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**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.

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Box  
10

Folder  
2

Council of Jewish Federations, 1988-1989.

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

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TO: Morton L. Mandel  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Arthur J. Naparstek  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 12/28/88  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: CJF Annual Board Institute

I spoke with Carmie Schwartz who said he will ask you to speak at the CJF Annual Board Institute meeting to be held from 9:00 - 12:00 a.m. on January 31. I just wanted to let you know so that you can mark your calendar.

If you would like me to follow-up on this, please let me know.



INTERNET  
OFFICE  
CORRESPONDENCE

J. -  
Please call Gloria  
Roche + find out  
how many copies of  
documents <sup>we</sup> sent in people's  
packets shd. be sent, to  
where, by when.

(Design document  
list of ~~advisors~~ <sup>advisors</sup> ~~his~~ <sup>his</sup>)  
(ask ASN if w/ his or not)  
of Commissioners

Glenn  
Maxwell  
475-5000  
EX 308

~~XXXX~~

ELAINE will call  
me Fri. 1/6 with  
information

# of copies:

~~300~~

300 copies

send to:

CJF

Elaine Morris

730 Broad

by date:

mid-week

2 sets

DR

ELAINE MORRIS

Director of Asse Ser

CJF

750 Broad

100



Premier Industrial Foundation

4500 EUCLID AVENUE  
CLEVELAND, OHIO 44103

January 6, 1989

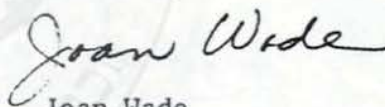
Dear Dr. Morris:

At your request, enclosed are two sets of the materials we would like to have included in the packets to be distributed at the CJF Annual Board Institute meeting in Miami on January 31, 1989.

We have available enough copies of the Design Document. Please let me know how you would like to have us make these materials available to you, where they should be sent, and when.

Thank you for your help in this matter.

Sincerely,



Joan Wade  
Program Assistant

Dr. Elaine Morris  
Director of Special Services  
Council of Jewish Federations  
730 Broadway  
New York, NY 10003

Enclosures

*Design Document*  
*Bios*  
*Staff & advisory list*

Premier Industrial Foundation

4500 EUCLID AVENUE  
CLEVELAND, OHIO 44103

January 13, 1989

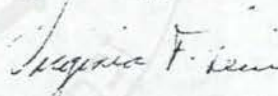
Dear Dr. Morris:

Enclosed please find 300 sets of the materials which are to be distributed at the CJF Annual Board Institute meeting in Miami on January 31, 1989 in support of the presentation to be made by Morton Mandel.

There are two items for each of your packets as follows:  
(1) Design Document and (2) Commission members.

Please let me know if you need any additional information or materials.

Sincerely,



Virginia F. Levi  
Program Officer

Dr. Elaine Morris  
Director of Special Services  
Council of Jewish Federations  
730 Broadway  
New York, NY 10003



TO: Morton L. Mandel  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Arthur J. Naparstek  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 1/23/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: PRESENTATION TO CJF ANNUAL BOARD INSTITUTE

With this memo is a notebook of the materials distributed at the December 13 meeting of the Commission on Jewish Education in North America for your use in a presentation to the CJF Annual Board Institute in Miami next week. It was your intention to bring the group up to date on the activities of the Commission and to review the Executive Summary with them.

Each person present at the meeting will have received a copy of the design document and list of Commission members (including bios), senior policy advisors and staff. We have verified that these materials have been received.



INTER-OFFICE CORRESPONDENCE

file

TO: Morton L. Mandel  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Arthur J. Naparstek  
NAME  
DEPARTMENT/PLANT LOCATION

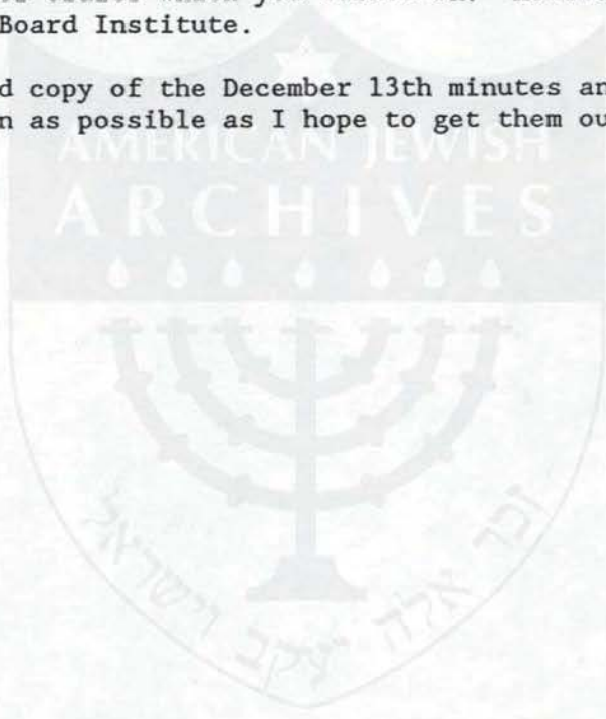
DATE: 1/24/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

Attached for your use at the CJF Board Institute are copies of the minutes of the first and second meetings of the Commission on Jewish Education in North America and the executive summary from the background materials from the second meeting.

Please consider the December 13th meeting minutes as a draft, as it is a rewrite of the earlier drafts which you worked on. However it should serve your purpose at the Board Institute.

I am sending a second copy of the December 13th minutes and would appreciate your feedback as soon as possible as I hope to get them out by the end of this week.



INTER-OFFICE  
CORRESPONDENCE



5/19/89 DRAFT

Letter from MLM to CJF board members

You recall that in April at the CJF Quarterly, I spoke to the Executive Committee outlining my views on Jewish education. At that time, I put forward the proposition that Jewish education is vital to Jewish continuity in North America. Yet Jewish education has lacked a dramatic self-presentation, and has to struggle to make itself visible as an item of communal concern. Certainly CJF, CAJE, and JESNA, with their annual conferences and productive ties to local federations, have helped significantly in raising the visibility of the field, but Jewish education as a field remains a vital concern of only the dedicated few.

