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Federation planning, 1988-1990.

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American Jewish Archives website.

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

FROM: Henry L. Zucker  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 8/15/88  
REPLYING TO  
YOUR MEMO OF:

*HRZ*

SUBJECT:

INTER-OFFICE CORRESPONDENCE

I think it is important to keep in touch with the federation movement regarding the work of the Commission. Any prospect for permanent financing of Jewish education on a scale considerably beyond the present one will depend on the understanding of federations as to the need for major increases in funding. This looms as the key aspect of our post-Commission follow-up work equal to, or perhaps even more important, than what we do with foundations and especially interested individuals.

It is important to begin this assignment during the work of the Commission itself. It can be done in the following ways:

1. Involving federation leaders--lay and professional--in the work of the Commission itself.
2. Speaking individually with other federation leaders, particularly the key executives, whenever it is useful to discuss with them subjects under discussion in the Commission, or the Commission work being done by laymen from their communities.
3. Arranging occasional meetings with federation groups such as the CJF Board of Trustees, the CJF Commission on Jewish Continuity, and gatherings of federation presidents and federation chief executives.

*G.A.*

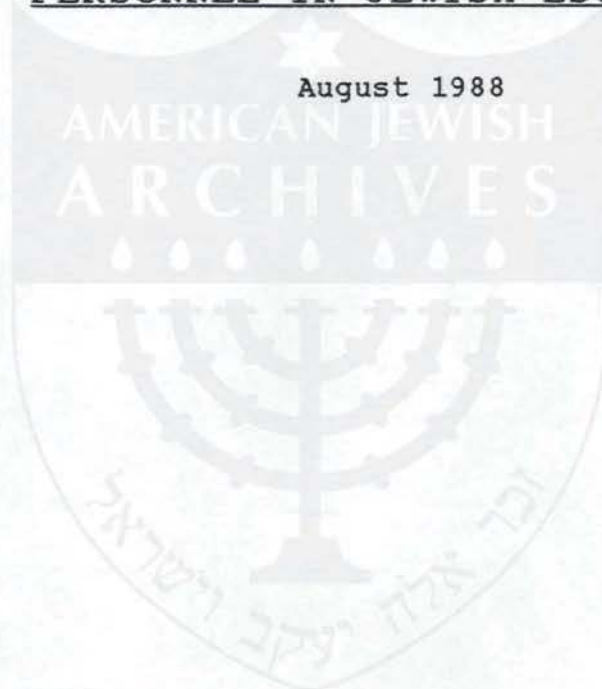
It is probably also a good idea to concentrate on a few key leaders who will help us to carry the ball with the federation movement. Among these persons are Bill Berman, Max Fisher, Bob Loup, Charles Bronfman, Lester Crown, David Hirschhorn, Mark Lainer, Henry Koschitzky, Charles Ratner, Esther Leah Ritz, Dan Shapiro, Peggy Tishman and Bennett Yanowitz. Also, Bob Hiller, Steve Hoffman, Steve Solender, Barry Shrager, and other key executives.

*Invite execs one at a time to Commission Mtg.*

FEDERATION OF JEWISH AGENCIES OF GREATER PHILADELPHIA

COMMITTEE ON JEWISH EDUCATION

PROPOSAL FOR STUDY OF  
PERSONNEL IN JEWISH EDUCATION





### STATEMENT OF PURPOSE

The Committee on Jewish Education of the Federation of Jewish Agencies of Greater Philadelphia, in cooperation with the Central Agency for Jewish Education, proposes to conduct a study to recommend programs and strategies for improving the recruitment, training and retention of qualified educators for local primary and secondary Jewish day and supplementary schools.

### BACKGROUND

There is a national shortage of qualified personnel for many types of positions within the Jewish educational system, e.g., teachers for both day and supplementary schools, specialists of various kinds, and school administrators. The shortage of qualified personnel is a problem also characteristic of many other fields of Jewish communal service.

Over the years, talented individuals have become increasingly reluctant to take on Jewish education as a career; and many persons who go into the field do not remain there for very long. Among the reasons often cited are the following ones:

The field of education is held in low esteem. This is true not only in Jewish education, but also in American society.

Full-time teaching opportunities in supplementary schools are few.

Salaries and benefits are non-competitive.

Working conditions are often difficult.

As a result, many positions are unfilled, and others may be filled by individuals without requisite qualifications and commitment. According to the Jewish Educational Service of



North America (JESNA), the majority of Jewish teachers have no Jewish teacher certification of any sort. More than half of all supplementary school teachers have no formal Jewish training beyond the high school level. In this environment, it is difficult to maintain professional standards.

There is a need to learn how critical the local situation is, and to see what resources and approaches might be applied in Philadelphia.

#### AMERICAN JEWISH GOALS OF THE STUDY

The specific goals of the proposed study are to:

- 1) examine the current demand for, and supply, of qualified local educators in Jewish elementary and secondary schools;
- 2) determine the problems and concerns of schools and educators as they relate to staff availability, recruitment, training, and retention;
- 3) analyze the individual roles and interrelationships of local programs and approaches for recruiting, training and retaining qualified educators, and examine their effectiveness; and
- 4) explore and investigate alternative policies, strategies, and programs for improving the recruitment, training and retention of qualified Jewish educators.

Pursuant to these goals, the study will review the following factors: characteristics of local area educators, patterns of deployment, salaries and benefits, working conditions, recruitment and procurement practices, placement practices, staff development programs, academic programs, and licensing standards. Other relevant factors may emerge during the process.



These factors will be considered within the framework of the needs and roles of the following educational institutions: Federation-supported day and supplementary schools, synagogue-based supplementary schools, and local Jewish institutions of higher learning, including Gratz College, the Reconstructionist Rabbinical College, and the Talmudical Yeshiva of Philadelphia.

#### PROCEDURES

The Committee on Jewish Education should establish a subcommittee to guide the planning process. It is suggested that the subcommittee be named the "Committee on Personnel in Jewish Education." The Committee will be charged with the tasks of reviewing information collected by staff, considering the testimony of national and local experts, working through the issues, and developing recommendations. The estimated lifespan of the Committee's activities is expected to be two years.

The Committee will be composed of lay and professional leaders. Committee members will be drawn from the Committee on Jewish Education, the Central Agency for Jewish Education, constituent educational agencies, and synagogue-based supplementary schools. In view of the large number of Jewish schools in the area, a selection of representatives will be necessary so that the Committee will be of manageable size. The Committee will be staffed by the Federation and Central Agency for Jewish Education.

The Committee will be further broken down into 4 subcommittees, which will be responsible for monitoring the research, reviewing findings and issues, reporting findings, and making recommendations to the overall Committee. Three of the sub-committees will separately address the personnel needs of day schools, communal supplementary schools and synagogue supplementary schools. The fourth sub-committee



will examine the roles of the Central Agency for Jewish Education, Gratz College, and other local Jewish institutions of higher learning in training local educators.

Staff will have the primary responsibility of collecting information for the sub-committees and the overall Committee, although it is intended that the committees will supplement this information with individual and panel presentations by national and local experts.

The information collected by staff will include:

- 1) A survey of school board chairpersons of all local Jewish elementary and secondary schools. A structured questionnaire will be mailed to all school board chairpersons and used to gather information on:
  - a) Concerns and recommendations regarding personnel recruitment, training and retention
- 2) Interviews with Principals. Fedederation and Central agency staff will conduct interviews with a representative sample of principals to gather information on:
  - a) Staff size
  - b) Staff characteristics, including qualifications, and socio-demographic characteristics
  - c) Staff responsibilities
  - d) Workload attributes
  - e) Work environment characteristics
  - f) School licensing and background requirements
  - g) Salaries and fringe benefits and pay scales
  - h) Staff recruitment practices
  - i) Staff development programs
  - j) Concerns and recommendations regarding personnel recruitment, training and retention
- 3) A survey of teachers and principals. Structured questionnaires will be distributed to all teachers and principals. The questionnaires will be used to gather information on their:
  - a) Socio-demographic attributes
  - b) Educational and work experience, licenses
  - c) Opinions regarding work conditions and needs for training and other forms of skill-building
  - d) Concerns and recommendations regarding personnel recruitment, training and retention



4) Interviews with members of the staffs of Gratz College and other local Jewish institutions of higher learning. Federation and Central Agency staff will conduct the interviews. A structured questionnaire will be used to gather information on:

- a) Programs for new and existing educators
- b) Student numbers
- c) Student recruitment practices
- d) Graduate placement practices
- e) Relationships with local area Jewish schools
- f) Concerns and recommendations regarding personnel recruitment, training and retention

5) Interviews with the administrative staff of the Central Agency on Jewish Education. Federation staff will interview the administrative staff of the Central Agency. A structured questionnaire will be used to gather information on:

- a) Programs for new and existing educators
- b) Licensing and professional standards
- c) Recruitment programs
- d) Job placement programs
- e) Relationships with local area schools
- f) Concerns and recommendations regarding personnel recruitment, training and retention

6) A review of policies, strategies, experiences, and plans of other communities. Staff will survey the policies, practices and plans of other communities for improving the recruitment, training, and retention of qualified Jewish educators.

In addition, the Central Agency will provide the Committee with data from its annual census of schools.

The Committee and its sub-committees will review this information and develop recommendations for short and long range plans. A detailed workplan describing the first year of the Committee's activities is attached.



MEMO TO: Planning Group for the Commission on  
Jewish Education in North America

FROM: Henry L. Zucker

DATE: November 7, 1988

SUBJECT: Federation Relations

I am assigned the task of developing a plan for maintaining contact with federations regarding the Commission's work. In connection with this assignment, I have been in touch with Steve Hoffman and Art Naparstek. Having in mind the work of the Commission, and its proactive post-Commission responsibility, the following is proposed:

1. Staff should make a continuing effort to keep in close touch with federation leaders who are on the Commission.
2. We should keep federation executives informed about the participation of Commission members who come from their community.
3. We should begin to inform federation executives on a one-on-one basis about the work of the Commission, solicit their reactions, and begin to prepare them for the follow-up of the Commission's recommendations. As a first step, Art will go to the General Assembly of the CJF in New Orleans next week to meet with each of the following: Howard Rieger of Pittsburgh, Wayne Feinstein of Los Angeles, Steve Nasatir of Chicago, Steve Solender of New York, Darrell Friedman of Baltimore, Steve Ain of Toronto, and John Fishel of Montreal. I will follow up by telephone with Barry Shrage of Boston. Later, Art or I will see Ted Farber of Washington, Martin Kraar of Detroit, Brian Lurie of San Francisco, Howard Charish of Metropolitan New Jersey, David Sarnat of Atlanta, and possibly others.

