels together) by contributing the balance of the cost of the trip:

4th grade -- 60 payments of \$25	10 payments a year	= \$1,500
5th grade -- 50 payments of \$30	" " "	= \$1,500
6th grade -- 40 payments of \$37.50	" " "	= \$1,500
7th grade -- 30 payments of \$50	" " "	= \$1,500
8th grade -- 20 payments of \$75	" " "	= \$1,500
9th grade -- 10 payments of \$150	" " "	= \$1,500

Each participating student/family has its own savings account at an agreed-upon bank or savings association. The family may make contributions to its account at any time and may also make withdrawals. The interest earned on the savings is an important addition to the funds contributed by the other sources. In case of withdrawal of any or all of the savings in the special account, the child becomes ineligible to receive matching funds from the school and community for the year of the withdrawal. Interest would continue to be accrued, however. These details vary from community to community.

No matter what the plan, it is certain that the funds accumulated will not cover the total cost of a 6½-7 week summer trip, which runs around \$2,500 to \$3,000. Nevertheless, the savings will go a long way towards providing incentives for students and their families to consider an Israel experience by helping to bring financial feasibility closer. Students could be encouraged to increase their portion of the contribution or to contribute for additional years to increase the total savings. This is possible especially in communities where the children choose individual trips leaving at various times rather than travelling together in a congregation-sponsored trip.

DEVELOPING THE PROJECT

This program can be implemented in any size school or congregation. If your community has a centralized Jewish Board of Education, they might accept overall coordinating responsibility, making it possible for youths from several congregations to plan on traveling together. This would also increase the chances that the local Federation will agree to be a source of funding. Many Federations have Endowment funds to encourage Jewish Education. They also channel funds from the Joint Program for Jewish Education of the State of Israel (Ministry of Education and Culture, the Jewish Agency for Israel, and the World Zionist Organization). These funds are available for any accredited Israel Study Program and should be given regardless of family affiliation.

An administrator will be needed to oversee savings accounts, implement record keeping arrangements with the savings association and keep families and other contributing sources informed. In some congregations, this job is undertaken by a member of the Education or Youth Department staff. In others, especially where several congregations or the whole community is involved, a part-time person is hired.

A promotion committee should be created, consisting of representatives of the children, the family, the congregation, and the Federation, if they are involved. This committee would generate ideas to publicize the plan in the congregation and community. Ongoing publicity is needed to enhance recruitment efforts and generate continuing excitement.

INCORPORATING THE PROJECT IN TEMPLE ACTIVITIES

From the time students are eligible to enter the program to the final payment and the actual trip, students and parents become actively involved in learning about Israel and planning for an eventual activity. When congregational trips are held in the Bar Mitzvah year or after Confirmation, dropping out is inhibited since the children already have so much invested, both in money and planning.

Students are encouraged to initiate a series of projects through the years in order to raise their part of the yearly contribution. Some activities that have been tried are Bake Sale, Raffle, Walkathon, Bagel Sale, and Car Wash.

It has been found that students participating in this program have increased enthusiasm for Jewish learning since they anticipate being able to use what they have learned. The learning of Hebrew becomes more than an academic subject when the children realize that they will have to use that language in the near future.

Returning students provide the congregation with a natural body of resources to help in the religious school. They can share first-hand experiences and in turn spur enthusiasm of younger students. Participation in NFTY groups and other congregational activities should also increase.





THE JEWISH COMMUNITY FEDERATION OF CLEVELAND

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May 8, 1987

MEMORANDUM

TO: Commission on Jewish Continuity Leadership
FROM: Barry Shrage *BS*

Enclosed is an excellent article that outlines many of the critical issues in Jewish education and personnel that we've discussed. I think it helps clarify the "professional" -- "paraprofessional" discussion we've had in our deliberations.

BS/jaos0770:7

Enclosure

Improving the Quality of Our Teaching Staffs

By Byron L. Sherwin

On April 28, 1910, the New York *Kehillah* established the first Bureau of Jewish Education. In the years that followed, bureaus and boards of Jewish Education arose in virtually every major Jewish population center in the United States. Though none of these bureaus duplicated the New York Bureau, all of them emulated it.

Dr. Samson Benderly — often called “the father of Jewish education in the United States” — was the first director of the first Bureau. His disciples — “Benderly’s Boys” — helped to establish and to develop boards and bureaus across the United States. To a substantial degree, these local communal educational structures (i.e., Boards and Bureaus of Jewish Education), and the operating premises upon which much of the subsequent Jewish education in the United States was to be based, were the results of the efforts and of the influence of Benderly and of his followers.

The “love affair” of immigrant Jews in the early twentieth century with the public school system, their fanatic quest for Americanization through public education, and the nearly deified status of the public school teacher, encouraged the Benderly Boys to reject the viability of Jewish parochial schools, (i.e., “Day Schools”), and stimulated them to advocate strongly the establishment of a parallel supplementary Jewish school system, patterned after the public school system. In this way, they believed, Americanization would be achieved while Jewish identity would be retained by the (immigrant or child of immigrant) student, i.e., acculturation without assimilation would occur. These Jewish educators further believed that the status of the Jewish educator would be raised if his/her role were patterned after the “modernized,” “Americanized,” “professionally certified” and “credentialed” public school educator. In Benderly’s words, “as the great public school system is the rock bottom upon which this country is rearing its institutions, so we Jews must evolve here a system of Jewish education that shall be complementary to and harmonious with the public school system.” Similarly, in his now classic 1920 study, *Theories of Americanization*, Isaac Berkson (a disciple of Benderly) states, “The problem is to create a school system complementary to the public schools, correlated with them and yet adequate for perpetuating the life of the community which it represents.”

Hebrew Teachers Colleges

In a number of larger Jewish communities (e.g., Boston, Chicago, Cleveland, Baltimore, etc.) the establishment of boards and of bureaus was related to the founding of Hebrew Teachers’ Colleges. These institutions of higher Jewish

learning were expected to provide pre-service professional training for Jewish educators and to bestow appropriate credentials for teacher certification upon worthy candidates. These colleges were vested with the training of educators who would replace the European *heder melamed* with a modern Americanized *moreh*, i.e., with appropriate professional educational personnel for Jewish schools. These institutions eventually bound together to form the *Iggud Batei Midrash Le-Morim* which developed standardized criteria for its own granting of accreditation to its member institutions and to their respective programs for the training of Jewish educators.

In 1967, Brandeis University’s Center for Contemporary Jewish Studies published an extensive collection of essays and studies, edited by Oscar Janowsky, entitled, *The Education of American Jewish Teachers*. The majority of essays that comprise this volume concentrate on the past record, the then (1967) present programs, and the future possibilities for the training of Jewish educators by the various Hebrew Teachers Colleges that then constituted the *Iggud Batei Midrash Le-Morim*.

Though various contributors to this volume disagreed on a number of issues, they did reach an apparent consensus on one issue. They tied the future of high quality teacher training and high quality Jewish education to the future ability of the *Iggud* schools to attract increased communal financial support, and to maintain and to enforce high standards in the pre-service academic and professional training of Jewish educators. In their view, the maintenance of high pre-service credentialing standards for Jewish educators by the *Iggud* schools, would help professionalize Jewish educators, and, consequently, would inevitably improve both the quality of Jewish educational personnel and the quality of Jewish education.

Though the consensus represented by the Janowsky volume seemed reasonable enough at the time, the training programs for Jewish educators at the *Iggud* member schools changed radically since the publication of that book, as did those schools themselves. In a 1981 report commissioned by the *Iggud* to examine the state of its member institutions, the reporter found that some member schools “have moved away almost entirely from teacher training programs,” that other member schools had refocused their mission from teacher training to adult education, and that educational standards had declined substantially in their remaining teacher training programs. The reporter concluded that “one of the most imminent and most threatening challenges to the continued survival of the *Iggud* schools — especially in their valuable and needed role as schools for training Jewish teachers and educators — is their slippage away from the center of the Jewish educational enterprise.” It is clear from this report that the virtual monopoly in the training of Jewish educators, once enjoyed by the *Iggud* member schools, has now come to an end.

Dr. Sherwin is Vice President for Academic Affairs and Verson Professor of Jewish Philosophy and Mysticism at Spertus College of Judaica in Chicago.

The Decline in Professional Training

The decline in the quality of the professional training of Jewish educators, and the correlative decline in the professional competence of Jewish educators (if only in subject competence), over the recent past decades, parallels similar conditions in American public and private secular education. A growing awareness of the decline in quality pervasive in American education on all levels has engendered an almost crisis mentality in American educational circles. The proliferation of studies and of commission reports, with such ominous titles as "A Nation At Risk," reflects this state of mind. The specific condition of teacher training programs has produced three major studies in 1985-1986: (1) the National Commission for Excellence in Teacher Education's report entitled "A Call for Change in Teacher Education," (2) the report of the Holmes Group (consisting mostly of deans of university colleges of education) entitled "Tomorrow's Teachers," and (3) the much discussed Carnegie Forum report entitled "A Nation Prepared: Teachers for the 21st Century." One of the central recommendations of these three reports is the need to upgrade the professional standing of educators by upgrading the pre-service professional training of educators. For example, one of the most actively debated recommendations of the Carnegie Forum's report is that the B.A. in education be abolished and be replaced with a B.A. in the arts and sciences, and that the M.S. in education become the minimal prerequisite credential for the professional educator.

In Jewish educational circles, especially those concerned with the training of Jewish educators, these reports — especially, the Carnegie report — are being examined and discussed in terms of their possible pertinence and applicability to American Jewish education in general, and to the future training of Jewish educators in particular. The basis for maintaining that these reports are relevant to Jewish education rests upon two tacit assumptions which — as has been presented above — have dominated the Jewish educational enterprise in the United States for much of the twentieth century. The first of these assumptions is the acceptance of the public schools, on a variety of levels, as the appropriate model for the Jewish school. The second of these assumptions is that the professionalization of the Jewish educator would inevitably guarantee the high quality of Jewish education. Related to these two assumptions has been the correlative claim that the *Iggud* schools must play the pivotal role in the establishment of a professional status for the Jewish educator by sustaining rigorous pre-service teacher training programs for those aspiring to become Jewish educators. However, despite the sustained and the longstanding acceptance of these assumptions and of this claim, recent and current conditions that have become characteristic of Jewish education in the United States, strongly challenge both their conceptual and their practical validity and their pertinence.

The longstanding attempt to model Jewish education on public school education was probably ill-advised during Benderly's time, and is certainly inadvisable today. The goal of Americanizing Jewish immigrants and their children in supplementary Jewish schools is now a moot point. In Benderly's time, it was a superfluous and an inappropriate goal for the Jewish school to undertake. As Solomon Schechter stated in 1912, upon his resignation from the Board of Directors of the Educational Alliance, "the great question before the Jewish community at present is not so much the

Americanizing of the Russian Jew as his Judaising. We have now quite sufficient agencies for his Americanization." Benderly attempted to model Jewish education after public education at a time when the public school system worked well, and when the public school teacher was highly revered by an immigrant Jewish community. Today, neither of these conditions obtains. Indeed, the failure of the public school system has helped to strengthen the very movement in Jewish education that Benderly and his followers perceived to be undesirable, i.e., the proliferation of Jewish parochial schools, or, Day Schools. At present, more than one-quarter of all Jewish children receiving a Jewish education in the United States, do so at Day Schools.

The program aimed at patterning a supplementary Jewish school system after the public school system is no longer viable for many other reasons. One of these reasons is because this program assumed the professionalization of the Jewish educator. Within recent years, it has become increasingly clear that most essential characteristics of a profession are absent insofar as most of the Jewish educators are concerned. For example, long periods of professional training, professional autonomy, accepted and enforced standards of pre-service and in-service education and training, accepted and enforced standards of professional certification, compensation for full-time employment that provides an acceptable standard of living, community recognition of the value of services performed, etc., are considered basic to the establishment and to the development of a profession. To an overwhelming degree, most of these criteria do not characterize most American Jewish educators.