The Commission on Jewish Education in North America is a step of a different sort in the process of putting Jewish education on the communal agenda as a priority item. The Commission began in the summer of 1988, initiated by the Mandel Associated Foundations in cooperation with JWB and JESNA and in collaboration with CJF.

Many have asked if Jewish education really needs another assessment or study. Were the Commission only that it might be unnecessary, but as a forum for bringing around one table federation and JWB leaders, heads of private foundations, rabbis and Jewish educators, the Commission may be unprecedented as an act of making Jewish education visible to a leadership with the resources to help build this field into a proud profession.

It was not long into the life of the Commission that we recognized the centrality of the issues of community and personnel in improving the field. The Commission is developing an approach to personnel and community which can be summarized in the following points:

1. Our challenge is to demonstrate that personnel and community can indeed be acted upon in a comprehensive manner. For personnel, this involves recruitment, training, retention and profession building. For the community, this involves recruiting outstanding leadership, changing the climate, and generating significant additional funding.
2. Issues in personnel cannot be productively approached in isolation, but need to be seen in the context of issues of community. The community, through its lay leadership, has to want excellent personnel and has to get involved in gaining and maintaining excellent personnel if progress is to be made. Schools, congregations and JCCs cannot do it alone.
3. Personnel will initially be improved not on a national level, but on a local level. Each community has to want and invest in the best for themselves if change is to occur. Local interest and competition for excellence at this point are healthy for this field, while national agencies must help and even guide communities in developing personnel.



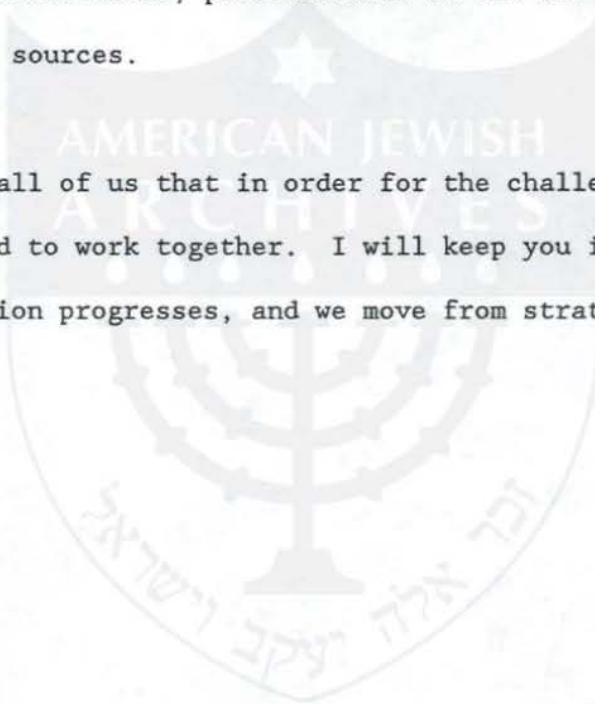
4. While better training, more effective recruitment, higher salaries and benefits and greater opportunities for professional development are all crucial for improving personnel, no one step in isolation from the others will improve the overall picture. As hard as it is to imagine, communities will have to address all those personnel issues as a package if the overall situation is to improve.
5. Federations and foundations as funding sources can be most helpful when they build upon on-going communal efforts to improve the personnel picture. Communities cannot do it alone. Training institutions, national agencies, and networks among communities all will need to play a role. Coordination among these bodies will be crucial, as will keeping alive the drive for improvement. But the fundamental building block is a community united toward improving its personnel picture, and upon that block much can be built.

As we move toward the third Commission meeting, which will be held in New York on June 14, numerous questions still need to be addressed. Issues of community and personnel are clearly interrelated and a joint strategy involving both still needs to be devised. Implicit in the notions of change, innovation, new initiatives, demonstration, is the assumption that one knows what should and can be changed and demonstrated in Jewish education. I believe we need to work to find out that that work must occur in partnership with JESNA, JWB, and CJF.



Programs for implementation are seldom successful when they are top down programs. Communities must play a major role in the initiation of the ideas. They must be full partners in the design of programs and their implementation. All key stakeholders will need to be appropriately involved from the very beginning of this process. This includes commissioners, national organizations and institutions, local organizations and institutions, professionals at the local and national levels, and funding sources.

Thus it's clear to all of us that in order for the challenges before us to be met, we will need to work together. I will keep you informed as the work of the Commission progresses, and we move from strategies to implementation.



TO: Morton L. Mandel  
NAME  
DEPARTMENT/PLANT LOCATION

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

DATE: 8/10/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: PLANS FOR CJF QUARTERLY AND GA

Attached is a memorandum from Mark Gurvis proposing strategies for working with the CJF Quarterly and the General Assembly. We propose to include this on the agenda for the August 24 meeting of senior policy advisors.

Item II A. is dependent on the outcome of your conversation with Bill Berman. Have you spoken with him? Please let me know as soon as you have.



INTERNET OFFICE CORRESPONDENCE



TO: Henry L. Zucker  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Mark Gurvis  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 8/8/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: CJF QUARTERLY AND GA STRATEGY

The CJF Quarterly and General Assembly meetings represent an excellent opportunity for intensive interaction with federation lay and professional leadership. We should view these meetings as critical community organizing steps focused on building federation interest in, investment in, and commitment to the outcomes of the Commission process. We need to engage the federations at two levels--education as a planning priority, and financing possibilities in Jewish education.

Objectives:

- to involve federation lay and professional leadership in the Commission process;
- to stimulate Jewish education planning initiatives in local communities;
- to test the IJE and community action site concepts; and
- to define the roles of local and national institutions in an evolving national Jewish education system.

I. September Quarterly

There are two primary planning groups we should meet with at the Quarterly meeting--federation planners and the CJF Commission on Jewish Continuity.

