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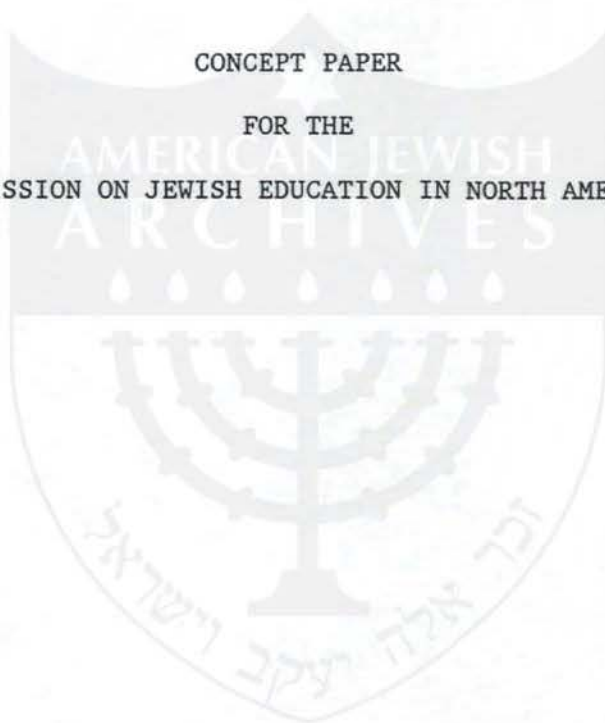
"Concept Paper", 1988-1989.

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Sent to Perry Davis
3/10/88



CONCEPT PAPER
FOR THE
AMERICAN JEWISH
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
ARCHIVES



Drafted by the Mandel Associated Foundations,
1750 Euclid Avenue, Cleveland, Ohio 44115,
in cooperation with JWB and JESNA and in
collaboration with CJF.
May 1988

INTRODUCTION

The ties that help connect Jews to a meaningful Jewish life now, and similarly help ensure Jewish identity and continuity for our children, face grave challenges. Our society is dynamic and open. It offers countless ways to define and express personal identity. Identification with a community, a tradition, a set of values is now a matter of choice, not necessity. Amid the competing demands and opportunities, what binds an individual to Jewish life? How much of our Jewish heritage will be transmitted to future generations?

These questions challenge the North American Jewish community. It is time to respond with enthusiasm and energy and with the best tool at our disposal - Jewish Education. The Mandel Associated Foundations, in cooperation with the Jewish Welfare Board (JWB) and the Jewish Education Service of North America (JESNA), and in collaboration with the Council of Jewish Federations (CJF), propose an initiative to explore and recommend significant new support for Jewish Education.

The Mandel Associated Foundations are prepared both to commit their own resources to this cause and to encourage others to support the implementation of projects designed to bring a new vibrancy to Jewish Education.

It should be clear at the outset that Jewish education includes not only classroom instruction but all the settings in which learning takes place--within the family circle, at camps and community centers, through print and electronic media, and in encounters with Israel. Many of these settings do not have the personnel, the programs, the content and the strategies needed to meet the challenge of educating Jews in our open society.

The Mandel Associated Foundations are prepared to support the formation of a national Commission to involve the North American Jewish community in a policy-oriented study of Jewish education in a variety of settings. This study will recommend practical steps and interventions for the improvement of Jewish education.

The Mandel Associated Foundations are supporting foundations of the Jewish Community Federation of Cleveland. They were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel as a primary means of handling their philanthropic interests.

JWB, the Association of Jewish Community Centers and YM-YWHAs, is the leadership body for the North American network of JCCs and Ys. JWB serves the needs of individual Jewish Community Centers, and it helps to build,

strengthen and sustain the collective Center movement through a broad range of direct and indirect services, institutes, consultations and Jewish experiences, and by identifying and projecting movement-wide directions, issues and priorities.

JESNA is the organized Jewish community's planning, service and coordinating agency for Jewish education. It works directly with local federations and the agencies and institutions they create and support to deliver educational services.

THE CHALLENGE: JEWISH CONTINUITY

Jewish continuity--the creative vitality of the Jewish people, its religion, culture, values and traditions--is an issue of primary importance to the American Jewish community. The central challenge is improving the means by which the Jewish community promotes an active commitment to Jewish identity.

In our society, connections to and expressions of Jewish identity are highly individual. Some Jews are linked by traditional religious practice, some through participation in communal organizations. Others are involved through Israel, Soviet Jewry or memories of the Holocaust. For many, association with other Jews is an important mode of participation.

Our efforts on behalf of Jewish continuity must strengthen as many of these links in as many American Jews as possible. It is a substantial challenge. Because Jewish identification is a matter of choice today, we must provide a persuasive rationale for why commitment and involvement are important. We are convinced that, as a people, we have the vision and the resourcefulness to accomplish this aim.

