



THE JACOB RADER MARCUS CENTER OF THE  
**AMERICAN JEWISH ARCHIVES**

**MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.**  
Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.  
Subseries 3: General Files, 1980–1993.

---

Box  
10

Folder  
1

Council for Initiatives in Jewish Education (CIJE). Post  
Commission planning process, 1990.

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

---

# Post-Commission emphases

## NOTES ON MEETING OF MORT MANDEL WITH CONSERVATIVE MOVEMENT JEWISH EDUCATION CABINET -- 1/26/90

### Participants:

Dr. Ismar Schorsch, Chancellor, JTSA  
Dr. John Ruskay, Vice Chancellor, JTSA  
Dr. Robert Abramson, Dir. of Jewish Ed., United Synagogue of America  
Dr. Paul Friedman, Dir., USY  
Dr. Eliot Spiegel, Solomon Schechter Principals Association  
Dr. Sheldon Dorff, Natl. Dir, Camp Ramah  
Dr. Eduardo Rauch, Co-Director, Melton Research Center  
Judith Siegel, Dir. of Education, Jewish Museum  
Hirsch Jacobson, President, Jewish Educators Assembly  
Dr. Hanan Alexander, University of Judaism  
Dr. Aryeh Davidson, Chair, Dept. of Education, JTSA

Morton L. Mandel  
Jonathan Woocher

Dr. Ismar Schorsch chaired the meeting and opened the discussion by noting the importance of the Commission on Jewish Education in North America, and the significance of this meeting, initiated by MLM.

Mr. Mandel recounted the history of his own growing involvement with Jewish education and Jewish continuity issues, and emphasized the goal of the Commission to create a partnership between a larger number of lay leaders and the talented professionals already in the field. He outlined the elements of the Commission's projected action plan and the recommendations embodied in it.

The discussion which followed covered a number of different issues:

1. What makes a difference for Jewish commitment? We need to research this. There are many programs today, but which ones actually work? This should impact on the selection of appropriate sites for developmental work.
2. All elements of Jewish education are reconsidering their missions and how to carry these out in a dramatically new environment. If we are to work through existing institutions, it is important that they be challenged to reformulate their missions and rethink how they will build Jewish commitment. (MLM noted that there is agreement that we cannot simply "throw money" at the problem without adequate monitoring and evaluation.)
3. Research on what are good programs will take time, because



measuring impact requires longitudinal studies. We have no such data currently. Perhaps the Commission can encourage this.

4. We have a sense today that many people are being affected by programs that are often little known and underfunded. We can learn from many of these (e.g., informal programs in the Conservative movement). MLM emphasized that the Commission wants to overcome any sense of "we-they" boundaries. Its aim is to energize and involve all of those doing good work, whether in denominational or communal settings.
5. Creating linkages between national and local institutions will be a major challenge. MLM agreed that having national institutions involved in the local community action sites will be important, and we will need to think about what their role should be (e.g., in training).
6. Beyond knowing what succeeds, we need to know why it succeeds. Some supplementary schools, e.g., seem to be working and can do things that others find impossible (e.g., teaching Hebrew reading and keeping parents involved). We will need action research to help understand why some programs and institutions are successful.
7. There is also a real need for providing contexts in which reflection linked to practice can take place. Jewish education needs to be informed by new integrations of understandings about who we are as human beings. These are being developed by scholars from various fields. We need times and places for them to come together. Translation into practice can emanate from such reflection.
8. The question was raised of how MLM defines "Jewish continuity." MLM responded that for him it means producing a Jewish mentsch. However, he knows that this in turn will be defined differently by different individuals. We need this diversity.
9. Educators feel a sense of isolation. We need mechanisms for educators to be networking and sharing. Otherwise, good projects won't spread.
10. The place of arts and culture in Jewish education needs to be recognized. The example of the group of educators working in Jewish museums was cited. MLM agreed that this was an important area to encourage along with many others.
11. The emphasis on strengthening institutions involved in preparing personnel was applauded. There is a need for a framework within which institutions of higher Jewish learning can strengthen their relationships at the highest



level and can tie themselves more closely to the world of American higher education in general. This can be a basis for institutional development and exchange in areas of academic administration, curriculum, etc., and ultimately for a definition of the resources and roles of the various institutions.

12. The denominations have specific images of what Jewish life should be. When these are transmitted effectively, there are great dividends for Jewish continuity. We should have an interest in encouraging these particular images and even competition among them.

It is not clear whether "neutralized" and "communalized" images can impact on people as powerfully and generate commitment in the way that the more particularized images of the several denominations can. The emphasis in recent decades on a "communal" approach to Jewish continuity needs to be qualified by the recognition that serious commitments to a Jewish way of living may be generated better through more particular contexts and contents.

Chancellor Schorsch noted that MLM's desire for this meeting is testimony to the aim of bridging the distance between the Commission and the denominations. The growing interest and support of philanthropists for Jewish education should be gratifying to the participants.

In concluding, MLM reemphasized that the Commission is dedicated to breaking through the walls that have divided various groups. Educators like those at this meeting must be part of the process, helping to form a solid phalanx on the key issues, and working in their own contexts and settings on the particular pieces that will implement the shared vision. The money is there for a revolution in Jewish education if we can develop a worthy product and market it effectively.

In subsequent reflection, MLM identified two ideas to be considered in the course of implementation of the Commission's recommendations:

1. developing a "standing colloquium on Jewish education" which would bring together (perhaps once a year for several days) the educational leadership of all the denominations and the communal sphere
2. documenting the process dimensions of successful local commissions so that these can be used to guide other communities.



INTERVIEW WITH  
MATTHEW MARYLES

ARTHUR J. NAPARSTEK  
MAY 3, 1989

We began the meeting with a discussion of <sup>Commission's</sup> the mission's overall objectives. Matt Maryles agrees with the direction in which the Commission is going as well as its underlying assumptions that are related to change and implementation.

\* M Matt is an orthodox Jew, but is committed to pluralism and believes the Commission has tremendous potential in legitimizing pluralism in the Jewish community. Matt Maryles began the interview by brainstorming and indicating that New York City is too big for the Commission to get its arms around, that whatever the Commission ends up doing should not be done in New York. We have to begin to look at communities and markets in which we can be assured of success.

Community \* Matt, quite independent of anything that I had said, moved immediately into how a national entity needs to be created that could provide high profile and visibility. To make this go, the lay community needs to be able to see Jewish education considered at the highest level.

\* \* \* I asked Matt if he thought the federation was the key and he indicated that the federation is the leader in New York City, but it would vary from community to community. Every community might have a different mechanism but he did say that, overall, the federation could be the mechanism. He went on to explain that a national entity or mechanism could stimulate national and local leaders.

I then began to discuss with Maryles the very functions that a national mechanism, were it to be established, would have to deal with.

1. Criteria

Maryles believes that it should be small in size, well organized in a Jewish sense with strong lay leadership.

2. Impressions related to quality

Select people who have high credibility. We need lay leaders who believe in excellence, that professionals can't control it, and that lay people can drive it.

3. Impressions related to negotiations with the existing institutions

Here he feels that lay leaders set standards and that federations, in concert with congregations and bureaus, can begin to initiate the process.

4. Funding Sources

*Difference  
of opinion  
??*

He feels dollars are not as important as a lot of people think. Ideas are what is important. Maryles is not comfortable with funding. His philosophy is, it works best when people help themselves. He feels the national organization should be a catalyst and an idea exchange, not a money exchange. Professionals should support lay leadership in getting them to help. The national mechanism, again, should be hands on by definition but sell ideas. By selling ideas and not giving out too much money, he believes that will make the difference. If you are implementing ideas and strategies, it is by definition hands on, but with the money involved, it becomes self-serving. This was the first expression I've heard that money could be a problem in relationship to a national mechanism.

5. Monitoring and Evaluation

We did not get into monitoring and evaluation or how the central mechanism will work with local communities.

Matt felt that the June 14th meeting had to excite people. He indicated that he was extraordinarily impressed with the quality of commissioners and, in fact, felt that he was unable to fully express himself because of the powerful intellects that are on the Commission.

Matt indicated that he would make every effort to attend the meeting. He was not sure he could give it an entire day. I asked him if he thought small groups would make a difference in terms of his participation and he indicated that they could make a difference.



THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
TOWARDS THE THIRD MEETING OF THE COMMISSIONPost-Commission  
Planning

## INTERVIEW OF COMMISSIONER

1. COMMISSIONER: PROF. ISADORE TWERSKY
2. INTERVIEWER: PROF. SEYMOUR FOX
3. DATE: AUGUST 22, 1989
4. SETTING: HARVARD UNIVERSITY
5. DURATION: TWO HOURS
6. SUMMARY:

\* SHH

IJE  
Community Action  
Sites

Prof. Twersky began the discussion by expressing his concern that this commission might not achieve its full impact because of the lack of clarity about funding. I made it clear to Prof. Twersky that that's exactly what Mr. Mandel and some of the other members of the Commission were considering now and that everyone understood that the purpose of this commission was not merely to issue a report, but to deal with implementation.

\* Prof. Twersky then described in very powerful terms the impact that he felt this commission could have at this time. He believes that the report is of secondary importance, and what is needed are examples of successful Jewish education that can be developed in Community Action Sites. He also suggested that we should encourage successful activities (best practices) in Jewish education that are now in place. He indicated that he would be willing to participate in any successor mechanism to the Commission. We discussed several of the possible scenarios. He believes that the Commission as a group has an important role to play in addition to any successor mechanism, an IJE, etc.

He stated that he believes that Mr. Mandel ought to remain in a leading position, for it is he who has managed to both bring these people together and keep their noses to the grindstone.

I believe that Prof. Twersky wants to play an important role in the future work of the Commission. He will be attending the next meeting of the Commission.