We will then try to keep in touch with all of these executives through personal correspondence and telephone. We may develop a monthly or bi-monthly letter for this purpose.

Special attention should be paid to the executives whose federations have established comprehensive education planning committees, of which I understand there are now nine. We should try to keep in touch with these local special education committees, and encourage their relationship with the work of the Commission. Joel Fox of Cleveland is now preparing a paper on the work of these Jewish education committees.

4. Mort Mandel or Art or I would invite a group of executives to a breakfast or lunch meeting (or, if necessary, a 5 p.m. meeting) during the April quarterly meeting of the CJF. Howard Rieger is chairman of the big city group and arrangements will be made through him.
5. We should try to involve federation executives in Commission subcommittees and task forces, but not in Commission meetings.

We shall try to put on the calendar our follow-up work with the federation executives. In general, the first contact would be to convey information about the Commission and to exchange ideas about its work. The second phase would be progress reports on the Commission's work, and warming up the executives for the follow up which is anticipated after the Commission reports. The third phase is to follow up the report and its recommendations.





*file  
Fed Contro*

REMARKS FOR JOHN COLMAN FOR THE GA PRESENTATION ON THE  
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

I am pleased to be able to add my thoughts to this presentation. I've been honored to serve on this Commission and been deeply impressed with the quality of participants and the level of discussion. There are three points I want to highlight from my own perspective as Commission member and now a federation president.

First, this Commission has brought together an extraordinary group of people who have been able to operate at a very high degree of interest and consensus. To my knowledge this has never happened before in the area of Jewish education. This is the first time that such a broad and high level leadership group is focusing its energies on Jewish education to such an extent.

Second, as anyone engaged in problem-solving knows, success depends on whether you have defined the problem correctly. There is no question in my mind that the Commission's focus on personnel and community support and financing is right on target. There are many ways to tackle the complex web of Jewish education activity. These two areas cut across everything we want to accomplish, regardless of where we sit. If we can succeed in upgrading personnel and increasing community support and financing, we can make a difference.

Finally, what strikes me most is the opportunity at hand for our communities. How often have we struggled with the critical questions in Jewish education without seriously, systematically addressing them?

How long have local communities looked for a road map--a guide to what can make a difference in Jewish continuity? How long have we failed to attract appropriate leadership and funding in support of Jewish education?

This Commission offers an opportunity for change, a chance to demonstrate what can be successful in Jewish education and the ability to marshal resources yet untapped for this cause. There is no question that on a day to day basis in a local community, it is extremely difficult to see beyond this year's budget crisis. That is especially so now in the midst of massive Soviet Jewish resettlement, and believe me, Chicago is feeling it as much as anyone. However, if we have the vision to look beyond today the possibilities are enormous. Jewish leaders with substantial resources are increasingly interested in investing in Jewish education. They are particularly interested in doing so in a way that strengthens local communities.

I have become convinced through this process that there is a viable partnership awaiting us, the local community. The question then is will we have the vision and strength to think differently and act differently about Jewish education to take advantage of the opportunity. And, if we don't, what kind of future will we really have as a community?

*new file Federation*

TO: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

FROM: Arthur J. Naparstek

NAME

DEPARTMENT/PLANT LOCATION

DATE: 11/18/88

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

SUBJECT: Outline for Paper

Attached is a copy of the outline for paper, Federation-Led Community Planning for Jewish Education, Identity and Continuity.

attachment





Jewish Community Federation  
of Cleveland

April 28, 1988

OUTLINE FOR PAPER  
~~FEDERATION-LEAD~~ <sup>LEA</sup> COMMUNITY PLANNING FOR JEWISH EDUCATION, IDENTITY  
AND CONTINUITY

I. GENERAL INTRODUCTION

- A. Evolving national agenda.
- B. Big players (Jewish Agency, JWB, JESNA, CAJE, CJF, Colleges).
- C. Expanding research <sup>base</sup> ~~space~~.
1. Lewittes "What Works."
  2. Harvard's Perry London and Naava Frank work on Jewish identity and Jewish schooling.
  3. Hebrew University Seymour Fox work with international problems
  4. Shrage's "From Experimentation to Institutionalized Change."
- S. Schiff's supplementary school Schiff*
- D. Changing role for Federation.

1. Woocher's "communalization" of Jewish education.
2. Collaborative efforts local parallel national successes.
3. Issue is bigger and broader than BJE's.
4. Importance of synagogues.
5. Set standards, norms in community life, schools and institutions.
6. Access to funding.
  - a. rearrange existing community priorities
  - b. raise more
  - c. special-purpose endowments
  - d. shifting priorities for new money
  - e. general endowment support

## II. TOP LEADERSHIP

- A. Federation's most valuable asset.
- B. Able to focus others on issue, move funding, reestablish priorities.
- C. Mandel said "Idea whose time has come."
- D. Other big names: Berman, Wexner, Tisch, Cardin, Melton.
- E. Major communities are working on and with top leadership, now motivated by new CJF committee.

## III. COMMUNITY ORGANIZATION

- A. Most major communities now have recently developed commissions on Jewish identity, continuity and education.
- B. In the forefront: L. A., Columbus, Detroit, Baltimore, Pittsburgh, Dallas, Cleveland, Denver, Richmond.



- C. "Communalization" is the apparent key -- placing continuity issues centrally on the community agenda and developing an all-encompassing planning process, with the Federation assuming a leadership role but being sure to involve all key players, especially the synagogues.
- D. Staff leadership teams lead by Federation planners including JCC, BJE directors, and as appropriate, college presidents, rabbis, a few others.
- E. Lay involvement is representative but after a while people forget whom they represent.

IV. SUBSTANTIVE ISSUE NO. 1: PERSONNEL

- A. Impending disaster.
- B. National recruitment strategies.
- C. Senior personnel.
- D. In-service training and supports.

E. Day schools.

F. Money (<sup>see</sup> CJWB and FEREP models).

G. Review Baltimore program and thinking in Pittsburgh, Detroit and Cleveland.

V. SUBSTATIVE ISSUE NO. 2: INFORMAL EXPERIENCES

A. See Schiff, issues in supplementary education.

B. See also London/Frank stuff.

C. Annette Hochstein work on "The Israel Experience."

D. Retreats.

E. Youth work.

F. Columbus' discovery program/Cleveland CYRO/National Consortium on the Teaching of Israel/IISP and Sisters.

VI. SUBSTANTIVE ISSUE NO. 3: INVOLVING PARENTS

- A. See London and Frank.
- B. See JEFF/Detroit.
- C. Early Childhood/Life Cycle (Joe Riemer).
- D. Contracts/"Case Management" Model/reorganized synagogue programs.

#4 Teens

VII. CONCLUSION

- A. Raised the ante.
- B. Many remaining issues prior to much more implementation:
  - 1. Difficult, "unnatural" partnerships and turf/control/governance problems.
  - 2. <sup>Burden</sup> ~~Earn~~ of "proof" and evaluation -- how do we know what difference it all makes?



3. Reestablished priorities affect other community service and potentially local/overseas split.

C. Best minds, most progressive leaders now deeply invested in process general belief that major change is on the way.

D. Additional new major initiatives such as early stage of Wexner Foundation Grants Program and new Mandel initiative for North American will keep the heat on and force agencies, synagogues, professionals to respond.

E. General national return to traditional values and more religious life helps.

sls:73:10

FEDERATION-LED COMMUNITY PLANNING FOR  
JEWISH EDUCATION, IDENTITY AND CONTINUITY

by

Joel Fox, Director of Planning & Research, Cleveland Federation

For the last few years, local North American Jewish community planning agendas have been shifting, evolving to a point of much more concentration on issues related to Jewish survival and continuity. While traditional community planning for special subpopulations such as the disabled and aging continues, many communities have rearranged their planning priorities to focus more resources and attention on questions about the nature of our North American Jewish community in the 21st century.

The national planning agenda has provided the impetus for this change, with major national agencies including the JAFI Jewish Education Committee (North America), JESNA, CAJE, JWB and the CJF all raising the visibility of Jewish education and continuity as an issue of primary concern requiring extraordinary community efforts.

A second impetus for change has come from research. Within both academic and communal circles a number of influential studies have recently been published which have given support to concerns about Jewish continuity and pointed towards possible solutions for problems faced in the field. These include the work done by Perry London and his colleagues at Harvard on Jewish identity formation<sup>1</sup>, by Alvin Schiff and his colleagues in New York on supplementary schools<sup>2</sup>, and by Barry Sohrage in Cleveland on experimentation leading to institutional change<sup>3</sup>. These studies, along with many others, suggest the need for changes in our communal funding priorities, in our basic educational approaches and in the breadth of players involved in Jewish education. This article will explore the implications of this knowledge as a guide to federations entering this field.

CHANGING ROLES FOR FEDERATIONS

Jonathan Woocher's concept of the "communalization" of Jewish education sets the stage for a new role for federations to be directly involved in broad-based community planning for Jewish education and continuity. We have learned from the national efforts that community-wide collaborative efforts are necessary for Jewish education planning to be meaningful in the 1990's. It is clear that many institutions have long played and will continue to play essential roles in the delivery of educational services, creation of educational materials, the training and support of educational personnel, and evaluation. What is newly emerging is the realization that federations can serve a key role in the communalization of Jewish education by facilitating and coordinating the community's efforts at improving its educational systems. Federations will not replace the work of BJE's, synagogues or JCC's, but they can add a vital new dimension to the field of Jewish education by addressing changing norms in communal life, involving the highest level of leadership and accessing new levels of funding.