A. Planners - this session should be a follow up to the July meeting with planners in Jerusalem. At that session reactions focused on local concerns about top down approaches which supersede local initiatives and priorities. Accordingly, the September meeting should provide an opportunity for input and participation in the process, and particularly to allow them to help shape the IJE and community action site concepts. Seymour Fox will develop a brief discussion paper which fleshes out the planning questions to be addressed, and which can be shared with the planners in advance of the meeting. Structure of the session:

1. Brief presentation on Commission goals, structure, process--five minutes.
2. Update on current status (research projects, drafting of report, consultation with constituent groups)--five minutes.
3. Outline IJE and community action site concepts--ten minutes.

INTER-OFFICE  
CORRESPONDENCE



4. Discussion with focus on planners' input into various issues--one hour:

- a. criteria for determining community action sites;
- b. regional approaches to community action sites;
- c. balancing national resources with local initiative and resources; and
- d. balancing roles of national agencies with the independent Commission.

B. CJF Commission on Jewish Continuity - this committee is scheduled for a session during the September Quarterly. They already have a full agenda for their session (scheduled for 10:15 a.m. on September 11). Based on discussion with the Commission's staff director, Elaine Morris, and its chairman, Phil Wasserstrom, we could make a brief presentation updating the group on the Commission's progress.

II. General Assembly

While the GA gives us the best shot at reaching a large gathering of federation leadership, it is a very busy gathering and we need to engage people in very targeted and focused ways. At that time we should be much further along in refining the IJE and community action site concepts and should be laying the groundwork for implementation. Following are the various sessions we should be attempting to set up:

- A. CJF presidents and executives - we should ask for the opportunity to use this meeting to present on the Commission, its likely recommendations, and the opportunities that will exist for local communities. In particular, presentation and discussion should focus on:
1. Increasing local funding for Jewish education--include analysis of trend of federation support for Jewish education in last ten years;
  2. IJE and community action site concepts as further defined;
  3. possible funding partnerships between national and local communities. The best way to do this might be to lay out several scenarios of the ways in which IJE and community action site concepts could come to life.
  4. Ample opportunity for questioning and discussion. This will be a key time to listen for potential problems among the federation constituency.

- B. Forum session - we should reach a large general audience at the GA through one of the forum sessions. A high caliber presentation by MLM should generate excitement, enthusiasm for the Commission process and anticipated outcomes. We should particularly focus on the vision for the future, partnership among national organizations, and between national and local resources. I suggest the use of audio-visual supports (short video, overhead projection, etc.). The presentation should be followed by table discussions on the presentation, focused by key questions--(1) how can local communities respond to this national initiative; (2) what national resources are necessary to help local communities change priorities or succeed with local initiatives; (3) can regional approaches to these issues work.
- C. Planners - a potential opportunity for a third session with the planners to share the refined IJE and community action site concepts and to talk through implementation issues.
- D. CJF Commission on Jewish Continuity - a possible opportunity for meeting again with this group. They generally do not meet as a commission at the GA, but rather sponsor a session open to all GA participants. We could convene a meeting by special invitation, in which case we could set the agenda as a time to review the IJE and community action site concepts with this group. I suggest we determine the need for this after the September Quarterly meeting.





## CJENA MEETINGS AT CJF QUARTERLY

1. JESNA Board Meeting - Sunday, September 10, 10:00 a.m.  
Jon Woocher and Bennett Yanowitz to lead discussion updating JESNA board on CJENA progress. Mark Gurvis to sit in as observer/resource.
2. Federation Planners - Monday, September 11, 7:30 a.m.  
Informal session with 10-12 federation planners to share and discuss IJE and CAS concepts. Mark Gurvis to convene.

### Invitees

Rachel Lieberman	- New York	Bob Hyfler	- Washington, D.C.
Peter Friedman	- Chicago	Nancy Rosenfeld	- Montreal
Steve Huberman	- Los Angeles	Joel Fox	- Cleveland
Steve Gelfand	- Atlanta	*Larry Ziffer	- Detroit
*Sherry Israel	- Boston	Marshall Levin	- Baltimore
Allan Reitzes	- Toronto	Yisroel Cohen	- Miami
Susan Tanur	- Columbus	Richard Sipser	- Philadelphia

\* Not at Planners Institute in Jerusalem

3. CJF Commission on Jewish Continuity - Monday, September 11, 10:15 a.m.  
Phil Wasserstrom to provide update on CJENA progress as part of introductory remarks for the meeting. Mark Gurvis to sit in as observer/resource.
4. Federation Executives - Tuesday, September 12, 7:00 a.m.  
Informal session with 8-10 federation executives to build support for CJENA efforts among key policy makers. Steve Hoffman and Marty Kraar to convene. Mark Gurvis to serve as resource.

### Invitees

Steve Solender	- New York	Howard Rieger	- Pittsburgh
Steve Nasitir	- Chicago	Steve Ain	- Toronto
Howard Charish	- Metrowest N.J.	Bob Aronson	- Milwaukee
Wayne Feinstein	- Los Angeles	Alan Gill	- Columbus
David Sarnat	- Atlanta	Hans Mayer	- Houston
Barry Shrage	- Boston		



MEMO TO: Seymour Fox, Annette Hochstein  
FROM: Mark Gurvis  
DATE: August 25, 1989  
SUBJECT: Preparation for Meetings at CJF Quarterly

-----

Following is the letter sent to federation planners inviting them to meet with me at the CJF Quarterly. They were sent the Executive Summaries of the background materials from the December and June Commission meetings.

I would still find it very helpful if you could prepare an outline of the community action site and IJE concept with a series of questions for discussion. I would like to have a chance to review it, and discuss it with you before deciding whether it should or could be shared with planners before the meeting.