While Jewish teachers are spoken of as though they are professionals, and although many of the expectations upon them — i.e., knowledge, pedagogic skill, personal commitment — imply that they are professionals, and though they may perceive themselves as professionals (and while some might indeed be professionals), they are not treated as professionals in any significant way. For the most part, their pre-service training is inadequate; their compensation is embarrassingly low (fringe benefits, for example, are almost non-existent), the value of the services they perform is generally not held in high esteem by those (students and parents) who receive them, and, opportunities for full-time employment (even at unacceptable compensation levels) are sparse. For example, only eight percent of all (i.e., approximately, 15,000) teachers in Jewish supplementary schools are full-time (i.e., teaching more than twelve hours a week). Finally, even were conditions receptive to the professionalization of Jewish educators, the teacher training programs of the *Iggud* schools and of other institutions, might not currently be strong enough or appropriate to such pre-service professional training.

Changes in Jewish Education

Given present conditions, it is imperative that consideration of viable alternatives be found with regard to the training of Jewish educators. Before presenting some such alternatives, it is important to review some of the data related to the current "market conditions" that impact upon the delivery of Jewish educational services.

Even the most superficial review of supply and demand market conditions in Jewish education reflects substantial changes over the past twenty years (since the Janowsky volume was published). For example, figures for the years

1958-1968 for children actually receiving some Jewish education, hold steady at about 550,000. Figures for 1986 estimate that approximately 370,000 children are receiving some Jewish education. These data indicate a decline between 1968 and 1986 of about 180,000 students, or one-third of former enrollments. These statistics indicate that approximately forty percent of the estimated school population of 900,000 are currently receiving some Jewish education, a much smaller percentage than in the 1950's and 1960's. Of these actual students, it has been estimated more than one-half are not receiving an intensive enough Jewish education to make a difference in their later lives insofar as Jewish identity is concerned. Part of the reason for the decline in student population is the "graying" of the American Jewish community, and a low Jewish birthrate. For example, in 1970 Jews under the age of fourteen accounted for 21.2% of the American Jewish community, but only 16.2% in 1980. In 1970, Jews over sixty-five accounted for 12% of the American Jewish community, and 15.5% in 1980.

"In the present and in the foreseeable future, the professionalization of all Jewish educators is not possible, and may not be desirable."

Major demographic shifts have taken place in the American Jewish community during the 1970's and 1980's. For example, in 1972 about half of all American Jews resided in the twelve cities of largest Jewish settlement, but by 1982 under one-third of all American Jews resided there. The percentage of American Jews living in cities of under 50,000 rose from 18% in 1970 to 29% in 1980, and the number of Jews in small towns quintupled during the same period. Hence, the geographical proximity of institutions at which pre-service teacher training might be obtained, became increasingly remote from those areas (e.g., the Sun Belt) in which trained teachers were and are needed in increasing numbers.

While these demographic changes were taking place, Jewish family patterns also shifted. For example, the divorce rate, the intermarriage rate, the number of single-parent families, the conversion to Judaism rate, the number of women with full-time employment, all increased. The quality of public education also declined. A combination of these factors has influenced the decline in Jewish supplementary school enrollments and the increase in Jewish Day-School and in Jewish pre-school enrollments. For example, estimated Day School enrollments have risen from approximately 75,000 in 1970-1971 to approximately 105,000 in 1986, with half of 1986 Day School enrollment being limited to the Greater New York area. That it may safely be assumed that Jewish parents would not tolerate subjecting their children to secular education with standards for teacher training and competence akin to those presently pervasive in supplementary Jewish schools, suggests that most "consumers" of these Jewish educational services are satisfied with the current state of affairs.

Some Recommendations

Assuming the accuracy of the material presented above, the question remains of how to address the issue of the recruitment and training of Jewish educators who could help improve the conditions that presently characterize American Jewish education. In this regard, the following possibilities are recommended:

1. In the present and in the foreseeable future, the professionalization of all Jewish educators is not possible, and may not be desirable. Given this assumption, one may make a distinction between those Jewish educators for whom professionalization (including pre-service credentialing and training) should be required and those of whom it need not be required. The basis for this distinction should be informed by a careful consideration of who the educator should be and of how the educator should function within a particular educational context. The application of this distinction to Jewish education as a whole might recommend, for example, that the following types of Jewish educators in the following types of contexts should be professionals who possess appropriate academic and professional credentials: Day School principals, Educational Directors of middle to large sized congregational or community schools, Day School Judaica instructors, educational staff members of local and of national Jewish educational agencies. With regard to these types of educators, some of the recommendations of the Carnegie report have validity and relevance. For example, these educators should have a baccalaureate degree in Jewish studies, i.e., in the Jewish humanities, and, a master's level degree in Jewish education, as proper and appropriate minimal pre-service credentials. To help insure the availability of academic and of professional training programs, for the securing of these credentials, the following is recommended.

a. The proliferation of Jewish Studies Departments in many American Colleges and Universities, as well as existing baccalaureate programs in Judaica at the stronger Iggud schools, makes the acquisition of a bachelor's degree in Judaica more readily obtainable than in past decades.

b. The Iggud schools, other Hebrew Colleges that were not members of the Iggud, university programs in Jewish education (e.g., Brandeis University), should form a national consortium of Jewish educator training programs. Among the issues to be addressed by this consortium would be the following: curricula related to the academic and professional training of Jewish educators, market supply and demand, funding sources for a national consortium unavailable to local institutions, a national placement service for credentialed graduates, relationships with national Jewish organizations such as the Union of American Hebrew Congregations and United Synagogue in terms of training and placement of educators. Furthermore, agreements among consortium members regarding specialized training programs could reduce duplication of effort and expenditure. For example, such an agreement could lead to one institution specializing in special education, another in training teachers of Talmud for Jewish Day Schools, a third in training family educators, etc. Such a national consortium could help strengthen the status of local institutions, and could potentially attract funding and other support from national Jewish agencies, (i.e.), for scholarships, for recruitment, and for degree programming. The establishment of this consortium could serve as a major step toward addressing and toward improving Jewish education in general, and the training of Jewish educators in particular, on a national basis.

2. The question of in-service training for the large numbers of para-professional and volunteer Jewish educators could also be addressed by the consortium. Member schools could implement regionalized in-service training programs in the form of local regional institutes. These institutes could be coordinated to deal with specific curricular areas and other concerns of grass-roots educators. Various types of certification could be granted to those who successfully complete such institutes. The now substantial cadre of often highly specialized scholars who teach Jewish studies at American colleges and universities — a largely untapped resource as far as Jewish education is concerned — may be integrated into this effort.

3. Alternative models for Jewish education ought to be sought in non-Jewish religious schools. The public school model, perhaps never appropriate for Jewish education, might be replaced by models for religious education found among other American religious and/or ethnic groups. The use of para-professionals, of volunteers, of retired teachers, etc., always has been characteristic of much of Christian elementary and secondary religious education. Much may be learned from these experiences that might serve Jewish supplementary education (i.e., Sunday and afternoon schools), especially in the growing number of growing Jewish religious schools in towns and in small cities.

4. In the use of alternate models, e.g., volunteers and para-professionals, both in the present and in the foreseeable future, some clear determination of where such pools of potential teachers may be found, how they might be recruited, and what incentives they might require, would be helpful. Once this determination is made, a plan of action could be devised for their recruitment, training, and retention.

5. Local rabbis, cantors and Jewish studies instructors, especially in small cities and towns, might be encouraged to undergo continuing professional education studies, perhaps at consortium schools (see no. 1 above) to provide training, for their assuming a limited role in local elementary and secondary Jewish education.

6. Congregations and local community agencies (e.g. Jewish Community Centers) should be encouraged to conceive of Jewish education as a life-long process, rather than restricting concerns with Jewish education to elementary level religious schools. With the graying of American Jewry, concerns should be given to the training and to the professional engagement of comprehensive Jewish educators responsible for adult education, family education, informal education, teenage educational programming, etc., rather than only being responsible for elementary Jewish education. This would expand the market for the employment of full-time professional Jewish educators.

7. The current growth areas in Jewish educational services, e.g., Day Schools and pre-schools, require special attention insofar as the training of qualified teachers is concerned. Specialized programs of training are urgently needed at present. The institution of such programs for this growing market by Iggud schools, would help fill a desperate need and might help in the resurgence of the Iggud schools themselves.

8. The large numbers of individuals in the United States (estimated to be about 10,000 per year and 250,000 in toto) converting to Judaism offers a pool of candidates — uniquely qualified by experience and potentially available for training — to address the often ignored educational needs and desires of children of intermarried couples, and of those consider-

ing conversion.

9. Large numbers of highly educated Jewish women whose homes are "empty nests" (i.e. their children have grown and have left home), who desire some meaningful part-time employment, and who require only nominal salaries, retirees who seek part-time meaningful employment at compensation levels that will not reduce their Social Security benefits or increase their tax liability, offer an enormous untapped pool of talent and experience that could be utilized in Jewish education. Specialized training programs in specific curricular content areas (e.g., Jewish history, liturgy, etc.) could easily be devised to provide the necessary information and skills for such individuals interested in teaching either other adults or children.

10. The parent is the natural teacher of the child. Jewish education need not be the sole responsibility of the school. Interested parents may receive in-service training as Jewish educators. Fortified with materials prepared for the home, these parents may serve as the most effective teachers of their children. Jewish education was always meant to be supplementary education, i.e., supplementary to the home (and not to the public school).

11. Varying levels of commitment to quantity and quality with regard to Jewish education are discernible among the consumers of Jewish educational services. Congregational and communal schools often seek a common denominator which may be the "lowest" common denominator. However, in large centers of Jewish population, there may be an adequate number of individuals who seek high quantity and high quality Jewish supplementary education for their children on the elementary and/or secondary levels. For such individuals, local Bureaus or Boards of Jewish Education, or even Iggud schools, might be encouraged to establish "Lab Schools" or tutoring centers with appropriately credentialed and compensated teachers. Furthermore, it might be advisable for local educational agencies (with local Federation support) to invest resources in direct-funding programs rather than in consultant salaries and administrative agency costs. According to such a plan, either a tuition-voucher or a teacher-compensation-voucher would be available only to schools employing appropriately credentialed teachers. By this form of central funding, full-time employment may become possible for more teachers, the impact of Gresham's Law on Jewish schools might be reversed, and schools might be able to engage more highly qualified teachers than at present. The establishment of Lab Schools and directly funded high quality schools, could only serve to improve the quality of instructors, of instruction, and of some supplementary Jewish schools. This approach would not improve all schools, but it will help begin a reversal of the process of deterioration by improving some schools.

The preceding offers only a few of the many options and models available to those concerned with teacher shortages, and with the problem of how to improve the quality of Jewish education in the United States in the present and in the foreseeable future, given the realities and the conditions that currently obtain. □

Congregations and local community agencies...should be encouraged to conceive of Jewish education as a life-long process.

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HENRY L. ZUCKER
4500 Euclid Avenue
Cleveland, Ohio 44103

May 19, 1987

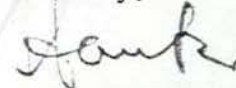
Dear John:

Many thanks for sending us the Derek Bok article, "The Challenge to Schools of Education."

I'm sure that our group will be getting into the question of the professionalization of teaching in the Jewish schools. Bok lists five categories of professionals from planners and policy advisors to teachers and researchers. There certainly is a differential approach to how each category gets educated and trained.

I look forward to seeing you on the 27th and I hope also on the 29th.

