



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

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

Box
13

Folder
6

Planning Group book, May 1989.

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

PLANNING GROUP BOOK
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TABLE OF CONTENTS

<u>SUBJECT</u>	<u>SECTION NUMBER</u>
Minutes	1
Assignments	2
Key Papers	3
Operating Principles	4
Commission Staff	5
Agenda	6



MINUTES: Planning Group Meeting
Commission on Jewish Education in North America

DATE: May 7, 1989

DATE MINUTES ISSUED: May 11, 1989

PRESENT: Morton L. Mandel, Chairman, Seymour Fox,
Virginia F. Levi (Sec'y), Arthur J. Naparstek,
Joseph Reimer, Herman D. Stein, Henry L. Zucker

COPY TO: Annette Hochstein

I. Introduction

The minutes of the Planning Group Meeting of March 29 and the Senior Policy Advisors Meeting of March 30, 1989, were reviewed.

It was suggested that a paper is needed listing and explaining the basic assumptions underlying implementation. A draft should be prepared and circulated to provide Planning Group members an opportunity to react. AJN will take responsibility for this in collaboration with SF and AH.

- II. Commission assignments were reviewed. It was agreed that Berman, Mintz, and Yanowitz should be more involved and kept informed about Commission proceedings. AJN will work with their respective professionals to ensure that they are kept informed.

Assignment

Assignment

The following commissioner contacts were reassigned for interviews prior to the June 14 meeting:

Robert Hiller--HLZ
Robert Loup--SF (by telephone)
Ludwig Jesselson--MLM
Charles Ratner--AJN

Assignment

AJN was assigned responsibility for working with Rotman and Woocher to develop a plan to ensure that Commission reports and presentations are on the agendas of groups which they convene or to which they report.

Assignment

HLZ will take this assignment for CJF. AJN and HLZ will be in regular touch (every few weeks) with the professional heads of these organizations.

It was suggested that a statement on the relationship of the Commission to the cooperating organizations be drafted in collaboration with each organization's professional head. AJN will handle JWB and JESNA.

Assignment

Assignment HLZ will take CJF. The draft will be prepared for review by the Planning Group, at its next meeting.

III. Report on Interviews

Fox, Naparstek, Reimer, and Zucker reported on the interviews they have had with commissioners. There was general support for the concept of an implementation mechanism. In addition, some commissioners expressed an interest in the mechanism's evaluation and research capabilities while others were interested in its potential ability to assist funders in assessing directions for funding. Concern was expressed regarding any negative potential in the mechanism's relationship to national agencies. Others are anxious for the Commission to move beyond the theoretical and to actually begin implementation.

The following assignments resulted from this discussion:

Assignment 1. We should develop a plan for handling commissioners who are not engaged. This will be an agenda item for our next meeting.

Assignment 2. The Planning Group should develop and rank a list of commissioners whom MLM should try to see personally, at some time. This should include Matthew Maryles and the five West Coast commissioners.

Assignment 3. It was suggested that MLM consider a trip to the West Coast, which could include a meeting with West Coast commissioners, a meeting with the local Los Angeles commission, and possibly a presentation to CAJE.

Assignment 4. VFL will develop a list of commissioners who are not currently planning to attend the June 14 meeting. Their "counselors" will take responsibility for encouraging their attendance.

IV. Contents and Agenda for June 14 Commission Meeting

It was agreed that the June 14 Commission meeting should yield at least general agreement among commissioners on a set of outcomes which lead directly to implementation. MLM will say that Senior Policy Advisors are not speaking at the meeting because they have other forums for their input. His introduction will also include an explanation for why the meetings are taking place at HUC.

A. We are proposing as Commission outputs a means to:

1. build a profession,
2. energize federations (communities) to focus on Jewish education,
3. create a new design for the effectiveness and interaction of organizations engaged in Jewish education for the continent,

4. implement programmatic interests,
5. undertake ongoing research and publication.

This should lead to agreement on demonstration sites and a mechanism to oversee the entire process. Direct reference to IJE, as such, should probably not occur at this meeting.

The first portion of the meeting should be put in the context of desired Commission outcomes related to personnel and community. The second portion of the meeting can then focus on ways to achieve these outcomes.