The only shot at reaching me before I start canoeing is to fax me the material on Monday, August 28th care of Deborah Gottesman, 416-751-1430. Otherwise I will be back at Premier on Tuesday, September 5th in the afternoon. I would really prefer to see the material on the earlier date.

cc: Ginny Levi

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

4500 Euclid Avenue  
Cleveland, Ohio 44103  
216/391-8300

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Haskel Lookstein  
Robert E. Loup  
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Harriet L. Rosenthal  
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Margaret W. Tishman  
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Annette Hochstein  
Stephen H. Hoffman  
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Arthur Rotman  
Carmi Schwartz  
Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Virginia E. Levi  
Joseph Reimer

August 25, 1989

Mr. Yisroel Cohen  
Greater Miami Jewish Federation  
4200 Biscayne Boulevard  
Miami, FL 33137

Dear Yis:

During the Planners Institute in Israel this summer federation planners had a chance to meet with Seymour Fox to discuss the progress of the Commission on Jewish Education in North America. Since that time Commission staff has been working to further develop the recommendations that might come from this process. I believe it would be to the mutual benefit of the federation field and the Commission to share its present thinking with you. It would be extremely helpful to have you play a critical role in shaping the Commission's vision during the coming year.

Could you join me for an informal discussion with several of our colleagues during the upcoming CJF Quarterly? I will be hosting breakfast in Marty Kraar's suite at the Marriott Marquis Hotel from 7:30 to 9:00 a.m. on Monday, September 11, 1989. I will let you know the room number as soon as possible.

Enclosed are background materials from the last two meetings of the Commission. At our meeting I will be able to share the evolution of the Commission's thinking since the June meeting.

I hope you will be able to join me for breakfast. Please let me know if you can attend by contacting Tracey Wandersleben at the Premier Industrial Foundation, (216) 391-8300, ext. 2300.

Best wishes.

*Mark*  
Mark Gurvis  
CJENA Staff

Enclosure

*Yis -  
Hope you are coming up -  
I look forward to seeing you  
MW*



COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

4500 Euclid Avenue  
Cleveland, Ohio 44103  
216/391-8300

August 25, 1989

Commissioners

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Mona Riklis Ackerman  
Ronald Appleby  
David Arrow  
Mandell L. Berman  
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John C. Colman  
Maurice S. Conson  
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Arthur Rotman  
Carmi Schwartz  
Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Virginia E. Levi  
Joseph Reimer

Mr. Joel Fox  
Jewish Community Federation  
1750 Euclid Avenue  
Cleveland, OH 44115

Dear Joel:

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Best wishes.



Mark Gurvis  
CJENA Staff

Enclosure



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Henry L. Zucker

Director

Arthur J. Naparstek  
Staff

Virginia E. Levi  
Joseph Reimer

August 25, 1989

Mr. Peter Friedman  
Jewish Federation of Metro Chicago  
One Ben Gurion Way  
Chicago, IL 60606

Dear Peter:

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Best wishes.

*Mark*  
Mark Gurvis  
CJENA Staff

Enclosure

*Peter -*  
*I don't have a document which reflects our next generation of thinking as much before the mtg. However, I'd be glad to call when I get back from vacation to check on before the mtg, either Sept 7 or 8.*  
*Mark*



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Jonathan Woocher  
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Virginia E. Levi  
Joseph Reimer

August 25, 1989

Mr. Steven E. Gelfand  
Atlanta Jewish Welfare Federation  
1753 Peachtree Road, N.E.  
Atlanta, GA 30309

Dear Steve:


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Best wishes.

  
Mark Gurvis  
CJENA Staff

Enclosure



COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

4500 Euclid Avenue  
Cleveland, Ohio 44103  
216/391-8300

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Arthur J. Naparstek

Staff

Virginia E. Levi  
Joseph Reimer

August 25, 1989

Mr. Mark L. Goldstein  
Jewish Federation of St. Louis  
12 Millstone Campus Drive  
St. Louis, MO 63146

Dear Mark:


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Joseph Reimer

August 25, 1989

Dr. Steven Huberman  
Jewish Federation - Council  
6506 Wilshire Boulevard  
Los Angeles, CA 90048

Dear Steve:

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Best wishes.

*Mark*  
Mark Gurvis  
CJENA Staff

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*Steve -  
did like to catch up with you  
about your meeting w/ Seymour Fox  
the quarterly. I'll call after  
Labor Day.  
Mark*



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Virginia E. Levi  
Joseph Renner

August 25, 1989

Mr. Marshall Levin  
Associated Jewish Charities  
101 West Mt. Royal Avenue  
Baltimore, MD 21201

Dear Marshall:

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Staff

Virginia F. Levi  
Joseph Renner

August 25, 1989

Dr. Sherry Israel  
Combined Jewish Philanthropies of Gr. Boston  
One Lincoln Plaza  
Boston, MA 02111

Dear Sherry:

During the Planners Institute in Israel this summer federation planners had a chance to meet with Seymour Fox to discuss the progress of the Commission on Jewish Education in North America. Since that time Commission staff has been working to further develop the recommendations that might come from this process. I believe it would be to the mutual benefit of the federation field and the Commission to share its present thinking with you. It would be extremely helpful to have you play a critical role in shaping the Commission's vision during the coming year.

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*Mark*  
Mark Gurvis  
CJENA Staff

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*Sherry -  
I got your note. Hope  
we'll have a chance to meet  
in New York.  
Mark*



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August 25, 1989

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Associated Jewish Charities  
101 West Mt. Royal Avenue  
Baltimore, MD 21201

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Virginia E. Levi  
Joseph Reimer

August 25, 1989

Ms. Rachel Lieberman  
UJA/Federation  
130 East 59th Street  
New York, NY 10022

Dear Rachel:

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Arthur J. Naparstek

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Virginia F. Levi  
Joseph Reimer

Ms. Nancy Rosenfeld  
Allied Jewish Community Services  
5151 Cote St. Catherine Road  
Montreal, Canada H3W 1M6

Dear Nancy:


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Virginia E. Levi  
Joseph Reimer

August 25, 1989

Dr. Allan G. Reitzes  
Toronto Jewish Congress  
4600 Bathurst Street  
Willowdale, Ontario M2R 3V2

Dear Allan:


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Joseph Reimer

Mr. Richard Siedband  
Minneapolis Federation for Jewish Service  
7600 Wayzata Blvd.  
Minneapolis, MN 55426

Dear Rick:


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Best wishes.

