

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

> Box 10

Folder 7

General Assembly meeting, 1988-1989.

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

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The Purpose

Because of an emerging consensus on the importance of Jewish education for Jewish continuity, the Commission on Jewish Education in North America was formed to serve as a catalyst to identify the issues, point to practical opportunities for improve-ment, and engage key people and institutions in positive action. Commission members were chosen ad personam for their competence, commitment to Jewish values, influence and institutional connections.

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You will be pleased to know that, when we invited commissioners to serve, we developed a large pool of names to provide for the inevitable turndowns. Queg.1

However, from a total list of 45, 44 accepted. 40 attended the first meeting. Commissioners include active lay leaders, seminary and training school heads, teachers, JCC and Federation professionals

Our Senior Advisory Committee accepted unanimously, and includes:

(List Names)

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Our Commission staff is headed by Dr. Arthur Naparstek, and includes Dr. Joseph Reimer, of Brandeis, and Virginia F. Levi.

The Commission will have a fourfold mission: Underlying assumption recondition

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

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

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

Federations should play a major role at the local level, and seize this timely opportunity to effect major improvements in Jewish education. Fortunately, at least nine federations have comprehensive committees on Jewish education to serve that very purpose.

JEWISH EDUCATION SESSION 11/17/88 Page 2

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

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

Undoubtedly, the Commission's recommendations will require the investment of significant financial support. We are prepared to commit our own resources, and we are also ready to encourage others to support the projects and programs proposed by the Commission.

The Commission will meet several times over a period of 18 to 24 months. Our second meeting is scheduled for December 13.

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

The Commission study may address these issues, among others:

- Inspire top leadership participation in the Jewish education enterprise, and create a community climate conducive to vast improvement in Jewish education.
- 2. Professional opportunities in Jewish education. Went
- The recruitment and retention of qualified educators. Low status, low salary and limited potential for advancement deter entry and encourage attrition.
- 4. The education of educators. Today, North American institutions graduate fewer than 100 Jewish educators annually. We need to fill the demand for qualified people, and provide continuing professional education.
- 5. <u>Historical perspective and current structures of Jewish educational</u> <u>institutions</u>. We need to begin with an understanding of the existing structures. A look at the past can help us to assess current institutions and their needs, and guide us in establishing any new structures that might be needed.

Experience has shown that the North American Jewish Community can cooperate to make positive things happen. We know that something <u>must</u> happen if we are to transmit the riches of Jewish experience to future generations.

Thinking and acting together, we can make Jewish education a sustaining force for Jewish life, as rich and dynamic as the society in which it exists.

TO:Hen	ry L. Zucker	FROM:	Mark Gurvis	DATE:	8/8/89	
NAME		NAI	DEPARTMENT/PLAN1 LOCATION		REPLYING TO YOUR MEMO OF:	
DEPARTMENT/PLANT LOCATION		DEI				



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

### Objectives:

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

#### September Quarterly Ι.

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

- <u>Planners</u> this session should be a follow up to the July meeting with Α. planners in Jerusalem. At that session reactions focused on local concerns about top down approaches which supersede local initiatives and priorities. Accordingly, the September meeting should provide an opportunity for input and participation in the process, and particularly to allow them to help shape the IJE and community action site concepts. Seymour Fox will develop a brief discussion paper which fleshes out the planning questions to be addressed, and which can be shared with the planners in advance of the meeting. Structure of the session:
  - 1. Brief presentation on Commission goals, structure, process--five minutes.
  - 2. Update on current status (research projects, drafting of report, consultation with constituent groups) -- five minutes.
  - Outline IJE and community action site concepts--ten minutes. 3.

- Discussion with focus on planners' input into various issues--one hour:
  - a. criteria for determining community action sites;
  - b. regional approaches to community action sites;
  - balancing national resources with local initiative and resources; and
  - balancing roles of national agencies with the independent Commission.
- B. <u>CJF Commission on Jewish Continuity</u> this committee is scheduled for a session during the September Quarterly. They already have a full agenda for their session (scheduled for 10:15 a.m. on September 11). Based on discussion with the Commission's staff director, Elaine Morris, and its chairman, Phil Wasserstrom, we could make a brief presentation updating the group on the Commission's progress.

#### II. General Assembly

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

- A. <u>CJF presidents and executives</u> we should ask for the opportunity to use this meeting to present on the Commission, its likely recommendations, and the opportunities that will exist for local communities. In particular, presentation and discussion should focus on:
  - Increasing local funding for Jewish education--include analysis of trend of federation support for Jewish education in last ten years;
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- C. <u>Planners</u> a potential opportunity for a third session with the planners to share the refined IJE and community action site concepts and to talk through implementation issues.
- D. <u>CJF Commission on Jewish Continuity</u> a possible opportunity for meeting again with this group. They generally do not meet as a commission at the GA, but rather sponsor a session open to all GA participants. We could convene a meeting by special invitation, in which case we could set the agenda as a time to review the IJE and community action site concepts with this group. I suggest we determine the need for this after the September Quarterly meeting.

FROM: Mark Gurvis MMJ	DATE:9/15/89 REPLYING TO YOUR MEMO OF:	
DEPARTMENT/PLANT LOCATION		
	NAMI	

SUBJECT: VIDEO FOR GENERAL ASSEMBLY PRESENTATION

A suggestion was made several times at the senior policy advisors meetings that we consider incorporating a short video presentation into Mort's remarks at the General Assembly Forum session. We could develop an 8-10 minute video which would describe the emergence of the Commission, its process, goals, and potentialities. A video script could combine overall narration with interspersed interviews with select Commission members. We could use the October Commission meeting as a time to tape a short segment of the meeting and interviews with Commission members. In addition to those visuals, we could add visuals which focus on various sites of Jewish education (classroom, camp, Israel footage, etc.).

Steve Hoffman and Norm Friedman at Federation highly recommend Carol Frankel of Creative Production Services, Inc. She has done several productions for Federation with excellent results. Federation has found her work to be dynamic and imaginative. Norm views her pricing as expensive but reasonable given the product.

In planning for a budget for such a project, we should allow \$2,000 per finished minute plus any out-of-pocket expenses resulting from taping in New York. For an 8-10 minute video, a range of \$20,000-22,000 would cover the project. If we wanted to go with a shorter presentation of 5-6 minutes, that would reduce the cost to \$12,000-15,000.

Creative Production Services is a complete production company. They provide script writing, editing, taping, and production work. We would get the finished product on video cassette and on one-inch tape, which is easily used for duplication. We also get all of the raw footage that the production crew shoots for whatever other uses we may have in the future. The project is one that Carol Frankel would be very interested in working on, and her company's production schedule in the next few months would accommodate our needs. DRAFT 11/13/89

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Hhz comments + note

MLM PRESENTATION AT THE GENERAL ASSEMBLY

Thank you, Bill and Carmi, for creating an opportunity for me to meet with you about the Commission on Jewish Education in North America. We are all involved in this community enterprise, in federation life, because of a common concern for Jewish survival and continuity. This group of leadership represented here today is part of a total Jewish community that in the main is highly motivated, and highly committed to a meaningful future for the whole of the Jewish people.

to assume meaning with of am here today because of an initiative started almost two years ago to focus the energy and attention of North American Jewry on some troubles and trends in our Jewish community; trends that relate to Jewish continuity. I have become increasingly convinced that we are in the midst of a tremendous struggle for our future. And others, like me, have focused on Jewish education as the vehicle for response because it may well be where our best hopes for the future lie.

> My purpose here today is to update you on the Commission, share our goals and progress with you, and also to listen. To the extent that we can get it, we are keenly interested in your reactions to our efforts.

Pag WLM Non a personal note, I got started in this latest Commission process because my family is prepared to import because my family is prepared to invest significant funds in the area of Jewish education and wanted guidance and direction on how our investment could best make a difference. We reached that willingness to invest because we became convinced that the Jewish community was in a war without really recognizing it -- a war for the hearts and minds of future generations of Jews. Most IT not All of you have seen the trendlines, the statistics on intermarriage and Jewish identity patterns. The critical question we believe needed to be addressed was whether the vital, vibrant and successful Jewish community of today would sustain itself into the ly informal Jewish education both future. Equally important, we came to believe that formal and informal could be a successful path to addressing that question. If you asked me ten years ago to make such a suggestion, I couldn't have, or wouldn't have. But I have become convinced that with the right support and leadership, Jewish education can be much more successful, and can make a huge difference.

Commission process + operation

Because of all this, we convened a group of North American leaders to work together on this, and that led to the creation of the Commission. The Commission is a unique gathering--our commissioners include private foundation leadership, community leadership, outstanding rabbis, Jewish education professionals, and leading academics. And while people were invited to serve ad personam and not because of particular affiliations, it is a very diverse group, representative of the pluralistic nature of our North American community.

It is important to recognize that although this is an independent commission, it is not working in a vacuum, separate from the organized Jewish world. Both JESNA and JWB are sponsors, and have helped ensure the quality and of our deliberations. CJF has been involved from the very beginning, and has been enormously helpful.

We have found, in convening the Commission, and in its first year of meetings, that one key to our success is partnership:

1. between community leadership and educators,

2. between foundations and community leadership,

3. . between continental initiatives and local activity,

4. between communal and congregational spheres of activity.

Partnership at all levels helps us break through many of the barriers that may well have impeded progress in Jewish education over the decades.

The Commission will hold a total of six meetings over two years. Four have been held already, and we have scheduled the other two in February and June 1990. We agreed at the beginning that this Commission would be proactive. It would produce findings and recommendations that could point the way to important improvements in Jewish education. Even more important, it would do all in its power to convince North American Jewish leadership to implement its good ideas. We started with discussion by commissioners about how to cut into the problems of Jewish education. We generated a list of 26 options for

Commission activity--everything from early childhood education to the use of electronic media and to improving Hebrew language instruction.

From there we were able to group our options into two broad categories-enabling options that make progress overall more likely, and programmatic options that are very specific. We decided the Commission should move ahead first with two major enabling options: <u>personnel</u>, and <u>community</u> <u>support and financing</u>. It was clear to us that no programs could prosper without enough good personnel, nor without the moral and financial support of the community. By addressing these two specific areas, we felt we could have an impact that extended into all of the areas of Jewish education.

\*

We have focused on the local community as the main arena within which we could demonstrate new approaches in personnel and community support and financing. A consensus was developed to consider identifying several community action sites, as a means to demonstrate what can happen in Jewish education with the best approaches, with the right communal support, and with adequate congregational financing.

Our 4th Commission meeting just three weeks ago, focused on consideration of a seven point action plan to help implement Commission recommendations after our final report is issued next June. We have agreed to move ahead with this action plan, including designing an implementation mechanism to carry forward the work of the Commission. Basically our Commission will have two major outcomes -- a final report which describes the state of the field, contains our recommendations, and provides a vision for the future; and an action plan aimed at implementing the recommendations immediately.