B. Agenda for June 14

The following agenda was proposed for the Commission meeting on June 14. We will call the meeting for 9:30 a.m. (coffee and danish) and plan to begin promptly at 10:00.

1. Introduction--MLM [20 minutes]
 - a. A review of general outcomes which have emerged from meetings with commissioners and a review of the agenda
 - b. Discussion (if any)
2. Presentation on community--Esther Leah Ritz [20 minutes]

Subsequent to this meeting, it was decided to ask Esther Leah Ritz to chair one of the three groups due to Lester Crown's inability to attend.

 - a. A redraft of the Commission's option papers on community and on funding (mailed in advance)
 - b. Jewish education as an evolving priority for the Federation movement
 - c. Local initiatives and prospects (We will probably have mailed the Joel Fox paper in advance.)
 - d. Discussion
3. Presentation on personnel--SF/AH [20 minutes]
 - a. The problem
 - b. Examples of possible solutions

c. Possible steps to achieve solutions

d. Discussion

4. Group Discussion

Break into three groups to discuss the earlier presentations and to propose solutions. The chairs of these meetings will be Bronfman, Crown (We have since learned he cannot attend.), and Hirschhorn. Their respective co-chairs could be Yanowitz, Mintz, and Berman. Each group will have two people to serve as staff/resources to provide community and personnel expertise. Possible support staff for each of the three groups could include (1) Fox and Hoffman, (2) Reimer and Hiller, (3) Zucker and Hochstein. Each group will also have a recorder.

5. Thirty minutes of informal interaction before lunch

6. Lunch--resume meeting in the same groups

7. Return to plenary session to report on each group discussion

8. If possible, determine next steps

C. Assignments Related to Agenda

Assignment

1. AJN will review reports on commissioner interviews with input from SF, AH, HDS and HLZ and will draft the MLM introduction by the end of May.

Assignment

2. HLZ will call Esther Leah Ritz and ask her to make the presentation on community (and since changed to chair of group) and will brief her in preparation for the presentation.

Assignment

3. MLM will invite the appropriate commissioners to chair group meetings. AJN to prepare draft.

Assignment

4. AJN will follow up MLM's letter with a telephone call to the three group chairs.

Assignment

5. MLM will invite co-chairs: Yanowitz, Mintz, and Berman. AJN to draft letter.

Assignment

6. HLZ will work with AJN on identifying the most appropriate staff for each group.

Assignment

7. AJN will suggest and, after approval, invite recorders for each group.

- Assignment 8. SF and AH will draft a discussion guide for use at the group meetings. It should be completed no later than June 1 so that it can be reviewed with group leaders and recorders prior to the meeting.
- Assignment 9. JR will send a critique of the Joel Fox paper on local initiatives to HLZ by 5/15.
- Assignment 10. HLZ will work with Joel Fox on revisions and will decide whether or not to distribute the paper to commissioners.
- Assignment 11. AJN and VFL will develop a grid on who is to see whom by when in preparation for implementing the plan for the June 14 meeting.
- Assignment 12. The Planning Group will consider if/when (after June 14) we should bring funders together for a meeting.
- Assignment 13. The Planning Group will consider holding periodic meetings of the Commission after June, 1990--perhaps once a year--to monitor the IJE.
- Assignment 14. AJN will develop a list of papers for the final report to be commissioned with a proposed time table and will circulate it to Planning Group members by June 15.
- Assignment 15. MLM will call Mona Ackerman to encourage her to attend the June 14 meeting.
- Assignment 16. SF and AH will draft a letter to go to commissioners by May 26 reflecting the outcome of the interviews.
- Assignment 17. SF and AH will draft a letter on the content of the Commission meeting and the agenda to be mailed by June 2.
- Assignment 18. A letter confirming the time and place of the June 14 meeting and the reply postcard will be drafted by VFL for mailing as soon as possible.