  
Mark Gurvis  
CJENA Staff

Enclosure



COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

4500 Euclid Avenue  
Cleveland, Ohio 44103  
216/391-8300

August 25, 1989

Commissioners

Morton L. Mandel  
Chairman  
Mona Riklis Ackerman  
Ronald Appleby  
David Arrow  
Mandell L. Berman  
Jack Bieler  
Charles R. Bronfman  
John C. Colman  
Maurice S. Corson  
Lester Crown  
David Dubin  
Stuart E. Eizenstat  
Joshua Elkin  
Eli N. Evans  
Irwin S. Field  
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Alfred Gottschalk  
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Irving Greenberg  
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Senior Policy Advisors

David S. Ariel  
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Stephen H. Hoffman  
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Carmi Schwartz  
Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Virginia E. Levi  
Joseph Reimer

Mr. Richard Sipser  
Federation of Jewish Agencies  
226 South 16th Street  
Philadelphia, PA 19102

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Virginia E. Levi  
Joseph Reimer

Ms. Susan Tanur  
Columbus Jewish Federation  
1175 College Avenue  
Columbus, OH 43209

Dear Susan:


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Virginia E. Levi  
Joseph Reimer

Mr. Larry Ziffer  
Jewish Welfare Federation of Detroit  
163 Madison Avenue  
Detroit, MI 48226

Dear Larry:

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*Mark*  
Mark Gurvis  
CJENA Staff

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*Larry*  
*I know you weren't at the seminar in Jerusalem. I'll give you a call during the week before the Quarterly to provide some additional background & see if you'll be in NY.*  
*Mark*



MEMO TO: Henry L. Zucker, Seymour Fox  
FROM: Mark Gurvis *MG*  
DATE: September 14, 1989  
SUBJECT: Contact with Steve Huberman

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I had an opportunity to speak with Steve Huberman at the CJF Quarterly. Seymour did connect with Steve, so he was put at some ease. There are a couple of things for us to think about:

1. Request for MLM to visit Los Angeles - I told Steve that it would be impossible for Mort to get out to the West Coast in the foreseeable future. Steve has talked with Seymour about a possible visit, and that would help. I also mentioned that MLM would extend an invitation to Barbie Weinberg to attend the next Commission meeting, and Steve encouraged us to have MLM call Barbie as soon as possible. However, their motive for inviting MLM stems directly from their efforts to build their Fund for Jewish Education. They need the assistance of MLM, or someone like him to help motivate top Los Angeles leadership to build the fund up. I wonder if it is possible that other Commission members would be willing to serve in that role (Charles Bronfman, Lester Crown, etc.). At some point this will probably be necessary as MLM alone will be limited in the number of communities he can physically reach.
2. Community Action Sites - Steve is very interested in putting Los Angeles forward as a candidate for a community action site. He claims that funding is already in place--a six-figure amount. (I would question how much six figures from Los Angeles will gain in interventions in a community that size and scope.) I told Steve that it is unlikely that the Commission would select specific sites until later in the process, when the report is being issued or even after. They are ready to move now.



MEMO TO: Seymour Fox, Annette Hochstein, Virginia Levi,  
Morton L. Mandel, Joseph Reimer, Henry L. Zucker

FROM: Mark Gurvis *MG*

DATE: September 13, 1989

SUBJECT: Synopsis of Meeting with planners

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The following is a review of the issues raised in discussion with federation planners at the CJF Quarterly. In attendance at the meeting were Peter Friedman-Chicago; Joel Fox-Cleveland; Steve Gelfand-Atlanta; Steve Huberman-Los Angeles; Bob Hyfler-Washington, D.C.; Allan Reitzes-Toronto; Nancy Rosenfeld-Montreal; Richard Sipser-Philadelphia; Howard Wasserman-New York; Eileen Wolpert-CJF; Larry Ziffer-Detroit.

I believe the meeting was very effective on several levels. First, it provided a meaningful opportunity to involve a key group of planners in the Commission process. The tone of the meeting was relaxed and comfortable, and I believe we went a long way in dispelling a perception of top-down planning. Second, this select group includes some extremely insightful community planners who have a lot to offer us at this stage. Maintaining ongoing contact with this group during the next year will allow us to focus the best minds among federation planners on our issues.

I've organized the comments and suggestions from the meetings into several broad categories.

#### COMMUNITY PROCESS ISSUES

1. Implementation of community action sites should be within a community planning context. The planners would want to see us avoid focusing on individual institutions without regard to how that institution fits within a broader community context, or without looking at validated community needs. They point, as an example, to Wexner's institutional grants, which are offered independently to institutions without looking at the overall community within which that institution fits.
2. A precondition to the Commission's success is that attitude change among top lay leadership is necessary. Relatively few community leaders are where the commissioners are in terms of viewing Jewish education as a top community priority. The Commission is a step in the right direction, but the circle of the converted needs to be spread much further. In particular, the Commission needs to look at ways in which it engages top federation leadership during the next year, prior to the issuance of the



report, in order to build a climate within which the Commission can succeed. The Commission will need to build profiles of individual communities that provide subjective evaluations of a Jewish education system in the community, the financial and political resources available to Jewish education, and where the community is in terms of lending priority to Jewish education.

3. Commission interventions in local community action sites may exacerbate turf issues within communities. Particular tensions to look out for are: 1) those between federations and bureaus in the shifting central role now that federations are increasingly focusing on Jewish education; and 2) conflicts between bureaus and colleges in the area of teacher training.

#### EVALUATION/RESEARCH ISSUES

1. There hasn't been enough evaluation of existing educational services. As a result, we do not know enough about what is currently taking place in Jewish education. A major new investment of dollars could be wasted without a prior investment into research to learn what is currently working or not.
2. Evaluation must focus on both the successes and failures of pilot projects. Not enough is reported in the Jewish education field about what isn't working in Jewish education.
3. Determination of evaluation needs must precede a choice of demonstration sites. Otherwise, we will not make wise choices about where we should test various programs. We need to learn under what conditions certain interventions work. Accordingly, we need to clearly identify what we are looking to learn and establish the necessary evaluation process before any implementation takes place.
4. The research design should also explore what happens to and within national institutions in the Jewish education arena.