Top community leadership is, of course, federations' most valuable asset. These are the people who are able to focus others on an issue and generate and move funding towards a particular goal. The leadership is also best able to reestablish community norms and address the dissonance between family practices and Jewish customs as learned in school. There are many national leaders from CJF, JWB, JESNA and elsewhere getting deeply involved in this issue and working with their peers to get them involved.

Access to funding is another major reason to have federations at the center of the new movement towards the primacy of Jewish education and Jewish continuity on the communal agenda. Federations will be called upon to raise more money to address these issues, manage the difficult process of re-arranging existing community priorities, and work with people who are capable of establishing special purpose funds to assure this activity in perpetuity. Federations can bring to bear endowment and ongoing operating support to leverage other money for this purpose. The new program concepts are big, expensive and broad-based enough to require the communities' "central address" to be the key player and coordinator and to work alongside other communal and religious organizations to bring about the desired changes.

Partnering with the synagogues is another role for federations. After all, about 80% of our young people who get some Jewish education get it in a synagogue school. These key service providers can neither do the whole job alone, nor should they be asked to give up their autonomy. Rather, we have started to see incredible strength in the joint-venture approach -- since everyone will win if we are successful.

#### MODELS OF COMMUNITY ORGANIZATION

Many federations have already engaged in Federation-led community planning for Jewish identity and continuity. Commissions, committees and task forces are already well advanced in Baltimore, Cleveland, Columbus, Dallas, Denver, Detroit, Los Angeles, New York, Pittsburgh, Richmond and Washington. Others are at earlier stages of organization.

"Communalization" of the effort is the key to placing continuity issues high on the community planning agenda. Developing an all encompassing planning process is working. The federations have assumed a leadership role, but have been sure to involve all the key players in the community and especially the synagogues.

Professional leadership teams, led by federation planners but including rabbis, school directors, JCC and BJE professionals and academics, are working together to define problems, sort out priorities and develop options to be considered by lay leadership. Most of these 11 communities report that lay involvement on the commission is formerly representative of the various institutions. But, once people get involved in consideration of issues that effect everyone the planning effort gels into a unified approach. That in itself is of value in ensuring a broad commitment to

program recommendations and appropriate use of financial resources to deal with community-wide issues.

Three different community organization approaches have been taken by the communities that are more advanced in the planning process. They include 1) traditional planning, 2) request for proposals, and 3) seed money. Before detailing the approaches it is important to note that all three approaches have as a prerequisite active experimentation with individual program ideas prior to the communal approach. Whether it be family education in Detroit, synagogue-based teacher training in Baltimore or outreach programs in Denver, in all cases program experimentation has set the stage for people's willingness to believe that change in the educational system is possible and can have a positive impact on Jewish continuity.

Briefly, the three community organization models look like this:

Traditional Planning --

Cleveland and Baltimore have convened all the players in the community to go through the exercise of defining problems; sorting out priorities; developing and considering action plans; developing full program, implementation, funding and evaluation plans, and then publishing blueprints for broad-based community action. This process is closely linked to the traditional planning activity in these and many other communities. However, in both cases, the intensity of effort, commitment and excitement was unusually high. The broad-based partnership with the synagogues appears to be one of the most important keys to these successes.

"Request for Proposals" --

Detroit's process was initially similar to the Cleveland and Baltimore experience. However, after establishing priorities, Detroit published an inventory of issues the community wanted addressed through innovative program proposals. This "request for proposals" approach caused agencies, synagogues, and individuals to begin to think and plan together around the newly established community directives. This type of planning process should be possible in any size community and under almost any set of circumstances in the schools and other community institutions. Once a community establishes its goals and priorities, then it can worry about determining who should be responsible for any new program initiatives and how they will be funded.

Seed Money Approach --

Columbus put its resources out front as an incentive for cooperative planning and creative thinking in dealing with identified community problems. The Federation's Board of Trustees set aside \$250,000 of campaign money and then initiated a federation-led process to decide how best to spend it.



For all the differences between approaches, the planning process had much in common. They all demonstrated that federation-led efforts can quickly go public with new priorities and be quite flexible in moving ahead with the planning process. They came to similar conclusions in identifying three elements that are basic to improving the effectiveness of the educational system. They are 1) the need to professionalize the personnel in Jewish education, 2) the need for involving parents in the Jewish identity formation of their children, and 3) the need for more and better informal educational experiences for building the Jewish identity of our youth. We will review each of these in greater detail.

### PERSONNEL

North American Jewry is suffering from the lack of a profession in Jewish education. We have many people working in the field, but most in part-time, poorly compensated, low status positions. We have yet to create the conditions for working in this field which will attract high quality people, adequately compensate and support them and offer them a challenging ladder of opportunity for a professional career.

Creating a profession of Jewish education is an idea whose time has come. The day school movement has made the most progress in offering full-time work, opportunities to advance oneself up a career ladder and, in some cases, competitive salaries and benefits. In supplementary schools and in many informal educational contexts, the professional opportunities have been far more limited, and we are seeing an increased reliance on advocational personnel. There have been urgent calls to find ways to creatively combine positions and offer educators full-time employment that is challenging, long-term and well compensated.

There are communities which have begun to take up the challenge of improving the quality of personnel in supplementary schools by helping part-time teachers acquire the skills and knowledge needed to be more effective in classrooms. In Baltimore schools have been given incentives to engage a majority of their teachers in skill training. In Cleveland a "personal growth plan" has been developed which provides individualized training programs, recognizing different backgrounds in content knowledge and pedagogic skills. Several communities are providing teachers with the opportunity to study in Israel and many sponsor participation and professional conferences such as those run by CAJE. These and other approaches will need to be developed to build a profession of Jewish educators.

### INFORMAL EXPERIENCES

Research in Jewish identity formation and in Jewish professional career choices offer support to a long-held theory that informal educational experiences can play a significant role in influencing one's commitment to Jewish life. For example, Cleveland's demographic study of Jews from 18-29 years old found that many people cite summer camp, a trip to Israel or a



youth group experience as most positively enhancing their current Jewish identity.

Even were everyone to agree to grant informal education a key role in Jewish education, from a planning perspective, it could not stand alone. Informal education is inherently connected to the other pieces of the puzzle. We do not have a cohort of professionals who combine strong Jewish knowledge with group work skills, so enhanced training of personnel is an immediate prerequisite. Second, for meaningful Jewish experiences to be properly understood, students need formal education to interpret them. Third, since informal education relies heavily on "artificial environments" such as summer camps and weekend retreats, their need to be bridges built to connect the "artificial" high to the daily life of the community. In all cases, the informal experience needs to be expanded upon to be most truly effective.

For Federation planning, there is a need for a comprehensive approach, integrating BJE, JCC and school personnel. This approach provides an opportunity for people who care about these issues to talk and learn from each other. Program models like Columbus' Discovery Program which integrates preparation for an Israel trip into school curricula and JCC family retreats provide great food for thought in the Federation planning arena.

Suggestions for integrating formal and informal educational experiences can be found in the supplementary school study done by the New York BJE. Although it may seem to the leadership like a radical step, a number of planners and educators are now considering shifting supplementary school hours in some years from the mid-week program to more experiential weekend retreats. That these major shifts can even be contemplated represents a significant belief in the power of providing a Jewish life experience to students whose families may otherwise not provide it and whose formal Jewish education is otherwise not linked to their daily lives.

### JEWISH FAMILY EDUCATION

It has long been recognized in general education that schools cannot educate children in a vacuum. If issues studied in the classroom, or even experienced in informal settings, are not supported at home much of the educational advantage is lost. This idea was given empirical support in the work of Harold Himmelfarb<sup>4</sup> and others. In recent years a number of Jewish educators have begun to close the gap between the Jewish classroom and home by more extensively involving the family in classroom activities.

As with informal experiences, family education, to be effective, cannot be seen as an adjunct to existing program but rather needs to become part of the program itself. We need to think of ourselves as educating families and not just individual students.

An outstanding example of this is to be found in Detroit's Jewish Education for Families ("JEFF"). Schools are invited to participate in informal family educational programs on the condition that they set up an internal



committee structure made up of educators and parents who jointly plan the program and ensure its connection to the curriculum of the formal classroom. This "community organization" concept within the school seems to work well for Detroit schools, and in different forms, has been tried in other communities such as Boston and Los Angeles.

Cleveland is considering a model built on the social work case management approach. Around the lifecycle events when they are most open to it, families can be approached to build a program involving their own commitment to learning, Israel experiences and various Jewish schooling options. Each school will learn how to sit down with parents and children to discuss this comprehensive Jewish activity. The federations can support the synagogue schools by bringing to bear communal resources to give the schools the ability to carry out these plans in an effective way.

### CONCLUSION

Reviewing the work of federation-led planning for Jewish education ongoing in the 11 cities cited above, we find their most important success has been to raise the ante, to involve the top tier of communal leadership in issues of Jewish education and continuity. From their involvement can follow a rearrangement of financial allocations to more fully address the building of a more effective Jewish educational system that will help each provider of services -- synagogues and agencies -- to fulfill their educational missions.

Those communities which are furthest in their thinking and planning are now dealing with very complex funding, control and governance issues. They must sort out the extent to which community resources can be expended in schools and settings over which the federations have no financial control. For the most part, the top leadership involved in these efforts have come to see that the federations' and synagogues' futures are so inextricably bound that we have no choice but to share control and influence if all of us are to be successful in ensuring Jewish continuity.

Another broad challenge will be the need for evaluation of programs. Studies will have to be commissioned to determine whether newly funded programs are accomplishing their immediate objectives and whether in the long term better education leads to more commitment in the next generation. Through JESNA and academic institutions we will need to build adequate facilities to conduct reliable evaluation studies.

Over time we will have to measure the degree of determination that exists on the local level to re-order funding priorities to allow these changes to happen. Unquestionably, important and difficult discussions over priorities will need to be held. Hopefully national initiatives -- from JESNA, JWB, CJF and the denominations -- will spur change on the local level. The existence of family foundations interested in funding initiatives and the creation of the Commission on Jewish Education in North America should add significant incentives for communal change.