MEMO TO: Seymour Fox, Stephen H. Hoffman, Morton L. Mandel,  
Joseph Reimer, Arthur Rotman, Herman D. Stein,  
Jonathan Woocher, Henry L. Zucker

FROM: Virginia F. Levi *rtf*

DATE: July 10, 1989

---

Attached, for your information, is a summary of a meeting between Ismar Schorsch and Annette Hochstein on July 2.





shorsh4/2MN-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE FOURTH MEETING OF THE COMMISSION

## INTERVIEW OF COMMISSIONER

1. COMMISSIONER: DR. ISMAR SCHORSCH
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: JULY 2, 1989
4. SETTING: SHOKEN LIBRARY, JERUSALEM
5. DURATION: 1 HOUR
6. SPIRIT: VERY INVOLVED, POSITIVE AND INTERESTED
7. SUMMARY:

The purpose of the meeting was to debrief about the meeting of June 14, and to consult on next steps.

1. Dr. Schorsch thought that the third meeting of the Commission was surprisingly good and moved the Commission nicely forward. He noted the fact that every meeting moved us forward, none was repetitious. The group discussions were very fruitful. The structure was good; the content was good.

2. The two foci of the Commission (which I.S. related to as personnel-national; community-local) are good and balance well national/local needs, and programmatic/enabling needs.

3. I.S. shared the following vision for the outcome of the Commission:

A. A mutual fund for Jewish education ought to be set up. It should pool the resources that are around the table and create a \$100 million fund for Jewish education in North America. The fund ought to be created before projects are launched.

B. A foundation should be set up, to be the agency that will preside over the funds. This foundation should help fund both existing quality programs and new programs. In addition to funding these, the foundation should be proactive - while allowing for local creativity. (I.S. elaborated on the dangers of a top-down program, or on a program that would only involve innovation: the foundation should help what exists, but it is quite conceivable that it should also stimulate creativity. It should not exert pressure from above, but rather respect the local and national institutions.) When we discussed this further,



JUL 03 '89 14:34 NATIV CONSULTANTS 312 2 699951 P.16-16  
we agreed that the foundation should also be a mechanism for coordinating, funding, initiating, monitoring, giving professional assistance to programs.

77 // There is no foundation, in North America, devoted primarily to Jewish education.

C. The community action sites should be pursued -- they are a good idea. The initial steps should involve asking communities to prepare clearly articulated proposals. The criteria by which to judge these proposals should include: their replicability, their potential national impact, their breaking down denominational lines, etc.

4. There are very many good ideas in the field: funding and resources are lacking.

5. The role of the J.T.S.A.: I.S. pointed to the large number of graduate students currently enrolled in the education program (75). He credited this to the increased availability of scholarships (both the Wexner Foundation's grants and a scholarship fund of \$1 million set up at the Seminary, have allowed to grant good fellowships to people aiming to work in day schools). He believes that the Seminary is gearing up towards dealing with the staffing needs of the Solomon Schechter Day school network and thinks they can do so. He spoke of the determination to create a school of Jewish education at the Seminary, making it a third professional school of equal standing in the institution. He shared some thoughts about how this would be done.

6. Recruitment for training is in his view not a real problem, if adequate funding is available. Indeed, there is today a lot of idealism among young people -- whose environment has been saturated with material wealth. He sees potential pools among cantorial students, rabbinical students and women in the rabbinate.

7. The denominational issue: I.S. believes that at this point it is too late to bring the denominational commissions into the process. He believes that when resources will be made available, they will join. In the Conservative movement relationships are not too complicated. I told I.S. that MLM might come to consult with him on the issue.

8. The next meeting of the Commission: The collective deliberation must be brought soon to closure -- one or two more meetings should suffice.

October 4: he asks that the date be checked with his office as soon as possible. Asks that the meeting not take place at HUC because the roadwork make access extremely difficult.

On the whole, I.S. sounds very positive towards the work of the Commission.



**Mandel  
Associated  
Foundations**

22a Hatzfira St., Jerusalem, Israel

Fax No.: 972-2-699951

Tel.: 972-2-668728

To: Mr. Henry L. Zucker	Date: July 9, 1990
	Urgent
From: Annette Hochstein	Regular
Fax No.: 216 361-9962	Time Sent:

**Message**

Dear Hank,

I thought the attached would be of interest to  
Mort, Steve, and yourself.

Best regards,

*Annette*

Annette Hochstein

mlm/

## MEMORANDUM

TO: MORT MANDEL, HENRY ZUCKER, STEVE HOFFMAN  
FROM: ANNETTE HOCHSTEIN  
DATE: JULY 8, 1990  
RE: MEETING WITH DR. ISMAR SCHORSCH IN JERUSALEM,  
JULY 6, 1990

Dr. Schorsch could not attend the Sixth Meeting of the Commission. However, he seemed to have been briefed about it by other commissioners.

The spirit of the meeting was positive and supportive. Ismar Shorsch sees himself as having taken a leadership role in his own movement as regards Jewish education, in particular because of his decision to create a school of education. He has created an "education cabinet" which includes all the national institutions of the Conservative Movement (the United Synagogue Commission on Education, Ramah Camps, the Melton Center for Research in Jewish Education, etc.).

We discussed the implementation of the Commission's decisions. In particular, these 4 areas were brought up:

1. Lead communities;
2. National strategies for building the profession with training at the center, but also recruitment, salaries and benefits, empowerment, in-service training;
3. A research agenda and its implementation;
4. Best practices and programmatic endeavors.

Discussion of these items led to consideration of the role of the Council, in particular:

1. The bridging role between programs, institutions, and funding sources;
2. Ensuring quality by assisting the planning processes, and establishing monitoring and evaluation procedures.

I.S. had understood that there would be no central fund, but that the Council would endeavor to act as a facilitator between institutions and sources of funding. He seemed to view this in a positive light.



He appeared eager to be involved in the work of the Council and asked who should be proactive: should he place a call, the first call to the Council, or will he be contacted? I told him that the Council was right now in the process of organizing (composition of the board, staffing, senior policy advisors). I did not deal directly with the role I.S. would have in each or any of these institutions since it was not clear to me whether or not we had taken a decision on this.

When discussing lead communities, I.S. pointed to the need to create a link between the national and the local institutions, pointing out that his education cabinet would not be accepted as a representative of local needs and institutions. This led to a clarification of views on how a lead community would work (by virtue of a local committee consisting of all local institutions, as well as local staff assisted in whatever way necessary by the Council and national institutions). We discussed the same as regards best practice.

In sum, I.S. is looking forward to the possibility of JTSA and the Conservative Movement's getting involved at both the local and the national level in the work of the Council.

I.S. showed interest in the work of the Institute which I had discussed with him in prior meetings. I shared with him the program of the syllabus conference and he expressed interest in that initiative and in the possibility of related work for the Conservative Movement. He asked if the Institute would accept proposals, and I clarified that right now we were being a proactive institute initiating projects and agenda driven. However, our purpose was to be of assistance to existing institutions in the efforts to bring about systemic change in Jewish education.

In general, the spirit of the meeting was action-oriented and was positive and supportive of the Commission work. I.S. seems to be very ready to get on board for implementation.

TOWARDS THE FOURTH MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONER

1. COMMISSIONER: DR. ISMAR SCHORSCH
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: JULY 2, 1989
4. SETTING: SHOKEN LIBRARY, JERUSALEM
5. DURATION: 1 HOUR
6. SPIRIT: VERY INVOLVED, POSITIVE AND INTERESTED
7. SUMMARY:

The purpose of the meeting was to debrief about the meeting of June 14, and to consult on next steps.

1. Dr. Schorsch thought that the third meeting of the Commission was surprisingly good and moved the Commission nicely forward. He noted the fact that every meeting moved us forward, none was repetitious. The group discussions were very fruitful. The structure was good; the content was good.

2. The two foci of the Commission (which I.S. related to as personnel-national; community-local) are good and balance well national/local needs, and programmatic/enabling needs.

3. I.S. shared the following vision for the outcome of the Commission:

A. A mutual fund for Jewish education ought to be set up. It should pool the resources that are around the table and create a \$100 million fund for Jewish education in North America. The fund ought to be created before projects are launched.

B. A foundation should be set up, to be the agency that will preside over the funds. This foundation should help fund both existing quality programs and new programs. In addition to funding these, the foundation should be proactive - while allowing for local creativity. (I.S. elaborated on the dangers of a top-down program, or on a program that would only involve innovation: the foundation should help what exists, but it is quite conceivable that it should also stimulate creativity. It should not exert pressure from above, but rather respect the local and national institutions.) When we discussed this further,



JUL 03 05 24:34  
we agreed that the foundation should also be a mechanism for coordinating, funding, initiating, monitoring, giving professional assistance to programs.

( There is no foundation, in North America, devoted primarily to Jewish education.

C. The community action sites should be pursued -- they are a good idea. The initial steps should involve asking communities to prepare clearly articulated proposals. The criteria by which to judge these proposals should include: their replicability, their potential national impact, their breaking down denominational lines, etc.

4. There are very many good ideas in the field: funding and resources are lacking.

5. The role of the J.T.S.A.: I.S. pointed to the large number of graduate students currently enrolled in the education program (75). He credited this to the increased availability of scholarships (both the Wexner Foundation's grants and a scholarship fund of \$1 million set up at the Seminary, have allowed to grant good fellowships to people aiming to work in day schools). He believes that the Seminary is gearing up towards dealing with the staffing needs of the Solomon Schechter Day school network and thinks they can do so. He spoke of the determination to create a school of Jewish education at the Seminary, making it a third professional school of equal standing in the institution. He shared some thoughts about how this would be done.

6. Recruitment for training is in his view not a real problem, if adequate funding is available. Indeed, there is today a lot of idealism among young people -- whose environment has been saturated with material wealth. He sees potential pools among cantorial students, rabbinical students and women in the rabbinate.