#### COMMUNITY ACTION SITES - RELATED ISSUES

1. Planners see a contrast between attempts to overhaul a whole community education system and smaller demonstration projects that focus on single interventions in a particular site. By and large, the planners agree that it is testing of a comprehensive approach which is the new element that the Commission is bringing to the table.
2. Federations need to be the convener for development of local blueprints. This is necessary if we want to avoid partializing solutions.
3. The Commission should avoid a parachute model, where external resources are dropped in for a limited time period. Unless the approach is one in which continuity of effort is foreseen, ultimately the community will end in the same place it started.



4. The planners urge us to consider inter-community or regional sites that build on a synergism between individual communities. The thinking is that we are greater than the sum of our parts, and the comprehensive approach to intervention will be strengthened if communities aren't out there on their own.
5. Planning for community action sites needs to factor for the uniqueness of individual communities. Demonstration should focus on those things that are really replicable from community to community, rather than those which speak only to the unique conditions of a particular community.
6. The Commission should select sites based on its criteria for what it believes needs to be tested. A competitive process of bidding by community should be avoided. The Commission should select the number of sites and the particular communities in which it is interested, and then enter into negotiations with specific communities.

At the close of the discussion I reviewed the remaining process during the year for the Commission. Several planners indicated an interest in their group having a continued opportunity for input into the process. In particular, the question was raised as to whether the planners might have an opportunity to review and comment on a draft of the report prior to its being issued. I reviewed the structure of panels that we are using for various research papers and indicated that it might be possible for selected planners to be included on such a panel, rather than distributing drafts to a broader group. I would limit that opportunity to a handful of planners, and suggest that we talk about this at the next senior policy advisors meeting. The planners I would recommend be included are Joel Fox-Cleveland; Peter Friedman-Chicago; Steve Huberman-Los Angeles; and Richard Sipser-Philadelphia.

A follow-up meeting at the General Assembly with this select group should be planned. We will need to think about what we might be able to share with the group by that point, and how we want to communicate to the larger group of federation planners.



Is this in our  
Commissioner file?

It was sent to  
S/A in early Aug.

9/9

## **FEDERATION - AGENCY RELATIONSHIPS IN JEWISH EDUCATION**

### **Remarks Prepared for the CJF Committee on Federation - Agency Relations**

**Bennett Yanowitz, President  
Jonathan Woocher, Executive Vice President  
JESNA, Jewish Education Service of North America**

We have been asked this morning to speak about issues of Federation - Agency relations in the area of Jewish education. There can be little question that these relationships are among the most complex in any field of Jewish communal and human services. At the same time, in no other area is the Federation's capacity to have a positive impact more dependent on developing positive relationships with the operating and/or coordinating agencies at work in the community as it is in Jewish education.

Our comments in this presentation are divided into two parts. We will begin by outlining briefly some of the underlying structural and historical factors which shape Federation - agency relations in the Jewish educational domain. We will then focus on one area -- the relationship between Federations and central agencies of Jewish education -- which is especially significant and problematic in many communities today.

#### **Factors Shaping Federation - Agency Relations in Jewish Education**

The complexity of Federation - agency relations in the Jewish educational arena reflect several underlying factors which are not always recognized by those responsible for maintaining these relationships.

1. Probably the most important factor shaping Federation - agency relations in Jewish education is the multiplicity of institutions involved in Jewish education. Unlike other fields of service, where Federations are typically concerned with how they relate to one or two major institutional actors (a JCC, a family service agency), in Jewish education Federations must often relate to a myriad of actors. In the communities where a central agency (bureau) of Jewish education exists, the Federations must, of course, relate first and foremost to it, the organized community's designated instrument for educational



services and coordination. But rarely today can or does the Federation relate only to a central agency. Both in those communities which have central agencies and in the majority (including even some larger communities) which do not, Federations find themselves relating directly to other actors as well: to synagogues and the schools which they sponsor, to day schools, to communally sponsored supplementary schools, to agencies carrying out informal education programs, to campus organizations, to sponsors of educational programs in Israel. Not all of these actors are "agencies" in the traditional sense in which we often use that term when discussing Federation - agency relations, but all are critical components of a community's educational system and, increasingly, all are likely to be linked to the Federation in some fashion.

2. Not only must Federations relate to a wide variety of very different institutions and agencies, but these organizations typically have very complex relationships among themselves. Federations must, therefore, build both bi-lateral and multi-lateral relationships within a complex, shifting field. (This is a challenge which central agencies of Jewish education have been working to meet for years.) The development of relations with one actor or set of actors (e.g., day schools) will inevitably impinge upon relationships with other actors (e.g., the bureau or synagogues).

3. Jewish education, as it is practiced and organized in North America today is primarily religious, ideological, and denominational in character. Federations, though they have clearly forged a positive orientation toward Judaism and Jewish tradition, are not religious, ideological, or denominational in the way that these terms apply to the educational domain. This means that there is an inherent gap between the cultural reality within which Federations operate and that which shapes much of Jewish education. Community-sponsored educational agencies -- JCCs, other non-denominational, non-ideological, non-religious deliverers of Jewish education, and especially bureaus of Jewish education, which are charged to serve the entire educational system -- often find themselves in the particularly difficult position of having to mediate between two cultures, that of Federation and of the world of Jewish education.

4. Education differs from many other traditional areas of service and Federation concern in



additional ways. It does not focus on meeting immediately observable "needs" or on the treatment of "pathologies." Its "clients" are both the individuals participating in educational programs and the Jewish community as a whole, the perpetuation of whose life and culture is its ultimate aim. Jewish education's results cannot be effectively measured in simple or immediate terms: its "success" or "failure" may not become evident for decades. Nor do conventional indices of efficiency in service delivery necessarily apply: who can judge whether helping to nurture a single great scholar may not be more important for Jewish continuity than marginally impacting on a larger group, or vice versa? We cite these distinctions not to deny that Jewish education can and should be within Federation's sphere of competent concern, but to indicate that in developing its relationships with agencies working in the educational domain, Federations must be unusually sensitive to education's unique characteristics as an all-encompassing Jewish activity.