We are fortunate that a number of positive influences converge at this time which help the federations to proceed. The general American return to traditional values and religious life helps. The fact that we have less worry about our physical and social needs in this generation helps. Our massive national resources both from the campaigns and in the foundations will help. Our emerging national cadre of new Jewish education professionals will help. Our mature community planning approaches and relationships with the synagogues help. And of course the extensive research and writing related to "what works" in Jewish education helps tremendously, although much more needs to be done.

As the federation-led comprehensive approaches to Jewish education planning continue, we will all need to continue to learn from each other and share successes. The door is wide open, and with hard work and determination we should be ready to take advantage of the many opportunities.

#### REFERENCES

- 1) Perry London and Naava Frank, "Jewish Identity and Jewish Schooling," journal of Jewish Communal Service, Volume 64, No. 1, 1987.
- 2) Board of Jewish Education of Greater New York, Jewish Supplementary Schooling: An Educational System in Need of Change, 1988.
- 3) Barry Shrage, "From Experimentation to Institutionalized Change: An Action Plan for Jewish Continuity," unpublished manuscript, Jewish Community Federation of Cleveland, 1987.
- 4) Harold Himmelfarb, "The Non-Linear Impact of Religious Schooling: Comparing Different Types and Amounts of Jewish Education," Sociology of Education, Volume 50, 1977.

Special thanks to Dr. Joseph Reimer, Director, North American Commission on Jewish Education, for his assistance with this article.



June 1, 1989

## EXECUTIVE SUMMARY

1. At its meeting on December 13, 1988 the Commission decided to focus its work initially on two options.

- To deal with the shortage of qualified personnel for Jewish education; and
- To deal with the community—its structures, leadership and funding as major agents for change.

2. There was consensus that we should deal with personnel and the community. It was recognized that these are enabling options, pre-conditions for effecting all of the programmatic options, and thereby likely to improve Jewish education in all areas. Some commissioners reminded us that agreement has existed for a long time, that these areas are in need of improvement, but expressed concern as to whether any ways can be found to significantly improve them.

3. Since the meeting on December 13th, almost all commissioners have been consulted. Two key questions have emerged:

A. Do we know *what* should be done in the areas of personnel and the community?

**Are there any important ideas?**

B. Do we know *how* it should be done?

**Are there strategies for implementation?**

4. Throughout the consultations, ideas were proposed by commissioners and other experts, programs were brought to our attention by practitioners in the field, and we were informed of current trends and developments in the areas of both personnel and community.

### 5. The Community:

We learned that key lay leaders of the community are taking a new interest in Jewish education; that eleven commissions on Jewish education/Jewish continuity, coordinated by CJF, have been established in communities; that private foundations interested in Jewish education are growing in number and size, and more.



## 6. Personnel:

Our assumption was reinforced that in dealing with personnel the approach would have to be comprehensive, that **recruitment, training, retention and profession-building** would have to be addressed simultaneously. There are many interesting and promising ideas in each of these areas. Some of these ideas have been tried and are considered successful; others have been formulated and seem convincing. However, we were also made aware of the paucity of data and the absence of planned, systematic efforts.

7. We learned that the **personnel and community options are inter-related** and that any strategy must involve them both. If we hope to recruit outstanding people, they will have to believe that the community is embarking on a new era for Jewish education. An infusion of dedicated and qualified personnel into the field will help convince parents that Jewish education can make a difference in the lives of their children and in the life-styles of their families.

8. This task—bringing about change in the areas of personnel and community—is vast and complex and will be difficult to address at once and across-the-board throughout North America. Because much of education takes place on the local level, and because we recognize the importance of the local community playing a major role in initiating ideas and being leading partners in their implementation, **it is suggested that the Commission consider establishing a program to develop community action sites.**

9. A community action site could involve an entire community, a network of institutions or one major institution where ideas and programs that have succeeded, as well as new ideas and experimental programs, would be implemented. If successful, other communities might be inspired to apply the lessons learned in community action sites to their own communities.

10. Working on the local scene will require the involvement and assistance of national institutions and organizations. Local efforts will not reach their full potential without the broad and sustained contribution of experts on the national level. **A community action site requires both local initiative and involvement, and national expertise.**

11. As these multiple and complex issues are being considered, many questions emerge. How does one begin to plan the local initiatives that will eventually lead to wide-spread change? Who will be the broker between the national resources and the institutions and individuals in the communities where projects are undertaken? How can one bring the best practice of Jewish education in the world to bear on specific programs? Who will see to it that successful endeavours are brought to the attention of other communities and that the ideas are appropriately diffused?

These are some of the questions that will be on the agenda of the Commission as it convenes for its third meeting on June 14, 1989.

FEDERATION-LED COMMUNITY PLANNING FOR  
JEWISH EDUCATION, IDENTITY AND CONTINUITY

by

Joel Fox  
Director of Planning & Research  
Jewish Community Federation of Cleveland

Prepared for

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Meeting of June 14, 1989



For the last few years, local North American Jewish community planning agendas have been shifting, evolving to a point of much more concentration on issues related to Jewish survival and continuity. While traditional community planning for special subpopulations such as the disabled and aging continues, many communities have rearranged their planning priorities to focus more resources and attention on questions about the nature of our North American Jewish community in the 21st century.

The national planning agenda has provided the impetus for this change, with major national agencies including the JAFI Jewish Education Committee (North America), JESNA, CAJE, JWB and the CJF all raising the visibility of Jewish education and continuity as an issue of primary concern requiring extraordinary community efforts.

A second impetus for change has come from research. Within both academic and communal circles a number of influential studies have recently been published which have given support to concerns about Jewish continuity and pointed towards possible solutions for problems faced in the field. These include the work done by Perry London and his colleagues at Harvard on Jewish identity formation<sup>1</sup>, by Alvin Schiff and his colleagues in New York on supplementary schools<sup>2</sup>, and by Barry Shrage in Cleveland on experimentation leading to institutional change<sup>3</sup>. These studies, along with many others, suggest the need for changes in our communal funding priorities, in our basic educational approaches and in the breadth of players involved in Jewish education. This article will explore the implications of this knowledge as a guide to federations entering this field.

#### CHANGING ROLES FOR FEDERATIONS

Jonathan Woocher's concept of the "communalization" of Jewish education sets the stage for a new role for federations to be directly involved in broad-based community planning for Jewish education and continuity. We have learned from the national efforts that community-wide collaborative efforts are necessary for Jewish education planning to be meaningful in the 1990s. It is clear that many institutions have long played and will continue to play essential roles in the delivery of educational services, creation of educational materials, the training and support of educational personnel, and evaluation. What is newly emerging is the realization that federations can serve a key role in the communalization of Jewish education by facilitating and coordinating the community's efforts at improving its educational systems. Federations will not replace the work of BJE's, synagogues or JCC's, but they can add a vital new dimension to the field of Jewish education by addressing changing norms in communal life, involving the highest level of leadership and accessing new levels of funding.

Top community leadership is, of course, federations' most valuable asset. These are the people who are able to focus others on an issue and generate and move funding towards a particular goal. The leadership is also best able to reestablish community norms and address the dissonance between family practices and Jewish customs as learned in school. There are many national leaders from



CJF, JWB, JESNA and elsewhere getting deeply involved in this issue and working with their peers to get them involved.

Access to funding is another major reason to have federations at the center of the new movement towards the primacy of Jewish education and Jewish continuity on the communal agenda. Federations will be called upon to raise more money to address these issues, manage the difficult process of rearranging existing community priorities, and work with people who are capable of establishing special purpose funds to assure this activity in perpetuity. Federations can bring to bear endowment and ongoing operating support to leverage other money for this purpose. The new program concepts are big, expensive and broad-based enough to require the communities' "central address" to be the key player and coordinator and to work alongside other communal and religious organizations to bring about the desired changes.

Partnering with the synagogues is another role for federations. After all, about 80 percent of our young people who get some Jewish education get it in a synagogue school. These key service providers can neither do the whole job alone, nor should they be asked to give up their autonomy. Rather, we have started to see incredible strength in the joint-venture approach--since everyone will win if we are successful.

#### MODELS OF COMMUNITY ORGANIZATION

Many federations have already engaged in Federation-led community planning for Jewish identity and continuity. Commissions, committees and task forces are already well advanced in Baltimore, Cleveland, Columbus, Dallas, Denver, Detroit, Los Angeles, New York, Pittsburgh, Richmond and Washington. Others are at earlier stages of organization.

"Communalization" of the effort is the key to placing continuity issues high on the community planning agenda. Developing an all encompassing planning process is working. The federations have assumed a leadership role but have been sure to involve all the key players in the community and especially the synagogues.

Professional leadership teams, led by federation planners but including rabbis, school directors, JCC and BJE professionals and academics, are working together to define problems, sort out priorities and develop options to be considered by lay leadership. Most of these 11 communities report that lay involvement on the commission was originally representative of the various institutions. But, once people got involved in consideration of issues that affect everyone, the planning effort gelled into a unified approach. That in itself was of value in ensuring a broad commitment to program recommendations and appropriate use of financial resources to deal with community-wide issues.

Three different community organization approaches have been taken by the communities that are more advanced in the planning process: 1) traditional planning, 2) request for proposals, and 3) seed money. Before detailing the approaches, it is important to note that all three have as a prerequisite active experimentation with individual program ideas prior to the communal approach. Whether it be family education in Detroit, synagogue-based



teacher training in Baltimore or outreach programs in Denver, in all cases program experimentation has set the stage for people's willingness to believe that change in the educational system is possible and can have a positive impact on Jewish continuity.

Briefly, the three community organization models look like this:

#### Traditional Planning --

Cleveland and Baltimore have convened all the players in the community to go through the exercise of defining problems; sorting out priorities; developing and considering action plans; developing full program, implementation, funding and evaluation plans, and then publishing blueprints for broad-based community action. This process is closely linked to the traditional planning activity in these and many other communities. However, in both cases, the intensity of effort, commitment and excitement was unusually high. The broad-based partnership with the synagogues appears to be one of the most important keys to these successes.