We see the Action Plan as a systematic approach to tackling the urgent from Ademands in Jewish education as we will define them. Let me walk you through the seven elements of the action plan:

- Mobilize the community: We need to encourage more top leadership to work for Jewish education; to develop and improve community structures that deal with Jewish education and serve as its support system; and to generate significant additional funding. It is time to get serious about who gets involved and what support is provided.
- A 2. Build the profession of Jewish education: There is no question that personnel is the key. We will need to attract more talented people to the field; increase salaries and benefits; improve training opportunities; develop more and new full-time positions; find new and improved ways of recruitment and retention to professionalize the field. If we can attract enough talented people to work in Jewish education they will become the essential first step towards the challenges in front of us.

- 3. <u>Community Action Sites</u>: The concept is to demonstrate in several communities what happens when you implement the best programs and ideas for Jewish education with the necessary personnel and community support and financing. It is becoming clear from a number of local communities that have started high-level initiatives in Jewish continuity and education that the right process, involving the right people and institutions, is as important as having the right programs. We want to demonstrate what is possible as a model to encourage other communities.
- 4. North American strategies: We will be looking at what has to happen from a continental perspective as well as at the local perspective. For example, training and recruitment will need continental approaches in addition to that which can be accomplished locally.
- A 5. <u>Programmatic options</u>: Although our top priorities are personnel and community support and financing, the Commission's initial work identified many vitally important programmatic areas. Several could be acted upon almost immediately if we mobilized the appropriate leadership and financial support.
- 6. <u>Research</u>: In the process of commissioning the limited research we needed for our deliberations, we have identified many items that belong on a longer term research agenda. There is really very little good data now. We need to know what works and why.

7. <u>Implementation mechanism</u>: Finally, we're not interested in merely putting another report on the shelf. At our last meeting we agreed to develop a mechanism for implementation. Such an implementation mechanism could serve the following functions:

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- a. It could facilitate and assist the establishment of several Community Action Sites.
- It could assist in planning for the development and implementation of programmatic areas.
- c. It could initiate and facilitate the implementation of continental strategies in training, recruitment, or retention.
- d. It could act as the broker between national and local resources.
- e. It could gather data and undertake the analysis necessary for implementation, or fund appropriate agencies or institutions to undertake such assignments.
- f. It could prepare annual progress reports on the implementation of all of these items.

Designing an implementation mechanism will involve carefully thinking through the relationships that will be necessary with existing institutions, with local communities, with funders, and others. We are designing this now. It will not duplicate any existing function, and it will be a small body that can act as a catalyst, and also harmonize the efforts of a variety of institutions in our efforts to produce.

To accomplish what we will recommend will take much more money. We are addressing this as part of our implementation design.

WWNo doubt federations, as the primary instrument of community organization, by will bear the long-term responsibility for the field of Jewish education. Jelevations think most of us recognize this. Several communities have already begun this process through local commissions on Jewish identity or education which already are changing local allocations. And we know federations will have differing capacities to increase local funding for Jewish education.

The principals of a number of large private foundations are (b) by the optimissioners. I am quite optimistic about the role that private foundations and federation endowment funds will be able to play in getting things started over the next few years. The growth in assets of private foundations and endowment funds has been extraordinary, particularly in certain communities. We have every reason to believe there will be more growth in the years to come, and that it will be spread among even more communities.

(slides off)

Qverall, that is generally where our Commission is at this point. Within Conclusion few months we will be considering specific recommendations and we are very committed to seeing our recommendations through to

> implementation. We know implementation will occur only if the appropriate groups work together effectively. No group is more critical to our Jewish future than the Federations of North America.

I truly believe that working together, we can make a difference, and that we can change the trend lines for the better. If we do, that will be a magnificent gift to our children and grandchildren.

Thank you.

Before we get into an open discussion, John Colman, president of the Chicago Federation and a member of the Commission, will comment about the work of the Commission and his experience as a participant. [Colman speaks]

At this point we look to you for input and guidance on our work. To you for

At this point we look to you for input and guidance on our work. (Jo you view our work as having potential to help your local situation? Does the Community Action Site concept seem a reasonable way to spur local activity? Is it reasonable to think that communities can begin to allocate greater resources to Jewish education over the next five to ten years?

How do you feel about these issues?

TO: Mandel FROM: Morton L. Henry L. Zucker DATE:\_ 11/14/89 **REPLYING TO** DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCA YOUR MEMO OF: SUBJECT:

Attached is the draft of your presentation at the General Assembly with my underscoring of key points. As I see it, the talk breaks down into the following outline:

- An introduction in which you express your and American Jewry's concern about Jewish survival and meaningful continuity, and about the need to work together to achieve this. You point to Jewish education as the key vehicle for an appropriate response. You indicate that you want to bring this important group of federation leaders up to date on the work of the Commission and its plans for the future.
- 2. You give personal testimony as to why you are interested in this subject and your personal commitment to support it financially and in other ways. You stress that it is not enough to be interested, we have to have guidance from the people best able to analyze the problem and recommend improvements.
- You share with this leadership group how the Commission has operated, the process which it is pursuing, the current status of the process, and what lies immediately ahead.
- 4. You emphasize the proactive stance of the Commission and share with them the action plan which is now anticipated. (I would keep the details about the action plan to a minimum except for the references to the implementation mechanism and the community action sites.)
- 5. You talk about funding and especially about the place of federations in funding over the long term. At the same time, you express optimism about the readiness of family foundations to provide substantial funds to enable the recommendations to begin to be implemented very quickly while the federations gear themselves up to their long-term responsibilities in funding Jewish education.
- 6. And finally, you conclude the presentation with a recognition of the crucial place of the federations in planning and financing improvements in Jewish education. You emphasize the need to work together, and you give testimony to the fact that there are many evidences that the Jewish community of North America is better prepared than ever before to bring about important improvements in formal and informal Jewish education, and you pose some questions to solicit reactions to what you have to say.

I will be available at 8 a.m. on Wednesday, November 15 to review this memo and cover any other aspects of the presentation which occur to you.

# COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA



## PARTNERSHIP IS FUNDAMENTAL

- Between community leadership and educators
- Between foundations and community leadership
- Between continental initiative and local activity
- Between communal and congregational spheres of activity

## LEADERSHIP MAKES THE DIFFERENCE

Membership drawn from the top ranks of:

- Community leaders
- Foundation principals
- Jewish educators
- Rabbis
- Scholars

### List of options

- 1. Early childhood age
- 2. Elementary school age
- 3. High school age
- 4. College age
- 5. Young adults
- 6. The family
- 7. Adults
- 8. Retired and elderly
- 9. Supplementary school
- 10. Day school
- 11. Informal education
- 12. Israel Experience programs
- 13. Integrated programs of formal and informal education
- 14. Hebrew language
- 15. Curriculum and methods

- 16. Early childhood programs
- 17. Programs for the family and adults
- 18. Programs for the college population
- 19. Use of the media and technology
- 20. The shortage of qualified personnel
- 21. The community Its leadership and Its structures
- 22. Eliminate tuition
- 23. Physical plant
- 24. Knowledge base
- 25. Innovation
- 26. Additional funding
- 27, 28... Combinations

### **Programmatic options**

- 1. Early childhood age
- 2. Elementary school age
- 3. High-school age
- 4. College age
- 5. Young adults
- 6. The family
- 7. Adults
- 8. Retired and elderly
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- 12. Israel Experience programs
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### **Enabling options**

- 15. Curriculum and methods
- 19. Use of the media and technology
- 20. The shortage of qualified personnel
- 21. The community its leadership and its structures
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## **COMMUNITY ACTION SITE - a focus for demonstration**

Application of best practices in Jewish education in a community with the necessary personnel of the highest quality, and the necessary community support and financing in order to demonstrate what is possible in Jewish education. PRODUCTS :

1

A - A FINAL REPORT

B - A METHOD OF IMPLEMENTATION

A PLAN FOR ACTION

Mobilizing the Community Building the Profession Demonstration: Community Action Sites Continental Strategies Agenda for Programmatic Options Research Capability

A Mechanism for Implementation

### A MECHANISM FOR IMPLEMENTATION

WHAT

- -- Facilitate Community Action Sites
- -- Broker Between Continental and Local Expertise
- -- Encourage Foundations to Support Innovation
- -- Facilitate Implementation of Continental Strategies
- -- Assist in Development of Programmatic Options
- -- Develop Research Capability
- -- Report Annually on Progress

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# COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA



TO: Morton L. Mandel	FROM: Henry, L. Zucker	DATE: 9/22/89		
NAME	NAME 7/12-	REPLYING TO		
DEPARTMENT/PLANT LOCATION	DEPARTMENT PLOCATION	YOUR MEMO OF:		
SUBJECT:	. 0			

This will confirm my telephone message to Betsy.

Carmi Schwartz would be pleased to arrange a GA meeting for you to address the presidents and executives of the federation movement on the subject of the Commission. That would be on Friday afternoon. About 400 leaders would attend. This would be an invitation meeting and he would encourage an invitation to be issued also to the chairmen of federation endowment committees and planning (budgeting) committees. That would bring the attendance to 500-600.

You are now booked to address a forum on Friday morning on the same subject.

Carmi and I agree that the forum meeting would interfere with the afternoon meeting with the executives and presidents. We recommend that we concentrate on the meeting with the presidents and executives and forget the forum meeting. Do you agree?



Morton L. Mandel Henry L. Zucker

FROM: Mark Gurvis

DATE: 10/2/89

REPLYING TO YOUR MEMO OF: \_

DEPARTMENT/PLANT LOCATION

SUBJECT:

CJF has confirmed an invitation meeting at the GA for 2:30 p.m. Friday afternoon on the subject of the Commission. The invitations would be extended to presidents and executives of federations, as well as chairmen of federation endowment committees and planning and budgeting committees. I suggest that the invitation be issued by MLM on Commission letterhead, and that it go out as soon as possible. I will begin to draft a letter of invitation and will share it with you as soon as possible.



TO:	Henry L. Zucker	FROM:	Mark Gurvis	DATE:	8/8/89	
NAME		DEPARTMENT/PLANT LOCATION		REPLYING TO YOUR MEMO OF:		
DEPARTMENT/PLANT LOCATION						-

### SUBJECT: CJF QUARTERLY AND GA STRATEGY

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October 11, 1989

TO: Federation Presidents, Executives, Endowment Chairmen, Budget and Planning Chairmen

FROM: Mandell L. Berman, Carmi Schwartz

You are cordially invited to attend a special consultation with Mort Mandel, a former CJF president and now chairman of the Commission on Jewish Education in North America. Other members of the Commission will be present as well. The meeting will be held on:

> Friday, November 17, 1989 2:30 - 4:15 P.M. Hyatt Regency Hotel - Regency Ballroom A Cincinnati, Ohio

As you may know, the Commission was organized last year by the Mandel Associated Foundations in cooperation with JWB and JESNA and in collaboration with CJF, to explore and recommend significant improvement in and increased support for Jewish education. It held its first meeting on August 1, 1988.