D. Desired Outcomes of the June 14 Meeting

1. Professionals to leave with the hope that important improvements can be made in Jewish education
2. Lay people to have an awareness that their programmatic interests will be dealt with as the situation warrants
3. Agreement on directions to take for the personnel and community options
4. Commissioners to have a sense that they are involved

5. Potential funders to be aware that their financial support will be sought
6. Task forces to be established at some point in time on personnel and community
7. The road to an implementation mechanism is open

V. Denominations

Assignment It was agreed that it is important to engage the denominational leaders of the Jewish community in the work of the Commission. MLM will meet with Schorsch, Lamm, and Gottschalk (in that order) to indicate that we have concluded it is in the best interests of the Commission to establish a liaison with congregational leaders (rabbinic groups and congregational organizations), and that we are seeking their advice on the best way of involving these groups. JR will draft an approach to be taken at these meetings and will review it with SF and AJN by May 26.

VI. CAJE

Assignment It was reported that at the August meeting of CAJE, a plenary session has been reserved for presentation and discussion of the Commission. It was suggested that the title of the presentation be "An Event in Jewish Life: Jewish Education in the Future." Planning Group members agreed that if MLM can make the presentation, it would be advisable. Commissioners who plan to be present can be asked to assist in leading small-group discussions. These may include Elkin, Lee, Ingall, Schiff, Bieler, and possibly Reimer and Naparstek. AJN will speak with Elliot Spack, CAJE Director, and indicate MLM's preference for the meeting to occur on August 14.

VII. Commission Schedule

A. Meetings of June 13-15, 1989

- Assignment
1. Senior Policy Advisors will meet on Tuesday, June 13, 1:30 p.m. to 5:30 p.m., to review final preparations for the June 14 Commission Meeting. VFL will contact HUC about holding the meeting there.
 2. The Commission Meeting will take place on Wednesday, June 14, 9:30 a.m. to 4:00 p.m. at HUC.
 3. Senior Policy Advisors will meet for debriefing on Thursday, June 15, 8:30 a.m. to noon at JWB.

B. Dates of Future Commission Meetings

1. A meeting has been scheduled for October 4, 1989.

Assignment

2. VFL will take steps to schedule meetings for February 14, 1990,
and June 13, 1990.



MINUTES: Planning Group Meeting
Commission on Jewish Education in North America

DATE: March 29, 1989

DATE MINUTES ISSUED: April 17, 1989

PRESENT: Morton L. Mandel, Chairman, Seymour Fox,
Annette Hochstein, Virginia F. Levi (Sec'y),
Arthur J. Naparstek, Joseph Reimer, Herman D. Stein,

COPY TO: Henry L. Zucker

I. Introduction

The chairman welcomed planning group members and reviewed the agenda for the day. This was followed by a brief review of minutes of the planning group meetings of February 7-9.

In a report on activities since the last meeting, it was noted that work has focused on the issue of implementation in preparation for this meeting.

II. The ii Concept

Much of the day was spent in careful review of the paper proposing "An Instrumentality for Implementation."

A. The following general issues were raised:

1. Semantics

Discomfort was expressed with the use of the terms "instrumentality for implementation" and "demonstration center." The alternatives which were suggested and agreed upon, for the present, are "initiatives for Jewish education" (IJE) and "community action sites."

2. The need for "bottom-up" along with "top-down" management should be clearly stated. This assumes that the major focus of the IJE is to work with service institutions and communities to help them decide upon their needs and goals. It is important to be aware that these needs will vary by institution and community. The goal: to help each be the best it is ready to be.

3. It is important to reflect in this document an intent to optimize the full potential of all existing institutional resources (JWB, Brandeis, CAJE, etc.).

4. Community can be defined to encompass the "enlarged federation family": the local federation, congregations and other bodies.
5. How do we know that there is interest in the services of the IJE? We might consider building in a pilot project so that a design might be tested before the entire project is launched.
6. A clearer sense of the organization and related costs ^{of IJE} is needed.
7. It would be useful to identify potential sources of resistance and to develop strategies to overcome the resistance.
8. This ^{IJE} concept is dependent upon finding an effective leader.
9. The IJE is an "intermediary organization" capable of convening groups that might not otherwise come together. It should have the power to leverage funding. It should assist with program design, monitoring and evaluation.
10. It is not yet clear whether the IJE will be able to provide funding. It may operate on the prestige and ability of the board, the staff, and their ideas. It was noted that if the IJE were responsible for fundraising on an ongoing basis, this might detract from its central purpose.
11. In the organizational design it was suggested that the term "professional advisory board" replace "academic team."