#### "Request for Proposals" --

Detroit's process was initially similar to the Cleveland and Baltimore experience. However, after establishing priorities, Detroit published an inventory of issues the community wanted addressed through innovative program proposals. This "request for proposals" approach caused agencies, synagogues, and individuals to begin to think and plan together around the newly established community directives. This type of planning process should be possible in any size community and under almost any set of circumstances in the schools and other community institutions. Once a community establishes its goals and priorities, then it can begin determining who should be responsible for any new program initiatives and how they will be funded.

#### Seed Money Approach --

Columbus put its resources out front as an incentive for cooperative planning and creative thinking in dealing with identified community problems. The Federation's Board of Trustees set aside \$250,000 of campaign money and then initiated a federation-led process to decide how best to spend it.

For all the differences between approaches, the planning processes had much in common. They all demonstrated that federation-led efforts can quickly go public with new priorities and be quite flexible in moving ahead with the planning process. They came to similar conclusions in identifying three elements that are basic to improving the effectiveness of the educational system. They are 1) the need to professionalize the personnel in Jewish education, 2) the need for involving parents in the Jewish identity formation of their children, and 3) the need for more and better informal educational experiences for building the Jewish identity of our youth. We will review each of these in greater detail.



## PERSONNEL

North American Jewry is suffering from the lack of a profession in Jewish education. We have many people working in the field, but most in part-time, poorly compensated, low status positions. We have yet to create the conditions for working in this field which will attract highly qualified people, adequately compensate and support them, and offer them a challenging ladder of opportunity for a professional career.

Creating a profession of Jewish education is an idea whose time has come. The day school movement has made the most progress in offering full-time work, opportunities to advance oneself up a career ladder and, in some cases, competitive salaries and benefits. In supplementary schools and in many informal educational contexts, the professional opportunities have been far more limited, and we are seeing an increased reliance on avocational personnel. There have been urgent calls to find ways to creatively combine positions and offer educators full-time employment that is challenging, long-term and well compensated.

There are communities which have begun to take up the challenge of improving the quality of personnel in supplementary schools by helping part-time teachers acquire the skills and knowledge needed to be more effective in classrooms. In Baltimore schools have been given incentives to engage a majority of their teachers in skill training. In Cleveland a "personal growth plan" has been developed which provides individualized training programs, recognizing different backgrounds in content knowledge and pedagogic skills. Several communities are providing teachers with the opportunity to study in Israel and many sponsor participation in professional conferences such as those run by CAJE. These and other approaches will need to be developed to build a profession of Jewish educators.

## INFORMAL EXPERIENCES

Research in Jewish identity formation and in Jewish professional career choices offers support to a long-held theory that informal educational experiences can play a significant role in influencing one's commitment to Jewish life. For example, Cleveland's demographic study of Jews from 18-29 years old found that many people cite summer camp, a trip to Israel or a youth group experience as most positively enhancing their current Jewish identity.

Even were everyone to agree to grant informal education a key role in Jewish education, from a planning perspective, it could not stand alone. Informal education is inherently connected to the other pieces of the puzzle. We do not have a cohort of professionals who combine strong Jewish knowledge with group work skills, so enhanced training of personnel is an immediate prerequisite. Second, for meaningful Jewish experiences to be properly understood, students need formal education to interpret them. Third, since informal education relies heavily on "artificial environments" such as summer camps and weekend retreats, there need to be bridges built to connect the "high" of these beyond the classroom experiences to the daily life of the community. In all cases, the informal experience needs to be expanded upon to be most truly effective.



For Federation planning, there is a need for a comprehensive approach, integrating BJE, JCC and school personnel. This approach provides an opportunity for people who care about these issues to talk and learn from each other. Program models like Columbus' Discovery Program which integrates preparation for an Israel trip into school curricula and JCC family retreats provide great food for thought in the Federation planning arena.

Suggestions for integrating formal and informal educational experiences can be found in the supplementary school study done by the New York BJE. Although it may seem to the leadership like a radical step, a number of planners and educators are now considering shifting supplementary school hours in some years from the mid-week program to more experiential weekend retreats. That these major shifts can even be contemplated represents a significant belief in the power of providing a Jewish life experience to students whose families may otherwise not provide it and whose formal Jewish education is otherwise not linked to their daily lives.

#### JEWISH FAMILY EDUCATION

It has long been recognized in general education that schools cannot educate children in a vacuum. If issues studied in the classroom, or even experienced in informal settings, are not supported at home, much of the educational advantage is lost. This idea was given empirical support in the work of Harold Himmelfarb<sup>4</sup> and others. In recent years a number of Jewish educators have begun to close the gap between the Jewish classroom and home by more extensively involving the family in classroom activities.

As with informal experiences, family education cannot be seen as an adjunct to the existing program but rather needs to become part of the program itself. We need to think of ourselves as educating families and not just individual students.

An outstanding example of this is to be found in Detroit's Jewish Education for Families ("JEFF"). Schools are invited to participate in informal family educational programs on the condition that they set up an internal committee structure made up of educators and parents who jointly plan the program and ensure its connection to the curriculum of the formal classroom. This "community organization" concept within the school seems to work well for Detroit schools, and in different forms, has been tried in other communities such as Boston and Los Angeles.

Cleveland is considering a model built on the social work case management approach. Around the lifecycle events, families are open to more extensive connections to the community. At these times, families can be approached to build a program involving their own commitment to learning, Israel experiences and various Jewish schooling options. Each school will learn how to sit down with parents and children to discuss this comprehensive Jewish activity. The federations can support the synagogue schools by bringing to bear communal resources to give the schools the ability to carry out these plans in an effective way.



## CONCLUSION

Reviewing the work of the federation-led planning for Jewish education ongoing in the 11 cities cited above, we find their most important success has been to raise the ante, to involve the top tier of communal leadership in issues of Jewish education and continuity. From their involvement can follow a rearrangement of financial allocations to more fully address the building of a more effective Jewish educational system that will help each provider of services--synagogues and agencies--to fulfill their educational missions.

Those communities which are furthest in their thinking and planning are now dealing with very complex funding, control and governance issues. They must sort out the extent to which community resources can be expended in schools and settings over which the federations have no financial control. For the most part, the top leadership involved in these efforts have come to see that the federations' and synagogues' futures are so inextricably bound that we have no choice but to share control and influence if all of us are to be successful in ensuring Jewish continuity.

Another broad challenge will be the need for evaluation of programs. Studies will have to be commissioned to determine whether newly funded programs are accomplishing their immediate objectives and whether, in the long term, better education leads to more commitment in the next generation. Through JESNA and academic institutions we will need to build adequate facilities to conduct reliable evaluation studies.

Over time we will have to measure the degree of determination that exists on the local level to reorder funding priorities to allow these changes to happen. Unquestionably, important and difficult discussions over priorities will need to be held. Hopefully national initiatives--from JESNA, JWB, CJF and the denominations--will spur change on the local level. The existence of family foundations interested in funding initiatives and the creation of the Commission on Jewish Education in North America should add significant incentives for communal change.

We are fortunate that a number of positive influences converge at this time which help the federations to proceed. The general American return to traditional values and religious life helps. The fact that we have less worry about our physical and social needs in this generation helps. Our massive national resources both from the campaigns and in the foundations will help. Our emerging national cadre of new Jewish education professionals will help. Our mature community planning approaches and relationships with the synagogues help. And, of course, the extensive research and writing related to "what works" in Jewish education helps tremendously, although much more needs to be done.

As the federation-led comprehensive approaches to Jewish education planning continue, we will all need to continue to learn from each other and share successes. The door is wide open, and with hard work and determination we should be ready to take advantage of the many opportunities.

REFERENCES

- 1) Perry London and Naava Frank, "Jewish Identity and Jewish Schooling," journal of Jewish Communal Service, Volume 64, No. 1, 1987.
- 2) Board of Jewish Education of Greater New York, Jewish Supplementary Schooling: An Educational System in Need of Change, 1988.
- 3) Barry Shrage, "From Experimentation to Institutionalized Change: An Action Plan for Jewish Continuity," unpublished manuscript, Jewish Community Federation of Cleveland, 1987.
- 4) Harold Himmelfarb, "The Non-Linear Impact of Religious Schooling: Comparing Different Types and Amounts of Jewish Education," Sociology of Education, Volume 50, 1977.

Special thanks to Dr. Joseph Reimer, Assistant Professor, Benjamin S. Hornstein Program in Jewish Communal Service, Brandeis University, and Staff Consultant, North American Commission on Jewish Education, for his assistance with this article.







# CRC

AUG 24 1989

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Council. (NJCRAC)

August 17, 1989

Mr. Mark Gurvis  
Commission on Jewish Education  
in North America  
4500 Euclid Avenue  
Cleveland, Ohio 44103

Dear Mark:

Thank you for letting me know of your position with the Commission on Jewish Education. I must say that I was most excited about the prospects of planning in the education area that I learned about in the Planners' Institute in Israel in July.

I look forward to assisting in whatever way possible from our Federation's perspective in working to better the education network system that we have available.

Sincerely,

Rabbi Theodore Feldman  
Director of Community Relations & Planning  
TF/lr



South Palm Beach County  
JEWISH FEDERATION



# JEWISH FEDERATION OF GREATER DALLAS

7800 Northaven Road, Suite A Dallas, Texas 75230

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August 18, 1989

Mark Gurvis  
Commission on Jewish Education  
in North America  
4500 Euclid Avenue  
Cleveland, OH 44103


Dear Mark:

Josie Hertz of our Federation gave me a copy of your Commission on Jewish Education letter to her dated, August 10, 1989.

In Dallas, Jewish education planning at the Federation level is done through our Jewish Education Committee. I staff that committee.

To save time and avoid loss of communications, please send your future Commission communications to my attention. I will keep Josie informed.