Cordially,



HENRY L. ZUCKER

Mr. John C. Colman
4 Briar Lane
Glencoe, IL 60022

File
Mandel Initiative 5/20

2-

I do not intend to re-open
the case of Brynna Fish --
but perhaps we should

look at the issue of possible
support from the organized

Jewish community for
educators-in-training

(see the 1st 2 paragraphs)

now that the Mandel

initiative is under way.

- C.

3. Hope to finish campaign year with at least \$92 Million.
4. 1988 Campaign will lean heavily on triple anniversary themes of 100 years of Ben Gurion, 20 years of reunited Jerusalem and 40 years of State of Israel. Preparing special events around these themes and as result, should set campaign goal at \$110 or \$120 Million.
5. Project Renewal been very successful - twinned with some 30 neighborhoods and raised \$85 million thus far. Planning to enter major Project Renewal effort in Jerusalem as joint world Keren Hayesod enterprise.

* * *

IMPLEMENTATION OF MAJOR ASSEMBLY RESOLUTIONS

GUIDELINES COMMITTEE OF BUDGET AND FINANCE COMMITTEE, reported by Raymond Epstein, Chairman:

- Guidelines Committee charged to establish procedures for applicants for funds from The Jewish Agency; and, more specifically, to deal with 1986 Assembly Resolution which calls on "Board of Governors to carry out a thorough study of its programmatic relationship to all streams of Judaism and develop equitable guidelines for appropriate maximum involvement as soon as possible and to report to the 1987 Assembly."
- Progress made on broad framework (final Committee report to come to BOG for approval in June):
 - * Agency will accept and consider proposals that are consistent with Jewish Agency purposes.
 - * Proposals for capital funding will not be considered from regular budget.
 - * All proposals will be evaluated by Budget and Finance Committee and considered within established budget lines.
 - * Strict financial responsibility and accountability on part of applicant required in keeping with procedures of Agency.
- Now Committee must turn its attention to specific programmatic goals in keeping with aims and purposes of Jewish Agency.

ALLOCATIONS TO ZIONIST INSTITUTIONS, reported by Akiva Lewinsky, Chairman:

Procedures for ascertaining which institutions do or do not support State of Israel, according to Assembly Resolution, being developed and implemented:

- Include circulation of letters, first to educational institutions and then to all others, enclosing Assembly Resolution and asking for endorsement signature. If institution has reservations, request that they so note. If follow-up questionnaire required will be handled by on-site visit and interview.

2. Committee will continue to monitor subjects under study so that Comptroller's involvement will not end after response from investigated body. Committee will assume responsibility to monitor changes agreed upon and ensure they are implemented.

- Immigration and Absorption Comptroller's Report discussed and decisions made:

1. Certain unused buildings to be given to Amigour for management.

2. Collection procedure for residents in Absorption Centers to be simplified.

3. Maintenance of Absorption Centers to be decentralized.

4. Principle of delegation of authority and responsibility will be implemented.

- Diyyur L'Oleh: Question of whether Jewish Agency should own this business not discussed.

* Profitable and well run business with considerable cash on hand.

* Over half profits derived from business of Jewish Agency per se -- could company stand alone if did not service Jewish Agency?

* Successful and makes no demands on Agency.

- Board authorized publication of Comptroller's Report by June, 1987.

JEWISH EDUCATION COMMITTEE, reported by Morton Mandel, Chairman:

- Inventory of educational programs within Jewish Agency, under direction of four professionals, indicates need for setting priorities in spending of \$16 million now being allocated for Jewish education by Agency.

- Would like to see more funds for Israel Experience and Senior Personnel programs. Some \$2 million suggested for reallocation within total of \$16 million currently allocated.

- Undertaking evaluation of Joint Program for Jewish Education and Pincus Fund - both of which are grant programs operating much as private foundations do.

- Two new subcommittees established: Regions Subcommittee, chaired by Esther Leah Ritz, to ascertain what transpires in area of Jewish education in regions throughout Jewish world; and Expenditures Review Committee, chaired by Philip Granovsky, to review money being spent by Jewish Agency on Jewish education on on-going basis.

- Robert Loup, Co-Chair of Israel Experience Sub-Committee reported:

* Want to expand successful programs to attract even more than 40,000 who presently visit Israel.

* Want to improve programs not given high marks in research carried on by Annette Hochstein.

CAMPAIGN REPORTS

UNITED JEWISH APPEAL, reported by Martin Stein, Chairman:

1. 1986 Campaign: Total for Regular Campaign = \$694,000,000. Dollar increase of \$34,000,000 over 1985 Regular Campaign or 5.2%.
2. For Jewish Agency Fiscal Year, ending March 31, 1986, transmitted \$261,000,000 from Regular Campaign and \$44,000,000 from Special Campaigns to United Israel Appeal; for Fiscal Year ending March 31, 1987 estimate transmittal of \$275,000,000 from Regular Campaign and \$27,000,000 from Special Campaigns; for Fiscal year ending 1988 project allocation of \$290,000,000 from Regular Campaign and \$23,000,000 from Special Campaigns.
3. 1987 Campaign: Total at end of January = \$357.2 Million compared with \$314.1 Million in 1986. 42% of Campaign complete as compared to 29% this time last year. Card for card increase of 13.7% and dollar gain of \$43.1 Million.
4. Figures do not tell whole story -- planning and execution of Campaigns account for success: increase in Campaigns account for quality and quantity of fund raising assistance to communities; improvement of UJA's visibility in communities; providing campaign marketing tools and p.r. materials on timely basis; development of comprehensive major gifts corridor through establishment of specific missions; work on area of leadership development; completion of Project Renewal commitment (\$190 Million raised in total and \$30 Million in current "Renewed Vision" effort); and becoming stronger advocates for Jews in distress.
5. Challenge facing us today is allocations. If overseas needs are to obtain fair, equitable share of funds must all work together. Allocations are due to increase but not in proportion to increase in overall campaign. Urge all BOG members to discuss with local allocations committees vital needs in Israel.
6. Plans already underway for 1988 Campaign with well over 1,000 people involved in preparations for 1988 efforts. Look forward to stronger working relationships between Federations and UJA to increase fund-raising capacities of communities.

KEREN HAYESOD, reported by Mendel Kaplan, Chairman, Keren Hayesod:

1. Income for ten months (April, 1986 through January, 1987): English-speaking countries ahead of last year by 15% and already nearly 85% of Minimal Cash Requirement Target reached. Europe ahead of last year by about 10% and already reached 93% of Minimal Cash Requirement Target.
2. In general, enjoying good year and showing \$10.5 Million increase of which \$6 to \$7 Million will be in direct cash to Jewish Agency Budget and Project Renewal; 10% increase over last year in transfers to Agency Budgets alone.

* Want to conduct large-scale marketing program to inform potential visitors of merits of Israel Experience.

* Exciting new ideas for programs also being generated but must be thoroughly studied before presented for approval.

- Mendel Kaplan, Chairman Senior Personnel Sub-Committee, reported:

* Mandate of committee to identify senior personnel required in entire Jewish world, in formal and informal education; to identify training institutions available; to create greater number of them; to identify areas from which can recruit senior personnel; and then, to suggest system whereby gap between services and needs can be reduced throughout Jewish world.

* Working on three research projects simultaneously: one, community project for 5 pilot areas where community ascertains needs, develops programs to meet needs and Jewish Agency provides funds for implementation of programs; two, investigate facilities available in Israel for training senior personnel and help increase their abilities to educate more students; three, investigate recruitment of senior personnel outside limited field of teachers and educational system.

- Discussion ensued regarding process of Committee's deliberations, how consensus reached, and how priorities decided upon. Will be clarified for future meetings of Committee.

- As one member of BOG expressed it: ... "There are some exciting opportunities and possibilities here. Any time we have change we have natural obstacles to change. I would certainly hope that a process is going to be worked out for us to be able to reach these exciting opportunities and overcome these obstacles."

* * *

PRIME MINISTER YITZHAK SHAMIR ADDRESSES BOG

Note: The following gives the essence of this presentation but not direct quotes.

Official visit in Washington:

- *Very encouraged by discussions, both with President Reagan and other leaders, including Secretary of State George Schultz.*

Problems of the Jewish People:

- *Met with many different people and organizations including yordim, Israelis who have been in the U.S. a long time -- first time Israeli Prime Minister ever met with yordim.*
- *Met with Iranian community and discussed problems regarding their immigration to Israel as well as their potential investments in Israel.*



צדקה

file

The Jewish Community Federation of Cleveland

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200 • FAX # (216) 861-1230

November 20, 1987

M E M O R A N D U M

TO: Commission on Jewish Continuity Top Leadership
FROM: Mark Gurvis
RE: CJF Report on Federation Allocations to Jewish Education

Enclosed for your information is a five-year analysis of Federation support to the field of Jewish education. Of particular interest is the breakdown of 1986 Federation allocations by classification. Cleveland has the second largest allocation to Jewish education as a percentage of total local allocations excluding United Way funds.

MG/jaog0213:3

Enclosure





CJF REPORTS

COUNCIL OF JEWISH FEDERATIONS • 730 BROADWAY, NEW YORK, NY 10003 • 212/475-5000

FEDERATION ALLOCATIONS TO JEWISH EDUCATION

1982 - 1986

AMERICAN JEWISH ARCHIVES

A Five Year Analysis of Federation
Support to the Field of Jewish Education

and

Breakdown of 1986 Allocations

COUNCIL OF JEWISH FEDERATIONS
RESEARCH DEPARTMENT
OCTOBER 1987

REVIEW AND STATISTICS
NAOMI LIEBMAN
RESEARCH ASSOCIATE

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Total of Allocations for Local Services;
Total Allocations for Jewish Education;
Percent for Jewish Education of Total Local Allocations;
Percent Change in Allocations:

Table 1 81 Cities - 1982, 1985 and 1986

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Allocations to Jewish Education and Total Allocations for Local Services with Percent Changes by Jewish Population Size

Table 2 1982, 1985 and 1986

Large Cities

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Large Intermediate Cities

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Small Intermediate Cities

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Small Cities

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Breakdown of Federation Allocations to Jewish Education by Classification and Jewish Population Size With Totals and Percentages - 1986

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FEDERATION ALLOCATIONS TO JEWISH EDUCATION

1982 - 1986

SUMMARY

October 1987

From 1982 to 1986 Federation's allocations to Jewish Education increased by 39.2%. The allocations of these 81 cities increased from \$44.3 million in 1982 to over \$61.7 million in 1986. In that same period, allocations for all local purposes (exclusive of United Way grants) increased by 28.3%. In 1982 allocations to Jewish Education represented 26% of all local allocations; five years later, in 1986, it was 28.2%. (See Summary Table 1)

In the large city groups, while allocations to Jewish Education in 1986 from Toronto was over \$5 million and over \$4 million from Chicago, support from New York reached over \$11 million. In addition, allocations from Los Angeles and Philadelphia was over \$3 million, and Baltimore, Cleveland, Miami and Washington, D.C. over \$2 million.

When 1986 is compared with 1985, we see an increase of 12% in allocations to Jewish Education - this being weighed by the large cities where there was an increase of 12.5%. The highest increase in allocations to Jewish Education was seen in the small cities - 16.8%. (See Table 2)

It should be noted that funds for Jewish Education earmarked for local refugees are not included in the allocations for Jewish Education but are included in the totals for refugees and total local services. This is also applicable to all other local fields of services. Allocations to Hillel, college youth, adult education, museums and the like are not included in this report under Jewish Education.

When the 1986 allocations to Jewish Education by 85 communities are broken down, (see Table 7a), Day Schools (directly and through Bureau) received 54.3% of Federation allocations to Jewish Education, or 15.3% of all local allocations.