B. Introductory Remarks

As a preface to a careful review of the concept paper, SF and AH made the following remarks:

1. The concept paper assumes that the issues of personnel and community must be approached on the local level. It also assumes that there are currently no known programs which, if replicated, could solve the problems in the field. The strategy is to approach the problems locally and demonstrate that there are things that can be done to improve the situation.
2. It is assumed, further, that there are talented people who, under the right circumstances, could be encouraged to contribute and get involved. However, they must be identified and brought together to take action. It is believed that no local community or existing organization could bring this talent together, but that this is a role for IJE.

3. This would not be a simple dropping of "generic programs" into communities, but a process which would be carefully tailored to each community involved, and involve the community heavily.

C. Assumptions

1. The field of Jewish education is complex and vast. Efforts at innovation must be undertaken at the local level.
2. There is no single community where a prototype can be implemented and fine-tuned for general application. Instead, there must be constant on-line fine tuning in a number of locations. This calls for close monitoring and evaluation. It is the purpose of the IJE to build the prototype and of the community action site to serve as the means of fine tuning and later dissemination.
3. The purpose of the IJE is to facilitate the development and testing of programs but not to become a service-delivery organization.

D. Other Issues

1. The IJE dealing with personnel and community is a means to reaching our goals. By the nature of this endeavor, the programmatic options will be involved. Personnel will be developed for specific programs.
2. Is personnel, by its nature, capable of change only over a long period? It is believed that through a stronger recruitment process, new energy can be infused into a community relatively quickly.
3. One goal is to identify selected local problems and seek national solutions for them.

The foregoing discussion accompanied a careful review of the concept paper. Suggestions were made for revision of the paper which were incorporated in a rewrite prepared for presentation at the senior policy advisors meeting of March 30.

E. Tentative Timetable

The following is a possible timetable for implementing the IJE concept:

- | | |
|---------------|---|
| June 1989 | - Commission meeting - general agreement to the IJE concept. |
| November 1989 | - present the final paper on the concept and the beginning outcomes of a director search. |
| February 1990 | - present the director to the Commission. |
| June 1990 | - first report of the IJE director; first meeting of the IJE board. |

III. Commissioner Contact

The group discussed the nature of contact to occur with commissioners prior to the June 14 meeting. It was agreed that the commissioners should be given a sense of the issues and we should determine if we have consensus on the general concept of the IJE.

- A. Charles Bronfman and Lester Crown have agreed to host regional meetings in New York and Chicago, respectively, on May 8 and 9.
- B. In addition, a meeting of commissioners who are Jewish educators is scheduled to take place on April 5 in New York. Depending on the outcome of this meeting, participants may be asked to attend regional meetings, as well.
- C. At these meetings and in any contacts with commissioners, it will be important to test their views without manipulating them.
- D. The nature of the interaction at these meetings and in one-on-one meetings with specially identified commissioners was reserved for discussion with the senior policy advisors on March 30. It was agreed that a draft talk sheet would be developed by no later than April 15 by SF and AH and would include a list of items to discuss, items not to discuss, and potential risks. In addition to members of the planning group, our representatives from JWB, JESNA, and CJF should review and approve this document.

IV. Preparation for March 30 Meeting of Senior Policy Advisors

The agenda for the March 30 meeting of senior policy advisors was reviewed and revised in light of this meeting.

Assignment

MINUTES: Senior Policy Advisors Meeting

DATE: March 30, 1989

DATE MINUTES ISSUED: April 17, 1989

PRESENT: Morton L. Mandel, Chairman, David Ariel, Seymour Fox, Annette Hochstein, Stephen H. Hoffman, Virginia F. Levi (Sec'y), Arthur J. Naparstek, Joseph Reimer, Arthur Rotman, Herman Stein, Jonathan Woocher

GUEST: Herbert Millman

COPY TO: Carmi Schwartz, Henry L. Zucker

I. Review of the IJE Concept

A. Underlying Assumptions

There was extensive discussion of the underlying assumptions to the draft concept paper.