A KEY: EDUCATION

The Trustees of the Mandel Associated Foundations, in cooperation with JWB and JESNA, have chosen to focus on Jewish education as a potent resource for transmitting the living values of our culture.

As the Jewish community's primary vehicle for responding to the questions of "why" and "how" to be Jewish, education is our best tool for helping Jews to develop and sustain a commitment to active Jewish self-expression, both individually and communally. Jewish education also has the capacity to reach into every aspect and stage of Jewish life--from children to senior citizens, from individuals to families, in schools, community centers, synagogues, camps, nursing homes and child care centers.

Jewish Education Today

Jewish education is conducted throughout North America in a variety of settings in and outside the classroom. More than 30,000 people are employed in Jewish education today. These include teachers, school directors, teacher trainers, specialists, educational planners, and professors of education as well as personnel in community centers, camps and retreat centers. Most Jewish children receive some Jewish education at some point in their lives. Hundreds of millions of dollars are spent annually on Jewish education. The field of Jewish education is a large enterprise in the North American Jewish community.

Still, Jewish education throughout North America suffers from a shortage of qualified, well-trained educators. The few institutions which train Jewish educators have fewer students than at any time in the recent past. Professional standards, meaningful positions, adequate salaries and compensation packages, career advancement possibilities and professional status are not adequately associated with the field of Jewish education. It is difficult to recruit and retain young men and women to the field.

The Jewish community has created notable successes in the last sixty years in such areas as philanthropy, social services, defense and support for Israel. It is time to make the enterprise of Jewish education one of the

success stories of modern Jewish life. Now is the time to turn the concern of the Jewish community toward creating a Jewish educational system which can in all its varieties help to insure the survival of the Jewish people.

The Potential for Tomorrow

We believe that it is possible to establish an educational environment that will be responsive to the current realities of Jewish life in America. To do this, the organized Jewish community must be shown why it should invest substantial new resources of thought, energy and money.

In fact, there are positive elements in place and there is great potential for improvement. Today, Jewish education appears on the agendas of major Jewish forums. Key community organizations and leaders are already increasing time and resources devoted to Jewish education. Jewish community federations, individual philanthropists and Jewish-sponsored foundations appear ready to increase financial support for initiatives that can have a positive impact on the range and quality of Jewish education.

The critical question is: What initiatives will be meaningful?

We propose an approach that will help guide the community toward an optimum application of resources to the needs of Jewish education.

A COOPERATIVE EFFORT

The Purpose

Emerging consensus on the importance of Jewish education makes this an auspicious time for a catalyst to identify the issues, point to practical opportunities for improvement, and engage key people and institutions in positive action. The catalyst: a North American Commission of community leaders, outstanding educators, and other professionals. Commission members are chosen ad personam, for their competence, commitment to Jewish values, influence and institutional connections.

Such a Commission will have a fourfold mission:

1. to review the field of Jewish education in the context of contemporary Jewish life
2. to recommend practical policies that will set clear directions for Jewish education
3. to develop plans and programs for the implementation of these policies

4. to stimulate significant financial commitments and engage committed individuals and institutions in collaborative, communal action.

While the Commission will initiate the study, it will seek to make it a participatory venture. Jewish continuity is a communal challenge. It can best be met through a communal effort expressing the interests and practical needs of involved institutions and individuals.

Thus, an important part of the Commission's initiative will be to involve opinion makers, community leaders, scholars and educators as active participants in all stages of its work, including the implementation of its recommendations.

The ultimate purpose of the Commission is to offer concrete recommendations for strengthening Jewish education in all its forms and settings.

Undoubtedly the Commission's recommendations will require the investment of significant financial support. As noted at the outset, the Mandel Associated Foundations are prepared to commit their own resources. They are also ready to encourage others to support the implementation of meritorious projects and programs proposed by the Commission.

THE STUDY: CREATING CONDITIONS FOR CHANGE

The Work

The Commission will meet several times over a period of 18 to 24 months. It will direct the activities of a Commission director and appropriate supporting staff, whose responsibilities will include preparing background papers and reports, gathering and organizing data, consulting with contributing scholars, educators and policymakers, and coordinating the ongoing participation of important Jewish publics.

The Focus: People and Institutions

A study undertaken for the purpose of positive change begins with a fundamental question: Who holds the keys to change? It is a premise of this enterprise that change can best be achieved through a partnership of educators and communal leadership committed to invigorating existing institutions and suggesting new ideas and new operational modes.

One objective of the Commission study should be an examination of what Jewish communities and educational institutions must do to professionalize Jewish education and to attract, inspire, encourage and train professionals.