A further analysis shows the following pattern of support by these 85 Federations (directly and through Bureau) in the field of Jewish Education for 1986. In comparison with the breakdown of 1982, we see an increase in 1986 of percent allocated to Day Schools, and Congregational Schools and a decrease in percent to other schools and institutions of higher learning.

	<u>1982</u>	<u>1986</u>
Total Jewish Education	100.0	100.0
Allocations & Subsidies to Schools	64.2	64.4
Day Schools	51.1)	54.3)
Congregational Schools	2.9)	4.4)
Other Schools	10.1)	5.8)
Jewish Institutions of Higher Learning	5.8	5.5
Services & Programs by Bureau or Committee	28.5	28.0
All Other	1.5	2.1

SUMMARY - TABLE 1
ALLOCATIONS TO JEWISH EDUCATION
1982, 1985 AND 1986

	LARGE CITIES	LARGE INTERMEDIATE	SMALL INTERMEDIATE	SMALL	TOTAL
NUMBER OF CITIES	19	26	20	16	81
<u>1982</u>					
TOTAL LOCAL	134,600,673	25,967,724	8,332,952	1,883,875	170,785,224
JEWISH EDUCATION	34,631,793	7,240,849	1,916,639	573,192	44,362,473
% OF JEWISH EDUCATION OF TOTAL LOCAL	25.7	27.9	23.0	30.4	26.0
<u>1985</u>					
TOTAL LOCAL	161,929,527	34,586,985	10,372,131	2,254,045	209,142,688
JEWISH EDUCATION	42,081,988	9,756,279	2,619,421	706,817	55,164,505
% OF JEWISH EDUCATION OF TOTAL LOCAL	26.0	28.2	25.3	31.4	26.4
<u>1986</u>					
TOTAL LOCAL	169,080,275	36,575,117	10,859,395	2,585,597	219,100,384
JEWISH EDUCATION	47,358,151	10,909,906	2,673,898	825,797	61,767,752
% OF JEWISH EDUCATION OF TOTAL LOCAL	28.0	29.8	24.6	31.9	28.2
<u>% CHANGE IN ALLOCATIONS(81 CITIES)</u>					
	<u>1982-1986</u>		<u>1985-1986</u>		
TOTAL LOCAL*	28.3		4.8		
JEWISH EDUCATION	39.2		12.0		

TABLE 2

ALLOCATIONS TO JEWISH EDUCATION
1982, 1985, 1986
LARGE CITIES

CITY	1982 ALLOCATIONS TO:		1985 ALLOCATIONS TO:		1986 ALLOCATIONS TO:		PER CENT CHANGE IN ALLOCATIONS 1982-1986		PER CENT CHANGE IN ALLOCATIONS 1985-1986	
	TOTAL	JEWISH	TOTAL	JEWISH	TOTAL	JEWISH	TOTAL	JEWISH	TOTAL	JEWISH
	LOCAL*	EDUCATION	LOCAL*	EDUCATION	LOCAL*	EDUCATION	LOCAL*	ED.	LOCAL*	ED.
	\$	\$	\$	\$	\$	\$				
ATLANTA	1,481,431	590,764	2,112,574	774,814	2,408,072	845,111	62.6	43.1	14.0	9.1
BALTIMORE	9,327,039	1,976,390	9,703,788	2,553,247	9,796,376	2,588,382	5.0	31.0	1.0	1.4
BERGEN COUNTY, NJ	886,269	166,300	1,101,580	259,550	1,230,630	292,250	38.9	75.7	11.7	12.6
BOSTON	4,814,710	1,307,605	5,768,083	1,687,296	6,129,425	1,831,040	27.3	40.0	6.3	8.5
CHICAGO	16,077,006	3,416,254	18,357,270	4,213,274	19,684,646	4,428,396	22.4	29.6	7.2	5.1
CLEVELAND	4,359,095	1,807,207	4,992,177	2,090,919	5,413,829	2,226,284	24.2	23.2	8.4	6.5
DENVER	1,614,779	329,835	1,775,494	389,358	1,697,678	377,888	5.1	14.6	-4.4	-2.9
DETROIT	5,074,742	1,275,529	6,091,801	1,339,315	6,386,779	1,376,545	25.9	7.9	4.8	2.8
LOS ANGELES	11,355,527	2,590,091	12,238,700	3,111,304	12,807,872	3,178,403	12.8	22.7	4.7	2.2
METROWEST, NJ	4,298,664	754,553	5,405,767	954,293	5,266,038	1,054,230	22.5	39.7	-2.6	10.5
MIAMI	4,892,856	1,657,117	6,351,704	2,396,021	7,206,415	2,487,133	47.3	50.1	13.5	3.8
MONTREAL	6,813,995	1,069,273	7,200,000	1,042,220	8,380,346	1,611,814	23.0	50.7	16.4	54.7
NEW YORK CITY	38,629,167(a)	6,815,800(a)	49,093,126(a)	8,016,900(a)	49,222,245(a)	11,139,600(a)	27.4	63.4	0.3	39.0
PHILADELPHIA	6,150,064	2,533,001	7,661,924	2,923,256	7,431,288	3,013,276	20.8	19.0	-3.0	3.1
PITTSBURGH	2,156,238	661,126	2,524,436	747,159	2,518,876	741,700	16.8	12.2	-0.2	-0.7
ST. LOUIS	2,408,392	528,404	2,650,108	688,796	2,989,916	772,874	24.1	46.3	12.8	12.2
SAN FRANCISCO	4,589,027	1,254,567	6,486,830	1,633,750	7,420,659	1,738,125	61.7	38.5	14.4	6.4
TORONTO	6,121,954	4,571,555	7,270,000	5,210,000	7,630,152	5,494,820	24.6	20.2	5.0	5.5
WASHINGTON, DC	3,549,718	1,326,422	5,144,165	2,050,516	5,459,033	2,160,280	53.8	62.9	6.1	5.4
TOTAL 19 CITIES	\$134,600,673	\$34,631,793	\$161,929,527	\$42,081,988	\$169,080,275	\$47,358,151	25.6	36.7	4.4	12.5
JEWISH EDUCATION AS % OF TOTAL LOCAL ALLOCATIONS		25.7		26.0		28.0				

TABLE 2

ALLOCATIONS TO JEWISH EDUCATION
1982, 1985, 1986
LARGE INTERMEDIATE CITIES

CITY	1982 ALLOCATIONS TO:		1985 ALLOCATIONS TO:		1986 ALLOCATIONS TO:		PER CENT CHANGE IN ALLOCATIONS 1982-1986		PER CENT CHANGE IN ALLOCATIONS 1985-1986	
	TOTAL	JEWISH	TOTAL	JEWISH	TOTAL	JEWISH	TOTAL	JEWISH	TOTAL	JEWISH
	LOCAL*	EDUCATION	LOCAL*	EDUCATION	LOCAL*	EDUCATION	LOCAL*	ED.	LOCAL*	ED.
	\$	\$	\$	\$	\$	\$				
BRIDGEPORT	321,771	44,500	320,984	54,000	397,607	78,737	23.6	76.9	23.9	45.8
BUFFALO	496,645	281,000	650,691	374,940	708,943	396,100	42.7	41.0	9.0	5.6
CENTRAL N. J.	781,670	201,691	954,258	240,500	960,576	229,200	22.9	13.6	0.7	-4.7
CINCINNATI	1,445,434	326,114	1,760,295	364,655	1,822,813	388,424	26.1	19.1	3.6	6.5
COLUMBUS, OH	1,025,798	236,048	1,301,976	293,500	1,576,009	428,784	53.6	81.7	21.0	46.1
DALLAS	1,835,556	91,438	2,466,360	242,920	2,444,212	240,905	33.2	163.5	-0.9	-0.8
FT. LAUDERDALE	951,126	151,000	1,279,631	297,168	1,463,070	405,853	53.8	168.8	14.3	36.6
HARTFORD	1,364,395	297,604	2,028,384	496,707	1,983,770	632,808	45.4	112.6	-2.2	27.4
HOUSTON	1,582,986	475,400	2,048,270	621,953	2,226,677	715,702	40.7	50.5	8.7	15.1
KANSAS CITY, MO	1,080,853	239,670	1,149,550	315,885	1,169,150	322,000	8.2	34.4	1.7	1.9
MIDDLESEX COUNTY,	NA	NA	(696,676)	(129,896)	(802,005)	(145,963)	NA	NA	15.1	12.4
MILWAUKEE	2,210,759	700,445	3,046,668	991,000	3,233,324	1,315,645	46.3	87.8	6.1	32.8
MINNEAPOLIS	1,987,542	754,228	2,657,350	1,077,001	2,797,947	1,111,060	40.8	47.3	5.3	3.2
NEW HAVEN	504,043	186,113	704,850	236,000	758,450	238,000	50.5	27.9	7.6	0.8
NORTH JERSEY	692,750	127,000	819,035	103,650	926,015	121,550	33.7	-4.3	13.1	17.3
NORTH SHORE	553,568	142,322	632,106	160,416	651,550	177,537	17.7	24.7	3.1	10.7
OAKLAND	836,526	99,792	1,237,150	170,085	1,298,585	231,330	55.2	131.8	5.0	36.0
ORANGE COUNTY, CA	NA	NA	NA	NA	(363,546)	(98,616)	NA	NA	NA	NA
PALM BEACH COUNTY	688,192	190,705	1,289,998	386,843	1,405,225	459,045	104.2	140.7	8.9	18.7
PHOENIX	1,114,346	213,935	1,325,806	280,547	1,473,746	293,547	32.3	37.2	11.2	4.6
RHODE ISLAND	914,665	326,850	1,181,106	414,600	1,269,074	428,100	38.7	31.0	7.4	3.3
ROCHESTER	454,764	225,500	879,960	344,382	924,222	343,242	103.2	52.2	5.0	-0.3
SAN DIEGO	935,448	231,600	1,178,653	301,325	1,305,566	328,202	39.6	41.7	10.8	8.9
SEATTLE	657,346	226,096	1,296,177	476,158	1,428,147	514,932	117.3	127.7	10.2	8.1
SOUTH BROWARD	1,121,137	277,481	1,481,949	304,900	1,566,345	382,139	39.7	37.7	5.7	25.3
SOUTHERN N. J.	541,407	165,250	612,882	194,400	678,406	193,755	25.3	17.2	10.7	-0.3
SOUTHERN ARIZONA	368,997	69,067	582,896	87,744	714,316	94,309	93.6	36.5	22.5	7.5
WINNIPEG	1,500,000	960,000	1,700,000	925,000	1,391,372	839,000	-7.2	-12.6	-18.2	-9.3
TOTAL 26 CITIES	\$25,967,724	\$7,240,849	\$34,586,985	\$9,756,279	\$36,575,117	\$10,909,906	40.8	50.7	5.7	11.8
JEWISH EDUCATION AS % OF TOTAL LOCAL ALLOCATIONS		27.9		28.2		29.8				