7. The denominational issue: I.S. believes that at this point it is too late to bring the denominational commissions into the process. He believes that when resources will be made available, they will join. In the Conservative movement relationships are not too complicated. I told I.S. that MLM might come to consult with him on the issue.

8. The next meeting of the Commission: The collective deliberation must be brought soon to closure -- one or two more meetings should suffice.

October 4: he asks that the date be checked with his office as soon as possible. Asks that the meeting not take place at HUC because the roadwork make access extremely difficult.

( On the whole, I.S. sounds very positive towards the work of the Commission.



\*a g m  
\*m m

*[Handwritten signature]*

TO: Morton L. Mandel  
Arthur J. Naparstek  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker  
HLZ  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 1/27/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

INTER-OFFICE CORRESPONDENCE

*[Red wavy line]* Yitz Greenberg's letter of January 3rd suggests that the Mandel Foundations and other family foundations would make their maximum impact on Jewish education if they "Choose one area (or a fragment of an area) where it could make a major difference in the long run. This would be the most constructive way to upgrade Jewish education." Yitz goes on to say that "It comes down to a personal or intuitive judgment on your part as to which area you wish to take on." This approach would have a lot of appeal to persons who have a special interest i.e., Jesselson on day schools, Bronfman on informal education, Wexner on training.

\* When we consider funding arrangements, we ought to discuss Yitz's suggestion. At the same time, we should probably look to the federations and the organized Jewish community for a comprehensive approach to raising the quality level of the Jewish education enterprise.

Yitz also called attention to Eli Evans' suggestion that we make a "critical study of Jewish education." Hirschhorn and others have called our attention to the need for a critical evaluation of how we are now spending community funds for Jewish education. There seems to be a general feeling that if we simply throw more money at the problem under prevailing conditions, we will fall far short of our mission. Should there be some basic changes in the way we organize to offer and administer Jewish education? Are there current programs which are not going to succeed? Are there others which have a better chance to succeed?

\* A general discussion of these questions by the senior advisor group would be useful, followed perhaps by discussion by the Commission.



REPORT ON INTERVIEW WITH YITZ GREENBERG, 4/28/89 BY JONATHAN WOOCHEER

I. IJE

\* YG raised the question of why an existing agency or consortium of agencies could not and should not play the role envisioned for the IJE.

He agrees that the strategy of seeking change at the local level is correct, but cautions that we should not underestimate the difficulty of achieving the high degree of coordination envisioned even at the local level. Institutions do not have a commonality of perspectives and interests. Thus, the strategy being projected may call for a level of organization greater than local institutions are currently capable of, and yet fall short of promoting change in the national arena. He is concerned that the process will become mired in politics, the least productive area if one is interested in educational change. In trying to encompass everything (in a community), nothing may be achieved.

In practical terms, he wondered where the educators would come from to implement the comprehensive approaches. YG feels that a different cut on the personnel problem, e.g., on developing and sustaining 100 new educators, through fellowships or a venture capital fund to support a "nurturing" network for talented individuals in the field who burn out too soon, might be more productive. Creating a structure for supporting 100 such educators would be worth \$15-20 million a year in terms of its impact.

*Interesting* Later, when the dynamics have changed and the talented people are out there, we can think in terms of coordinating more systemic change.

With respect to the building community leadership and support option, YG is concerned that the work of existing organizations like CLAL not be duplicated.

He is also concerned, on the other hand, about how to deal with the fact that existing structures are often mediocre. We can't just "pay them off" to secure their political cooperation. Qualitative judgments will have to be made.

\* \* \* In general, YG advocates that MAF make clear its commitment to fund new initiatives in one area, e.g., personnel, and try to convince other foundations represented on the Commission to take an area of their choosing -- either a project or a community. Once the initiatives are up and running, we can tackle the question of coordination.

YG does see the potential role of a "think tank" type instrument, although this is not his highest priority. One option would be to give the funds to an existing organization like JESNA to do this. If an independent entity is to be created (and YG is

(concerned this may be premature), it should not be massive. There is also the question of where to locate such an entity. Brandeis or another non-denominational setting -- perhaps even Beit Clal -- is a possibility, and fellows could be brought in from the denominational institutions.

## II. Commission Process

The June meeting should focus on strategies for change. (If there are foundations already committed to certain initiatives, these should be incorporated.)

There should be papers in advance on strategies, assuming that several alternative models have been identified [my note: e.g., the IJE model and YG's proposal]. These can be the focus for discussion.

There is no need to sell the personnel option at the meeting. The need is to convince others beside MLM to do their share, either with respect to this area or another of their choosing.

If we can agree on a model of how to create change, then the need is to discuss the substantive areas each will focus on. If there is disagreement on the "how," then we need to discuss the different models.





SHH

I. IJE

YG raised the question of why an existing agency or consortium of agencies could not and should not play the role envisioned for the IJE.

He agrees that the strategy of seeking change at the local level is correct, but cautions that we should not underestimate the difficulty of achieving the high degree of coordination envisioned even at the local level. Institutions do not have a commonality of perspectives and interests. Thus, the strategy being projected may call for a level of organization greater than local institutions are currently capable of, and yet fall short of promoting change in the national arena. He is concerned that the process will become mired in politics, the least productive area if one is interested in educational change. In trying to encompass everything (in a community), nothing may be achieved.

*See below*  
In practical terms, he wondered where the educators would come from to implement the comprehensive approaches. YG feels that a different cut on the personnel problem, e.g., on developing and sustaining 100 new educators, through fellowships or a venture capital fund to support a "nurturing" network for talented individuals in the field who burn out too soon, might be more productive. Creating a structure for supporting 100 such educators would be worth \$15-20 million a year in terms of its impact.

Later, when the dynamics have changed and the talented people are out there, we can think in terms of coordinating more systemic change.

With respect to the building community leadership and support option, YG is concerned that the work of existing organizations like CLAL not be duplicated.

He is also concerned, on the other hand, about how to deal with the fact that existing structures are often mediocre. We can't just "pay them off" to secure their political cooperation. Qualitative judgments will have to be made.

In general, YG advocates that MAF make clear its commitment to fund new initiatives in one area, e.g., personnel, and try to convince other foundations represented on the Commission to take an area of their choosing -- either a project or a community. Once the initiatives are up and running, we can tackle the question of coordination.

YG does see the potential role of a "think tank" type instrument, although this is not his highest priority. One option would be to give the funds to an existing organization like JESNA to do this. If an independent entity is to be created (and YG is

( concerned this may be premature), it should not be massive. There is also the question of where to locate such an entity. Brandeis or another non-denominational setting -- perhaps even Beit Clal -- is a possibility, and fellows could be brought in from the denominational institutions.

## II. Commission Process

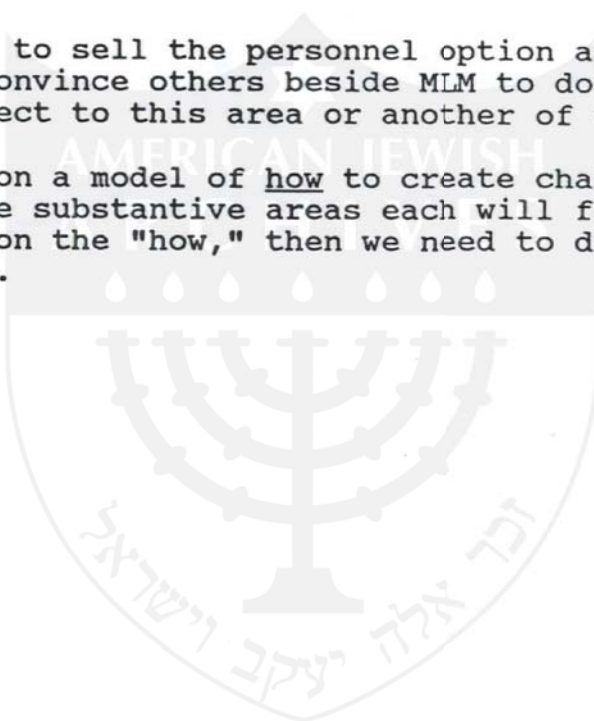
The June meeting should focus on strategies for change. (If there are foundations already committed to certain initiatives, these should be incorporated.)

There should be papers in advance on strategies, assuming that several alternative models have been identified [my note: e.g., the IJE model and YG's proposal]. These can be the focus for discussion.

There is no need to sell the personnel option at the meeting. The need is to convince others beside MLM to do their share, either with respect to this area or another of their choosing.

If we can agree on a model of how to create change, then the need is to discuss the substantive areas each will focus on. If there is disagreement on the "how," then we need to discuss the different models.

J. Woocher





INTERVIEW WITH  
BENNETT YANOWITZ

ARTHUR J. NAPARSTEK  
MAY 23, 1989

2 HA  
*[Signature]*

I. Progress Report on Commission Activities Since the December 13 Meeting

I reviewed with Bennett Yanowitz the progress the Commission has made. Specifically, we focused on the consensus that came out of the December 13th meeting. I asked Ben if he agreed that commissioners were comfortable with the idea that the Commission's mission was to bring about across-the-board change on a systemic level and to focus on implementation. I also reviewed with Ben the framework which was agreed to by the Commission at the December 13th meeting. The framework includes the identification of personnel and community as enabling options and the identification, without prioritizing, of 23 other programmatic options.

Ben pointed out that the challenge before the Commission is to bring about implementation.

II. Implementation

I reviewed with Ben that in thinking about implementation, we need to look at education on a local level. He agreed with that perspective. I then put forward the idea of the development of demonstrations. At that point Ben indicated that before we begin thinking of demonstrations or any other mechanism related to implementation, we need to assess the problem and get a group of commissioners to talk it through. Let people begin thinking of what personnel means in relationship to implementation on a local level.