The Commission has a fourfold mission: to review the field of Jewish education in the context of contemporary Jewish life in North America; to recommend practical policies that will set clear directions for Jewish education; to develop plans and programs for the implementation of these policies; and to stimulate significant financial commitments and engage committed individuals and institutions in collaborative communal action.

The Commission has reached a point in its work when it is ready to share its preliminary thinking with, and begin to get reactions from the Federations. It believes that meaningful Jewish continuity in North America requires a strong Jewish education base, and that Federation encouragement and support will be the key to major improvements in Jewish education.

This Commission is an exciting development for those of us concerned with Jewish continuity and Jewish identity. The meeting on November 17 is critically important to the work of federations, and we hope you will participate in it.
## TO: Morton L. Mandel

MУ FROM: Mark Gurvis

DATE: 10/31/89

DEPARTMENT/PLANT LOCATION

DEPARTMENT/PLANT LOCATION

REPLYING TO YOUR MEMO OF: .

SUBJECT:

Following is an outline for your presentation at the G.A. I will next flesh this out to a full speech but wanted you to have a chance to review it at this stage. I've begun to work on back-up slides to accompany the speech--most we already have in hand from what SF and AH have done.

Also attached is a follow-up letter to federation leadership to encourage attendance at the G.A. session. Let me know if it's okay to go.

MLM PRESENTATION AT THE GENERAL ASSEMBLY

#### I. INTRODUCTION

- A. We are all involved in this community enterprise in federation life because of a common concern for Jewish survival and continuity. This group represents the most highly motivated and committed leadership working towards that overarching goal.
- B. I am here presenting today because of an initiative under way to focus the energy and attention of North American Jewry on the critical challenge and opportunity facing us in the arena of Jewish continuity. I have focused on Jewish education as the vehicle for response because I believe it is where our hopes for the future lie.
- C. My purpose here today is not only to share our goals and progress with you, but also to listen. We need to hear from you, the leadership of the federation movement, about your concerns about Jewish education and continuity, what is happening in your local community, what are your problems, successes, dreams, and visions.

#### II. THE PROCESS

A. I got started in this process because my family was prepared to invest significant funds in the area of Jewish education, but wanted guidance and direction on how our investment could really make a difference. Because the challenges are so critical, and the opportunities so great, I decided to convene a group of leaders committed to working together on this. It is a very unique gathering--a combination of players who include foundation and community leadership, outstanding rabbis and Jewish education professionals and leading academics.

- B. The key to the Commission is partnership:
  - 1. between community leadership and educators,
  - 2. between foundations and institutional Jewish leadership,
  - 3. between continental initiatives and local activity,
  - 4. between communal and congregational spheres of activity.
- C. The Commission has a schedule of six meetings over two years. Four are behind us and we have scheduled the others in March and June 1990. We agreed at the beginning that this Commission would be proactive. It would produce findings and recommendations that will point the way to important improvements in Jewish education. Even more important, it will do all in its power to convince North American Jewish leadership to implement the good ideas. Here's what our progress has been to date and where we expect to go at our remaining two meetings:
  - <u>August 1988</u> Our initial meeting opened with discussion by commissioners about how to cut into the problems of Jewish education. We generated a list of 26 options for Commission activity.

- 2. December 1988 We came back with data on the various options discussed at our first meeting including the problems, challenges, opportunities, and feasibility of action in each area. We were able to categorize our options into enabling and programmatic options and develop a consensus for moving ahead with the enabling options of personnel and community support and financing. No programs could prosper without enough good personnel, nor without the moral and financial support of the community.
- 3. June 1989 Our focus in June was on the local community as the area within which we could demonstrate new approaches in personnel and community support and financing. A consensus was developed to work through several community action sites as a means to demonstrate what can happen in Jewish education with the right approaches and the right support and financing. Also, over this past summer we put in place a research program to develop data in the areas of personnel and community as a basis for Commission recommendations.
- 4. October 1989 Our meeting three weeks ago focused on consideration of a seven point action plan to organize our approaches to implementing Commission ideas after our report is issued in June. We have agreed to move ahead with this action plan, including designing an implementation mechanism to carry forward the work of the Commission.

- 5. <u>February/March 1990</u> Our upcoming meeting will be critical as it will focus on consideration of the recommendations of the Commission in each of the seven areas of our action plan.
- June 1990 This will be the time for the approval of the Commission report and launching of an implementation mechanism to carry forward its work.

#### III. MOVING TOWARDS IMPLEMENTATION

A. We see the Action Plan as a way of organizing a tremendous amount of information about what is needed and what is recommended. Equally critical, it is a way of organizing a response. It is a systematic approach to tackling the urgent demands in Jewish education as we see them.

#### B. Action Plan: Elements 1 to 7

 <u>Mobilize the community</u>: Encourage more top leadership to work for Jewish education; develop and improve community structures that deal with Jewish education and serve as support systems; generate significant additional funding. Our final report will include specific recommendations in this area. 2. Build the profession of Jewish education:

Attract more talented people to the field; increase salaries and benefits; improve training opportunities; develop more and new full-time positions; find new and improved ways of recruitment and retention. Here, too, we will provide specific suggestions for action.

- 3. <u>Community Action Sites</u>: Demonstrate in several communities what happens when you implement the best programs and ideas for Jewish education with the necessary personnel and community support and financing. Our report will point to a process for developing such action sites.
- 4. <u>Continental strategies</u>: Jewish education must also be developed on the continental level and in Israel. Training and recruitment are among the elements that will require action on the continental level. We view this as a necessary corollary of the items above.
- 5. <u>Programmatic options</u>: Although our top priorities are personnel and community support and financing, our initial work has identified many programmatic areas which could be acted upon almost immediately if we mobilized the appropriate brain power and financial support. For each option we expect to offer a general overview of the needs, problems, and scope, and identify the key opportunities for intervention.

- 6. <u>Research</u>: Improve the research base to enable us to make informed decisions in the area of Jewish education. In the process of commissioning the limited research we needed for our process, we have identified many items that belong on a longer term research agenda. This could serve as the beginning of a broad research agenda for the North American Jewish community.
- 7. <u>Implementation mechanism</u>: Commissioners have pointed out that some mechanism will be needed to facilitate the implementation of findings and recommendations. Therefore, we suggest designing a mechanism for implementation. It could serve many functions.
  - Facilitate and assist the establishment of several Community Action Sites.
  - Assist in planning for the development and implementation of programmatic options.
  - c. Initiate and facilitate the implementation of continental strategies.
  - d. Act as the broker between national and local resources.

- e. Gather data and undertake the analysis necessary for implementation, or fund appropriate agencies or institutions to undertake such assignments.
- Prepare annual progress reports on the implementation of all of these items.

Based on discussion at our last meeting, we will be moving ahead to design an implementation mechanism. This involves carefully thinking through what kind of relationship will be necessary with existing institutions, with local communities, with funders, and others. Clearly, we don't want to create another large bureaucratic structure. Rather, we are looking for a small body that can harmonize the efforts of a variety of players in the direction of a common vision for Jewish education.

#### IV. FUNDING

A. Clearly to accomplish what I have outlined will take a lot of funds. We are beginning to address this as part of the implementation design. I've begun a number of discussions with leaders on the Commission and feel very optimistic.

- B. My view is that federations, as the primary instrument of community organization, will have to bear the long-term responsibility for the field of Jewish education. I think most of us recognize this, regardless of where we currently stand with individual community's abilities to meet that challenge.
- C. I am very optimistic about the role that private foundations and endowment funds will be able to play in getting things started over the next few years. The growth in both these areas in recent years has been extraordinary, and we have every reason to believe there will be more growth to come.

#### V. DISCUSSION

- A. That is where we are at this point. Within the next few months we will be considering specific recommendations to the North American Jewish community, and we have a Commission that is very committed to seeing its work through to implementation.
- B. We want to consider our recommendations within the context of discussion with important partners in this work. No group is more critical to our success than the leadership of the federation movement.
- C. Before we get into that discussion I have asked John Colman, president of the Chicago Federation, who is a member of the

Commission, to briefly add a few comments about the work of the Commission and his experience as a participant. [Colman speaks]

- D. At this point we look to you for imput and guidance on our work.
  - What resonance does our work have for the situation in your community? Do you view our work as having potential to help your local situation?
  - If you wanted to put forward an agenda for the Commission to consider, what would it be?

MEMO TO: Federation Presidents and Executives

FROM: Morton L. Mandel, Chairman, Commission on Jewish Education in North America

DATE: November

You recently received an invitation from CJF leaders Bill Berman and Carmi Schwartz to attend a special briefing at the GA on the work of the Commission on Jewish Education in North America. The briefing is scheduled for Friday, November 17, 2:30 to 4:00 p.m., Hyatt Regency Hotel.

I am writing to express my hope that you will attend this meeting personally, or will arrange for top community leadership to represent your community. Invitations were extended to federation executives and presidents, endowment chairmen, and planning and budget chairmen. Other top leadership from the community are welcome if those invited are unable to attend.

The Commission is at the critical stage of focusing on recommendations and the means to carry its ideas forward to implementation. Our success will depend greatly on the extent to which we can work cooperatively with the federations. We hope to use this meeting as an opportunity to share the ideas we are considering, and provide an opportunity for federations to react and make suggestions.

Enclosed for your information are some background materials which will help you understand the scope and nature of this project. It would be very helpful if you could let Mark Gurvis (216-391-8300) know who will be able to represent your community at this meeting.

#### JEWISH EDUCATION MEETINGS AT CJF GENERAL ASSEMBLY

#### Tentative as of 8/22/89

<u>Wednesday, Nov. 15.</u> <u>8:30 a.m. - 12:30 p.m.</u>  Joint meeting of federation planners and BJE directors on respective roles in planning in Jewish education. (Joel Fox and Alan Bennett, coordinators)

Wednesday, Nov. 15, 1:00 - 4:00 p.m. JESNA Board meeting. (Jon Woocher, contact)

<u>Wednesday, Nov. 15.</u> <u>1:30 - 5:30 p.m.</u>

Thursday, Nov. 16, 1:45 p.m.

Thursday, Nov. 16, 4:00 p.m.

Friday, Nov. 17, 8:00 a.m.

CJENA with planners - time blocked out for session. (Norbert Freuhaft, CJF contact)

 Meeting of intermediate cities on planning in Jewish education. (Simcha Goldberg, CJF staff coordinator)

 Meeting of small cities on planning in Jewish education. (Lynn Markowitz, CJF staff coordinator)

- Forum session on Jewish Education: "20 Years After Boston - What's Happened Since in Jewish Education." This will be followed by 4 workshops on Adult Education, Day Schools, JCC's, and Israel, focusing on changes in the past 20 years in each area. (Invitation to be extended to MLM)

#### Also on G.A. agenda

- 1. Meeting of federation presidents and executives.
- 2. Press conference for CJENA with Anglo-Jewish press?
- CJF Commission on Jewish Continuity agenda scheduled to focus on Jewish life on the campus.

#### COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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

Morton L. Mandel Chairman Mona Riklis Ackerman Ronald Appleby David Arnow Mandell L. Berman Jack Bieler Charles R. Bronfman John C. Colman Maurice S. Corson Lester Crown David Dubin Stuart E. Eizenstat Joshua Elkin Eli N. Evans Irwin S. Field Max M. Fisher Alfred Gottschalk Arthur Green Irving Greenberg Joseph S. Gruss Robert I. Hiller David Hirschhorn Carol K. Ingall Ludwig Jesselson Henry Koschitzky Mark Lainer Norman Lamm Sara S. Lee Seymour Martin Lipset Haskel Lookstein Robert E. Loup Matthew J. Maryles Florence Melton Donald R. Mintz Lester Pollack Charles Ratner Esther Leah Ritz Harriet L. Rosenthal Alvin I. Schiff Lionel H. Schipper Ismar Schorsch Harold M. Schulweis Daniel S. Shapiro Margaret W. Tishman Isadore Twersky Bennett Yanowitz Isaiah Zeldin In Formation

.

Commissioners

Senior Policy Advisors

David S. Ariel Seymour Fox Annette Hochstein Stephen H. Hoffman Arthur J. Naparstek Arthur Rotman Carmi Schwartz Herman D. Stein Jonathan Woocher Henry L. Zucker

#### Director

Arthur J. Naparstek

Staff

Virginia F. Levi Joseph Reimer

MEMO TO: Federation Presidents and Executives FROM:

Morton L. Mandel, Chairman Commission on Jewish Education in North America

DATE:

November 2, 1989

You recently received an invitation from CJF leaders Bill Berman and Carmi Schwartz to attend a special briefing at the GA on the work of the Commission on Jewish Education in North America. The briefing is scheduled for Friday, November 17, 2:30 to 4:00 p.m., Hyatt Regency Hotel.

I am writing to express my hope that you will attend this meeting personally, and will also arrange for other top community leadership to attend. Invitations were extended to federation executives and presidents, endowment chairmen, and planning and budget chairmen.

The Commission is at the critical stage of focusing on recommendations and the means to carry them forward to implementation. Our success will depend greatly on the extent to which we can work cooperatively with the federations. We hope to use this meeting as an opportunity to share the ideas we are considering, and provide an opportunity for federations to react and make suggestions.

Enclosed for your information are some background materials which will help you understand the scope and nature of this project. It would be very helpful if you could let Mark Gurvis (216-391-8300) know who will be able to represent your community at this meeting.

## **DESIGN DOCUMENT**

## **TO ESTABLISH**

## THE

## COMMISSION

## ON

# JEWISH EDUCATION IN NORTH AMERICA

#### INTRODUCTION

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

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

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

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

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

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

JWB, the Association of Jewish Community Centers and YM-YWHAs, is the leadership body for the North American network of JCCs and Ys. JWB serves the needs of individual Jewish Community Centers, and it helps to build, strengthen and sustain the collective Center movement through a broad range of direct and indirect services, institutes, consultations and Jewish experiences, and by identifying and projecting movement-wide directions, issues and priorities.

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

#### THE CHALLENGE: JEWISH CONTINUITY

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

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

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

#### A KEY: EDUCATION

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

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

#### Jewish Education Today

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

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

The Jewish community has created notable successes in the last sixty years in such areas as philanthropy, social services, defense and support for Israel. It is time to make the enterprise of Jewish education one of the success stories of modern Jewish life. Now is the time to turn the concern of the Jewish community toward creating a Jewish educational system which can in all its varieties help to insure the survival of the Jewish people.

#### The Potential for Tomorrow

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

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

The critical question is: What initiatives will be meaningful?

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

#### A COOPERATIVE EFFORT

#### The Purpose

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

Such a Commission will have a fourfold mission:

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

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

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

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

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

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

#### THE STUDY: CREATING CONDITIONS FOR CHANGE

#### The Work

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

#### The Focus: People and Institutions

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

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

The Commission study may address these issues, among others:

- Professional opportunities in Jewish education. A profession is characterized by formalized standards of knowledge and training, a code of ethics, institutionalized forms of collegiality, and paths for advancement. We need to look at how these aspects of Jewish education can be developed to professionalize our educational services.
- 2. The recruitment and retention of qualified educators. Such factors as low status, low salary and limited potential for advancement have a twofold effect on a profession: they deter entry and encourage attrition. We need to examine these factors in light of the small pool of interested talent Jewish education now attracts. We also need to explore the potential for making more effective use of our feeder system — youth movements, camps, community organizations.
- The education of educators. Today North American institutions graduate fewer than 100 Jewish educators annually. We need to look at how to fill the demand for qualified people in both existing and emerging positions, and to provide continuing professional education.
- 4. Historical perspective and current structures of Jewish educational institutions. We need to begin with an understanding of the existing structures. A look at the past can help us to assess current institutions and their needs and guide us in establishing any new structures that might be needed to respond to today's needs.

#### TOWARD TOMORROW

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

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

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

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

#### COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

#### Commission Members

Mona Riklis Ackerman (Ph.D.), Riklis Family Foundation, 595 Madison Avenue, New York, NY 10022, (212) 888-2035

Dr. Ackerman is a clinical psychologist and President of the Riklis Family Foundation. She is active in UJA/Federation of Jewish Philanthropies of New York and American Friends of Rechov Sumsum.

Ronald Appleby Q.C., Robins, Appleby & Taub, 130 Adelaide Street, West, Suite 2500, Toronto, Ontario M5H 2M2, (416) 360-3333 Mr. Appleby is chairman of the law firm of Robins, Appleby & Taub, involved mainly in business income tax consultations; he speaks and writes regularly on this subject. He is active in many civic and Jewish causes, including the Toronto Jewish Congress, Jewish National Fund, Council of Jewish Federations,

and United Jewish Appeal.

David Arnow (Ph.D.), 1114 Avenue of the Americas, New York, NY 10036, (212) 869-9700 Mr. Arnow is a psychologist, President of the New Israel Fund and chair of the UJA/Federation of Jewish Philanthropies of New York Subcommittee on Governance.

Mandell L. Berman, 29100 Northwestern Highway #370, Southfield, Michigan 48034, (313) 353-8390

Mr. Berman was President of Smokler Corporation, a real estate developer. He is Chairman of the Skillman Foundation, President of the Council of Jewish Federations, and past President of the Detroit Federation. He served as Chairman of the American Association of Jewish Education and is Honorary Chairman of JESNA.

Jack Bieler (Rabbi), Hebrew Academy of Greater Washington, 2010 Linden Lane, Silver Spring, Maryland 20910 (301) 649-3044 Rabbi Bieler is Coordinator of Judaic Studies and Supervisor of Instruction at the Hebrew Academy of Greater Washington. He has served as Chairman of the Talmud Department at Ramaz Day School and was a Jerusalem Fellow.

Charles R. Bronfman, 1170 Peel Street, Montreal, Quebec H3B 4P2, (514) 878-5271

Mr. Bronfman is Co-Chairman and Chairman of the Executive Committee of The Seagram Company, Ltd., Chairman of The CRB Foundation and Honorary Chairman, Canada-Israel Securities Ltd. He is Director of the Canadian Council of Christians and Jews, and active in many civic and Jewish causes. John C. Colman, 4 Briar Lane, Glencoe, Illinois 60022, (312) 835-1209 Mr. Colman is a private investor and business consultant. He is a member of the Executive Committee of the American Joint Distribution Committee and is active in a wide variety of Jewish and general institutions.

<u>Maurice S. Corson</u> (Rabbi), The Wexner Foundation, 41 S. High Street, Suite 3390, Columbus, Ohio 43215, (614) 461-8112 Rabbi Corson is President of the Wexner Foundation. He was a director of the Jewish Community Relations Council of Philadelphia, United Israel Appeal of Canada, and B'nai B'rith. He is active in many Jewish and civic causes.

Lester Crown, 222 North LaSalle Street, Suite 2000, Chicago, Illinois 60601, (312) 236-6300

Mr. Crown is President of Henry Crown and Company, Chairman of the Board of Material Service Corporation and Executive Vice-President of General Dynamics. He has served as Chairman of the Board of The Jewish Theological Seminary of America.

David Dubin, JCC on the Palisades, 411 E. Clinton, Tenafly, New Jersey, 07670 (201) 569-7900

Mr. Dubin is Executive Director of the Jewish Community Center on the Palisades and author of several articles in <u>The Journal of Jewish Communal Service</u> on Jewish education within Jewish community centers.

<u>Stuart E. Eizenstat</u>, Powell, Goldstein, Frazer & Murphy, 1001 Pennsylvania Avenue, N.W., Sixth Floor, Washington, D.C. 20004, (202) 347-0066 Mr. Eizenstat practices law in Washington, D.C. and teaches at the Kennedy School of Government at Harvard University. He was Director of the domestic policy staff at The White House under the Carter Administration. He is active in many civic and Jewish organizations and speaks and writes widely on public policy.

Joshua Elkin (Rabbi, Ed. D.), 74 Park Lane, Newton, Massachusetts 02159, (617) 964-7765

Rabbi Elkin is Headmaster of the Solomon Schechter Day School of Boston. He has taught in the Jewish Education program at the Hornstein Program in Jewish Communal Service at Brandeis University and has just completed a year as a Jerusalem Fellow.

<u>Eli N. Evans</u>, Charles H. Revson Foundation, 444 Madison Avenue, New York, NY 10022, (212) 935-3340 Mr. Evans is President of the Charles H. Revson Foundation which supports programs in urban affairs, Jewish and general education, and biomedical research policy. He has written two books on the history of Jews in the American South. Irwin S. Field, Liberty Vegetable Oil Company, P. O. Box 4236, Cerritos, California 90703, (213) 921-3567

Mr. Field is President of Liberty Vegetable Oil, and Chairman of the Executive Committee of Luz International Ltd. He is Vice Chairman of the Jewish Federation of Los Angeles and a past National Chairman of the United Jewish Appeal. He serves many other national and international organizations.

<u>Max M. Fisher</u>, Fisher Building, 27th Floor, 3011 Grand Boulevard, Detroit, Michigan 48202, (313) 871-8000

Mr. Fisher was Chairman of the Board of Governors of The Jewish Agency for Israel, President of the Council of Jewish Federations, and President of the United Jewish Appeal. He was Chairman of United Brands Company and has been involved with many other corporations and civic and Jewish organizations.

<u>Alfred Gottschalk</u> (Rabbi, Ph.D.), Hebrew Union College, 3101 Clifton Avenue, Cincinnati, Ohio 45220-2488, (513) 221-1875 Rabbi Gottschalk is President of the Hebrew Union College-Jewish Institute of Religion. He has written extensively on ethics, education and Jewish intellectual history.