TABLE 2

ALLOCATIONS TO JEWISH EDUCATION
1982, 1985, 1986
SMALL INTERMEDIATE CITIES

CITY	1982 ALLOCATIONS TO:		1985 ALLOCATIONS TO:		1986 ALLOCATIONS TO:		PER CENT CHANGE IN ALLOCATIONS 1982-1986		PER CENT CHANGE IN ALLOCATIONS 1985-1986	
	TOTAL	JEWISH	TOTAL	JEWISH	TOTAL	JEWISH	TOTAL	JEWISH	TOTAL	JEWISH
	LOCAL*	EDUCATION	LOCAL*	EDUCATION	LOCAL*	EDUCATION	LOCAL*	ED.	LOCAL*	ED.
	\$	\$	\$	\$	\$	\$				
ATLANTIC COUNTY	420,233	113,600	561,675	189,775	593,550	196,000	41.2	72.5	5.7	3.3
CLIFTON/PASSAIC	357,380	38,625	493,720	80,750	536,050	80,750	50.0	109.1	8.6	-
DAYTON	301,106	149,890	427,119	176,255	456,299	185,250	51.5	23.6	6.8	5.1
DELAWARE	181,025	69,600	222,819	61,485	271,278	62,276	49.9	-10.5	21.7	1.3
INDIANAPOLIS	712,844	221,010	921,810	314,760	1,080,778	364,728	51.6	65.0	17.2	15.9
JACKSONVILLE	322,698	-	340,183	-	368,884	7,000	14.3	-	8.4	-
LOUISVILLE	573,666	204,500	695,570	188,339	693,429	143,200	20.9	-30.0	-0.3	-24.0
NASHVILLE	384,497	80,587	455,955	100,012	521,169	86,896	35.5	7.8	14.3	-13.1
NEW ORLEANS	799,746	105,000	995,351	148,024	1,003,224	176,324	25.4	67.9	0.8	19.1
OCEAN COUNTY, NJ	35,400	26,000	110,681	41,250	114,701	45,250	224.0	74.0	3.6	9.7
PINELLAS COUNTY,	254,625 (b)	27,000 (b)	363,645	52,000	352,600	41,900	38.5	55.2	-3.0	-19.4
RICHMOND	467,021	52,500	631,629	77,850	578,550	69,030	23.9	31.5	-8.4	-11.3
ST. PAUL	698,903	237,777	982,986	375,354	948,264	379,087	35.7	59.4	-3.5	1.0
SARASOTA-MANATEE	132,003	4,250	127,784	4,350	150,250	3,450	13.8	-18.8	17.6	-20.7
STAMFORD	294,233	69,850	336,131	99,600	367,141	104,100	24.8	49.0	9.2	4.5
TAMPA	235,100 (b)	39,000 (b)	322,805	63,600	304,682	59,000	29.6	51.3	-5.6	-7.2
TIDEWATER	451,066	104,519	631,149	151,000	712,327	160,701	57.9	53.8	12.9	6.4
TOLEDO	612,522	180,000	477,006	199,500	494,928	207,000	-19.2	15.0	3.8	3.8
WORCESTER	616,842	139,500	721,900	181,600	684,042	172,456	10.9	23.6	-5.2	-5.0
YOUNGSTOWN	482,042	53,431	552,213	113,917	627,249	129,500	30.1	142.4	13.6	13.7
TOTAL 20 CITIES	\$8,332,952	\$1,916,639	\$10,372,131	\$2,619,421	\$10,859,395	\$2,673,898	30.3	39.5	4.7	2.1
JEWISH EDUCATION AS % OF TOTAL LOCAL ALLOCATIONS		23.0		25.3		24.6				

TABLE 2

ALLOCATIONS TO JEWISH EDUCATION
1982, 1985, 1986
SMALL CITIES

CITY	1982 ALLOCATIONS TO:		1985 ALLOCATIONS TO:		1986 ALLOCATIONS TO:		PER CENT CHANGE IN ALLOCATIONS 1982-1986		PER CENT CHANGE IN ALLOCATIONS 1985-1986	
	TOTAL	JEWISH	TOTAL	JEWISH	TOTAL	JEWISH	TOTAL	JEWISH	TOTAL	JEWISH
	LOCAL*	EDUCATION	LOCAL*	EDUCATION	LOCAL*	EDUCATION	LOCAL*	ED.	LOCAL*	ED.
	\$	\$	\$	\$	\$	\$				
ALTOONA	26,300	5,500	25,350	4,500	26,900	4,500	2.3	-18.2	6.1	-
BATON ROUGE	42,550	2,000	70,650	-	82,180	4,500	93.1	125.0	16.3	-
BERKSHIRES	188,652	67,352	187,508	88,798	213,659	99,566	13.3	47.8	13.9	12.1
CANTON	197,970(b)	20,000(b)	223,535	20,955	238,565	17,820	20.5	-10.9	6.7	-15.0
CHARLESTON, SC	150,120	57,620	220,797	92,197	262,258	111,748	74.7	93.9	18.8	21.2
EASTERN CONN.	28,685	16,550	51,654	27,700	57,850	37,800	101.7	128.4	12.0	36.5
ERIE	38,150	6,000	43,780	10,000	46,140	11,000	20.9	83.3	5.4	10.0
FLINT	94,760	40,000	107,213	40,064	137,483	39,997	45.1	-	28.2	-0.2
FORT WORTH	NA	NA	NA	NA	(234,156)	(22,500)	NA	NA	NA	NA
MANCHESTER	NA	NA	NA	NA	(61,345)	(23,500)	NA	NA	NA	NA
PEORIA	32,920	25,000	34,915	25,110	36,370	26,200	10.5	4.8	4.2	4.3
PORTLAND, ME	120,045	79,885	141,363	76,150	167,863	87,800	39.8	9.9	18.7	15.3
READING	134,873	11,500	159,514	13,675	243,175	49,025	80.3	326.3	52.4	258.5
SCRANTON	267,899	113,194	303,011	132,488	322,273	127,000	20.3	12.2	6.4	-4.1
SIOUX CITY	98,266	23,216	101,350	19,835	99,151	17,881	0.9	-23.0	-2.2	-9.9
SOUTHERN ILLINOIS	90,675(b)	32,575(b)	150,170	53,345	171,955	64,135	89.6	96.9	14.5	20.2
WICHITA	48,650	-	47,675	8,000	51,325	13,825	5.5	-	7.7	72.8
WILKES-BARRE	323,360	72,800	385,560	94,000	428,450	113,000	32.5	55.2	11.1	20.2
TOTAL 16 CITIES	\$1,883,875	\$573,192	\$2,254,045	\$706,817	\$2,585,597	\$825,797	37.2	44.1	14.7	16.8
JEWISH EDUCATION AS % OF TOTAL LOCAL ALLOCATIONS		30.4		31.4		31.9				

FOOTNOTES FOR TABLE 2

* - Excludes United Way Grants

() - Figures in parenthesis are not included in totals

NA - Not Available

(a) - Includes both funds financed by the Fund for Jewish Education, which is administered by the Board of Jewish Education, and funds from the Endowment Funds.
Allocations earmarked for Jewish Education programs in the community centers, camps, and child care agencies have been excluded for reasons of comparability

(b) - Data are for 1983.



TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
LARGE CITIES

	<u>ATLANTA</u>	<u>BALTIMORE</u>	<u>BERGEN COUNTY, NJ</u>	<u>BOSTON</u>	<u>CHICAGO</u>
TOTAL LOCAL (EXCL. UNITED WAY)	2,408,072	9,796,376	1,230,630	6,129,425	19,684,646
TOTAL JEWISH EDUCATION	845,111	2,588,382	292,250	1,831,040	4,428,396
PER CENT OF TOTAL LOCAL	35.1	26.4	23.7	29.9	22.5
TOTAL TO BUREAU OR COMMITTEE	267,431	912,872	74,000	668,246	3,207,263
1. BUREAU SERVICES	267,431	868,415	74,000	657,746	1,053,605
2. <u>SUBSIDIES TO SCHOOLS</u>	577,680	716,817	218,250	431,300	2,303,679
FEDERATION	577,680	672,360	218,250	420,800	157,521
VIA BUREAU	-	44,457	-	10,500	2,146,158
<u>DAY SCHOOLS</u>	577,680	716,817	196,800	389,800	1,825,774
FEDERATION	577,680	672,360	196,800	379,300	82,521
VIA BUREAU	-	44,457	-	10,500	1,743,253
<u>CONGREGATIONAL SCHOOLS</u>	-	-	1,450	500	75,000
FEDERATION	-	-	1,450	500	75,000
VIA BUREAU	-	-	-	-	-
<u>OTHER SCHOOLS</u>	-	-	20,000	41,000	402,905
FEDERATION	-	-	20,000	41,000	-
VIA BUREAU	-	-	-	-	402,905
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	-	1,003,150	-	736,494	923,112
FEDERATION	-	1,003,150	-	736,494	923,112
VIA BUREAU	-	-	-	-	-
4. <u>JEWISH EDUCATION PROGRAMS IN ISRAEL</u>	-	-	-	-	140,500
5. OTHER	-	-	-	5,500	7,500(a)

(a) Included in "VIA Bureau"

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
LARGE CITIES

	<u>CLEVELAND</u>	<u>DENVER</u>	<u>DETROIT</u>	<u>LOS ANGELES</u>	<u>METROWEST, NJ</u>
TOTAL LOCAL (EXCL. UNITED WAY)	5,413,829	1,697,678	6,386,779	12,807,872	5,266,038
TOTAL JEWISH EDUCATION	2,226,284 **	377,888	1,376,545	3,178,403	1,054,230
PER CENT OF TOTAL LOCAL	41.1	22.3	21.6	24.8	20.0
TOTAL TO BUREAU OR COMMITTEE	2,226,284	195,438	-	3,178,403	622,730
1. BUREAU SERVICES	477,430	173,778	-	1,618,041	622,730
2. <u>SUBSIDIES TO SCHOOLS</u>	1,489,193	169,165	1,376,545	1,560,362	431,500
FEDERATION	-	169,165	1,376,545	-	431,500
VIA BUREAU	1,489,193	-	-	1,560,362	-
<u>DAY SCHOOLS</u>	1,062,592	169,165	475,880	1,235,631	419,500
FEDERATION	-	169,165	475,880	-	419,500
VIA BUREAU	1,062,592	-	-	1,235,631	-
<u>CONGREGATIONAL SCHOOLS</u>	90,000	-	900,665	306,731	-
FEDERATION	-	-	900,665	-	-
VIA BUREAU	90,000	-	-	306,731	-
<u>OTHER SCHOOLS</u>	336,601	-	-	18,000	12,000
FEDERATION	-	-	-	-	12,000
VIA BUREAU	336,601	-	-	18,000	-
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	259,661	10,435	-	-	-
FEDERATION	-	10,435	-	-	-
VIA BUREAU	259,661	-	-	-	-
4. <u>JEWISH EDUCATION PROGRAMS IN ISRAEL</u>	-	24,510 (b)	-	-	-
5. OTHER	-	-	-	-	-

** Excludes Endowment funds made to Congregational schools

(b) This figure includes \$21,660 "VIA Bureau"

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
LARGE CITIES

	MIAMI	MONTREAL	NEW YORK CITY	PHILADELPHIA	PITTSBURGH
TOTAL LOCAL (EXCL. UNITED WAY)	7,206,415	8,380,346	49,222,245	7,431,288	2,518,876
TOTAL JEWISH EDUCATION	2,487,133	1,611,814 (d)	11,139,600 (e)	3,013,276	741,700
PER CENT OF TOTAL LOCAL	34.5	19.2	22.6	40.5	29.4
TOTAL TO BUREAU OR COMMITTEE	1,187,535	1,611,814	11,139,600 (e)	597,674	-
1. BUREAU SERVICES	1,007,610	553,289	3,155,800	531,871	-
2. SUBSIDIES TO SCHOOLS	1,090,549	1,058,525	7,983,800 (e)	1,935,368	735,375
FEDERATION	1,090,549	-	-	1,869,565	735,375
VIA BUREAU	-	1,058,525	7,983,800	65,803	-
DAY SCHOOLS	1,090,549	979,175	7,983,800	1,356,000	199,805
FEDERATION	1,090,549	-	-	1,356,000	199,805
VIA BUREAU	-	979,175	7,983,800	-	-
CONGREGATIONAL SCHOOLS	-	79,350	-	513,565	52,155
FEDERATION	-	-	-	513,565	52,155
VIA BUREAU	-	79,350	-	-	-
OTHER SCHOOLS	-	(e)	-	65,803	483,415
FEDERATION	-	-	-	-	483,415
VIA BUREAU	-	(e)	-	65,803	-
3. JEWISH INSTITUTIONS OF HIGHER LEARNING	-	-	-	350,871	6,325
FEDERATION	-	-	-	350,871	6,325
VIA BUREAU	-	-	-	-	-
4. JEWISH EDUCATION PROGRAMS IN ISRAEL	169,056	-	-	41,026	-
5. OTHER	219,918 (c)	-	-	154,140	-

(c) Includes \$179,925 "VIA Bureau"

(d) This figure excludes \$40,000 for teacher training in the local university. In 1986 \$250,000 was distributed to the Day Schools as an emergency allocation.