\* Ben spoke of JESNA's emerging role in this area. JESNA is committing more and more time to the issues of personnel. Last month, JESNA's Executive Committee approved the concept of JESNA becoming the organization that could house an endowment for Jewish education. The JESNA goal is to raise \$10 million for the endowment.

He then asked me if I thought this would compete with the Commission. I turned the question back to him, his response being that he and Woocher discussed the problem of competition and felt that the needs in the field were great, and if the Commission only focused on community and personnel and not all the programmatic options, there would not be any competition. I pointed out that there was a relationship between personnel, community and the programmatic options.

↓  
Crown Foundation's "Best Practices" project  
with JESNA.



level and can tie themselves more closely to the world of American higher education in general. This can be a basis for institutional development and exchange in areas of academic administration, curriculum, etc., and ultimately for a definition of the resources and roles of the various institutions.

12. The denominations have specific images of what Jewish life should be. When these are transmitted effectively, there are great dividends for Jewish continuity. We should have an interest in encouraging these particular images and even competition among them.

It is not clear whether "neutralized" and "communalized" images can impact on people as powerfully and generate commitment in the way that the more particularized images of the several denominations can. The emphasis in recent decades on a "communal" approach to Jewish continuity needs to be qualified by the recognition that serious commitments to a Jewish way of living may be generated better through more particular contexts and contents.

Chancellor Schorsch noted that MLM's desire for this meeting is testimony to the aim of bridging the distance between the Commission and the denominations. The growing interest and support of philanthropists for Jewish education should be gratifying to the participants.

In concluding, MLM reemphasized that the Commission is dedicated to breaking through the walls that have divided various groups. Educators like those at this meeting must be part of the process, helping to form a solid phalanx on the key issues, and working in their own contexts and settings on the particular pieces that will implement the shared vision. The money is there for a revolution in Jewish education if we can develop a worthy product and market it effectively.

In subsequent reflection, MLM identified two ideas to be considered in the course of implementation of the Commission's recommendations:

1. developing a "standing colloquium on Jewish education" which would bring together (perhaps once a year for several days) the educational leadership of all the denominations and the communal sphere
2. documenting the process dimensions of successful local commissions so that these can be used to guide other communities.





15 EAST 26th STREET - NEW YORK, N.Y. 10010-1579

January 3, 1990

A report on interview with Stuart Eizenstat, member of Commission

Interviewer: Art Rotman

The interview had to be by telephone because of the difficulty of dovetailing schedules. Duration: Half-hour.

Stuart Eizenstat is very impressed with the work of the Commission and intends to attend the next meeting. However there is a 50/50 chance that he will be in Israel at that time, so that his indication of attendance is, at this time, only tentative. He will be in a better position to know as we get closer to the Commission meeting.

Fund. Stuart came out very strong on the need for the establishment of a large fund of several million dollars to be available for the implementation of the work of the Commission. He's of the opinion that there is a great deal that needs to be done both on a national level and a local level, if the recommendations of the Commission are to be effected. The availability of such a fund (the number of \$25,000,000 was mentioned), would allow the focusing of a sufficient mass of resources which would be essential if there was to be any kind of significant change.

Community Demonstration Sites. Stuart suggested that if four or five sites are selected that each be asked to demonstrate a different aspect of Jewish education, in addition to demonstrations in the area of personnel and lay leadership involvement. He suggested as examples:

- Early intervention/pre-school
- Adult education
- Day schools
- Supplementary schools

Hopefully, the demonstration sites will provide a "measurable" result of their efforts. In many communities there are, at this point, baselines for comparison. In others, we would need to develop such baselines. It's only by comparison of these baselines from one year to the next, or over a period of time, that we would be able to determine any success.

Stuart asked whether there would be any central mechanism selected in each community to be the prime mover. He was satisfied that it might be somewhat different in each community but that the Federations could play a key role.

Stuart stressed the need for accountability. Each community should have a line of responsibility to the central overall national entity for this accountability.

It would be necessary to get a commitment from the local community that they are seriously interested and will provide, in due course, the necessary funding. One way of doing this might be to provide an incentive. For example, if we wanted to end up with four or five sites, we would select ten or twelve. In each community the approach would be that the final selection would depend on the indication of community support. This, of course, would assume that there is a sufficiently large pool of funds available nationally, which could then be funnelled into the communities to act as an incentive. Stuart thought that it would be very difficult for the Federation to provide funds out of its campaign. He pointed out that in Washington, where he is president of the JCC, he has just received a letter from Federation indicating that the allocation to the Center would be five percent less than the previous year, which, with inflation, means in effect a ten percent cut. In the face of such cuts it would be difficult to get Federations to project that, even in a few years, they would be in a position to provide the necessary resources. However, these resources might be obtained from other large givers, depending on the success of the efforts in lay leadership involvement.

National Entity. Stuart feels that there needs to be a continuation of the Commission. The composition of the Commission is just right and it is so unusual to get such a diversified group to be so involved that it would be a shame to give it up. Meetings could be held once or twice a year.

The key to success would depend not only on the continuation of the Commission but on a small core of professionals of top quality, who would staff this entity. Staff with credibility in the communities who could act as catalyst, monitors, evaluators, etc. would be crucial.



MLM-SHA

JUL 26 1990

TO: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

FROM: Morton L. Mandel

NAME

DEPARTMENT/PLANT LOCATION

DATE: 7/26/90

REPLYING TO

YOUR MEMO OF:

SUBJECT:

I am starting to feel a bit uncomfortable about the time it is taking to meet with Steve Hoffman and get the Council off the ground. It looks to me like we need to "energize" this process a bit more. No doubt, Steve's already heavy load is a block in what we are trying to do, but this is certainly understandable.

I suggest the following:

1. You, Steve and I should have regularly scheduled meetings, until we get our "M.O." going.
2. These meetings should have minutes and assignment lists so that we can monitor progress. We should use our standard factbook process.
3. We may want to consider enlarging the group to include one or two more persons.

We should discuss this when it is convenient.

INTER-OFFICE CORRESPONDENCE

\*  
V.H. to same  
as secy?

HL2

TO: Morton L. Mandel FROM: Henry L. Zucker DATE: 7/30/90  
NAME NAME  
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

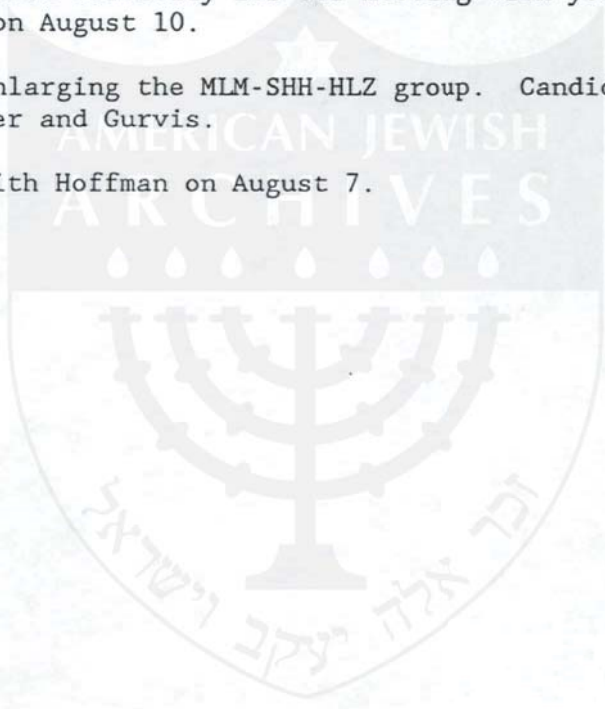
*HLZ*

I agree with you that we need to step up the pace of our meetings with Steve Hoffman and get the Council off the ground. Steve's and my indispositions certainly didn't help. We should have regularly scheduled meetings, and I hope that we can put these on the calendar for the next two or three months.

Steve and I will prepare carefully for our meeting with you on August 7 and for my meeting with you on August 10.

I like the idea of enlarging the MLM-SHH-HLZ group. Candidates include Ariel, Rotman, Stein, Woocher and Gurvis.

Let's discuss this with Hoffman on August 7.



ENCLOSURES



TO: Henry L. Zucker FROM: Morton L. Mandel DATE: 7/31/90  
NAME NAME  
DEPARTMENT PLANT LOCATION DEPARTMENT PLANT LOCATION  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

Further to my last memo, the planning process we used for the Commission seemed to work. I suggest we initiate something very similar for the Council on Jewish Education.

Some of the elements included:

1. VFL acted as secretary. *invite VFL to slg mtg. of M.M. 5th. 122*
2. We used factbooks with minutes and assignment lists.
3. We had an advisory group.
4. We had regularly scheduled meetings in Cleveland.

Some names that might be considered are Al Schiff, Art Rotman, Jon Woocher, David Ariel, etc. In addition, we will want to talk to Steve about obtaining, on an interim basis, the services of someone to staff him, the same way Mark Gurvis worked part time for the Commission.

We can discuss this on August 7.

SHH = HLZ  
on 8/6

AUG 01 1990

TO: Henry L. Zucker FROM: Morton L. Mandel DATE: 7/31/90  
NAME NAME  
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

Further to my last memo, the planning process we used for the Commission seemed to work. I suggest we initiate something very similar for the Council on Jewish Education.

Some of the elements included:

1. VFL acted as secretary.
2. We used factbooks with minutes and assignment lists.
3. We had an advisory group.
4. We had regularly scheduled meetings in Cleveland.

Some names that might be considered are Al Schiff, Art Rotman, Jon Woocher, David Ariel, etc. In addition, we will want to talk to Steve about obtaining, on an interim basis, the services of someone to staff him, the same way Mark Gurvis worked part time for the Commission.

We can discuss this on August 7.