Sincerely,

  
LAWRENCE MARTIN COHN  
Federation Staff

LMC/kk

c818.2

cc: Josie Hertz





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*File  
Federation  
Execs*

# THE JEWISH COMMUNITY FEDERATION OF CLEVELAND

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

August 23, 1989

XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXX XXXX XXXX

Dear XXXXXXXXXXXX:

During the past year we have been involved in the Commission on Jewish Education in North America, an initiative of the Mandel Associated Foundations of Cleveland, co-sponsored by JESNA and JWB, in collaboration with the Council of Jewish Federations. You may recall it was the subject of a dinner meeting at the Washington Quarterly. Although the Commission is only halfway through its process, some interesting developments are beginning to come together. We believe it would be mutually beneficial to the federation field and to the Commission to share with you and a few other colleagues the latest overview of the Commission's work and its potential outcomes.

Could you join us for an informal discussion during the CJF Quarterly from 7:00 a.m. to 8:30 a.m. on Tuesday, September 12, in Marty Kraar's suite at the Marriott Marquis Hotel? We will let you know the room number as soon as possible.

The Commission's work holds extraordinary promise for our communities, and we'd like you to play a critical role in shaping its vision during the coming year. We will be sending you background materials in advance of the Quarterly.

Please let us know if you can join us by contacting Gretchen Corsillo at the Cleveland Federation, (216) 566-9200, ext. 224.

Warm regards.

Sincerely,

Stephen H. Hoffman

Martin Kraar

C85:A

NAMES & ADDRESSES  
for  
HOFFMAN/KRAAR LETTER

*yes* Mr. Howard E. Charish (Howard)  
Executive Vice President  
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*yes* Mr. David I. Sarnat (David)  
Executive Director  
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*yes* Mr. Howard M. Rieger (Howard)  
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*yes* Mr. Wayne Feinstein (Wayne)  
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*try* Mr. Steve Ain (Steve)  
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*No* Mr. Alan Gill (Alan) *in Israel*  
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*No* Mr. Hans Mayer *not @ Q*  
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*web* Mr. Barry Shrage (Barry)  
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of Greater Boston, Inc.  
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Boston, MA 02111

*maybe* Mr. Stephen D. Solender (Steve)  
Executive Vice President  
UJA-Federation of Jewish  
Philanthropies of New York  
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New York, NY 10022

*yes* Dr. Steven B. Nasatir (Steve)  
Jewish Federation of  
Metropolitan Chicago  
One Ben Gurion Way  
Chicago, IL 60606

*Ass  
Kraa*



Mark - I am the contact, not Judy. We're delighted that the Commission is taking this turn and look forward to a significant Boston involvement - Sherry Israel

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

4500 Euclid Avenue  
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Virginia E. Levi  
Joseph Reimer

August 10, 1989

*Sherry*  
Judy Krell  
Comb. Jewish Phil of Greater Boston  
One Lincoln Plaza  
Boston, Massachusetts 02111

Dear Judy:

I am pleased to inform you that I will be working part-time this year with the Commission on Jewish Education in North America, at the same time discharging my responsibilities with the Cleveland Federation. I will be working in a staff support role with the Commission, helping complete the report this year. A particular focus of my efforts will be serving as a liaison with federations and CJF.

Obviously, the link between the federations and the Commission on Jewish Education in North America is critical. If the Commission's recommendations are going to bear fruit, it will only be with the active support and participation of local federations.

We are now at a point with the Commission process where we are ready to begin developing recommendations. In particular, we want to focus on how to link local efforts with national initiatives and resources. The guidance and direction of federation planners will be critical in helping us sort out the complex issues and relationships involved. Throughout the year I will be contacting you to share the Commission's progress and to structure opportunities for planners, as a group or as individuals, to have input into the process. Since we expect the Commission to have some ongoing form as it shifts to implementation, the ongoing relationship between it and the federations will be a critical one to maintain. Your input on how to ensure this will be helpful as well.

Please feel free to call me with any questions or suggestions you may have. Otherwise, I expect to be in touch with you very shortly about a meeting of federation planners.

Sincerely,

*Mark Gurvis*

Mark Gurvis  
CJENA Staff

AUG 24 1989



# Entered as DATA PLANNERS

8/24

✓	6	Dr. Steven Huberman	-	Los Angeles	- Steve
✓	3	Peter Friedman	-	Chicago	- Peter
✓	4	Steven E. Gelfond	-	Atlanta	- Steve
✓	7	Robert Hyfler	-	Wash D.C.	- Bob
✓	13	Richard Sipser	-	Philadelphia	- Richard
✓	11	Nancy Rosenfeld	-	Montreal	- Nancy
✓	12	Dr. Allan Reitzel	-	Allan Toronto	- Toronto Allan
✓	2	Joel Fox		Cleveland	Joel
✓	15	Larry Ziffer		Detroit	- Larry
✓	8	Dr. Sherry Israel		Boston	Sherry
✓	9	Marshall Levin		Baltimore	Marshall
✓	10	<del>Rachel Lieberman</del> <sup>HOWARD</sup> WASSERMAN		New York	Rachel
✓	1	Yisroel Cohen		Miami	Yis
✓	14	Susan Taner		Columbus	Susan
✓	5	Mark Goldstein		St. Louis	Mark
✓		Richard Siedband		Minneapolis	Rick



MEMO TO: Seymour Fox, Annette Hochstein  
FROM: Mark Gurvis *MP*  
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

8/28 - Mark - Sr A said they'll fax you what you requested today + a copy to me. They suggest you review both ii papers in preparation for that meeting. (The more recent one is in the Planning Group books.)  
*Ginny*



VFL  
COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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

August 25, 1989

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Director

Arthur J. Naparstek

Staff

Virginia E. Levi  
Joseph Renner

prefix first last  
company  
street  
address

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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.

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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 Gurvis  
CJENA Staff

Enclosure





August 25, 1989

SEP 01 1989

# FEDERATION OF JEWISH AGENCIES

OF GREATER  
PHILADELPHIA

226 South Sixteenth Street  
Philadelphia, PA 19102  
(215) 893-5600

Telecopier: (215) 735-7977

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Robert I. Evans

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Allan J. Shaftel

Mr. Mark Gurvis  
Commission on Jewish Education  
in North America  
4500 Euclid Avenue  
Cleveland, Ohio 44103

Dear Mark:

Thank you for your letter informing us that you will be working part-time with the Commission on Jewish Education in North America as liaison with federations and CJF. I imagine that our planners' meeting in Israel this past summer may have been a factor in promoting this connection. I am especially happy that you have been appointed to the post.

The Philadelphia Federation is most interested in the work of the Commission and in establishing a linkage with it. We are now in the midst of a community planning process concerned with personnel in Jewish education which we hope to complete by February. It would be logical for Philadelphia to provide the Commission with our research, findings, and recommendations, and for the Commission to suggest options and directions for Philadelphia to consider. In addition, if the Commission develops a national plan for implementing recommendations, Philadelphia would be in a good position to be part of that process.

Enclosed is a copy of the framework for the current planning study in Philadelphia. Sol Daiches, on our planning staff, is the key professional for the local study.

We are very much interested in knowing of the Commission's progress and plans. Best wishes.

Sincerely yours,

*Richard*

Richard Sipser  
Associate Director  
Allocations and Planning

RS/lg

Enc.

cc: Ernest Kahn  
Sol Daiches

*Executive Committee:* Isaac L. Auerbach, Leonard Barrack, Michael R. Belman, Lucille Berger, Shirley Conston, Harold Cramer, Marvin N. Demchick, Jerome P. Epstein, Gary E. Erlbaum, Dalck Feith, Barton E. Ferst, Bernard Fishman, Dr. Norma F. Furst, Edgar R. Goldenberg, Cynthia B. Golder, Teddy M. Kaiserman, Harold E. Kohn, Herbert F. Kolsby, Herbert M. Linsenberg, Susan W. Marks, Rabbi Simeon J. Maslin, Alan H. Molod, Cookie Perilstein, Robert J. Reichlin, Beth G. Reisboard, Andrew N. Rothseid, Bernard G. Segal, Theodore H. Seidenberg, Beryl D. Simonson, Ralph S. Snyder, David H. Solms, Carol Summers / *the Officers and Past Presidents*



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August 25, 1989

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Virginia F. Levi  
Joseph Reimer

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

Dear Yis:

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Best wishes.

*Mark*  
Mark Gurvis  
CJENA Staff

Enclosure

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



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Arthur J. Naparstek

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Virginia F. Levi  
Joseph Berman

August 25, 1989

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

Dear Joel:

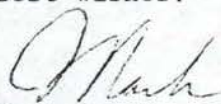
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Best wishes.

  
Mark Gurvis  
CJENA Staff

Enclosure



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Arthur J. Naparstek  
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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 thought until 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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Virginia F. Levi  
Joseph Reimer

August 25, 1989

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

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Mark Gurvis  
CJENA Staff

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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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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

Enclosure

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



COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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

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Arthur I. Naparstek

Staff

Virginia E. Levi  
Joseph Reimer

August 25, 1989

Mr. Robert Hyfler  
UJA Federation of Washington  
6101 Montrose Road  
Rockville, MD 20852

Dear Robert:

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Staff

Virginia F. Levi  
Joseph Reimer

August 25, 1989

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

Dear Sherry:

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Best wishes.

*Mark*  
Mark Gurvis  
CJENA Staff

Enclosure

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



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Arthur J. Naparstek

Staff

Virginia E. Levi  
Joseph Reimer

August 25, 1989

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

Dear Marshall:


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Mark Gurvis  
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Staff

Virginia E. Levy  
Joseph Benet

August 25, 1989

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

Dear Rachel:

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*

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Henry I. Zucker

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Arthur L. Naparstek

Staff

Thomas J. Berman  
John J. Berman

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

Dear Nancy:


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Herbert E. Zucker

Director

Arthur I. Naperstek

Staff

Barbara L. Fink  
Cynthia L. Fink

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

Dear Allan:


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Jonathan Woolcher  
Charles L. Zucker

Director

Arthur I. Naperstek

Staff

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

Dear Rick:


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Director

Arthur I. Nagarshek

Staff

David S. Ariel  
Lester Crown

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

Dear Richard:


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Barbara L. Levy

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

Dear Susan:

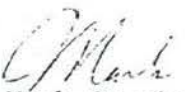
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Could you join me for an informal discussion with several of our colleagues during the upcoming CJF Quarterly? I will be hosting breakfast in Marty Kraar's suite at the Marriott Marquis Hotel from 7:30 to 9:00 a.m. on Monday, September 11, 1989. I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

Enclosure



COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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

Commissioners

Morton L. Mandel  
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Mona Riklis Ackerman  
Ronald Appleby  
David Arrow  
Mandell L. Berman  
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Seymour Fox  
Annette Hochstein  
Stephen H. Hoffman  
Arthur I. Nigarshek  
Arthur Rotman  
Conrad Schwartz  
Herman D. Stein  
Jonathan Wachsler  
Henry L. Zucker

Director

Arthur I. Nigarshek  
Staff

Michael J. ...