(e) See footnote "a" in table 2. In 1986 the Gruss Special Fund was established which allocated \$2,840,000 to Day Schools & supplementary schools.

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
LARGE CITIES

	<u>ST. LOUIS</u>	<u>SAN FRANCISCO</u>	<u>TORONTO</u>	<u>WASHINGTON, DC</u>
TOTAL LOCAL (EXCL. UNITED WAY)	2,989,916	7,420,659	7,630,152	5,459,033
TOTAL JEWISH EDUCATION	772,874	1,738,125	5,494,820	2,160,280
PER CENT OF TOTAL LOCAL	25.8	23.4	72.0	39.6
<u>TOTAL TO BUREAU OR COMMITTEE</u>	564,849	1,003,800	5,494,820	695,752
1. <u>BUREAU SERVICES</u>	534,849	903,800	649,202	695,752
2. <u>SUBSIDIES TO SCHOOLS</u>	227,525	834,325	4,797,562	1,365,503
FEDERATION	197,525	734,325	-	1,365,503
VIA BUREAU	30,000	100,000	4,797,562	-
<u>DAY SCHOOLS</u>	197,525	734,325	4,730,602	1,365,503
FEDERATION	197,525	734,325	-	1,365,503
VIA BUREAU	-	-	4,730,602	-
<u>CONGREGATIONAL SCHOOLS</u>	-	100,000	-	-
FEDERATION	-	-	-	-
VIA BUREAU	-	100,000	-	-
<u>OTHER SCHOOLS</u>	30,000	-	66,960	-
FEDERATION	-	-	-	-
VIA BUREAU	30,000	-	66,960	-
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	10,500	-	48,056	-
FEDERATION	10,500	-	-	-
VIA BUREAU	-	-	48,056	-
4. <u>JEWISH EDUCATION PROGRAMS IN ISRAEL</u>	-	-	-	99,025
5. <u>OTHER</u>	-	-	-	-

TABLE 3-A

BREAKDOWN OF 1986 ALLOCATIONS
TO JEWISH EDUCATION BY CLASSIFICATION
FOR 19 CITIES

LARGE CITIES

	DOLLAR AMOUNT	PER CENT DISTRIBUTION
TOTAL LOCAL (EXCL. UNITED WAY)	169,080,275	
TOTAL JEWISH EDUCATION	47,358,151	100.0
PER CENT OF TOTAL LOCAL		28.0
TOTAL TO BUREAU OR COMMITTEE	33,648,511	
1. BUREAU SERVICES	13,845,349	29.2
2. <u>SUBSIDIES TO SCHOOLS</u>	29,303,023	61.9
FEDERATION	10,016,663	21.2
VIA BUREAU	19,286,360	40.7
<u>DAY SCHOOLS</u>	25,706,923	54.3
FEDERATION	7,916,913	16.7
VIA BUREAU	17,790,010	37.6
<u>CONGREGATIONAL SCHOOLS</u>	2,119,416	4.5
FEDERATION	1,543,335	3.3
VIA BUREAU	576,081	1.2
<u>OTHER SCHOOLS</u>	1,476,684	3.1
FEDERATION	556,415	1.2
VIA BUREAU	920,269	1.9
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	3,348,604	7.1
FEDERATION	3,040,887	6.4
VIA BUREAU	307,717	0.6
4. JEWISH EDUCATION PROGRAMS IN ISRAEL	474,117 (f)	1.0
5. OTHER	387,058 (g)	0.8

(f) Includes \$21,660 "VIA Bureau"

(g) Includes \$187,425 "VIA Bureau"

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
LARGE INTERMEDIATE CITIES

	<u>BRIDGEPORT</u>	<u>BUFFALO</u>	<u>CENTRAL N. J.</u>	<u>CINCINNATI</u>	<u>COLUMBUS, OH</u>
TOTAL LOCAL (EXCL. UNITED WAY)	397,607	708,943	960,576	1,822,813	1,576,009
TOTAL JEWISH EDUCATION	78,737	396,100	229,200	388,424	428,784
PER CENT OF TOTAL LOCAL	19.8	55.9	23.9	21.3	27.2
TOTAL TO BUREAU OR COMMITTEE	-	221,500	-	111,231	106,000
1. BUREAU SERVICES	-	159,500	-	111,231	51,000
2. <u>SUBSIDIES TO SCHOOLS</u>	78,737	236,600	220,000	277,193	373,584
FEDERATION	78,737	174,600	220,000	277,193	318,584
VIA BUREAU	-	62,000	-	-	55,000
<u>DAY SCHOOLS</u>	48,000	174,600	220,000	248,785	192,500
FEDERATION	48,000	174,600	220,000	248,785	192,500
VIA BUREAU	-	-	-	-	-
<u>CONGREGATIONAL SCHOOLS</u>	-	-	-	-	55,000
FEDERATION	-	-	-	-	-
VIA BUREAU	-	-	-	-	55,000
<u>OTHER SCHOOLS</u>	30,737	62,000	-	28,408	126,084
FEDERATION	30,737	-	-	28,408	126,084
VIA BUREAU	-	62,000	-	-	-
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	-	-	-	-	-
FEDERATION	-	-	-	-	-
VIA BUREAU	-	-	-	-	-
4. <u>JEWISH EDUCATION PROGRAMS IN ISRAEL</u>	-	-	-	-	-
5. OTHER	-	-	9,200	-	4,200

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
LARGE INTERMEDIATE CITIES

	<u>DALLAS</u>	<u>FT. LAUDERDALE</u>	<u>HARTFORD</u>	<u>HOUSTON</u>	<u>KANSAS CITY, MO</u>
TOTAL LOCAL (EXCL. UNITED WAY)	2,444,212	1,463,070	1,983,770	2,226,677	1,169,150
TOTAL JEWISH EDUCATION	240,905	405,853	632,808	715,702	322,000
PER CENT OF TOTAL LOCAL	9.9	27.7	31.9	32.1	27.5
TOTAL TO BUREAU OR COMMITTEE	905	187,353	615,008	224,710	144,000
1. BUREAU SERVICES	-	187,353	207,659	175,710	144,000
2. <u>SUBSIDIES TO SCHOOLS</u>	240,000	165,000	402,989	490,992	178,000
FEDERATION	240,000	165,000	13,800	490,992	178,000
VIA BUREAU	-	-	389,189	-	-
<u>DAY SCHOOLS</u>	225,000	165,000	327,400	490,992	178,000
FEDERATION	225,000	165,000	8,800	490,992	178,000
VIA BUREAU	-	-	318,600	-	-
<u>CONGREGATIONAL SCHOOLS</u>	-	-	-	-	-
FEDERATION	-	-	-	-	-
VIA BUREAU	-	-	-	-	-
<u>OTHER SCHOOLS</u>	15,000	-	75,589	-	-
FEDERATION	15,000	-	5,000	-	-
VIA BUREAU	-	-	70,589	-	-
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	-	-	4,000	-	-
FEDERATION	-	-	4,000	-	-
VIA BUREAU	-	-	-	-	-
4. <u>JEWISH EDUCATION PROGRAMS IN ISRAEL</u>	-	47,500	-	49,000 (c)	-
5. OTHER	905 (a)	6,000	18,160 (b)	-	-

(a) Included in "VIA Bureau"

(b) Included in "VIA Bureau"

(c) Included in "VIA Bureau"

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
LARGE INTERMEDIATE CITIES

	MIDDLESEX COUNTY, NJ	MILWAUKEE	MINNEAPOLIS	NEW HAVEN	NORTH JERSEY
TOTAL LOCAL (EXCL. UNITED WAY)	802,005	3,233,324	2,797,947	758,450	926,015
TOTAL JEWISH EDUCATION	145,963	1,315,645	1,111,060	238,000	121,550
PER CENT OF TOTAL LOCAL	18.2	40.7	39.7	31.4	13.1
TOTAL TO BUREAU OR COMMITTEE	-	420,000	-	108,000	31,500
1. BUREAU SERVICES	-	201,790	-	78,581	-
2. SUBSIDIES TO SCHOOLS	145,963	1,002,217	1,111,060	130,000	120,500
FEDERATION	145,963	895,645	1,111,060	130,000	89,000
VIA BUREAU	-	106,572	-	-	31,500
DAY SCHOOLS	130,750	930,465	257,339	130,000	89,000
FEDERATION	130,750	895,645	257,339	130,000	89,000
VIA BUREAU	-	34,820	-	-	-
CONGREGATIONAL SCHOOLS	15,213	71,752	115,499	-	-
FEDERATION	15,213	-	115,499	-	-
VIA BUREAU	-	71,752	-	-	-
OTHER SCHOOLS	-	-	738,222	-	31,500
FEDERATION	-	-	738,222	-	-
VIA BUREAU	-	-	-	-	31,500
3. JEWISH INSTITUTIONS OF HIGHER LEARNING	-	-	-	-	-
FEDERATION	-	-	-	-	-
VIA BUREAU	-	-	-	-	-
4. JEWISH EDUCATION PROGRAMS IN ISRAEL	-	6,228 (d)	-	-	-
5. OTHER	-	105,410 (e)	-	29,419 (f)	1,050

(d) Included in "VIA Bureau"

(e) Included in "VIA Bureau"

(f) Included in "VIA Bureau"

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
LARGE INTERMEDIATE CITIES

	<u>NORTH SHORE</u>	<u>OAKLAND</u>	<u>ORANGE COUNTY, CA</u>	<u>PALM BEACH COUNTY</u>	<u>PHOENIX</u>
TOTAL LOCAL (EXCL. UNITED WAY)	651,550	1,298,585	363,546	1,405,225	1,473,746
TOTAL JEWISH EDUCATION	177,537	231,330	98,616	459,045	293,547
PER CENT OF TOTAL LOCAL	27.2	17.8	27.1	32.7	19.9
TOTAL TO BUREAU OR COMMITTEE	4,000	231,330	75,000	147,045	115,272
1. BUREAU SERVICES	4,000	182,330	75,000	116,520	115,272
2. <u>SUBSIDIES TO SCHOOLS</u>	171,137	49,000	11,116	337,525	178,275
FEDERATION	171,137	-	11,116	312,000	178,275
VIA BUREAU	-	49,000	-	25,525	-
<u>DAY SCHOOLS</u>	159,137	37,500	11,116	312,000	178,275
FEDERATION	159,137	-	11,116	312,000	178,275
VIA BUREAU	-	37,500	-	-	-
<u>CONGREGATIONAL SCHOOLS</u>	-	-	-	-	-
FEDERATION	-	-	-	-	-
VIA BUREAU	-	-	-	-	-
<u>OTHER SCHOOLS</u>	12,000	11,500	-	25,525	-
FEDERATION	12,000	-	-	-	-
VIA BUREAU	-	11,500	-	25,525	-
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	2,400	-	12,500	-	-
FEDERATION	2,400	-	12,500	-	-
VIA BUREAU	-	-	-	-	-
4. JEWISH EDUCATION PROGRAMS IN ISRAEL	-	-	-	5,000 (g)	-
5. OTHER	-	-	-	-	-

(g) Included in "VIA Bureau"