5. Further, the boundaries of what we mean by Jewish education are themselves today unclear. Choosing a narrow or a broad definition -- education as schooling alone, on the one hand, or education as anything that contributes to Jewish identity, on the other -- has implications for the nature, extent, and quality of Federation's relationships with the institutions engaged in doing or supporting "Jewish education." If Federations take a narrow view of what constitutes Jewish education, it may simplify its relationships by focusing on only a few institutions or program areas, but at the price of reducing its potential impact. If it takes a broad view, it will make itself liable to a significantly greater investment of energy in maintaining productive relations with all of the actors involved in one way or another in "identity-building" and in prioritizing among the various educational options and approaches.

6. Finally, current Federation - agency relations in Jewish education reflect the historically complex pattern of both Federation engagement with and distancing from Jewish education (itself perhaps a reflection of an underlying American Jewish ambivalence as to whether Jewish education is in fact a "public" or a "private" concern). Today, we are obviously riding a rising tide of Federation involvement with Jewish education. This itself has important and ambiguous implications for its relationships with agencies operating in the educational domain. More involvement means a higher intensity of



relationships, but it also demands much greater clarity concerning the precise character of these linkages. How Federation perceives its ideal role, and how agencies perceive that role -- what each wants and expects from the other -- may vary dramatically. Is Federation's role to be supportive, facilitative, coordinative, guiding, supervisory, initiatory, responsive, directive -- some, all or none of the above? Does it relate to each actor in the same way, or differently -- e.g., are bureaus, day schools, and synagogues all to be treated in the same way, or does each demand a very different model of "Federation - agency relations"?

#### Federations and Central Agencies of Jewish Education

Because of these underlying factors, forging effective Federation - agency relations in Jewish education is an extraordinarily challenging task, both conceptually and practically. Even with respect to what should be the simplest and most straightforward of these relationships -- that of the Federation with the Bureau of Jewish Education, an agency almost everywhere largely supported by and closely tied to the Federation -- these complexities manifest themselves in ways which are often poorly understood and which impact negatively on what should be a strong, positive, collaborative relationship.

The problems of Federation - Bureau relationships cannot be understood without recognizing some of the basic ambiguities affecting the status and functions of central agencies of Jewish education today.

The history of Bureaus of Jewish Education in North America goes back many decades. These agencies were designed and created, often by Federations themselves, to provide an instrument for undertaking educational advocacy, setting educational standards, delivering centralized services to schools, and promoting coordination of educational activities. Many Bureaus were established at a time when Federations were not directly involved in Jewish education to any significant extent, and did not wish to be. Bureaus were then conceived of as a means of providing arms-length assistance to Jewish education, when direct subvention of schools and programs was rare. More recently, central agencies have been established precisely to reflect a growing interest of Federation leadership in Jewish education.



Following the model of other domains of service, establishing a community instrument for supporting Jewish education was seen as an expression of commitment to the importance of Jewish education and a means of promoting greater communal involvement.

Regardless of their origins, however, Bureaus of Jewish Education today nearly all operate within an environment of both purposive and structural ambiguity. In simple structural terms, there is today no single model of how a Bureau should be organized and how it should be linked to the Federation. Many Bureaus are fully independent agencies, enjoying the same formal status and relationship to Federation as a JCC or Jewish Family Service. Others, however, are in fact departments of Federations themselves, whose autonomy ranges from substantial (functioning almost as if they were separate agencies) to minimal.

Functionally, i.e., in terms of what Bureaus do, the situation is little clearer. The historical development of central agencies of Jewish education has been shaped by two quite different models: The first conceptualizes the Bureau as a true "board of education" -- an instrument for establishing standards, determining curricula, supervising personnel practices, and administering communally sponsored schools and programs. The second model sees the Bureau as essentially a "service agency" -- a vehicle to give fundamentally autonomous schools what they want, without imposing the Bureau's norms. The two models are not, of course, entirely incompatible -- but they do represent subtly different definitions of a central agency's essential role and, hence, of its relationship to the other educational institutions in a community. In turn, this ambiguity of definition affects the way in which the Bureau relates to the Federation, what is expected of it, and the place it occupies in the complex network of relationships which Federations seek to manage and maintain in the educational domain.

Today, most Bureaus embody (or try to embody) elements of both models: providing services to specific institutions on a non-ideological, non-evaluative basis, and also promoting a trans-institutional agenda of enhanced quality and increased coordination of activity. In practice, Bureaus are involved in an extremely broad range of activities: direct consultation with schools, recruitment, training, and/or placement of personnel, running schools (especially high schools), sponsoring and conducting a variety of



other educational programs (adult education, retreats, community-wide events, Israel trips), operating educational resource centers, developing curricula and other educational materials, and a host of activities that fall into the category of coordination and community planning, including in some instances involvement in allocation of funds to other educational institutions. Few Bureaus engage in all of these activities; almost all in more than one. To further complicate matters, there are in some cities (Detroit, Pittsburgh, and Minneapolis are three prominent examples), other communally-sponsored educational institutions -- usually a community school -- which perform some of these functions and thus serve as "quasi-bureaus." Again, what functions a given central agency does and does not engage in, both reflects and affects not only its relationships with other educational institutions, but with the Federation.

In general, we would argue that the lack of a consistent, widely understood and accepted model of what a Bureau is and what it does is one of the major causes of ambiguity and tension in its relationships with Federation. The Bureau often finds itself caught between the needs and expectations of Federation -- on which it is dependent for nearly all of its funding -- and those of the educational institutions it is supposed to coordinate and serve. In mediating between these two "worlds," the Bureau has the added disability of lacking any real leverage over either. Except where funding relationships mandate otherwise (and these are rare), schools are essentially autonomous with respect to central agencies. No school must attend to the Bureau's views on educational issues. As a result, from the perspective of both the educational institutions and the Federation, the central agency is more a convenience than a necessity.