I  
N  
T  
E  
R  
-  
O  
F  
F  
I  
C  
E  
  
C  
O  
R  
R  
E  
S  
P  
O  
N  
D  
E  
N  
C  
E



C. L. E.

MEMO TO: Stephen H. Hoffman

FROM: Henry L. Zucker

DATE: August 2, 1990

HLZ

The attached memo from MLM suggests that we establish a planning process for the Council, somewhat modeled on the Commission's process.

Let's discuss this on August 6th in preparation for our session with MLM on August 7th.



CJJE file

AGENDA 8/6/90

SHH - HLZ ~~ALZ~~ ~~EL~~

1. MLM - SHH - HLZ Meetings

- a. Set up calendar through November 8.
- b. Whom to add to our Group? Rotman, Woocher, Ariel, Stein, Gurvis.
- c. VFL to serve as Executive Secretary?

2. Staff

Where do we stand? Who is being considered? When will 2 assistants be on board? Is there an assistant to SHH who could start soon on a part-time basis? How will we use part-time consultants? How should VFL be involved? Should she meet with us and MLM on 8/7 at 7:30?

3. Organization of the Council

Board Membership  
Senior Policy Advisors  
Fellows  
Talent for specific assignments  
Advisory Council (meets annually)

4. Council Program and Budget

SHH to prepare an outline of the Council's program and a draft of its budget - to discuss with MLM. Should it go to Senior Policy Advisors? (Use this statement with funders after it is adopted officially.)

5. Funders

- a. See HLZ memo to SHH - MLM re: family foundation status.
- b. See HLZ draft of Council's funding assignments.

6. Senior Policy Advisors

Should be meeting on 9/16 in NYC? What is the agenda?

7. Philadelphia

November 26 is being checked with MLM. Should SHH join MLM for Philadelphia meetings?

8. Status of Lipset request

9. Agenda for MLM - SHH - HLZ on 8/7



8/6/90

## COUNCIL ON INITIATIVES IN JEWISH EDUCATION

### I. Mission

The CIJE has six basic roles to fulfil -- advocacy on behalf of Jewish education; initiating action on the specific recommendations on personnel and community development called for by the Commission on Jewish Education in North America; forging new connections among communities, institutions and foundations; establishing and acting on a new research agenda; helping to facilitate synergism within the emerging foundation community; and energizing new financial and human resources for Jewish education.

#### A. Advocacy

The best lay and professional leadership of the Jewish community need to be attracted to the cause of Jewish education. Visions of what should and can be achieved in the 21st century need to be repeatedly placed before our communities' leadership and the wherewithal to do so obtained. The CIJE can provide a unique blend of individual and institutional advocacy in North America.

#### B. Initiatives

Several specific recommendations are being promoted by the Commission on Jewish Education in North America. These include the need to radically strengthen personnel in the field and deepen local community leadership's commitment to Jewish education. Through comprehensive planning programs and experimental initiatives in designated lead communities, CIJE will bring together continental institutions and other experts to yield breakthroughs in Jewish education development at the local level.

#### C. Connections

Creative people, institutions, organizations and foundations are all acting on new ideas in Jewish education. The CIJE seeks to provide a meeting place that will bring together funders with proposals; proven ideas developed by foundation initiatives with communities eager to know what works; institutions developing new approaches with personnel and resources to make the breakthrough; funders with each other to share accomplishments and possibly co-venture new undertakings of large magnitude.



D. Research

While there are many people engaged in Jewish education research, there still appears to be no coordinated, systematic analysis of what works in Jewish education. Research interests have been justifiably idiosyncratic. The Commission on Jewish Education in North America found gaping holes in what we can say we know with real confidence, rather than relying on conventional wisdom. A comprehensive, multi-year research agenda needs to be outlined by the best thinkers on the continent, assigned to the most promising talent, supported, and the findings critically examined and disseminated.

E. Synergism

One of the most exciting new developments in Jewish education -- one that holds great promise for the field -- is the serious entry of strong private foundations into Jewish life in general and Jewish education in particular. This is an unprecedented development. The foundations are deploying strong creative staffs and developing recognizable signatures of their interests and accomplishments. Recruitment, day schools, training high potential professionals, identifying master teachers and programs, and Israel experiences are just a few of the interests being pursued. The richness of foundation endeavors is a real blessing. Through the synergy of coming together at the CIJE, foundations could efficiently diffuse their best innovations throughout the lead communities and should they desire it even help each other advance their agendas by consulting with each other, exchanging professional resources, avoiding recreating notions, etc.

F. Energize

Through the work of the Commission on Jewish Education in North America and the work of other entities, a new group of professionals for Jewish education has begun to be identified. Generally these are people who are experts in general education who have an interest in Jewish affairs. CIJE will seek to identify these people and provide them with effective avenues to use their talents on



behalf of the Jewish people, much the way we now benefit from many of the best lay leaders in the business community and other professions.

Further CIJE will attempt to generate new financial resources within local communities and on a continental basis to back the ideas that are proven to work in Jewish education.

CIJE hopes to energize new professional and financial resources to add to the gifted people already at work. Ultimately local federations, congregations, and schools will need to commit more resources to accomplish the Jewish education agenda for the next century. This will not be an easy thing to achieve. It is hoped that CIJE will be able to facilitate foundations interested in providing a quick start to the development of new innovative efforts and then provide some longer term support.

## II. Style

The CIJE will not be a big new comprehensive direct service provider. It isn't seeking to displace any existing institution or organization. Rather, CIJE expects to operate with a very small core staff -- no more than 3 or 4 professionals -- and operate through the efforts of others -- JESNA, JCCA, CJF, Yeshiva University, JTS, HUC, Reconstructionist College, Torah U Mesorah, Brandeis, Stanford, Harvard, Spertus, Boston Hebrew College, etc. This list could go on and on! The need is not for a new service delivery mechanism but for a catalytic agent -- one that can convene meetings of the denominational institutions and departments, peer organizations, foundations, and the like.

No existing organization plays this role today in Jewish education. CIJE, building upon the already successful engagement of these entities through the Commission on Jewish Education in North America, can play this role. The identity of all partners would be preserved and their missions enhanced. The rich diversity of foundation interests would be infused into the consciousness of the established community.

### III. Structure

A simple structure to govern the CIJE is envisioned.

#### A. Board

Approximately 20 to 30 people will govern the CIJE. They will be drawn from among the leaders of the foundation community, continental lay leaders, outstanding Jewish educators, and leading Jewish academicians.

#### B. Senior Policy Advisors

A group of 10 to 12 senior policy advisors will provide ongoing professional guidance to the professional staff and board of the CIJE. They will be drawn from the ranks of the continental organizations and institutions and outstanding individual professionals.

#### C. CIJE Fellows

Beyond the Senior Policy Advisors group, the CIJE intends to assemble 50 or so fellows to provide intellectual, educational content to its work. These Fellows would be identified from among the people currently at work in Jewish education, and leading academicians and practitioners in general education with a strong interest in Jewish life. In addition to providing ongoing advice to CIJE, the Fellows should be a rich resource for consultants for lead communities, foundation initiatives, the research agenda of CIJE, and the institutional objectives of CIJE working in concert with others.

#### D. Advisory Council

At least once a year CIJE will reconvene the members of the Commission on Jewish Education in North America, augmented with other key figures in Jewish education. This will provide an opportunity to check on the progress of implementing the Commission's recommendations and provide fresh insight on new developments that should be on CIJE's agenda.



E. Staff

The staff of CIJE will consist of a chief professional officer (initially Stephen Hoffman, the Executive Vice-President of the Cleveland Federation); a chief educational officer; and a planner. Appropriate support staff would be in place as well. An initial budget is attached.

8/6/90

SHH:gc:B1:39C

Att.



August 6, 1990

COUNCIL BOARD (30?)

1. Bronfman, Charles
2. Crown, Lester
3. Mandel, Morton
4. Melton, Florence
5. Hirschorn, David
6. Cowan, Rachel (Cummings)
7. Evans, Eli (Revson)
8. Ackerman, Mona (Rigklis)
9. Corson, Maurice (Wexner)
10. Dobbs, Steve (Koret)
11. Scheuer, Richard
12. Fisher, Max
13. Haas (San Francisco) (?)
14. Arnow, David (?)
15. Yanowitz/Greenbaum
16. Berman/Goodman
17. Pollack, Lester
18. Maryles, Matthew
19. Field, Irwin
20. Ritz, Esther Leah
21. Twersky, Isadore
22. Lipset, Seymour
23. Colman, John
24. Shapiro, Dan
25. Berman, Bill (?)
26. Lainer, Mark
- 27.
- 28.
- 29.
- 30.

Others: Orthodox Fdn.  
Denominations  
Professionals

SHH:dv:05:F



August 6, 1990

SENIOR POLICY ADVISERS

1. Marty Kraar
  2. Art Rotman
  3. Jon Woocher
  4. Seymour Fox
  5. Annette Hochstein
  6. Yitz Greenberg
  7. Steve Solender
  8. Al Schiff
  9. Sara Lee
  10. Josh Elkins
  11. Dan Pekarsky
- ( Zucker )  
( Stein )  
( Hiller )  
( Shrager )  
( )  
( Denominations )  
( CAJE )

*Per's  
consultants*



18

SHH:dv:06:F

# Necessary Activities JAN - JUNE

## Units & Belts

Board Structure  
Sr. Policy Advisors  
Finances  
Staff recruitment

March 18 Board Mtg.

July

November Board Mtg.

"

Advisory Council Mtg.

## Soft Program

Foundation Networking

Marketing: A Time To Act



Communications Program

Cultivation of Elik 5

Bridging Activities

## Concrete

Lead Community RFP  
a. selection criteria  
b. planning teams  
Best Practices Panel  
Roster of Experts

Pre-service Training  
Strategy

In-service Strategy

Research Strategy

Monitoring/Evaluation  
Unit-Feedback  
loop...