Arthur Green (Rabbi, Ph.D.), Reconstructionist Rabbinical College, Church Road and Greenwood Avenue, Wyncote, Pennsylvania 19095, (215) 576-0800 Dr. Green is President of the Reconstructionist Rabbinical College and the author of many books and articles including <u>Tormented Master</u>; <u>A Life of Rabbi</u> <u>Nahman of Bratslav</u>.

<u>Irving Greenberg</u> (Rabbi, Ph.D.), The National Jewish Center for Learning and Leadership, 421 Seventh Avenue, New York, NY 10001, (212) 714-9500 Rabbi Greenberg is President and co-founder of CLAL: The National Jewish Center for Learning and Leadership. He founded and chaired the Department of Judaic Studies at City College and has taught and written widely on Jewish thoughts and religion.

Joseph S. Gruss, Gruss & Company, 900 Third Avenue, New York, NY 10022, (212) 688-1500

Mr. Gruss is former head of Gruss & Company. He established the Fund for Jewish Education in New York in association with UJA/Federation of Jewish Philanthropies. He has provided full medical and financial support to Jewish educators, grants to 400 Jewish Day Schools and Yeshivot and to community organizations dedicated to Jewish outreach, and funds for school building renovations. He supports Jewish educators through scholarships for high school and college students.

Robert I. Hiller, Zanvyl Krieger Fund, 101 W. Mount Royal Avenue, Baltimore, Maryland 21201, (301) 727-4828

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10/16/89

## COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

BACKGROUND MATERIALS FOR THE MEETING OF OCTOBER 23, 1989

Convened by the Mandel Associated Foundations, JWB anb JESNA in collaboration with CJF

5 Tishrei, 5750

October 4, 1989

## From Decisions to Implementation: A Plan for Action

### I. Introduction

As the Commission approaches its fourth meeting, the outline of a plan for action is emerging.

The proposed action plan includes the following elements:

- Mobilizing the Community (leadership, structure, finance) for implementation and change.
- 2. Developing strategies for building the profession of Jewish education, including recruitment, training and retention.
- 3. Establishing and developing Community Action Sites to demonstrate what Jewish education at its best can be, and to offer a feasible starting point for implementation.
- Implementing strategies on the continental level and in Israel in specific areas — such as the development of training opportunities or recruitment programs to meet the shortage of qualified personnel.
- 5. Developing an agenda for programmatic options and an approach for dealing with them.
- 6. Building a research capability to study questions such as the impact and effectiveness of programs.
- 7. Designing a mechanism for implementation that will continue the work of the Commission, as well as initiate and facilitate the realization of the action plan.

### II. Toward an Action Plan

## A. Background

The content of the proposed plan has been shaped by the discussions of the Commission and through interviews with commissioners to date. When the Commission began its work, a complex set of problems and areas of need were identified and subsequently translated into options. The commissioners determined that the initial focus would be on the enabling options: dealing with the shortage of personnel for Jewish education, and dealing with the community — its leadership, structures and finance. At the same time, commissioners urged that programmatic options be dealt with. A principle that has guided the Commission is that its recommendations must be implemented. This led to the clear need for an implementation mechanism and the endorsement of the Community Action Site concept. There was also the realization that some problems could only be resolved by a combination of local efforts and continental bodies. The commissioners recognized that a single approach — establishing Community Action Sites — would not address the complexity of problems and therefore suggested that additional strategies be considered.

The proposed plan is an effort to reflect the Commission's goal of effecting across-theboard change. It also offers concrete recommendations for implementation, initiating change simultaneously on a number of fronts and a feasible way to begin.

As work on the plan proceeded, it became clear that some research was necessary. In order to base recommendations on the best available data and analysis, a research program was prepared and a number of papers commissioned (see Appendix 1). Preliminary findings have already found their place in this report.

The work of the Commission could result in two major products:

I. A final report, including an agenda for Jewish education

and

II. A method of implementation, including a detailed action plan.

Recommendations on the community, personnel and programmatic options are beginning to emerge. They are being developed through consultations with commissioners and other experts, as well as current research. A draft of findings and recommendations is being prepared and will be offered for consideration at a later meeting of the Commission.

At the meeting of October 23, 1989, strategies for implementation will be offered for discussion.

### B. The Action Plan

The plan includes elements for action and a strategy for their implementation. They are briefly described below:

1. Mobilizing the Community (leadership, structure, finance) for implementation and change.

In order for needed changes to occur, Jewish education must become high on the communal agenda, and the community must make greater resources available for the implementation of quality programs. A systematic effort to affect the climate in the community as regards Jewish education is needed to bring this about. A three-pronged approach is suggested:

a. To recruit top leadership to work for Jewish education.

This Commission includes a group of outstanding leaders who have provided leadership and wisdom for the Commission's work, lent status and credibility to its deliberations, and increased the potential to mobilize the necessary financial resources for implementing the program. In some communities, local commissions for Jewish education/Jewish continuity have involved top leadership in their efforts, demonstrating that the task is feasible. Many more leaders will have to be recruited to meet the challenge. In addition, Community Action Sites will require the recruitment of outstanding leaders if they are to be successful.

b. To develop and improve community structures for Jewish education.

There is consensus that we have not yet developed community structures adequate to effect the necessary improvements in Jewish education. On the local level, these structures include congregations, JCCs, camps, schools and agencies under communal sponsorship, Jewish community federations and bureaus of Jewish education. On the national level, these structures include CJF, JWB, JESNA, the denominational and congregational bodies, training institutions and associations of educators who are engaged in formal and informal Jewish education. Existing structures and any new ones will need support that will allow them to rise to their full stature and work toward major improvements in Jewish education.

#### c. To generate significant additional funding — both private and communal.

Within this Commission there is a belief that if we accomplish our mandate — offer a design for dealing with the major issues in Jewish education and suggest a feasible way to start work on a number of fronts — then the community will be more likely to rise to the occasion and mobilize the financial and human resources needed to bring about significant change.

However, communal mobilization takes time. The implementation of Community Action Sites, the expansion of training opportunities, the development of research capability, the attention to programmatic areas all require the investment of significant funds. Here the public/private partnership of this Commission could yield results. While steps are being taken by the community to prepare itself and to build consensus, private foundations and endowment funds may help provide resources and serve as catalysts to launch the process of change.

2. Developing strategies for building the profession of Jewish education, including recruitment, training and retention.

There is a shortage of committed, trained personnel in all areas and for all programs of Jewish education. Strategies for recruitment, programs for training and approaches for dealing with the problem of profession-building and retention will need to be developed.

#### a. Recruitment

We will want to learn more about what is required to attract the appropriate candidates to enter the field of Jewish education. We will need to identify the conditions under which talented people could be attracted to the field (e.g., the belief that they will have a significant impact on the future of the Jewish people, adequate salaries and benefits, financial incentives during training, possibilities of advancement and growth, empowerment).

#### b. Training

The centers of training will have to be further developed. It is already clear that there is a serious shortage of faculty for the education of educators for both formal and informal Jewish education. Financial assistance will be needed for the expansion and improvement of existing training programs. It may be necessary to develop new and specialized training programs (e.g., for early childhood, for informal education, for special education). Judaica departments in North American universities could make their contribution to the enrichment of educators by offering in-service education programs. The Community Action Sites will require on-the-job training for the educators who will be working in the many programs included in the demonstration projects.

#### c. Building the Profession

We hope to learn more about what is required to develop the profession of Jewish education through the study that we have commissioned. (See Appendix 1.) We already know that Jewish education does not offer sufficient opportunities for advancement, nor is there a well-developed map of positions and career lines.

We may need to develop a ladder of advancement that is not only linear (from teacher, to assistant principal, to principal), but one that makes it possible for talented educators to specialize in a variety of areas such as Bible, early childhood, the Israel experience, special education, curriculum development, etc.

d. Retention

We will want to learn more about turnover in the various areas of Jewish education. A strategy to retain the most talented and dedicated educators must be developed. We will have to discover how to handle what is described as burn-out, particularly for experienced and creative administrators.

3. Establishing and developing Community Action Sites.

a. Several Community Action Sites will need to be developed. They will be places (an entire community, a network of institutions) where Jewish education at its best will be developed, demonstrated and tested. Ideas and programs that have succeeded, as well as new ideas and programs, will be developed there for other communities to see, to learn from, to modify, and where appropriate, to replicate. Community Action Sites will make it possible for local and national forces to work together in designing and field-testing solutions to the problems of Jewish education. Personnel and the Community will be addressed there simultaneously and comprehensively, integrating the various components: professionalizing Jewish education, recruiting, training, retaining educators. Because personnel will be developed in the Community Action Sites for specific programs, the programmatic options can also be addressed (see below).

- b. Demonstration in the Community Action Sites of what Jewish education can be, may serve a number of purposes: promising ideas and programs that already exist — "best practices" — could be brought together in one site, adequately funded, integrated and implemented in a complementary way. Thus, their impact would be significantly greater than when their application is fragmented. New programs could be developed, tested, assessed and modified on the local level — where education takes place — for all to see, learn from and replicate.
- 4. Implementing strategies, on the continental level and in Israel, in areas such as the development of training opportunities or recruitment programs, to meet the shortage of qualifed personnel.

In addition to efforts that will be undertaken in Community Action Sites, a continental support system for Jewish education must be developed.

- Training opportunities do not meet the need of Jewish education in North America. Though some training can be done locally, much will have to be done in major centers in North America and Israel.
- Salaries and benefits are a concern throughout North America. Improvements
  may be undertaken locally, but answers to the financial and organizational
  issues involved may require continental policies.
- Candidates for the profession will need to be recruited on a continental basis. New pools of candidates will have to be identified. A continental plan for recruitment needs to be prepared and undertaken.

These and other challenges will benefit from the involvement of institutions and organizations in North America and in Israel.

5. Outlining an agenda for programmatic options and an approach for dealing with them.

Throughout the discussions, some commissioners have emphasized the importance of dealing with specific program areas (e.g., the media, informal education, Israel experience, the day school, college age). While Community Action Sites will deal with

personnel and the community, they will, of necessity, address programmatic options. Education takes place in programs, thus any personnel recruited will be personnel recruited for a specific program (personnel for early childhood, for the supplementary school, etc.). Community Action Sites will deal with programs as they resolve their personnel problems.

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The Commission report will seek to offer a vision and a broad agenda for Jewish education. The agenda will include an approach for dealing with the programmatic options. For each option, a general overview will be provided, problems and opportunities will be identified, steps to be taken and what appears feasible will be pointed out. Based on these assessments, an institution or a foundation may decide to pursue detailed consideration of the option.

 Building a research capability to deal, in particular, with impact and effectiveness of programs.

As the Commission work progresses, the paucity of information, data and analysis on Jewish education becomes more and more evident. Decisions are often made without the benefit of clear evidence of need. Major resources are invested with insufficient evaluation or monitoring. We seldom know what works in Jewish education; what is better and what is less good; what the impact of programs and investment is. The market has not been explored; we do not know what people want from Jewish education. We do not have accurate information about how many teachers there are; how qualified they are; what their salaries are.