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

Dear Larry:

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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Best wishes.

*Mark*  
Mark Gurvis  
CJENA Staff

Enclosure

*Larry*  
I know you weren't at the summer  
in Jerusalem. All go you a call  
during the week before the Quarterly to  
provide some add'l background & use of  
you'll be in NY.  
*Mark*



November 25, 1988

## EXECUTIVE SUMMARY

1. The Commission on Jewish Education was established with the assumption that its members could **suggest the ideas that would make it possible for Jewish education to play a significant role in ensuring a meaningful Jewish continuity.**
2. The Commissioners suggested ideas, plans and programs that may make it possible for Jewish education to fulfill this function. These ideas were presented in **individual interviews, at the first meeting of the Commission and in written and oral communications.**
3. The Commissioners suggested more ideas than any one commission could undertake. They could easily form the agenda for Jewish education in North America for several decades.
4. To deal with this wealth of ideas, the staff was instructed to **develop methods** to help the Commission **narrow its focus and agree upon an agenda for study and action.** This work was done between August and November 1988 in consultation with the Commissioners and other experts.
5. The method developed involves the following:
  - a. The Commissioners' suggestions were formulated into **a list of 26 options** for study and action (page 3).
  - b. The implications of each option — **what is involved** in dealing with any one of them — were studied (page 4).
  - c. Criteria were generated to **assess the options.** These allow us to view each option in terms of the following questions (page 5):
    - How important is the option to the field?
    - How feasible is the option?
    - How significant an impact will it have?
    - How much will it cost?
    - How much time will it take to implement?
6. A preliminary assessment disclosed that many options offer great opportunities for improvement in the field of Jewish education. The question then arose **how to choose among the many outstanding suggestions.**



7. Following the analysis of each of the options, they were organized into broad categories: **programmatic options** and **enabling options** (page 8-9).

8. Programmatic options approach Jewish education through a particular cut into the field, either through **age groups, institutions or programs** (e.g. college age group; supplementary schools; Israel Experience programs).

9. Enabling options approach Jewish education through interventions that are tools or facilitators - they **serve many of the other options** and could be viewed as means (e.g. curriculum, personnel).

10. These two categories were further analyzed and these findings emerge from the analysis:

**A. Most of the programmatic options offer significant opportunities** for improvement in Jewish education. There are compelling reasons to undertake many of them: all population groups are important; all settings are important. On the other hand, there is no one option that is clearly an indispensable first step — a programmatic option from which we must begin. In fact, at this stage of the analysis, there are **no tools that allow us to rank them or to choose among them.**

**B. What characterizes the enabling options is that almost all the other options need them or can benefit from them.** Upon analysis, we find that **three enabling options emerge** as pre-conditions to any across-the-board improvements in Jewish education. We find that almost all the options require a heavy investment in **personnel**; that they all require additional **community support**; and that most need substantial **additional funding**. These options — dealing with the shortage of qualified personnel, dealing with the community as a major agent for change, and generating additional funding - are also inter-dependent. Dedicated and qualified personnel is likely to affect the attitude of community leaders. On the other hand, if the community ranks education high on its list of priorities, more outstanding personnel is likely to be attracted to the field.

11. The interrelationship of these options and the dependence of other options on them suggest that they may be the way to affect the field of Jewish education in a significant, across-the-board manner.

12. These are the issues that are on the agenda for the next meeting. The Commission will decide how to proceed.



PLANNERS

Bal. between not replicating existing problems  
& strengthening the best that's out there

Suggested points for presentation and discussion  
with Federation Planners

---

1. Remind the planners of the rationale for the Commission - the concern about the trendlines, the underlying assumption that Jewish education and Jewish continuity are linked, the determination to deal with the problems facing Jewish education. (See first report and design document)

2. Refer to the materials you sent them - the executive summaries of the second and third meetings that took place respectively on December 14, 1988 and on January 13, 1989. The materials summarize briefly the thinking and the decisions of the Commission, as they moved from the consideration of 26 possible options for their work, to the decision to focus work initially on two options:

To deal with the shortage of qualified personnel for Jewish Education and  
To deal with the community - its structure, leadership and funding as major agents for change

ENABLING OPTIONS

3. The commission decided that the way to approach the challenge - the way to bring about change - will involve some form of demonstration in the field. The Commission therefore decided to consider establishing a program to develop community action sites.

4. A community action site could involve an entire community, a network of institutions or one major institutions where ideas and programs that succeeded as well as new ideas and programs would be implemented. These community action sites would involve the assistance of national institutions and organizations.

The commission is now considering how community action sites could be undertaken and it is my hope that we could devote a good part of our discussion to these matters.

5. How will community action sites be selected?  
a. what are some of the criteria to be considered (size of community; commitment to Jewish Education; strong lay leadership, etc...)

- demonstrated success - strength & appeal  
- glaring need for urgent intervention  
- comm w/ good will & commitment already invested  
- in its own initiatives



b. By what process should community action sites be selected? Should communities volunteer? Should they be invited to compete? Should the Commission be pro-active and decide which communities to invite to become community action sites?

6. Who shall be the convener and catalyst for the establishment of the community actions site? (A local commission on Jewish Education? the federation? what is the role of the denominations?) LINK TO CRITERIA

7. Many Commissioners believe that some mechanism will need to be established that will facilitate the implementation of Community action sites.

8. If so what kind of a mechanism should this be? Some of the functions that have been suggested have included: HARMONIZER

\* To serve as broker between expertise on the national level and local initiative and expertise. MAXIMIZE LOCAL INITIATIVE

\* To encourage foundations and philanthropists to support innovations and experimentation in the community action site.

\* To undertake the diffusion of successful lessons learned in the process of implementation in the community action site.

\* To help establish monitoring and evaluation systems for the demonstration projects.

9. As the commission begins to consider the wisdom of creating such a mechanism and the relationships of this mechanism to the community action sites, your advice can be very helpful. We would like to discuss these matters with you.

REL. TO  
NAT'L AGENCIES,  
DENOMINATIONS,  
TRAINING INST.



PLANNERS

August 25, 1989

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company  
street  
address

Dear sal :

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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 Gurvis  
CJENA Staff

Enclosure

# ATTENDING

# INVITED/ NOT ATTENDING

Irene Huberman - 4 LA  
 Peter Friedman ① Chic  
 Steve Gelfand 3 Atl  
 Bob Hyfler 85 Wash DC  
 Richard Siper 8 Phil  
 Nancy Rosenfeld 7 Mont  
 Allan Reitzer 6 Tor  
 Joel Fox 2 Clea  
 Larry Ziffer 11 Det  
 Harold Wasserman 9 NY

Eileen Wolpert CSF  
 Norb. Freuhuff CSF  
 Mark Gurner CSENA

Sherry Loraal - Bos  
 Marshall Levin Balt  
 Yisroel Cohen Minn  
 Susan Towner Col  
 Mark Goldstein H. Louis  
 Rick Seidband Minn.





**TORONTO  
JEWISH  
CONGRESS / UNITED  
JEWISH  
APPEAL**

SEP 06 1989

טאָראָנטאָ ייִדישער קאָנגרעס / הקונגרס היהודי של טורונטו

CHARLES S. DIAMOND, PRESIDENT  
STEVEN AIN, EXECUTIVE DIRECTOR

Mark Gurvis  
Commission on Jewish Education in North America  
4500 Euclid Avenue  
Cleveland, OH 44103

August 29, 1989

Dear Mark,

Congratulations on your new responsibilities. As you may know, I have been following, as a Jerusalem Fellow, the Commission since its inception. In my discussions with Seymour Fox I have stressed the importance of building local support and credibility for the Commission. Your role as liason with Federation is a critical one. I'd be glad to help where I can.

Here in Toronto, the Educational Planning and Allocations Committee is focusing on community support for day high schools as well as the whole issue of non-day school education. I have also been trying to raise the profile of the issue of personnel in Jewish education. Adding this to my research and other responsibilities I expect a busy year.

I very much enjoyed my week with Leah at the C.P.E. course. She wore her ring proudly and I must say it suited her. I wish you both lots of happiness together.

Keep me informed and feel free to call on me if I can be of help in your new role.

My best to Leah and give me regards to Barry as well.

Best regards,

Jay Brodbar-Nemzer Ph.D.  
Senior Planning Associate

RONALD APPLEBY, Q.C., IRVING FELDMAN, Q.C., HERB ROSENFELD - PAST PRESIDENTS  
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JULIA KOSCHITZKY, SOL LEDERMAN, DONALD RAFELMAN, LES SCHEININGER, ERIC SLAVENS, CHARLES ZAIONZ - OTHER OFFICERS



SEP 01 1989

12 Millstone Campus Drive  
St. Louis, Missouri 63146  
(314) 432-0020  
FAX (314) 432-1277

Jewish  
Federation  
of  
St. Louis

August 29, 1989

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*Campaign*

Mark L. Goldstein  
*Planning and Budgeting*

Mr. Mark D. Gurvis  
Commission on Jewish Education  
in North America  
4500 Euclid Avenue  
Cleveland, OH 44103

Dear Mark:

As I mentioned to you, I will not be able to attend the consultation planned by the Commission on Jewish Education in North America with Federation Planners. As you know, I seldom give up a chance for breakfast, let alone breakfast with you. However, I'm not going to be able to get away for the Quarterly.

Whether on CJENA business or not, you and I must raincheck this breakfast for the GA.