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
LARGE INTERMEDIATE CITIES

	<u>RHODE ISLAND</u>	<u>ROCHESTER</u>	<u>SAN DIEGO</u>	<u>SEATTLE</u>	<u>SOUTH BROWARD</u>
TOTAL LOCAL (EXCL. UNITED WAY)	1,269,074	924,222	1,305,566	1,428,147	1,566,345
TOTAL JEWISH EDUCATION	428,100	343,242	328,202	514,932	382,139
PER CENT OF TOTAL LOCAL	33.7	37.1	25.1	36.1	24.4
TOTAL TO BUREAU OR COMMITTEE	418,000	343,242	183,387	93,932	136,209
1. BUREAU SERVICES	237,167	172,097	183,387	93,932	136,209
2. <u>SUBSIDIES TO SCHOOLS</u>	179,200	161,145	144,815	421,000	201,377
FEDERATION	10,100	-	144,815	421,000	201,377
VIA BUREAU	169,100	161,145	-	-	-
<u>DAY SCHOOLS</u>	131,200	106,000	105,980	421,000	149,013
FEDERATION	-	-	105,980	421,000	149,013
VIA BUREAU	131,200	106,000	-	-	-
<u>CONGREGATIONAL SCHOOLS</u>	26,400	-	12,055	-	-
FEDERATION	7,100	-	12,055	-	-
VIA BUREAU	19,300	-	-	-	-
<u>OTHER SCHOOLS</u>	21,600	55,145	26,780	-	52,364
FEDERATION	3,000	-	26,780	-	52,364
VIA BUREAU	18,600	55,145	-	-	-
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	-	-	-	-	-
FEDERATION	-	-	-	-	-
VIA BUREAU	-	-	-	-	-
4. <u>JEWISH EDUCATION PROGRAMS IN ISRAEL</u>	-	10,000 (i)	-	-	44,553
5. OTHER	11,733 (h)	-	-	-	-

(h) Included in "VIA Bureau"

(i) Included in "VIA Bureau"

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
LARGE INTERMEDIATE CITIES

	<u>SOUTHERN N. J.</u>	<u>SOUTHERN ARIZONA</u>	<u>WINNIPEG</u>
TOTAL LOCAL (EXCL. UNITED WAY)	678,406	714,316	1,391,372
TOTAL JEWISH EDUCATION	193,755	94,309	839,000
PER CENT OF TOTAL LOCAL	28.6	13.2	60.3
TOTAL TO BUREAU OR COMMITTEE	193,755	94,309	839,000
1. BUREAU SERVICES	167,105	11,832	-
2. <u>SUBSIDIES TO SCHOOLS</u>	-	70,799	839,000
FEDERATION	-	-	-
VIA BUREAU	-	70,799	839,000
<u>DAY SCHOOLS</u>	-	41,489	839,000
FEDERATION	-	-	-
VIA BUREAU	-	41,489	839,000
<u>CONGREGATIONAL SCHOOLS</u>	-	-	-
FEDERATION	-	-	-
VIA BUREAU	-	-	-
<u>OTHER SCHOOLS</u>	-	29,310	-
FEDERATION	-	-	-
VIA BUREAU	-	29,310	-
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	17,400	-	-
FEDERATION	-	-	-
VIA BUREAU	17,400	-	-
4. JEWISH EDUCATION PROGRAMS IN ISRAEL	-	4,000 (k)	-
5. OTHER	9,250 (j)	7,678 (l)	-

(j) Included in "VIA Bureau"
(k) Included in "VIA Bureau"
(l) Included in "VIA Bureau"

TABLE 4-A

BREAKDOWN OF 1986 ALLOCATIONS
TO JEWISH EDUCATION BY CLASSIFICATION
FOR 28 CITIES

LARGE INTERMEDIATE CITIES

	DOLLAR AMOUNT	PER CENT DISTRIBUTION
TOTAL LOCAL (EXCL. UNITED WAY)	37,740,668	
TOTAL JEWISH EDUCATION	11,154,485	100.0
PER CENT OF TOTAL LOCAL		29.6
TOTAL TO BUREAU OR COMMITTEE	5,044,688	
1. BUREAU SERVICES	2,811,675	25.2
2. <u>SUBSIDIES TO SCHOOLS</u>	7,937,224	71.2
FEDERATION	5,978,394	53.6
VIA BUREAU	1,958,830	17.6
<u>DAY SCHOOLS</u>	6,299,541	56.5
FEDERATION	4,790,932	43.0
VIA BUREAU	1,508,609	13.5
<u>CONGREGATIONAL SCHOOLS</u>	295,919	2.7
FEDERATION	149,867	1.3
VIA BUREAU	146,052	1.3
<u>OTHER SCHOOLS</u>	1,341,764	12.0
FEDERATION	1,037,595	9.3
VIA BUREAU	304,169	2.7
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	36,300	0.3
FEDERATION	18,900	0.2
VIA BUREAU	17,400	0.2
4. JEWISH EDUCATION PROGRAMS IN ISRAEL	166,281 (m)	1.5
5. OTHER	203,005 (n)	1.8

(m) Includes \$74,228 "VIA Bureau"

(n) Includes \$182,555 "VIA Bureau"

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
SMALL INTERMEDIATE CITIES

	ATLANTIC COUNTY	CLIFTON/PASSAIC	DAYTON	DELAWARE	INDIANAPOLIS
TOTAL LOCAL (EXCL. UNITED WAY)	593,550	536,050	456,299	271,278	1,080,778
TOTAL JEWISH EDUCATION	196,000	80,750	185,250	62,276	364,728
PER CENT OF TOTAL LOCAL	33.0	15.1	40.6	23.0	33.7
<u>TOTAL TO BUREAU OR COMMITTEE</u>	73,000	-	116,750	-	310,000
1. <u>BUREAU SERVICES</u>	-	-	116,750	-	310,000
2. <u>SUBSIDIES TO SCHOOLS</u>	185,000	80,750	68,500	61,320	54,728
FEDERATION	123,000	80,750	68,500	61,320	54,728
<u>VIA BUREAU</u>	62,000	-	-	-	-
<u>DAY SCHOOLS</u>	123,000	70,250	68,500	33,500	54,728
FEDERATION	123,000	70,250	68,500	33,500	54,728
<u>VIA BUREAU</u>	-	-	-	-	-
<u>CONGREGATIONAL SCHOOLS</u>	-	6,000	-	-	-
FEDERATION	-	6,000	-	-	-
<u>VIA BUREAU</u>	-	-	-	-	-
<u>OTHER SCHOOLS</u>	62,000	4,500	-	27,820	-
FEDERATION	-	4,500	-	27,820	-
<u>VIA BUREAU</u>	62,000	-	-	-	-
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	-	-	-	-	-
FEDERATION	-	-	-	-	-
<u>VIA BUREAU</u>	-	-	-	-	-
4. <u>JEWISH EDUCATION PROGRAMS IN ISRAEL</u>	11,000 (a)	-	-	-	-
5. <u>OTHER</u>	-	-	-	956	-

(a) Included in "VIA Bureau"

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
SMALL INTERMEDIATE CITIES

	<u>JACKSONVILLE</u>	<u>LOUISVILLE</u>	<u>NASHVILLE</u>	<u>NEW ORLEANS</u>	<u>OCEAN COUNTY, NJ</u>
TOTAL LOCAL (EXCL. UNITED WAY)	368,884	693,429	521,169	1,003,224	114,701
TOTAL JEWISH EDUCATION	7,000	143,200	86,896	176,324	45,250
PER CENT OF TOTAL LOCAL	1.9	20.7	16.7	17.6	39.5
<u>TOTAL TO BUREAU OR COMMITTEE</u>	-	122,000	86,896	97,439	-
1. <u>BUREAU SERVICES</u>	-	122,000	36,896	-	-
2. <u>SUBSIDIES TO SCHOOLS</u>	-	21,200	50,000	176,324	45,250
FEDERATION	-	21,200	-	78,885	45,250
VIA BUREAU	-	-	50,000	97,439	-
<u>DAY SCHOOLS</u>	-	21,200	50,000	78,885	40,500
FEDERATION	-	21,200	-	78,885	40,500
VIA BUREAU	-	-	50,000	-	-
<u>CONGREGATIONAL SCHOOLS</u>	-	-	-	97,439	4,750
FEDERATION	-	-	-	-	4,750
VIA BUREAU	-	-	-	97,439	-
<u>OTHER SCHOOLS</u>	-	-	-	-	-
FEDERATION	-	-	-	-	-
VIA BUREAU	-	-	-	-	-
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	-	-	-	-	-
FEDERATION	-	-	-	-	-
VIA BUREAU	-	-	-	-	-
4. <u>JEWISH EDUCATION PROGRAMS IN ISRAEL</u>	7,000	-	-	-	-
5. <u>OTHER</u>	-	-	-	-	-

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
SMALL INTERMEDIATE CITIES

	<u>PINELLAS COUNTY, FL</u>	<u>RICHMOND</u>	<u>ST. PAUL</u>	<u>SARASOTA-MANATEE</u>	<u>STAMFORD</u>
TOTAL LOCAL (EXCL. UNITED WAY)	352,600	578,550	948,264	150,250	367,141
TOTAL JEWISH EDUCATION	41,900	69,030	379,087	3,450	104,100
PER CENT OF TOTAL LOCAL	11.9	11.9	40.0	2.3	28.4
TOTAL TO BUREAU OR COMMITTEE	-	-	-	-	3,000
1. BUREAU SERVICES	-	-	-	-	3,000
2. <u>SUBSIDIES TO SCHOOLS</u>	41,500	69,030	366,469	3,450	101,000
FEDERATION	41,500	69,030	366,469	3,450	101,000
VIA BUREAU	-	-	-	-	-
<u>DAY SCHOOLS</u>	41,500	69,030	17,480	-	95,000
FEDERATION	41,500	69,030	17,480	-	95,000
VIA BUREAU	-	-	-	-	-
<u>CONGREGATIONAL SCHOOLS</u>	-	-	-	3,450	-
FEDERATION	-	-	-	3,450	-
VIA BUREAU	-	-	-	-	-
<u>OTHER SCHOOLS</u>	-	-	348,989	-	6,000
FEDERATION	-	-	348,989	-	6,000
VIA BUREAU	-	-	-	-	-
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	-	-	-	-	100
FEDERATION	-	-	-	-	100
VIA BUREAU	-	-	-	-	-
4. <u>JEWISH EDUCATION PROGRAMS IN ISRAEL</u>	-	-	12,618	-	-
5. OTHER	400	-	-	-	-

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
SMALL INTERMEDIATE CITIES

	<u>TAMPA</u>	<u>TIDEWATER</u>	<u>TOLEDO</u>	<u>WORCESTER</u>	<u>YOUNGSTOWN</u>
TOTAL LOCAL (EXCL. UNITED WAY)	304,682	712,327	494,928	684,042	627,249
TOTAL JEWISH EDUCATION	59,000	160,701	207,000	172,456	129,500
PER CENT OF TOTAL LOCAL	19.4	22.6	41.8	25.2	20.6
TOTAL TO BUREAU OR COMMITTEE	-	25,888	207,000	-	53,000
1. BUREAU SERVICES	-	25,888	8,280	-	53,000
2. <u>SUBSIDIES TO SCHOOLS</u>	55,000	134,813	186,300	172,456	76,500
FEDERATION	55,000	134,813	-	172,456	76,500
VIA BUREAU	-	-	186,300	-	-
<u>DAY SCHOOLS</u>	55,000	114,000	124,200	120,090	45,500
FEDERATION	55,000	114,000	-	120,090	45,500
VIA BUREAU	-	-	124,200	-	-
<u>CONGREGATIONAL SCHOOLS</u>	-	-	-	-	31,000
FEDERATION	-	-	-	-	31,000
VIA BUREAU	-	-	-	-	-
<u>OTHER SCHOOLS</u>	-	20,813	62,100	52,366	-
FEDERATION	-	20,813	-	52,366	-
VIA BUREAU	-	-	62,100	-	-
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	-	-	-	-	-
FEDERATION	-	-	-	-	-
VIA BUREAU	-	-	-	-	-
4. <u>JEWISH EDUCATION PROGRAMS IN ISRAEL</u>	4,000	-	12,420 (b)	-	-
5. OTHER	-	-	-	-	-