The Commission study may address these issues, among others:

1. Professional opportunities in Jewish education. A profession is characterized by formalized standards of knowledge and training, a code of ethics, institutionalized forms of collegiality, and paths for advancement. We need to look at how these aspects of Jewish education can be developed to professionalize our educational services.
2. The recruitment and retention of qualified educators. Such factors as low status, low salary and limited potential for advancement have a twofold effect on a profession: they deter entry and encourage attrition. We need to examine these factors in light of the small pool of interested talent Jewish education now attracts. We also need to explore the potential for making more effective use of our feeder system--youth movements, camps, community organizations.
3. The education of educators. Today North American institutions graduate fewer than 100 Jewish educators annually. We need to look at how to fill the demand for qualified people in both existing and emerging positions, and to provide continuing professional education.

4. Historical perspective and current structures of Jewish educational institutions. We need to begin with an understanding of the existing structures. A look at the past can help us to assess current institutions and their needs and guide us in establishing any new structures that might be needed to respond to today's needs.

TOWARD TOMORROW

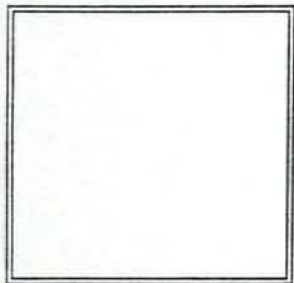
Experience has shown that North American Jews can cooperate to make positive things happen. Today we know that something must happen if we are to transmit the riches of Jewish experience to future generations.

We now have established organizations--service, educational and philanthropic--with energetic leaders who are intensely interested in the question of Jewish continuity. We have, in Jewish education, a tradition of involvement with the why and how of Jewish life.

This initiative invites a communal venture: the deliberate shaping of new connections between individuals and the community of Jewish experience. Thinking and acting together, we can make Jewish education a sustaining force for Jewish life, as rich and dynamic as the society in which it exists.

Drafted by the Mandel Associated Foundations in cooperation with JWB and JESNA. 1750 Euclid Avenue, Cleveland, Ohio 44115

SEP 8 1988



September 6, 1988

To: Mort Mandel
Art Naparstek

From: Herman D. Stein *HDS*

Re: Concept for next steps for the Commission

I am sure work has been going on to follow up on the excellent first Commission meeting. After listening to the tapes, I had a notion for you to consider for forward movement, since it would clearly be inadvisable to relax the tempo. You also will want to keep Commissioners involved, at least to some extent, in between meetings. If you already have other steps in mind and in motion, the idea in the attached could be scrapped. It is simply a discussion piece.

September 2, 1988

Tentative Concept for Discussion for 12 October Meeting

The first Commission meeting opened up a broad array of concerns and options. It ended with a strong feeling that there was now a need for framework and priorities. Therefore, I suggest that, after we pre-test the idea, to see if it is practical and acceptable, with three or four Commission members, we do the following:

1) Send to all Commission members a request to select one or two of their priority combinations of Target, Methodology, and Institution, using the attached list as a guide, not as a complete schedule. Additional combinations of priorities may be selected by a Commissioner, but then should be identified as first, second, third priority, etc.

In preparing the message to Commissioners, use one or more illustrations - e.g. National Media Center (Institution) to prepare and market video cassettes (Methodology) of specially designed TV programs for young families (Population target).

2) This "Chinese menu" selection approach is to assemble the thinking of Commission members about the range of their real priorities, both for strengthening and spreading existing approaches and developing new ones. Individual Commissioners may have follow-up phone interviews to elaborate on the more unusual suggestions.

3) The results would be grouped for presentation at the next Commission meeting, perhaps with cost estimates and other analysis, and then discussed by three working groups, meeting for most of the morning to refine these priorities further, or add new ones. The working group reports would then be presented for plenary discussion.

4) Alternatively, we could pre-select (without prioritization) and analyze a number of combinations ourselves, based on the preliminary interviews and the Commission discussion. These could then be presented as a place to start, for three Commission working groups to amplify, contract or revise.

H-48
9/16/88

POPULATION
TARGET

METHODOLOGY

INSTITUTION

Demography

Pre-school

Class teaching-day school

Community centers

Elementary

Class teaching-suppl. school

Teacher training
institutes

High School

Videocassettes for teachers

Hillel

College

Cassettes for families
Classes for parents

Rabbinical training
Orthodox
Conservative
Reform

Young marrieds

TV programming

Young singles

Summer camp

Day School

Families
(with children)

Israel trips

Suppl. School

Recreation/sports
children
youth
adult

National Media
Center

Federations

Educators

Research
long range
short range

JESNA

Teachers

JWB

Day School

Suppl. School

Other National
Organizations

Rabbis

Orthodox

Conservative

Reform

School

Administrators

Geography

Urban

Suburban

Small Towns

Regional

Others

HAS
7/1/8

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FACSIMILE TRANSMISSION

TO: Virginia Levi
FROM: Annette Hochstein

FAX NUMBER: 001-216-391-8327

DATE: January 17, 1988

NO. OF PAGES: one

Dear Ginny,

It was good talking to Art and you yesterday, and important too. In the wake of that conversation I am sending a preliminary list of people we may consult with for the concept paper.