Warmest personal regards,

Mark L. Goldstein  
Assistant Executive Director

MLG/sls

**Local Service Network:** B'nai B'rith Hillel - Columbia • Brodsky Jewish Community Library • Central Agency for Jewish Education • Community Chaplaincy • Covenant House/CHAI Apartments • H. F. Epstein Hebrew Academy • Jewish Center for Aged • Jewish Community Centers Association • Jewish Community Relations Council • Jewish Family & Children's Service • Jewish Hospital of St. Louis • Louis and Sarah Block Yeshiva High School • Metropolitan Employment & Rehabilitation Service • St. Louis B'nai B'rith Hillel Foundation • St. Louis Jewish Light • Solomon Schechter Day School

**World Service Network:** American Jewish Joint Distribution Committee and the Jewish Agency for Israel through the United Jewish Appeal.

A United Way Agency



FCO PLANNERS

SEP 08 1989



**JEWISH FEDERATION COUNCIL**  
OF GREATER LOS ANGELES

6505 WILSHIRE BOULEVARD • SUITE 907 • LOS ANGELES, CA 90048 • 213-852-1234

**STEVEN HUBERMAN, PH.D.**  
EXECUTIVE DIRECTOR  
FOR COMMUNITY SERVICES

September 6, 1989

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Loren Basch  
*Executive Director for Community Services*  
Steven Huberman, Ph.D.

**Mark Gurvis**  
Commission on Jewish Education in North America  
4500 Euclid Ave.  
Cleveland, Ohio 44103

Re: Commission on Jewish Education

Dear Mark,

Thank you for your letter of August 10 indicating you will be working on a part-time basis with the Commission on Jewish Education. If I can be of any help to you in this effort, please let me know.

It was good spending time with you in Israel.

I look forward to seeing you soon.

Cordially,

Steven Huberman

SH:sws

cc: Virginia F. Levi ✓

TO: Morton L. Mandel  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 9/13/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

Steve Hoffman tells me that his and Marty Kraar's meeting with the federation executives on September 11 went very well. The executives are anxious to be closer to the Jewish Education Commission and its work.

This will be an agenda item at the next meeting of the senior policy advisors.



INTER-OFFICE CORRESPONDENCE



MG

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

-----

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.



mg

TO: Henry L. Zucker  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Mark Gurvis *MG*  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 9/14/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

I met with Bob Hyfler, planning director in Washington, D.C., at the CJF Quarterly. Washington does not yet have a commission on Jewish continuity or a Jewish education study process under way. However, they have been approached by the CJF Commission on Jewish Continuity, whose vice chairman resides in Washington, to think about such a process.

Bob is very interested in seeing whether there is some way in which they can capitalize on Stuart Eizenstat's participation in the Commission. Stuart is currently president of the Rockville Jewish Community Center, a major community agency. He is, however, somewhat alienated from Federation at the moment. This could provide an opportunity for them to rebuild the linkage with him and involve him in community efforts in Jewish education.

I don't have any sense of how active a player Stuart Eizenstat has been on the Commission. Let's please discuss so I can get back to Bob with some suggestions on how to involve Stuart in local Jewish education affairs.



INTER-OFFICE CORRESPONDENCE



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

-----

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.



*file Federation*

TO: Henry L. Zucker  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Mark Gurvis *MG*  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 10/27/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: FEDERATION ALLOCATIONS TO JEWISH EDUCATION

I received CJF's latest data on federation allocations to Jewish education. It contrasts three years--1984, 1987, and 1988 which gives us both a five-year and one-year comparison. Based on the data, it is perhaps difficult to make the conclusion that federation allocations to Jewish education are reflecting a higher priority on Jewish education.

I have prepared the attached chart, which tracks what local communities are doing with Jewish education allocations in contrast with their total local allocation. The five-year picture is better than the contrast between 1987 and 1988, indicating a leveling off or drop in priority to Jewish education allocations in more recent years. Even the five-year picture is less promising than I would have expected.

You may want to factor this into your thinking on community/financing recommendations. I would note that this analysis does not take into account endowment or foundation spending in local communities--only allocations out of the annual campaign. This would skew results in two different ways (playing off Cleveland examples):

1. The Cleveland Endowment Fund has made ongoing grants in Jewish education for scholarships and for the Israel incentive savings program. That does not show up at all in the data.
2. New initiatives such as Cleveland's Commission on Jewish Continuity are just getting started and rely in their early years largely on non-campaign funding sources. It will take a few years for the campaign allocation for those initiatives to be reflective in this kind of analysis.

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Federation Allocations to Jewish Education  
as a Percentage of Total Local Allocations

<u>Size</u>	<u>Number of Communities</u>	<u>1984-1988</u> Jewish education <u>increasing or</u> <u>holding as</u> % of local <u>allocation</u>	<u>1984-1988</u> Jewish education <u>decreasing</u> as % of local <u>allocation</u>	<u>1987-1988</u> Jewish education <u>increasing or</u> <u>holding as</u> % of local <u>allocation</u>	<u>1987-1988</u> Jewish education <u>decreasing</u> as % of local <u>allocation</u>
Large cities	19	10	9	6	13
Large intermediate cities	27	13	13	12	15
Small intermediate cities	22	14	5	10	12
Small cities	23	9	12	9	14

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ON JEWISH EDUCATION  
IN NORTH AMERICA

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October 31, 1989

Dear Planning Colleague:

There are a couple of opportunities during the upcoming General Assembly to hear about the progress of the Commission on Jewish Education in North America and I want to make sure you are aware of them. The Commission has just completed its fourth meeting, which focused on a seven-point action plan to carry forward its ideas to implementation. The next meeting, in February or March, will focus on findings and recommendations.

As you develop your General Assembly schedule, please make note of the following:

1. Wednesday, November 15 -- A dialogue between planners and bureau directors is scheduled for 8:30 a.m. As part of the discussion, the Commission on Jewish Education in North America will be used as a case example to focus discussion on respective planning roles at the local level. For those planners who have not yet had an opportunity to be briefed on Commission, or would like an update on its progress before the discussion with bureau directors, I will be glad to meet with a group at 7:30 a.m. in the JESNA suite (location to be announced). Please let me know if you would plan to attend the 7:30 a.m. meeting so that I can make sure coffee is available.
2. Friday, November 17, 2:30 p.m. -- A special invitational meeting for federation presidents, executives, planning and budget chairmen, and endowment chairmen has been convened by Bill Berman and Carmi Schwartz. This is a very important opportunity to help top community leadership focus on the opportunities and challenges at hand in Jewish education. Morton Mandel, chairman of the Commission, and John Colman, president of the Chicago Federation, will be presenting. I hope you will plan to attend this session with your planning and budgeting chairmen and will make sure that other appropriate community leaders are present. It would be very helpful if you could let me know who from your community will be attending.



Enclosed for your information are the background materials prepared for the October meeting of the Commission.

I will be available throughout the General Assembly, from Tuesday on, to meet individually to talk about the work of the Commission. Please feel free to contact me to set a time if you are interested. I look forward to seeing you in Cincinnati.

Sincerely,



Mark Gurvis  
Commission Staff

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*Kashner  
Larry*

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Bob Hytler - Wash DC.  
Richard Sipser - Phila  
Nancy Marshall - Mont.  
Alla Kestner - Tor.  
Joel Fox - Cleve  
Larry Eiler - Det.  
Cheryl Isaac - Aust.  
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Rochel Lieberman - NY

**B**  
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September 9, 1989

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C-3

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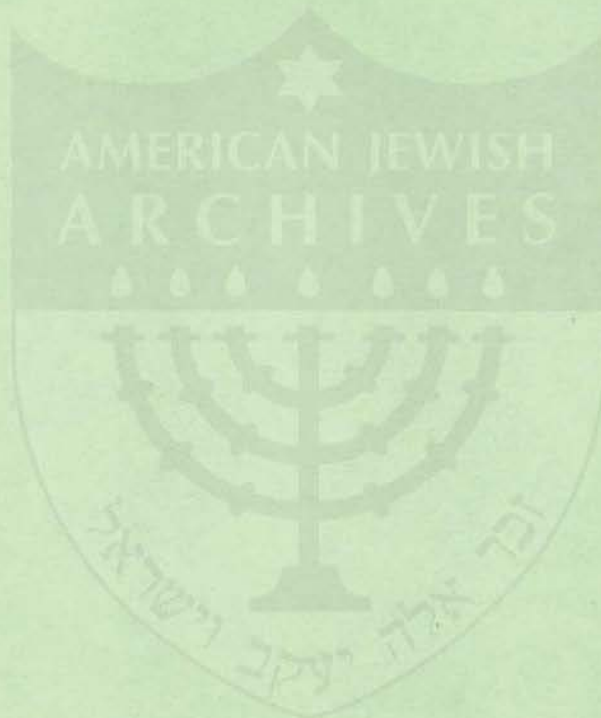
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MEMO TO: Federation Planning Directors  
FROM: Mark Gurvis *MJ*  
DATE: March 7, 1990  
SUBJECT: February 14, 1990 Commission Meeting

-----  
The February 14th meeting of the Commission on Jewish Education in North America focused on discussion of the recommendations to be included in the Commission's final report. Enclosed is a copy of the background materials prepared for the meeting. The Commission is now working towards approval of its report at its June meeting. Following are a couple of items I wanted to highlight for you:

1. The Commission will create a successor mechanism to facilitate implementation of its recommendations. This implementation mechanism would be an independent body, not housed within the administrative structure of one of the national agencies. However, it would be structured to continue the partnership that has evolved between private foundations, CJF, JESNA, and JWB, and would also seek to strengthen ties to the denominations and other institutions in the education arena. Its staff would be kept small by design. Its role would be to facilitate cooperative efforts between institutions and potential funders, to strengthen existing entities and focus their energies and resources on a common agenda in Jewish education.
2. The determination to create a number of community action sites has been ratified and strengthened. Criteria for selection of sites will be left to the successor mechanism to define in its initial planning.
3. A series of research papers commissioned this past year are nearing completion. I will share them with you as they are available and approved for a distribution. A listing of the papers is included at the end of the background materials.

Please feel free to call me with any reactions or questions you may have.

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