AMERICAN JEWISH  
ARCHIVES

2,750,000  
- 300,000  
-----  
2,450,000



1/7/91 - MAF/CJE

Wed 7:30 AM w/ Mark  
Thurs 7:30 pm Alexander  
Tue 7:30 pm - B. Mandel  
Call Donchik

12 BAR, Ash  
DANNI MAROM - under  
AMI BOUGHANIM - internal 20  
MARK ROSENSTEIN

JW/ lead communities / profession - show them the statement

Should the lead communities project include  
a sharing with other Federation Jewish  
educative commissions?

## LEAD COMMUNITY

create events to involve top lay people

A contract between CJE + local community  
what are the mutual expectations...

a. broad planning period / assessment

b. series of initiatives on  
personnel

role of local programming  
leadership development

c. we provide ongoing team of consultants,  
mediation with nat'l bodies, grant  
writing assistance...

d. evaluation e. regular communication

statement of basic elements to be available  
in each community...

Commitment of nat'l institutions to provide  
local in-service training for lead  
communities...

WORKPLAN

CONTEXT

ISSUES

LEAD COMM

RESEARCH

PROFESSION

COMMUNITY/  
ADVOCACY

FELLOWS

Seminar for  
Fed planners  
on education  
issues

Develop new  
grp of Fed.  
education  
planners

Covenant

Recruitment




1/7/2012

JW - work with a local community w/ array of options - they decide which they want to tackle - may be limits on how comprehensive they'll get...

AF - how large an option program should CITE have available...

JW - CITE at outset should do it's own inventory work on options...

AR - involve our community and test our ideas against it... WASHINGTON, DC

JW - will need evaluation research alongside the CITE process... // tool up on how to help  institutions learn new ideas

AF - alternative conceptions of what can be?  
BEST PRACTICES - how do we identify them...  
supplementary schools...

AR - How do you get community attitudes (local leaders) to change?

\* SJ: Some high level group given a stamp of approval to an idea... Panels, etc.  
Jim Colman - book?

\* JW How we form accountable alliances to do the work?



1/2/81-3

Lead community criteria:

geography

city size

potential for replicable programs

- CRITERIA -

- ★ 1. cooperative / successful top professional leadership  
who exhibit motivation to be seen as successful  
in this area // Who will the Fed. assign = 75% of time
- 2. avoid Cleveland / Baltimore etc - they're already too well  
organized  
(alternative - go to a city where you can  
experiment)

Go for 1 community each {  
A. Giving Hope - Ideal state  
B. Greater chance for success  
C. Replicability

- ? 3. education criteria: communities that are too  
small to have much in the way of resources...  
general education considerations  
assimilation / relationship to general community  
#s of day schools / # supplemental schools  
day school attractiveness v. public schools

Programmatic  
hot houses

- 4. Evidence of c-o ability / agency cooperation
- 5. Evidence of financial potential - how would you
- 6. Commitment of top lay leadership financial experimentation
- 7. Availability of academic resources (students + profs)
- 8. Robustness of Jewish education institutions?



1/2/21 - 4

What does CITE bring to a local community?

★ 1. Roster of experts

2. Planning team  
(account manager)

a. { JEINA

b. { JCCA

c. { CTF

d. CITE staff member

? f. CITE consultants/planner/evaluators  
(this person does the  
assessment study?)

g. academic  
input on state  
of the art?  
consultant to  
CITE??

quality control  
bridge w/ nat'l +  
local resources

e. Presence of <sup>conceptual</sup> supplementary expert?  
(introduce at what stage?)

3. insist on decent local  
planning staff

4. educational planning is  
not well mastered...

5. bridging role w/ foundations

JCCA staff w/ others?  
What are you giving us  
that's unique?

What do the institutions  
have to offer?

Who financed the  
planning process?

What kind agencies now  
provide services

Value of integrated team

Develop managers  
team for each city  
day school operation

Involve the dominations?

Money available in  
general education  
that CITE can  
tap...

\* Ask for it on  
intermediary orgs.



11/7/91 - 5

Concept - build a prototype

1/8/91 - 1

Lead Communities = Building blocks

1. lay leadership development: new top leaders
2. personnel
3. Israel programming
4. synergism - building education across various forms + settings
5. philosophy of Jewish education... how do you change direction?

how deep to intervene? create the conditions to let them do it?

" " " minor quality control?

more rigorous; hold each other more accountable...

What are the areas that are likely to succeed? \* Ask MLG for the job

What are the building blocks of a lead community?

" " " " " we're coming in with?

\* How do we build a quality control/evaluation team?  
monitoring, feedback, evaluation loops...

\* Send Shulamith Elster copying Cleveland minutes + documents

\* Ask YU/T.M., JTS, UANHC/HUC philosophy of their education



1/7/51 - 2

Board Committee?

Task Focused...

Arrange out the work???

"Think with you?"

## Building the Profession

- \* Recruitment
- \* Pre-service training issues / Training Institutions
- \* In-service training
  - Executive / Senior Personnel development

Retention

Image / Status

Licensing / Certification / Standards

- \* Compensation

Training Institutions

Professional organizations

Career Ladder / Development

Supervision

Evaluation of Teachers / Educators

Research / State of the Art / Body of knowledge

Role of general education

Outplacement

Full time job development / new positions

Variety of disciplines Specialists / Generalists

Empowerment

- \* Networking

Role of para professionals

What CIFE needs to do in get families in these areas?

Should CIFE say "planning in my function" || OUTSIDERS  
don't simply stop things out...



1/12/11

OPTIR

## Master Plan for Pre-Service Training - MAP/CISE

Who should be the players in the process?  
How much resource to devote to master plan development?

Angela Davidson's article on what there is now?

Steps: pre plan - issues to be considered  
plan - to address the variety of issues...

6 months...

Who are the people working on these issues now?  
at YU, JTS, etc.

AFH / A Hachstein: Paper on strategic planning job on pre-service training: define the needs  
current resources  
define options?

describe the planning assignment

Jewish training institution vs general universities...

[Seek to develop master plan or how to use Israel experience in local communities + preview w/ CRS Foundation]

★ Get a list of what JESNA is in to...

★ Are there networks we would want to create?

★ Compensation: Hank Levin - Stanford  
Economics of Education



1.9/91 - 1

\* Where is the Galleys poll?

## - RESEARCH -

### Policy research

tools: evaluation + monitoring  
for program design

few evaluation studies that are profound;  
monitoring is haphazard; ideologically weak

i.e. standardized tests

market research?

### Pure research

a map of the field (the  
teaching of Hebrew; longitudinal  
impact studies)

### Questions formulated by outsiders

\* How much research money can we generate? Would it make a difference? Don't have a central address for funds?  
Need a central address for research access?

base counts of teachers, etc.

need for research in history + philosophy of Jewish education?

We want to expand the research capability in North America.

JESNA now has a modest data base of current research  
underway now in N. America...

research network - conference

identified small cadre of people who care...

JW: objection → ① influence researchers; give people more  
directions... Melton Ctr; Mandel Center  
create a research agenda

SF: There are not many real researchers to do the job!

Those who can are put into jobs that inhibit their research time.

JW:

①a reach out to institutions that have a research culture  
+ reach out to people there to do some work...



11/9/91-2

can't rely on the Jewish institution alone

② need to find the dollars; need to lobby and educate the foundations

\* do they need the sense of relative importance of one project vs. another

③ modelling research planning - CITE should use research by example

JW = ??? CITE itself may not be the address for research proposals

Alan Hoffman - Should there be a research agenda? \*

Or money designated for certain areas?

Foundations have been insensitive to research needs...

J.A. Pincus Fund " " " " "

\* Post-doctoral year available to high level graduates w/ follow up 2-3 years...

\* Lead commission will create research needs - CITE should then issue RFP w/ rigorous peer review...

JF: should not invest in the current research crop...

Put together some real smart people to do a planning job... Lipset, Hoffman (Alan), Coleman, etc... figure out what should we do...

should we endow professorships in Jewish education research ???

\* Ask Leon Rosen at JESNA to coordinate this project \*  
(+ ask D. Hirschman to fund it)

TEAM



1/21/91-3

JU - should we try to squeeze what we can out of what exists...

tell folks about our issues + see if they want to research in these areas...

vs. risk of rising expectations??

\* Leon + Shulemitch to do a paper on the lack of capability in research... Isaac Aron

Papers by Barry Chazan

David Reznick

Hugh Davidson

Susan Chwartz

Tom Riemer

Saul Wachs

\* \* Ask Meffler to do the concept paper to show of foundation  
Feb. + Meffler w/ SF

Heller

\* Data collection - money to go to JESNA w/ paper advisory group...

JCCA / JESNA to prepare a proposal (will seek out a consultant after talking w/ Annette)



1/9/91-4

## Community Advocacy

CONTINUATION / Lead Community

Senior decision making

Opportunity to work w/ top level professionals...

a process that stays in touch w/ lay players -  
constant/consistent interview, etc.

how to hold leadership...

issues for discussion:

challenge of supplementing school - w/ appropriate preparation...

style of working w/ seniors?

too professionally dominated (vs. prof. subcommittee)

naturally need pizzazz - continually

we have a problem - Jewish educators + Gay leaders \*  
are mutually uncomfortable  
with each other?

? Our most prominent national leaders who are  
advocates of Jew Ed. need to see themselves  
as role models...

(work with identifying new high profile leaders)

[these groups will have to be well staffed]

Go for the top 5

Work w/ Udel + Jenna?

Summit Conf. - Jew Ed.?

University Presidents...

Nobel Prize Winners?

Top Academicians...



11/5/91 - 5

\* President of Israel could invite people to a meeting...

mine the commission list...

Egg HEAD Millionaires



2ell # w/A.T.