This means that Bureaus must live, prosper, and justify themselves in an environment of responsibility with little authority. As the "central agency" for Jewish education in a community, it is expected, by Federation and the institutions, to make a demonstrable difference in the Jewish educational life of that community. Else why have -- and fund -- a Bureau? Yet, the Bureau's perception of what is needed and desirable to make that difference educationally may not correspond to what the institutions want, nor to what the Federation sees as desirable politically. Thus, Bureaus today often find themselves on the defensive, having to justify both to the educational institutions of the



community and to the Federation that they are worth the investment being made in them.

The growing involvement of Federations in educational planning, funding, and in some cases programming, bringing with it new direct relationships with schools and synagogues, has added further ambiguities to the Bureau's role and to the Federation - central agency relationship. One could construct a plausible argument that where a central agency for Jewish education exists, the Federation should channel all of its activity and institutional relationships in the field of Jewish education -- including its financial support -- through that central agency. For the Federation to create and/or support a central agency for Jewish education, and then to enter itself into the domain of educational planning, assistance, and coordination -- often without specific educational expertise -- raises questions of duplication, inefficiency, and of undercutting one's own agencies.

Yet the matter is not so simple. Not all Bureaus are viewed or view themselves as agencies commissioned or equipped to undertake educational planning and funding. Community planning, especially where the service delivery system embraces multiple institutions (as it does with Jewish education), has become primarily a Federation responsibility. And for good reason: Federation is likely to be the only agency able to mobilize the broad participation, quality of leadership, and resources necessary for effective planning. For Federations not to claim Jewish education as an arena of direct concern and involvement is to make an implicit negative statement: that Jewish education does not enjoy the same priority status for community and leadership attention as do other domains of activity where the Federation is engaged.

Simply in practical terms, if the Federation is to allocate a quarter or more of its local funds in support of Jewish education -- the norm today -- it is almost surely going to be directly involved not only in determining to whom those funds are distributed, but in shaping how they are used. The principle of accountability, as well as the politics of allocations, lead Federations toward direct involvement with Jewish education and the institutions that provide it. This direct involvement makes it difficult -- even where a Federation might wish it to be so -- to preserve the central agency as the sole focus and conduit for expressing Federation's interest in Jewish education.



This pattern of both mediated and direct involvement by Federation in Jewish education subjects the Federation - Bureau relationship to additional strains and tensions. Because the boundaries between planning, coordination, operations, and services are often fluid and indistinct, Federations may find themselves duplicating or infringing on what Bureaus understand as their role. Further, Federation's control of allocations may put the Bureau in the unenviable position of being irrelevant to, or worse, a perceived competitor in, the process by which the institutions it is mandated to serve, and, at least to some extent, to guide, receive the funds that are the most tangible expression of communal involvement in Jewish education.

There is, we believe, simply no easy answer to the question of how to structure Federation - central agency relations in a way which maximizes both the Federation's direct responsibility for supporting Jewish education and the Bureau's capacity effectively to enhance the quality of the educational enterprise in a community. The range of current structures and practices is so vast, and the relevant history and dynamics in particular communities so different, that it would be futile to try to prescribe a single model for what central agencies should do, what Federations should do, and how the two should relate to each other.

The critical requisite at this time is for explicit, mutual clarification of expectations between the Federation and the Bureau in each community, a process which should be undertaken in full awareness of the problematic dimensions of the central agency - Federation relationship as described above. Once the Federation and Bureau have determined as best they can the structural and functional relationship they wish to maintain, then it becomes the responsibility of both to insure that each can in fact succeed in the roles it has been assigned. This means in particular that the central agency must have resources, leadership -- lay and professional -- and authority commensurate with its responsibilities, and that whoever is charged with responsibility for educational planning -- Federation, Bureau or both -- must have the competence in education and community organization to play that role effectively.

The process of careful deliberation and explicit decision-making about the respective roles and responsibilities of the Federation and the Bureau -- and about what each needs and must do in order to



perform its assigned role -- has, in our experience, taken place too rarely, and then often in an atmosphere of crisis and mutual recrimination. JESNA's involvement together with CJF in sponsoring an ongoing professional dialogue between Federation social planners and Bureau executives is designed in part to address this need for a thorough reassessment of Federation - central agency relations in this new era of communal educational activism. But even this is no substitute for local efforts to address proactively what has become, regrettably, an area of increasing uncertainty and tension.

In general, it will be increasingly important for Federation leadership -- lay and professional -- to enhance their own understanding of the world of Jewish education, with all of its subtle cultural differences from the social service world with which they are likely to be more familiar and more comfortable. Federation leaders must become at least conversant with the multitude of issues which concern educators -- how to define appropriate cognitive, affective, and behavioral goals, how to construct curricula to achieve these goals, how to measure achievement, how to align the structure, content, and methods of educational programming, and many others -- if they are to be able to make informed and intelligent decisions in the realm of educational planning. This type of self-education about education is critical. Corresponding efforts must be made by educational leaders, especially in Bureaus, to understand the ethos of the Federation world and to become more capable of negotiating the politics and processes which make the communal system function effectively.

There are many other important issues of Federation - agency relations in Jewish education which merit careful consideration today: how to strengthen the growing relations between Federations and synagogues in Jewish education; the development of a model of accountability appropriate to the educational domain; the implementation of community-wide educational planning, involving many institutions operating in diverse sub-domains. Each of these deserves its own careful analysis -- but that would take us beyond the scope of what we are able to attempt in this presentation.

It appears, thankfully, that Federations are here to stay as important participants in the effort to enhance the quality and impact of Jewish education in North America. It is, therefore, increasingly vital



that Federations become more aware of the complex interactions which take place in the educational arena and more skillful in orchestrating the range of relationships needed for it to play a constructive and effective role in that domain. Promoting this understanding and capability is one of JESNA's central missions, and we hope that this presentation has helped in fulfilling that responsibility.