As data is being gathered for the work of the Commission, a broad research agenda is emerging that must be addressed. The necessary research capacity for North America will need to be established.

7. Designing a mechanism for implementation that will continue the work of the Commission, as well as initiate and facilitate the realization of the plan.

The action plan, the implementation of the recommendations of the Commission, will require that some mechanism be created to continue the work. The mechanism may be a new organization or part of an existing organization. Its mission will be to facilitate implementation of the recommendations of the Commission. The proposed mechanism must be a cooperative effort of individuals and organizations concerned with Jewish education, as well as the funders who will help support the entire activity. Federations will be invited to play a central role and the denominations will have to be fully involved. JWB, JESNA, CJF will continue to be full partners in the work. The mechanism will carry out its assignments in a way that will encourage and assist local initiative and planning.

Some of the functions of the mechanism could include:

- a. To help initiate and facilitate the establishment of several Community Action Sites. This may involve developing criteria for their selection; assisting communities as they develop their site; lending assistance in planning; helping to recruit personnel; ensuring monitoring, evaluation and feedback; and assisting in the diffusion of innovation.
- b. To serve as a broker between expertise at the continental level and local expertise and initiative.
- c. To encourage foundations and philanthropists to support innovation and experimentation in the Community Action Sites.
- d. To facilitate implementation of strategies on the continental level and in Israel. This may mean encouraging institutions that will plan and carry out the development efforts. For example, if an existing training institution undertakes expansion and development of its training program, the mechanism may help secure funding and lend planning assistance as required.
- e. To offer assistance as required for the planning and development of programmatic options.
- f. To gather the data and undertake the analysis necessary for implementation; to help develop the research capability in North America.
- g. To prepare annual progress reports for public discussion of the central issues on the agenda of Jewish education.

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Some commissioners have expressed the opinion that the process launched by this Commission should not end with the publication of its report in the summer of 1990. Various formats have been suggested for the continued involvement of the Commission itself with the implementation of its recommendations. A suggestion was made that the Commission should convene once a year to discuss progress and implementation. Alternately, all or some commissioners should remain involved in specific aspects of implementation. This might include a process, led by commissioners, to ensure monitoring and accountability, or active involvement of a group of commissioners in the implementation process and in the diffusion of successful programs and innovations.

TO:	Morton L. Mandel	FROM:	Henry L.	Zucker
NAM	E.	NA	ME.	110-1
DEPARTMENT/PLANT LOCATION		DE	PARTMENT/PLANT LO	JKK K

DATE: 11/14/89

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

#### SUBJECT:

Attached is the draft of your presentation at the General Assembly with my underscoring of key points. As I see it, the talk breaks down into the following outline:

- 1. An introduction in which you express your and American Jewry's concern about Jewish survival and meaningful continuity, and about the need to work together to achieve this. You point to Jewish education as the key vehicle for an appropriate response. You indicate that you want to bring this important group of federation leaders up to date on the work of the Commission and its plans for the future.
- 2. You give personal testimony as to why you are interested in this subject and your personal commitment to support it financially and in other ways. You stress that it is not enough to be interested, we have to have guidance from the people best able to analyze the problem and recommend improvements.
- You share with this leadership group how the Commission has operated, the process which it is pursuing, the current status of the process, and what lies immediately ahead.
- 4. You emphasize the proactive stance of the Commission and share with them the action plan which is now anticipated. (I would keep the details about the action plan to a minimum except for the references to the implementation mechanism and the community action sites.)
- 5. You talk about funding and especially about the place of federations in funding over the long term. At the same time, you express optimism about the readiness of family foundations to provide substantial funds to enable the recommendations to begin to be implemented very quickly while the federations gear themselves up to their long-term responsibilities in funding Jewish education.
- 6. And finally, you conclude the presentation with a recognition of the crucial place of the federations in planning and financing improvements in Jewish education. You emphasize the need to work together, and you give testimony to the fact that there are many evidences that the Jewish community of North America is better prepared than ever before to bring about important improvements in formal and informal Jewish education, and you pose some questions to solicit reactions to what you have to say.

I will be available at 8 a.m. on Wednesday, November 15 to review this memo and cover any other aspects of the presentation which occur to you.

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#### MLM PRESENTATION AT THE GENERAL ASSEMBLY

November 17, 1989

Thank you, Bill and Carmi, for creating an opportunity for me to meet with you about the Commission on Jewish Education in North America. We are all involved in this community enterprise, in federation life, because of a common concern for Jewish survival and continuity. This group of leadership represented here today is part of a total Jewish community that in the main is highly motivated, and highly committed to a meaningful future for the whole of the Jewish people.

I am here today because of an initiative started almost two years ago to focus the energy and attention of North American Jewry on some troublesome trends in our Jewish community; trends that relate to Jewish continuity. I have become increasingly convinced that we are in the midst of a tremendous struggle for our future. And others, like me, have focused on Jewish education as the vehicle for response because it may well be where our best hopes for the future lie.

My purpose here today is to update you on the Commission, share our goals and progress with you, and also to listen. To the extent that we can get it, we are keenly interested in your reactions to our efforts.

On a personal note, I got started in this latest Commission process because my family is prepared to invest significant funds in the area of Jewish education and wanted guidance and direction on how our investment could best make a difference. We reached that willingness to invest because we became convinced that the Jewish community was in a war without really recognizing it -- a war for the hearts and minds of future generations of Jews. All of you have seen the trendlines, the statistics on intermarriage and Jewish identity patterns. The critical question we believe needed to be addressed was whether the vital, vibrant and successful Jewish community of today would sustain itself into the future. Equally important, we came to believe that formal and informal Jewish education could be a successful path to addressing that question. If you asked me ten years ago to make such a suggestion, I couldn't have, or wouldn't have. But I have become convinced that with the right support and leadership, Jewish education can be much more successful, and can make a huge difference.

Because of all this, we convened a group of North American leaders to work together on this, and that led to the creation of the Commission. The Commission is a unique gathering--our 46 commissioners include private foundation leadership, community leadership, outstanding rabbis, Jewish education professionals, and leading academics. And while people were invited to serve ad personam and not because of particular affiliations, it is a very diverse group, representative of the pluralistic nature of our North American community.
It is important to recognize that although this is an independent commission, it is not working in a vacuum, separate from the organized Jewish world. Both JESNA and JWB are sponsors, and have helped ensure the quality of our deliberations. CJF has been involved from the very beginning, and has been enormously helpful.

We have found, in convening the Commission, and in its first year of meetings, that one key to our success is partnership:

- 1. between community leadership and educators,
- 2. between foundations and community leadership,
- 3. between continental initiatives and local activity,
- 4. between communal and congregational spheres of activity.

Partnership at all levels helps us break through many of the barriers that may well have impeded progress in Jewish education over the decades.

The Commission will hold a total of six meetings over two years. Four have been held already, and we have scheduled the other two in February and June 1990. We agreed at the beginning that this Commission would be proactive. It would produce findings and recommendations that could point the way to important improvements in Jewish education. Even more important, it would do all in its power to convince North American Jewish leadership to implement its good ideas. We started with discussion by commissioners about how to cut into the problems of Jewish education. We generated a list of 26 options for Commission activity--everything from early childhood education to the use of electronic media and to improving Hebrew language instruction.

From there we were able to group our options into two broad categories-enabling options that make progress overall more likely, and programmatic options that are very specific. We decided the Commission should move ahead first with two major enabling options: <u>personnel</u>, and <u>community</u> <u>support and financing</u>. It was clear to us that no programs could prosper without enough good personnel, nor without the moral and financial support of the community. By addressing these two specific areas, we felt we could have an impact that extended into all of the areas of Jewish education.

We have focused on the local community as the main arena within which we could demonstrate new approaches in personnel and community support and financing. A consensus was developed to consider identifying several community action sites, as a means to demonstrate what can happen in Jewish education with the best approaches, with the right communal and congregational support, and with adequate financing.

Our 4th Commission meeting just three weeks ago, focused on consideration of a seven point action plan to help implement Commission recommendations after our final report is issued next June. We have agreed to move ahead with this action plan, including designing an implementation mechanism to carry forward the work of the Commission. Basically our Commission will have two major outcomes--a final report which describes the state of the field, contains our recommendations, and provides a vision for the future; and an action plan aimed at implementing the recommendations immediately.

We see the Action Plan as a systematic approach to tackling the urgent demands in Jewish education as we will define them. Let me walk you through the seven elements of the action plan:

- Mobilize the community: We need to encourage more top leadership to work for Jewish education; to develop and improve community structures that deal with Jewish education and serve as its support system; and to generate significant additional funding. It is time to get serious about who gets involved and what support is provided.
- 2. <u>Build the profession of Jewish education</u>: There is no question that personnel is the key. We will need to attract more talented people to the field; increase salaries and benefits; improve training opportunities; develop more and new full-time positions; find new and improved ways of recruitment and retention to professionalize the field. If we can attract enough talented people to work in Jewish education they will become the essential first step towards the challenges in front of us.

- 3. <u>Community Action Sites</u>: The concept is to demonstrate in several communities what happens when you implement the best programs and ideas for Jewish education with the necessary personnel and community support and financing. It is becoming clear from a number of local communities that have started high-level initiatives in Jewish continuity and education that the right process, involving the right people and institutions, is as important as having the right programs. We want to demonstrate what is possible as a model to encourage other communities.
- 4. <u>North American strategies</u>: We will be looking at what has to happen from a continental perspective as well as at the local perspective. For example, training and recruitment will need continental approaches in addition to that which can be accomplished locally.
- 5. <u>Programmatic options</u>: Although our top priorities are personnel and community support and financing, the Commission's initial work identified many vitally important programmatic areas. Several could be acted upon almost immediately if we mobilized the appropriate leadership and financial support.
- 6. <u>Research</u>: In the process of commissioning the limited research we needed for our deliberations, we have identified many items that belong on a longer term research agenda. There is really very little good data now. We need to know what works and why.

- 7. <u>Implementation mechanism</u>: Finally, we're not interested in merely putting another report on the shelf. At our last meeting we agreed to develop a mechanism for implementation. Such an implementation mechanism could serve the following functions:
  - a. It could facilitate and assist the establishment of several Community Action Sites.
  - It could assist in planning for the development and implementation of programmatic areas.
  - c. It could initiate and facilitate the implementation of continental strategies in training, recruitment, or retention.
  - d. It could act as the broker between national and local resources.
  - e. It could gather data and undertake the analysis necessary for implementation, or fund appropriate agencies or institutions to undertake such assignments.
  - f. It could prepare annual progress reports on the implementation of all of these items.