Pitkyer + MUR  
investments??

Amelia:

- \* ① Lay leadership in jobs - at top
- ② Board of organizations - Schools, seminaries  
? how do you recruit + educate them?  
(like Jesus activities?)

\* climate: <sup>commission</sup> encourage leaders to speak on few edu. issues  
or in failing to push the book harder?  
regular communication package...  
like a speech on "A  
Time to Act"  
get the book reviewed in cultural  
magazines...

\* Need to move w/ denominational bodies... affiliates

Local Level

? Using Israel for leadership development?

education days within UJA missions

Convert exposure  
to involvement...

JESHA  
UJA Young  
LEADERSHIP  
CABINETS  
CLAL classes  
WEXNER  
HERITAGE



1-10-91 - 1

CITE: MISSION

- Expertise, Quality, Excellence, Planning
- Focus on change - promote, catalyze, support  
Change that is systematic, carefully planned  
evaluated + monitored...
- Comprehensive Outlook

When should we be in 24 months?

Prepare their  
own mission statements

Shulman, Cohen, Shaffer, Colman

\* Develop research capability for  
that issue area/cluster?  
(also Hoffman)

- Commissions in place
1. \* Lead Communities underway / proper report
  2. " " research? (preliminary)
  3. " " sharing process
  4. \* Strategic plan completed for  
public training, interview,  
research, best practices  
- begun to implement
  5. Bring the <sup>research</sup> agenda vs. <sup>community</sup> school  
question to the panel of experts...
  6. Communications process

THURSDAY: STRATEGIC PLAN...

NEXT  
MEETING: 2/4 in Houston

7. Roster of experts
8. Best practices known...
9. National elements established to support  
lead communities...
10. Framework for interrelating to  
foundation; institutions
11. Relationship of "elite 5"



Over the next 12 months:

1. staff recruitment
2. recruit board
3. marketing plan for A Time to Act
4. March 18 board agenda...
5. expert lists
6. training of new staff by M16
7. research plan paper launched
8. senior policy advisors role
9. R.A. Convention
10. May research conference
11. Continental Leadership Conference AIHL
12. selection criteria for lead communities
13. communications of foundations
14. Aug - know something about best practice
15. " CAJE.

How planned / who prepares documents for the first board meeting?  
Launch planning process...

Preparation of Service & Lead Communities...

RFP

The who?

Joint training of national and local planning teams



13-51-3

## Best Practices

- need to ask about?

How Do We Formulate The Questions?

do some work over the summer

interview Holz, Laph, &

Akesman

{ programs  
curricula  
people  
visions

needs the area of involvement  
of how??

Anette had a paper on this?

## Roster of Experts

In-Service - 3 weeks paper on how to approach it / Alan Hoffman  
What - how - who...

Research by 2/15 Akesman will ask Sheffler

## Monitoring Unit

1/2 term staff function of the planner??

Ask S.E. to  
sketch it  
out...

? Jim Colman? or others at Univ. of Chicago  
1/5 chance getting him...

guarantee documentation... useable &  
valued criteria & form

? How our own evaluator?



## COUNCIL ON INITIATIVES IN JEWISH EDUCATION

### I. Mission

The CIJE has six basic roles to fulfil -- advocacy on behalf of Jewish education; initiating action on the specific recommendations on personnel and community development called for by the Commission on Jewish Education in North America; forging new connections among communities, institutions and foundations; establishing and acting on a new research agenda; helping to facilitate synergism within the emerging foundation community; and energizing new financial and human resources for Jewish education.

#### A. Advocacy

The best lay and professional leadership of the Jewish community need to be attracted to the cause of Jewish education. Visions of what should and can be achieved in the 21st century need to be repeatedly placed before our communities' leadership and the wherewithal to do so obtained. The CIJE can provide a unique blend of individual and institutional advocacy in North America.

CONTINUE THE MOMENTUM OF THIS GROUP

#### B. Initiatives

Several specific recommendations are being promoted by the Commission on Jewish Education in North America. These include the need to radically strengthen personnel in the field and deepen local community leadership's commitment to Jewish education. Through comprehensive planning programs and experimental initiatives in designated lead communities, CIJE will bring together continental institutions and other experts to yield breakthroughs in Jewish education development at the local level.

#### C. Connections

Creative people, institutions, organizations and foundations are all acting on new ideas in Jewish education. The CIJE seeks to provide a meeting place that will bring together:

- Funders and those with proposals for action;
- Proven ideas developed through foundation initiatives and communities eager to know what works;

Definitive of  
Jewish Education  
Continuum  
Journal - informal  
across the ages

The Profession  
The Community  
Lead Communities  
Programmatic  
Initiatives



- Institutions that are developing new approaches and the personnel and resources to make breakthroughs possible.

The CIJE will be a setting where funders can share accomplishments and possibly agree to join together in supporting new undertakings of large magnitude.

#### D. Research

While there are many people engaged in Jewish education research, there still appears to be no coordinated, systematic analysis of what works in Jewish education. Research interests have been understandably idiosyncratic. The Commission on Jewish Education in North America found gaping holes in what we can say we know with real confidence, rather than relying on conventional wisdom. A comprehensive, multi-year research agenda needs to be outlined by the best thinkers on the continent, assigned to the most promising talent, supported, and the findings critically examined and disseminated.

#### E. Synergism

One of the most exciting new developments in Jewish education -- one that holds great promise for the field -- is the serious entry of strong private foundations into Jewish life in general and Jewish education in particular. This is an unprecedented development. The foundations are deploying creative staffs and developing recognizable signatures of their interests and accomplishments. Recruitment, day schools, media, training high potential professionals, identifying master teachers and programs, and Israel experiences are just a few of the interests being pursued. The richness of foundation endeavors is a real blessing. Through the synergy of coming together at the CIJE, foundations could efficiently diffuse their best innovations throughout the lead communities and should they desire it even help each other advance their agendas by consulting with each other, exchanging professional resources, avoiding recreating notions, etc.

#### F. Energize

Through the work of the Commission on Jewish Education in North America and the work of other entities, a new group of professionals

Two way street

w/ FOUNDATIONS

COMMUNITIES ↔ FUNDERS  
+  
IDEAS



for Jewish education has begun to be identified. Generally these are people who are experts in general education who have an interest in Jewish affairs. Also, academicians with expertise in Judaica, the humanities, and social sciences want to contribute. CIJE will seek to identify these people and provide them with effective avenues to use their talents on behalf of the Jewish people, much the way we now benefit from many of the best lay leaders in the business community and other professions.

Further CIJE will attempt to generate new financial resources within local communities in partnership with existing resources and on a continental basis to back the ideas that are proven to work in Jewish education.

CIJE hopes to energize new professional and financial resources to add to the gifted people already at work. Ultimately local federations, school supporters, congregations, and consumers will need to commit more resources to accomplish the Jewish education agenda for the next century. This will not be an easy thing to achieve. It is hoped that CIJE will be able to facilitate foundations interested in providing a quick start to the development of new innovative efforts and then provide some longer term support.

LEAD COMMUNITIES -

Atlanta

Dayton

Montreal

Omaha

San Francisco

St. Louis

Toronto

New York

II. Method of Operation

The CIJE will not be a big new comprehensive direct service provider. It isn't seeking to displace any existing institution or organization. Rather, CIJE expects to operate with a very small core staff -- no more than 3 or 4 professionals -- and work through the efforts of others -- JESNA, JCCA, CJF, Yeshiva University, JTS, HUC-JIR, Reconstructionist College, Torah U Mesorah, denominational departments of education, Brandeis, Stanford, Harvard, Spertus, Boston Hebrew College, educator organizations, etc. This list could go on and on! The need is not for a new service delivery mechanism but for a catalytic agent -- one that can convene meetings of peer organizations on the national scene, including denominational institutions and departments, communal agencies, foundations, and the like.



No existing organization plays this role today in Jewish education. CIJE, building upon the already successful engagement of these entities through the Commission on Jewish Education in North America, can play this role. The identity of all partners would be preserved and their missions enhanced. The rich diversity of foundation interests would be infused into the consciousness of the established community.

### III. Structure

A simple structure to govern the CIJE is envisioned.

#### A. Board

Approximately 20 to 30 people will govern the CIJE. They will be drawn from among the leaders of the foundation community, continental lay leaders, outstanding Jewish educators, and leading Jewish academicians.

#### B. Senior Policy Advisors

A group of 10 to ~~20~~ senior policy advisors will provide ongoing professional guidance to the professional staff and board of the CIJE. They will be drawn from the ranks of the continental organizations and institutions and outstanding individual professionals.

#### C. CIJE Fellows

Beyond the Senior Policy Advisors group, the CIJE intends to assemble 50 or so fellows to provide intellectual, educational content to its work. These Fellows would be identified from among the people currently at work in Jewish education, and leading academicians and practitioners in general education, Judaica, humanities, and social sciences with a strong interest in Jewish life. In addition to providing ongoing advice to CIJE, the Fellows should be a rich resource for consultants for lead communities, foundation initiatives, the research agenda of CIJE, and the institutional objectives of CIJE working in concert with others.



D. Advisory Council

At least once a year CIJE will reconvene the members of the Commission on Jewish Education in North America, augmented with other key figures in Jewish education. This will provide an opportunity to check on the progress of implementing the Commission's recommendations and provide fresh insight on new developments that should be on CIJE's agenda.

E. Staff

The staff of CIJE will consist of a chief professional officer (initially Stephen Hoffman, the Executive Vice-President of the Cleveland Federation); a chief educational officer; and a planner. Appropriate support staff would be in place as well. An initial budget is attached.

8/28/90

SHH:gc:B1:39J

Att.