(b) Included in "VIA Bureau"

TABLE 5-A

BREAKDOWN OF 1986 ALLOCATIONS
TO JEWISH EDUCATION BY CLASSIFICATION
FOR 20 CITIES

SMALL INTERMEDIATE CITIES

	DOLLAR AMOUNT	PER CENT DISTRIBUTION
TOTAL LOCAL (EXCL. UNITED WAY)	10,859,395	
TOTAL JEWISH EDUCATION	2,673,898	100.0
PER CENT OF TOTAL LOCAL		24.6
TOTAL TO BUREAU OR COMMITTEE	1,094,973	
1. BUREAU SERVICES	675,814	25.3
2. <u>SUBSIDIES TO SCHOOLS</u>	1,949,590	72.9
FEDERATION	1,553,851	58.1
VIA BUREAU	395,739	14.8
<u>DAY SCHOOLS</u>	1,222,363	45.7
FEDERATION	1,048,163	39.2
VIA BUREAU	174,200	6.5
<u>CONGREGATIONAL SCHOOLS</u>	142,639	5.3
FEDERATION	45,200	1.7
VIA BUREAU	97,439	3.6
<u>OTHER SCHOOLS</u>	584,588	21.9
FEDERATION	460,488	17.2
VIA BUREAU	124,100	4.6
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	100	-
FEDERATION	100	- 0.0
VIA BUREAU	-	- 0.0
4. JEWISH EDUCATION PROGRAMS IN ISRAEL	47,038 (c)	1.8
5. OTHER	1,356	0.1

(c) Includes \$23,420 "VIA Bureau"

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
SMALL CITIES

	<u>ALTOONA</u>	<u>BATON ROUGE</u>	<u>BERKSHIRES</u>	<u>CANTON</u>	<u>CHARLESTON, SC</u>
TOTAL LOCAL (EXCL. UNITED WAY)	26,900	82,180	213,659	238,565	262,258
TOTAL JEWISH EDUCATION	4,500	4,500	99,566	17,820	111,748
PER CENT OF TOTAL LOCAL	16.7	5.5	46.6	7.5	42.6
TOTAL TO BUREAU OR COMMITTEE	-	-	-	1,500	-
1. BUREAU SERVICES	-	-	-	1,500	-
2. <u>SUBSIDIES TO SCHOOLS</u>	4,500	-	92,816	16,320	111,748
FEDERATION	4,500	-	92,816	16,320	111,748
VIA BUREAU	-	-	-	-	-
<u>DAY SCHOOLS</u>	-	-	-	-	96,000
FEDERATION	-	-	-	-	96,000
VIA BUREAU	-	-	-	-	-
<u>CONGREGATIONAL SCHOOLS</u>	-	-	92,816	-	4,000
FEDERATION	-	-	92,816	-	4,000
VIA BUREAU	-	-	-	-	-
<u>OTHER SCHOOLS</u>	4,500	-	-	16,320	11,748
FEDERATION	4,500	-	-	16,320	11,748
VIA BUREAU	-	-	-	-	-
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	-	-	-	-	-
FEDERATION	-	-	-	-	-
VIA BUREAU	-	-	-	-	-
4. <u>JEWISH EDUCATION PROGRAMS IN ISRAEL</u>	-	4,500	6,750	-	-
5. OTHER	-	-	-	-	-

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
SMALL CITIES

	<u>EASTERN CONN.</u>	<u>ERIE</u>	<u>FLINT</u>	<u>FORT WORTH</u>	<u>MANCHESTER</u>
TOTAL LOCAL (EXCL. UNITED WAY)	57,850	46,140	137,483	234,156	61,345
TOTAL JEWISH EDUCATION	37,800	11,000	39,997	22,500	23,500
PER CENT OF TOTAL LOCAL	65.3	23.8	29.1	9.6	38.3
TOTAL TO BUREAU OR COMMITTEE	-	-	-	-	23,500
1. BUREAU SERVICES	-	-	-	-	-
2. <u>SUBSIDIES TO SCHOOLS</u>	37,800	10,000	39,997	22,500	23,500
FEDERATION	37,800	10,000	39,997	22,500	-
VIA BUREAU	-	-	-	-	23,500
<u>DAY SCHOOLS</u>	35,700	-	-	22,500	-
FEDERATION	35,700	-	-	22,500	-
VIA BUREAU	-	-	-	-	-
<u>CONGREGATIONAL SCHOOLS</u>	-	-	39,997	-	-
FEDERATION	-	-	39,997	-	-
VIA BUREAU	-	-	-	-	-
<u>OTHER SCHOOLS</u>	2,100	10,000	-	-	23,500
FEDERATION	2,100	10,000	-	-	-
VIA BUREAU	-	-	-	-	23,500
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	-	-	-	-	-
FEDERATION	-	-	-	-	-
VIA BUREAU	-	-	-	-	-
4. <u>JEWISH EDUCATION PROGRAMS IN ISRAEL</u>	-	-	-	-	-
5. OTHER	-	1,000	-	-	-

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
SMALL CITIES

	<u>PEORIA</u>	<u>PORTLAND, ME</u>	<u>READING</u>	<u>SCRANTON</u>	<u>SIOUX CITY</u>
TOTAL LOCAL (EXCL. UNITED WAY)	36,370	167,863	243,175	322,273	99,151
TOTAL JEWISH EDUCATION	26,200	87,800	49,025	127,000	17,881
PER CENT OF TOTAL LOCAL	72.0	52.3	20.2	39.4	18.0
TOTAL TO BUREAU OR COMMITTEE	-	-	-	-	-
1. BUREAU SERVICES	-	-	-	-	-
2. <u>SUBSIDIES TO SCHOOLS</u>	25,000	87,800	44,000	127,000	17,881
FEDERATION	25,000	87,800	44,000	127,000	17,881
VIA BUREAU	-	-	-	-	-
<u>DAY SCHOOLS</u>	25,000	30,000	3,000	127,000	-
FEDERATION	25,000	30,000	3,000	127,000	-
VIA BUREAU	-	-	-	-	-
<u>CONGREGATIONAL SCHOOLS</u>	-	3,800	-	-	-
FEDERATION	-	3,800	-	-	-
VIA BUREAU	-	-	-	-	-
<u>OTHER SCHOOLS</u>	-	54,000	41,000	-	17,881
FEDERATION	-	54,000	41,000	-	17,881
VIA BUREAU	-	-	-	-	-
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	-	-	-	-	-
FEDERATION	-	-	-	-	-
VIA BUREAU	-	-	-	-	-
4. <u>JEWISH EDUCATION PROGRAMS IN ISRAEL</u>	-	-	5,025	-	-
5. OTHER	1,200	-	-	-	-

TABLE 3

BREAKDOWN OF FEDERATION 1986 ALLOCATIONS TO JEWISH EDUCATION BY CLASSIFICATION
SMALL CITIES

	<u>SOUTHERN ILLINOIS</u>	<u>WICHITA</u>	<u>WILKES-BARRE</u>
TOTAL LOCAL (EXCL. UNITED WAY)	171,955	51,325	428,450
TOTAL JEWISH EDUCATION	64,135	13,825	113,000
PER CENT OF TOTAL LOCAL	37.3	26.9	26.4
TOTAL TO BUREAU OR COMMITTEE	56,285	-	-
1. BUREAU SERVICES	56,285	-	-
2. <u>SUBSIDIES TO SCHOOLS</u>	7,850	11,000	113,000
FEDERATION	7,850	11,000	113,000
VIA BUREAU	-	-	-
<u>DAY SCHOOLS</u>	7,850	7,000	113,000
FEDERATION	7,850	7,000	113,000
VIA BUREAU	-	-	-
<u>CONGREGATIONAL SCHOOLS</u>	-	4,000	-
FEDERATION	-	4,000	-
VIA BUREAU	-	-	-
<u>OTHER SCHOOLS</u>	-	-	-
FEDERATION	-	-	-
VIA BUREAU	-	-	-
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	-	-	-
FEDERATION	-	-	-
VIA BUREAU	-	-	-
4. <u>JEWISH EDUCATION PROGRAMS IN ISRAEL</u>	-	-	-
5. OTHER	-	2,825	-

TABLE 6-A

BREAKDOWN OF 1986 ALLOCATIONS
TO JEWISH EDUCATION BY CLASSIFICATION
FOR 18 CITIES

SMALL CITIES

	DOLLAR AMOUNT	PER CENT DISTRIBUTION
TOTAL LOCAL (EXCL. UNITED WAY)	2,881,098	
TOTAL JEWISH EDUCATION	871,797	100.0
PER CENT OF TOTAL LOCAL		30.3
TOTAL TO BUREAU OR COMMITTEE	81,285	
1. BUREAU SERVICES	57,785	6.6
2. <u>SUBSIDIES TO SCHOOLS</u>	792,712	90.9
FEDERATION	769,212	88.2
VIA BUREAU	23,500	2.7
<u>DAY SCHOOLS</u>	467,050	53.6
FEDERATION	467,050	53.6
VIA BUREAU	-	- 0.0
<u>CONGREGATIONAL SCHOOLS</u>	144,613	16.6
FEDERATION	144,613	16.6
VIA BUREAU	-	- 0.0
<u>OTHER SCHOOLS</u>	181,049	20.8
FEDERATION	157,549	18.1
VIA BUREAU	23,500	2.7
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	-	-
FEDERATION	-	- 0.0
VIA BUREAU	-	- 0.0
4. JEWISH EDUCATION PROGRAMS IN ISRAEL	16,275	1.9
5. OTHER	5,025	0.6

TABLE 7-A

BREAKDOWN OF 1986 ALLOCATIONS
TO JEWISH EDUCATION BY CLASSIFICATION
FOR 85 CITIES

	DOLLAR AMOUNT	PER CENT DISTRIBUTION
TOTAL LOCAL (EXCL. UNITED WAY)	220,561,436	
TOTAL JEWISH EDUCATION	62,058,331	100.0
PER CENT OF TOTAL LOCAL		28.1
TOTAL TO BUREAU OR COMMITTEE	39,869,457	
1. BUREAU SERVICES	17,390,623	28.0
2. <u>SUBSIDIES TO SCHOOLS</u>	39,982,549	64.4
FEDERATION	18,318,120	29.5
VIA BUREAU	21,664,429	34.9
<u>DAY SCHOOLS</u>	33,695,877	54.3
FEDERATION	14,223,058	22.9
VIA BUREAU	19,472,819	31.4
<u>CONGREGATIONAL SCHOOLS</u>	2,702,587	4.4
FEDERATION	1,883,015	3.0
VIA BUREAU	819,572	1.3
<u>OTHER SCHOOLS</u>	3,584,085	5.8
FEDERATION	2,212,047	3.6
VIA BUREAU	1,372,038	2.2
3. <u>JEWISH INSTITUTIONS OF HIGHER LEARNING</u>	3,385,004	5.5
FEDERATION	3,059,887	4.9
VIA BUREAU	325,117	0.5
4. JEWISH EDUCATION PROGRAMS IN ISRAEL	703,711 (a)	1.1
5. OTHER	596,444 (b)	1.0

(a) This figure includes \$119,308 in "VIA Bureau"

(b) Includes \$369,980 "VIA Bureau"