We would also like to ask you to please try and set up the following appointments with Commissioners we must see. If someone could set these up and fax the information as it becomes available, we will be able to continue to plan our schedules.

For Seymour:

Appointment with Crown - preferably on Jan. 30
second choice: Jan. 31

Appointment with Bronfman - preferably on Jan. 31
second choice: Jan. 30

If these dates are no good, please ask for alternatives.

For Annette:

Appointment with Arnow - preferably on Jan. 31
also possible: Feb. 6

Appointment with Jesselson - preferably on Jan. 31
also possible: Feb. 6

I'll talk to Esther Leah Ritz myself. As you may recall, she, like Jesselson and Crown missed the second meeting.

Thank you very much

Annette

Ted Sizer -- Providence

Linda Darling-Hammond - DC

Lee Shulmann - SFO

Scheffler - Boston

Pat Graham - Harvard

Schoen - MIT

Coleman - Chicago

Tyler - L.A.

Hank Levin - SFO

Sharon Feinman-Nemzer -- Michigan State

David Cohn - Michigan State

Larry Cremen -- NY

Harold Noah -- NY

Mike Inbar -- NY

Bashi -- here

§

1. We will try to set up a maximum of meetings with a minimum of travel.
2. Jewish Educators with whom we'll be consulting are not ~~yet~~ listed here.

P.S. Call for 9⁰⁰ a.m Jan. 12th is fine.

Notes from Conversation w/ A H

1/10/89

Concept Paper

- Alternative outcomes for Comm. Work

① Modified demonstration center

- illustrate what a demo center would look like/be
- take set of inst. in a community + focus on it for pers. + comm.

- recruitment, training, retention, prof bldg w/comm. support - use existing programs

- give lots of examples

Ex: Yeshiva U. work w/ local col. off st. to develop training prog
application of personnel is in programmatic areas.

- Knowledge thin in some areas.

② Comprehensive Planning for Improvement of Personnel What would it take to translate into action?

- major issues arise

- can't deal w/ the 4 components serially - have to interact

③ Mix of demo cents + gradual imp.

- Various demo cents, each concentrating on 1 aspect
- Nat'l plan - inviting communities to buy into aspects

Re Community - Need conversation w/ HLZ to link w/ personnel
9:00 Thurs. - ASN will fax confirmation

Outline for final report? Not yet. It will flow.

AIN

We're moving toward a "dynamic model" - inst. change
- Will need people in U.S. (product champions) to do this
- AH → has to be AIN in this role. After we agree on concept.
Then will suggest a mechanism. (Remember our partners)

AIN - Needs to be in on the ground floor if this becomes his role.

Urges building strong NAM presence from beginning.

AH - In agreement. Thinks they have to write concept paper w/
input from "wise people." Thereafter, NAM mechanism
shd go to work. Need direction, first.

Next phone call - Mechanism - from today thru dynamic
action.

Mtgs they plan - ① for input into paper - their advisors/councils
② mtgs with their ^(key) commissioners

Still need to figure out how we bring in the Commissioners,
partners, publics - AH will do a brief paper on this.
AIN willing to devote time to implementing.

Should partners be included here in Feb? AH + SF feel
strongly no.

Tentative schedule - Concept paper for review MLM for 2 of 4
↓ sessions: 1st + last:
Cleveland - Feb. 7+8 or (8+9) - wd. want MLM on 1/9
AH coming probably 2/1 - On begin evening of 2/7

- Participants - Reimer, Zucker, AIN, SF, AH, VEL

Where are we going & how? (Steir?)

AH - Will bring outline of research plan - to build staff
Optimal outcome - agreement on what, how, schedule, staff

Following that mtg. we begin to bring in partners, etc.

Major agenda item for Feb.

Implementation mechanism + staffing

- mechanisms
- AH sending slides of her presentation
 - Payment schedule for JWB - Send \$15-20K now, figure the rest later - All commission business
 - Need payment for Suzanne for Nov. - Jan. = \$4500
AH sending invoice.
 - Debbie is now working 1/2 time for us - \$1000/mo.

MAF

22A Hatzefira

Jerusalem

} Stationary?

★ Have we sent a supply of ^{commission} stationery? If not, do.

ASN wants list of who AH + SF will see in States in Feb.

- Send document to Shrage - from ASN.