I  
N  
T  
E  
R  
-  
O  
F  
F  
I  
C  
E  
  
C  
O  
R  
R  
E  
S  
P  
O  
N  
D  
E  
N  
C  
E

Morton L. Mandel  
Stephen H. Hoffman

TO: Seymour Fox

NAME

DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

DATE: 8/13/90

REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: FUNDING RESPONSIBILITY OF THE COUNCIL ON INITIATIVES IN JEWISH EDUCATION

The following are some thoughts on the funding responsibility of the Council which I hope we can discuss on August 7.

The Council is expected to stimulate increased funding for Jewish education in North America to enable providers to undertake important new initiatives and to improve programs. One aspect of this thrust is to work with private family foundations to encourage them to increase their contributions to Jewish education, and to consider appropriate program requests.

The Council emphasizes the need for active participation by private family foundations to give a "quick start" to program improvements in Jewish education, and to continue to cultivate a healthy response to Jewish education needs. Long-term, federations and congregations will have to adjust programs to meet a good share of the need for new education funds.

The Council sees itself as a promoter of increased family foundation grants to Jewish education; as a resource for the development of programs which merit increased support; as a provider of information to foundations; and as a liaison between the program providers and the family foundation funders.

The Council does not see itself as a source of direct funding for new and innovative programs. It will not seek to have a substantial central fund through which providers will apply for funding. The Council looks on each provider and each funder as a completely independent body which will make all decisions regarding program requests and responses to those requests.

The Council will need a fund of about \$500,000 a year for the next five years to maintain its own operation. It may also seek a modest fund for direct grants to demonstration projects. This should be a revolving fund of \$250,000 to enable the Council to fund projects which need quick action and which do not require major funding.

It is hoped that the result of these efforts will be a substantial increase in the amount of money provided by the family foundations, and encouragement of a healthy relationship between funding sources and service providers.



I  
N  
T  
E  
R  
-  
O  
F  
F  
I  
C  
E  
A  
  
C  
O  
R  
R  
E  
S  
P  
O  
N  
D  
E  
N  
C  
E

Morton L. Mandel  
Stephen H. Hoffman

TO: Seymour Fox

NAME

DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

DATE: 8/15/90

REPLYING TO

YOUR MEMO OF: \_\_\_\_\_

SUBJECT: FUNDING RESPONSIBILITY OF THE COUNCIL ON INITIATIVES IN JEWISH EDUCATION

The Council is expected to stimulate increased funding for Jewish education in North America to enable providers to undertake important new initiatives and to improve programs. One aspect of this thrust is to work with private family foundations to encourage them to increase their contributions to Jewish education, and to consider appropriate program requests.

The Council emphasizes the need for active participation by private family foundations to give a "quick start" to program improvements in Jewish education, and to continue to cultivate a healthy response to Jewish education needs. Long-term, federations and congregations will have to adjust programs to meet a good share of the need for new education funds.

The Council sees itself, in part, as a resource to facilitate family foundation grants to Jewish education; as a resource for the development of programs which merit increased support; as a provider of information to foundations; and as a liaison between the family foundation funders and the program providers.

The Council does not see itself as a source of direct funding for new programs. It will not seek to have a substantial central fund through which providers can apply for funding. The Council looks on each provider and each funder as a completely independent body, which will make all decisions regarding program requests and responses to those requests.

The Council will need a fund of about \$500,000 a year for the next three years to maintain its own operation, and will seek these funds from family foundations and individuals.

It is hoped that the result of the Council's efforts will encourage a healthy relationship between funding sources and service providers, and generous support of Jewish education by family foundations.



# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

---

1750 Euclid Avenue  
Cleveland, Ohio 44115  
216/566-9200 Fax 216/861-1230

(Temporary Address)

---

Honorary Chair  
Max M. Fisher

Chair  
Morton L. Mandel

Acting Director  
Stephen H. Hoffman

Chief Education Officer  
Dr. Shulamith Elster

---

## I. Mission

The CIJE has six basic roles to fulfil -- advocacy on behalf of Jewish education; initiating action on the specific recommendations on personnel and community development called for by the Commission on Jewish Education in North America; forging new connections among communities, institutions and foundations; establishing and acting on a new research agenda; helping to facilitate synergism within the emerging foundation community; and energizing new financial and human resources for Jewish education.

### A. Advocacy

The best lay and professional leadership of the Jewish community need to be attracted to the cause of Jewish education. Visions of what should and can be achieved in the 21st century need to be repeatedly placed before our communities' leadership and the wherewithal to do so obtained. The CIJE can provide a unique blend of individual and institutional advocacy in North America.

### B. Initiatives

Several specific recommendations are being promoted by the Commission on Jewish Education in North America. These include the need to radically strengthen personnel in the field and deepen local community leadership's commitment to Jewish education. Through comprehensive planning programs and experimental initiatives in designated lead communities, CIJE will bring together continental institutions and other experts to yield breakthroughs in Jewish education development at the local level.

### C. Connections

Creative people, institutions, organizations and foundations are all acting on new ideas in Jewish education. The CIJE seeks to provide a meeting place that will bring together:

- Funders and those with proposals for action;
- Proven ideas developed through foundation initiatives and communities eager to know what works;



- Institutions that are developing new approaches and the personnel and resources to make breakthroughs possible.

The CIJE will be a setting where funders can share accomplishments and possibly agree to join together in supporting new undertakings of large magnitude.

D. Research

While there are many people engaged in Jewish education research, there still appears to be no coordinated, systematic analysis of what works in Jewish education. Research interests have been understandably idiosyncratic. The Commission on Jewish Education in North America found gaping holes in what we can say we know with real confidence, rather than relying on conventional wisdom. A comprehensive, multi-year research agenda needs to be outlined by the best thinkers on the continent, assigned to the most promising talent, supported, and the findings critically examined and disseminated.

E. Synergism

One of the most exciting new developments in Jewish education -- one that holds great promise for the field -- is the serious entry of strong private foundations into Jewish life in general and Jewish education in particular. This is an unprecedented development. The foundations are deploying creative staffs and developing recognizable signatures of their interests and accomplishments. Recruitment, day schools, media, training high potential professionals, identifying master teachers and programs, and Israel experiences are just a few of the interests being pursued. The richness of foundation endeavors is a real blessing. Through the synergy of coming together at the CIJE, foundations could efficiently diffuse their best innovations throughout the lead communities and should they desire it even help each other advance their agendas by consulting with each other, exchanging professional resources, avoiding recreating notions, etc.

F. Energize

Through the work of the Commission on Jewish Education in North America and the work of other entities, a new group of professionals



for Jewish education has begun to be identified. Generally these are people who are experts in general education who have an interest in Jewish affairs. Also, academicians with expertise in Judaica, the humanities, and social sciences want to contribute. CIJE will seek to identify these people and provide them with effective avenues to use their talents on behalf of the Jewish people, much the way we now benefit from many of the best lay leaders in the business community and other professions.

Further CIJE will attempt to generate new financial resources within local communities in partnership with existing resources and on a continental basis to back the ideas that are proven to work in Jewish education.

CIJE hopes to energize new professional and financial resources to add to the gifted people already at work. Ultimately local federations, school supporters, congregations, and consumers will need to commit more resources to accomplish the Jewish education agenda for the next century. This will not be an easy thing to achieve. It is hoped that CIJE will be able to facilitate foundations interested in providing a quick start to the development of new innovative efforts and then provide some longer term support.

## II. Method of Operation

The CIJE will not be a big new comprehensive direct service provider. It isn't seeking to displace any existing institution or organization. Rather, CIJE expects to operate with a very small core staff -- no more than 3 or 4 professionals -- and work through the efforts of others -- JESNA, JCCA, CJF, Yeshiva University, JTS, HUC-JIR, Reconstructionist College, Torah U Mesorah, denominational departments of education, Brandeis, Stanford, Harvard, Spertus, Boston Hebrew College, educator organizations, etc. This list could go on and on! The need is not for a new service delivery mechanism but for a catalytic agent -- one that can convene meetings of peer organizations on the national scene, including denominational institutions and departments, communal agencies, foundations, and the like.



No existing organization plays this role today in Jewish education. CIJE, building upon the already successful engagement of these entities through the Commission on Jewish Education in North America, can play this role. The identity of all partners would be preserved and their missions enhanced. The rich diversity of foundation interests would be infused into the consciousness of the established community.

### III. Structure

A simple structure to govern the CIJE is envisioned.

#### A. Board

Approximately 20 to 30 people will govern the CIJE. They will be drawn from among the leaders of the foundation community, continental lay leaders, outstanding Jewish educators, and leading Jewish academicians.

#### B. Senior Policy Advisors

A group of 20 or so senior policy advisors will provide ongoing professional guidance to the professional staff and board of the CIJE. They will be drawn from the ranks of the continental organizations and institutions and outstanding individual professionals.

#### C. CIJE Fellows

Beyond the Senior Policy Advisors group, the CIJE intends to assemble 50 or so fellows to provide intellectual, educational content to its work. These Fellows would be identified from among the people currently at work in Jewish education, and leading academicians and practitioners in general education, Judaica, humanities, and social sciences with a strong interest in Jewish life. In addition to providing ongoing advice to CIJE, the Fellows should be a rich resource for consultants for lead communities, foundation initiatives, the research agenda of CIJE, and the institutional objectives of CIJE working in concert with others.



D. Advisory Council

At least once a year CIJE will reconvene the members of the Commission on Jewish Education in North America, augmented with other key figures in Jewish education. This will provide an opportunity to check on the progress of implementing the Commission's recommendations and provide fresh insight on new developments that should be on CIJE's agenda.

E. Staff

The staff of CIJE will consist of a chief professional officer (initially Stephen Hoffman, the Executive Vice-President of the Cleveland Federation); a chief educational officer; and a planner. Appropriate support staff would be in place as well. An initial budget is attached.

8/28/90

SHH:gc:B1:39J

Att.