Designing an implementation mechanism will involve carefully thinking through the relationships that will be necessary with existing institutions, with local communities, with funders, and others. We are designing this now. It will not duplicate any existing function, and it will be a small body that can act as a catalyst, and also harmonize the efforts of a variety of institutions in our efforts to produce systemic change.

To accomplish what we will recommend will take much more money. We are addressing this as part of our implementation design.

No doubt federations, as the primary instrument of community organization, will bear the long-term responsibility for the field of Jewish education. I think most of us recognize this. Several communities have already begun this process through local commissions on Jewish identity or education which already are changing local allocations. And we know federations will have differing capacities to increase local funding for Jewish education.

The principals of a number of large private foundations are commissioners. I am quite optimistic about the role that private foundations and federation endowment funds will be able to play in getting things started over the next few years. The growth in assets of private foundations and endowment funds has been extraordinary, particularly in certain communities. We have every reason to believe there will be more growth in the years to come, and that it will be spread among even more communities.

Overall, that is generally where our Commission is at this point. Within the next few months we will be considering specific recommendations and we are very committed to seeing our recommendations through to implementation. We know implementation will occur only if the appropriate groups work together effectively. No group is more critical to our Jewish future than the Federations of North America.

I truly believe that working together, we can make a difference, and that we can change the trend lines for the better. If we do, that will be a magnificent gift to our children and grandchildren.

Thank you.

Before we get into an open discussion, John Colman, president of the Chicago Federation and a member of the Commission, will comment about the work of the Commission and his experience as a participant. [Colman speaks]

At this point we look to you for input and guidance on our work. Is your community leadership as concerned as we are about meaningful Jewish continuity? Do you view our work as having potential to help? Does the Community Action Site concept seem a reasonable way to spur local activity? Is it reasonable to think that communities can begin to allocate greater resources to Jewish education over the next five to ten years?

How do you feel about these issues?

 $\mathcal{O}$ WE ARE ALL INVOLVED IN Federation work BECAUSE OF Common Concern FON Jewish SUNVIVAL AND CONTINUITY. OUR COMMISSION STANTED WITH ASSUMPTION that IF CURRENT TRENDS CONTINUE, the JEWISH COMMUNITY OF 50-100 YEARS FRAN NOW MAY Not Be the Committed, Conesive Community WE KNOW TODAY IN ORDER TO BREAK AWAY FROM THESE TRENds, COMMUNITIES MUST INVEST IN NEW KINDS OF EDUCATIONAL Services, The Commission AIMS TO GET Communities TO THINK ABOUT AND SEEK ANSWERS TO THESE Gulstims OF CONTINUITY. The Commission ALSO WILL TRY TO CREATE A VISION of WHAT

(1A)JEWISH EDUCATION COULD BE IN the 1990's AND BEYAD -- AND DEVELOP PRACTICAL WAYS TO GET There. The Expect to Enout this is years Commission Moders & Low of 49902 WE EXPECT TO ISSUE A Full REPORT NEXT JUNE -- 1990, - MY PURPOSE TO DAY IS TO UPDATE YOU on commission Activities -- AND, AS TIME PERMITS, TO HEAR YOUR REACTIONS. WERE

(2) ON A PERSALAL NOTE, GOT STATTED ON Commission Process Because My FAMILY IS PREPARED TO INVEST SIGNIFICANT FOURS - BUT We WANTED GUIDANCE AND DIRECTION. - WE WANTED GUIDANCE FROM the AMERICAN People Best Able TO AUALYZE the Propriems AND Recommend IM Provements. -- I HAVE come to relieve that WITH The RIGHT SUPPORT AND LEADERSHIP, JEWILH EDUCATION CAN BE MUCH MORE Successful, AND CAN MAKE A Huge DIFFERENCE.

3 Commission Process - WE conveyed A GROUP of N. American LEADERS WHO WORKED TO gether ADOUT one year, AND PRODUCED the COMMISSION DESIGN. - NOT WORKING IN A VACUUM The Commission OPERATES IN COOPERATION WITH JUB, JESNA; IN COLLABORATION - CIF, - 46 commissioners; COMMUNITY LEADERS; RABDI'S; SWISH EDUCATION PROFESSIONALS; PRIVATE FOUNDATION LEADERSHIP; ACADEMICS, Very BIVERSE GNOUP; REPAISENTS PLURALISTIC NATURE OF N, AMERICAN COMMUNITY.

(4)Commission this completed much of ITS WONK AUHULLA We HAVE WE HAVE HED 4 of the 6 Commission meetings PLANNED. OUR FINAL REPORT MEETING Will De IN June, 1990. SINCE We Begm, we all the zeed IN TOTAL AGREEMENT THAT This Conduission will be PRO-ACTIVE! that we will DO OUR UTMOST TO See that Recommendations Are - OUR MANARY OUT COMPS! 1- FINAL REPORT - FINDINGS, RECOMMENDATIONS --A VISION OF WHAT JEWISH EDUCATION COULD BERN BE. 2- A WAY TO SYSTEMATICALY IMPLEMENT OUR IDEAS,

- WOUTHAND MANY WAYS TO CUT INTO The Anorscen. of How to TACKLE EHANGE. - We FWALLY DECIDES on Two MAJON MALERAS. 1 - PERSONNel (BECAUSE) "TEACHER IS KEY" 2- COMMUNITY SUPPORT & FINANCING (BECAUSE) A Agenta souse of loan Gan worker As A MAR ANERA IN WARICH TO TES AVE Demossinate Best PRACTURES WS DERS We will total work with a few canner others TO Became " ComMUNITY ACTION SITES" TO SHOW WHAT MIGHT HAppen WITH O BEST APPARtaches RIGHT COMMUNAL AND CargaegaTional SUPPORT -- AND ADE QUATE FINANCING.

(6) QUICK SUMMARY We three Developed A 7 POINT ACTION PLAN ANA MARTA BESE MALAGAMA TO IMPLEMENT Recommendations. - MORE TOP LEADERSHIP - GREATER FINANCIAL SUPPORT - NEW STRUCTURES WHERE Needed. 2 - BUILD the PROPERSON of Sewish Bouchtion - ATTRACT MORE TALENT - IM PANNE TRAINING - BETTER SALANIES, CONDITIONS, ATMOSPHERED BEST Phognams/10EAS 3 - COMMUNITY ACTION SITES-TOP LEADERSHIP SUPPORT ADEQUATE FINANCING 4- NONTH AMERICAN STRATEGIES, EXAMPLES: - TRAINING -ACCAUTMENT 5 - PNOGRAMMATIC ANEAS FAMILIES: EARLY CAILOHOOD; - Several COULS BE ACTED ON IMMEDIATELY WITH APPNOPNIATE LEADERSHIP & FINANCING 6 Researces -very LITTLE GOOD DATA; WHAT WORKS? WHY? ] - IMPLEMENTATION MECHANISM - mone ->

NOT ANOTHER REPORT ON THE SHELF ) - IT WOULD BE SMALL , NOT DUPLICATE; CATALYST; - MAY BE NEW -- OR PART OF EXISTING DEED Work unser UMPAlla & Commission, on Cammissian CJE, JUB, JESNA WILL CONTINUE AS FULL PANTOERS] LEASETSHIP. VHELP PUSH -- MAKE THINGS HAPPEN. - All of this will TAKE MUCH MORE Money. over the Long-yern, this must be the responsibily OF FEDERATIONS, AT LEAST 12 COMMUNITIES Have Degun this process there Local Commissions On Jewist Cartinuity EDUCATion. - Federations, WE KNOW, Will HAVE DIFFERING CAPACITIES TO INCREASE LOCAL FONDING. - AT the SAME TIME, I'M OPTOMISTIC ATBOUT AND FEDERATION ENDOWMENT FLUS, READINESS OF FAMILY FOUNDATIONS TO PANDE SUBSTRUTIAL FUNDS Now SO WE CAN GET STANTED QUICKLY, WHILE FEDERATIONS GRAR THEMSELVES UP For the log term. GROWTH IN FUNDS EXTRADRONARY. MORE TO COME.

8 - OVERALL, THAT IS WHERE WE ARE, We CAN MAKE this HAPPEN -- SYSTEMIC CHANGe --IF ALL The APPROPRIATE GROUPS WORK TOGETHET. - NO GROUP IS MORE CRITICAL -- MORE CRITICAL --TO DUR Sewish FUTURE than the FEDERATIONS. - There is evidence Achoss the Country --Los Augeles TO BOSTON - MAY WE THE BETTER Prepared than ever refore TO Bring ABOUT BOORDE IMPONTANT IMPROCEMENTS. - IF WE WORK TO GETTLET WE CAN MAKE ADWISH EDUC A SUSTAINING FORCE FOR JEWISH LIFE, WE CAN MAKE A DEFFERENCE, AND CHANGE THOSE THEN LINES FOR Million the Berter, IF we so that will be A MAGNIFICENT GIFT TO DUN CHUSNEN MIS GRANS CHUSREN - - THANK YOU, #

9 BEFORE OPEN DISCUSSION, JOHN COLAIAN, Pres, CHICAGO FEDERATION & Commissioner Will Comment ADOUT # HIS Experience QA ConMISSION. [- SOHN-] Now we look to you for GUIDANCE; D 15 YOUR COMMUNICITY LEADERSHIP AS CONCERNED AS WE ARE ABOUT CONTINUTY? Do you view own work as Hading Dotential To Help? 3 DOES the "COMMUNITY ACTION SITE" SEEM A REASONADLE WAY TO ENCOURAGE LOCAL ACTIVITY? 9 IS IT REASONANCE TO EXPECT AND COMMUNITIES TO ALLOCATE MORE MOVEY TO SEWISH EDUC OVER NEXT 5 70 10 YEARS? - How DO You seel ADOUT ALL of this ?

### ON JEWISH EDUCATION IN NORTH AMERICA

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

#### SPECIAL PRESS BRIEFING

Subject	: Commission on Jewish Education in North America
Date:	Friday, November 17, 1989
Time:	10:00 a.m.
Place:	Hyatt Regency, Room E, 3rd Floor, Cincinnati, Ohio

During the past 1-1/2 years an exciting planning initiative has been under way to introduce radical change into Jewish education in North America. The Commission on Jewish Education in North America is a unique blend in the Jewish world of private initiative and institutional cooperation.

At its recent meeting on October 23, 1989 in New York, the Commission considered a seven point action plan as a means to implementing its recommendations, which will be presented in a final report due in June 1990.

The Commission is pleased to provide an opportunity at the CJF General Assembly in Cincinnati for a briefing by Morton L. Mandel, chairman of the Commission, for editors of the American Jewish Press Association and other members of the press. This is immediately following a scheduled session involving the Jewish press that morning.

The Commission on Jewish Education in North America is sponsored by the Mandel Associated Foundations of Cleveland, in cooperation with the Jewish Welfare Board and Jewish Education Service of North America, and in collaboration with the Council of Jewish Federations.

Enclosed are several background materials which will help you understand the work of the Commission and its progress to date.

Contact: Frank Strauss CJF Press Office Clarion Hotel, Room 421

#### Commissioners

Morton L. Mandel Chairman Mona Riklis Ackerman Ronald Appleby David Arnow Mandell L. Berman Jack Bieler Charles R. Bronfman John C. Colman Maurice S. Corson Lester Crown David Dubin Stuart E. Eizenstat Joshua Elkin Eli N. Evans Irwin S. Field Max M. Fisher Alfred Gottschalk Arthur Green Irving Greenberg Joseph S. Gruss Robert I. Hiller David Hirschhorn Carol K. Ingall Ludwig Jesselson Henry Koschitzky Mark Lainer Norman Lamm Sara S. Lee Seymour Martin Lipset Haskel Lookstein Robert E. Loup Matthew J. Maryles Florence Melton Donald R. Mintz Lester Pollack Charles Ratner Esther Leah Ritz Harriet L. Rosenthal Alvin I. Schiff Lionel H. Schipper Ismar Schorsch Harold M. Schulweis Daniel S. Shapiro Margaret W. Tishman Isadore Twersky Bennett Yanowitz Isaiah Zeldin

In Formation Senior Policy Advisors

David S. Ariel Seymour Fox Annette Hochstein Stephen H. Hoffman Arthur J. Naparstek Arthur Rotman Carmi Schwartz Herman D. Stein Jonathan Woocher Henry L. Zucker

#### Director

Arthur J. Naparstek Staff

Virginia F. Levi Joseph Reimer

Convened by Mandel Associated Foundations, JWB and JESNA in collaboration with CJF

#### AMERICAN JEWISH PRESS REGISTERED FOR GENERAL ASSEMBLY

Vida Goldgar Atlanta Jewish Times 1575 Northside Dr., Suite 365NW Atlanta, GA 30318

Mark Joffe Jewish Telegraphic Agency 330 Seventh Avenue, 11th Fl. New York, NY 10001

Miriam Weiner 136 Sandpiper Key Secaucus, NJ 07094

Cynthia Dettelbach Cleveland Jewish News 3645 Warrensville Center, Ste. 230 Shaker Heights, OH 44122

Gary Rosenblatt Baltimore Jewish Times 2104 N. Charles Street Baltimore, MD 21218

Rabbi Marc N. Liehaber American Jewish World P.O.Box 16326 Minneapolis, MN 55416

Alan Hitsky Detroit Jewish News 19550 Eldridge Lane Southfield, MI 48076

Mark A. Seal Jewish Telegraphic Agency 330 Seventh Avenue, 11th Fl. New York, NY 10001-5010

Charles Baumohl The Jewish Week 288-B Grove Street Lodi, NJ 07644

Gary Rosenblatt Baltimore Jewish Times 2104 N. Charles Street Baltimore, MD 21218 Lois Goldman Jewish Fed. News of So. Illinois 107 S. Parrish Lane Carbondale, IL 62901

Phyllis Singer The American Israelite 906 Main Street Cincinnati, OH 45202

Leon E. Brown Jewish Times 103-A Tomlinson Road Huntingdon Valley, PA 19006

Marion Bernstein Jewish Journal of San Antonio 8434 Ahern Drive San Antonio, TX 78216

Todd Winer JUF News One South Franklin Chicago, IL 60606

Joel Roteman Jewish Chronicle 5600 Baum Blvd. Pittsburgh, PA 15206

Gabriel Cohen The Jewish Post & Opinion P.O. Box 449097 Indianapolis, IN 46202

Al Erlick Phila. Jewish Exponent 226 S. 16th Street Philadelphia, PA 19102

Marc S. Klein No. Calif. Jewish Bulletin 88 First Street, Suite 300 San Francisco, CA 94105

Post-It" brand fax transmittal	memo 7671 # of pages > /
mark Gurvis	From hank Shares
Dept.	Phone # 415-5000
216-861-1230	Pax - 212 -



TO:	Morton L. Mandel Henry L. Zucker	FROM:	Mark Gurvis MA	DATE:	10/16/89	2
DEPARTMENT/PLANT LOCATION		DEPARTMENT/PLANT LOCATION		REPLYING TO YOUR MEMO OF:		-

SUBJECT:

1

PRESS CONFERENCE AT THE GENERAL ASSEMBLY

Would we want to think about convening a press conference at the CJF General Assembly with the Anglo-Jewish press. This could be scheduled for right after the meeting with federation leadership on Friday afternoon. This could be a very effective way to reach the Jewish press about the work of the Commission, taking advantage of the gathering of editors at the General Assembly. Marty Kraar has offered the assistance of CJF's communications department in convening such a conference. mG

# COMMISSION FLEGA ON JEWISH EDUCATION IN NORTH AMERICA

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

December 18, 1989

Mr. Michael Rabkin 3005 Burning Tree Lane Cincinnati, Ohio 45237

# 513 - 631 - 1344

Dear Michael:

Morton Mandel has asked me to follow up the question you raised at the General Assembly session on the Commission on Jewish Education in North America. I hope the following reply will be helpful to you.

As I understand it, your concern is about the relative weakness of supplementary Jewish education, and what the Commission is doing to address this. I can assure you that your concern is shared by a great many people, including members of the Commission. The viability of supplementary Jewish education is the critical question in Jewish education today precisely because so many of our children are educated under those auspices. Unfortunately, your experience is not unusual-- many supplementary schools are poorly staffed, lack the financial and communal support they need, and as a result provide a poor educational product.

As you heard at the meeting, our highest priorities for this Commission are addressing the critical areas of community support and financing, and personnel. We hope to be able to offer some good ideas for improving Jewish education through these areas, as well as be able to put in place funding and an implementation mechanism to see these ideas come to life.

Of particular interest to you will be a study of "The Synagogue as a Context for Jewish Education" being conducted by Dr. Joseph Reimer of Brandeis University for the Commission. Dr. Reimer's approach identifies successful examples of congregational education programs and analyzes the factors which enable their success. We believe this is a very important piece of research which will help focus many communities and synagogues on ways in which they can improve their educational programs.

Convened by Mandel Associated Foundations, JWB and JESNA in collaboration with CJF

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#### Director

Henry L. Zucker

#### Staff

Mark Gurvis Virginia F. Levi Joseph Reimer The Commission will be focusing on its findings and recommendations in the next few months, and Dr. Reimer's research should be completed this winter as well. I will plan to send you these materials as they are available.

By all means, please feel free to contact me if I can be of any further assistance. Keep asking excellent questions!

Sincerely,

Men .. Mark Gurvis

Commission staff

cc: Henry L. Zucker

Commissioners

Chairman

Morton L. Mandel

Mona Riklis Ackerman Ronald Appleby David Arnow Mandell L. Berman lack Bieler

Charles R. Bronfman John C. Colman Maurice S. Corson Lester Crown David Dubin

Stuart E. Eizenstat Joshua Elkin

Eli N. Evans

Irwin S. Field Max M. Fisher Alfred Gottschalk

Arthur Green Irving Greenberg

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Robert I. Hiller

David Hirschhorn Carol K. Ingall

Ludwig Jesselson Henry Koschitzky

Norman Lamm Sara S. Lee

Haskel Lookstein

Robert E. Loup Matthew J. Maryles

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Donald R. Mintz

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Isaiah Zeldin In Formation

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Margaret W. Tishman

Senior Policy Advisors

Ismar Schorsch Harold M. Schulweis

Seymour Martin Lipset

Mark Lainer



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Sincerely,

·L. Mark Gurvis

Commission staff

✓ cc: Henry L. Zucker

NAME DEPARTMENT/PLANT LOCATION		NA	ME PARTMENT/PLANT LOCATIO	N	REPLYI	NG TO	
то:_	Morton L. Mandel Henry L. Zucker	FROM:	Mark Gurvis	my	DATE:_	12/20/89	

I thought you would want to see a list of those who attended the CJENA session at the GA in Cincinnati.

GI

### ATTENDANCE AT GA SESSION

Akron, OH Stanley Bard, Joseph KanferBergen County, NJ Arthur JosephBoston, MA Moses Feuerstein, Barry Shrage	
Boston, MA Moses Feuerstein, Barry Shrage	
Chicago, IL Jane Colman, John Colman	
Cincinnati, OH Alfred Gottschalk, Barbara Rabkin, Michael Rabki	n
Cleveland, OH Joel Fox, Max Friedman, Stephen Hoffman, Peggy Wasserstrom, Philip Wasserstrom	
Clifton-Passaic, NJ Yosef Muskin	
Dallas, TX Sanford Fagadau, Ruthy Rosenberg, Morris Stein	
Danburg, CT Alvin Goldman	
Dayton, OH Lawrence Burick	
Denver, CO Ann Lipton, Shelly Watters	
Detroit, MI Robert Aronson, Mandell Berman	
El Paso, TX Joan Johnson	
Flint, MI Gary Howard	
Hartford, CT Andy Paller	
Indianapolis, IN Harry Nadler	
Little Rock, AR Ariel Imber	
Los Angeles, CA Wayne Feinstein, Emil Jacoby	1
Louisville, KY Marie Abrams, Ronald Abrams	
Memphis, TN Andy Groveman, Gary Siepser	
Miami, FL Dr. Amir Baron	
Milwaukee, WI Larry Gellman, Lloyd Levin	
Minneapolis, MN Max Kleinman	
Montreal, Que John Fishel	
New York, NY Philip Bernstein, Billie Gold, Henry Everett, David Sachs, Alvin Schiff, Stephen Solender	

Northeastern, NY		Jeff Rothenberg, Martin Silverman
Ocean City, NJ		Simon Schwartz
Orlando, FL		Naomi Etzkin
Peoria, IL		Lee Buchbinder
Philadelphia, PA		Marcia Neeley, Miriam Schneirov
Pinellas County, FL		Reva Kent
Pittsburgh, PA		Jack Meyers, K. Sidney Newman
Rochester, NY		Linda Weinstein
St. Louis, MO		Ellen Bluestone, Ellen Deutsch, Stan Ferdman, Mark Goldstein
St. Paul, MN	ΑA/	Ilene Gertman EWISH
San Francisco, CA	4	Phyllis Cook, Brian Lurie
Sarasota, FL		Norman Olshansky
Savannah, GA		Kalman Baruch, Michael Zoller
S. Palm Beach Cty, FL		G. K. Bernstein
Stamford, CT		Sheila Romanowitz
Toronto, Ont.	S)	Sandra Brown, Edmund Lipshitz
Washington, D.C.		Ted Farber, Robert Hyfler, Chaim Lauer, Edward Kaplan
Others		
		And have the stand the transfer to the standard the
JESNA		Arthur Vernon, Jonathan Woocher, Bennett Yanowitz
Histadrut		Abraham Atik
Melitz		Avraham Infeld
CJF		Martin Kraar, Carl Sheingold
Brandeis University		Bernard Reisman
Project Oren		David Mittelberg
Jerusalem		Mordechai Bas-on, Yaakov Gali