1. It was suggested that work at the local level and significant change at the national level must occur simultaneously. The paper should refer to continental service agencies and to the possible relationship of IJE to JWB, JESNA, Yeshiva, Brandeis, etc. The ways in which the continental and local bodies interact to create interventions and support systems should be spelled out more clearly.
2. The document implies that North American Jewish education is in a steady state. It was suggested that this is not the case, but that a dynamic environment already exists as evidenced by the existence of local commissions on Jewish education. Does the IJE have maximum impact by plugging into processes already under way, by starting at the beginning in communities not already engaged, or through some combination? It was noted that, because the IJE would not be a service providing agency, it would be in a position to select locations where it could serve as an effective resource.
3. The mission of the IJE is to stimulate and catalyze. One approach is to get things going on a local level and withdraw when a local effort can become self-sustaining. In light of this approach, the IJE should develop entities (e.g. commissions) that include existing relevant institutions in local communities; the local federation should generally be dominant.

4. The IJE should function at the national level, while working on the local level to develop prototypes or models which can be applied elsewhere. It will not provide regular service on the local level. It will work closely with national organizations for diffusion purposes (application of lessons learned in one city to others). The IJE is intended to help identify local problems and seek national solutions.
5. We should anticipate counter-assumptions and deal with them in advance. One such assumption might be that the denominations or training institutions are a sufficient means to solving the problems of personnel and community.
6. We must assume that the existing network of institutions in America has neither the money nor the existing capacity to bring about the outcomes we seek. In addition to a written report, an outcome of the Commission should be a way to enhance the likelihood of implementing goals for Jewish continuity: an institution to seek resources and help implement change locally. This body should be free to experiment and innovate in local communities, in conjunction with federations, and link appropriately to denominations. The IJE's role must be unique.

The IJE is a means of mobilizing the resources of the Commission. It must establish an effective working relationship with current national bodies. The document should indicate how this would work while noting that there is much happening at present.

B. Bringing About Change

A discussion of the section of the concept paper entitled "Bringing About Change" yielded the following suggestions:

1. It would be useful to always include a time frame within which the IJE would work with a given local community.
2. Many commissioners retain strong interests in programmatic options. It would be useful to build a statement into the paper explaining the link between the IJE approach and the programmatic options.
3. In defining a community action site, discussion turned to the question of whether the IJE should consider working with just one institution in a city. The conclusion was probably not--that the key to change is to create a mechanism to work locally under the leadership of the federation--and that working with a single institution would dissipate IJE's energy. However, the concept of working with a single institution will be kept on the books as a possibility.

4. It is clear that the IJE will need to fully evolve over time. Our responsibility at present is to clarify the initial design and framework and to be as clear as possible regarding goals.
5. There is overlap between some of the proposed responsibilities of IJE and much of what JWB and JESNA (and others) currently do. In clarifying the role of IJE, we should apply the test of where its contribution can be unique. It was suggested that a paragraph be added to the document indicating that it is understood that "engineering" must take place among IJE and JESNA, CJF, JWB, and others. In addition, key institutional leadership should sit on the IJE board.
6. The issue of scope must be considered further. It was felt that the IJE should have sufficient resources and capital to develop initiatives on the local level. In addition, structured means should be developed (i.e. seminars, programs, communications, data collection and analysis) to enhance diffusion.
7. While there are no models for the IJE within the field of education, we are aware of similar intermediary organizations such as LISC and the Enterprise Foundation which have successfully implemented similar concepts in other fields.

C. Next Steps

Participants were asked to review the remainder of the document and to submit comments to AJN. In addition, group members were encouraged to consider competing models and to submit them in writing to AJN for dissemination and review.

II. Involvement of Denominations in the Work of the Commission

- A. JW will prepare a list of the critical groups within each denomination, the major players, and their roles. This will be sent to AJN.

B. What is our Objective?

1. We should be in communication with each denomination so that when the IJE is working in a community, each denomination might participate appropriately. While the federation serves a convening role and IJE staff and service institutions help shape the process, important content might be provided by the denominations.

2. The denominations are heavily involved in the area of personnel because that's where most of the children are. While the process of change in the denomination world is sometimes slower than within federations, if we can encourage a competitive atmosphere, we might create a climate in which denominations would move more quickly.

C. What should be done?

Assignment

It was suggested that MLM along with JW or AR meet with Lamm, Schorsch, and Gottschalk. Each leader should be asked to help develop a mechanism to involve that denomination. Lamm should be asked how we can approach Torah U'Mesorah.

III. Final Report - Rolling Outline

A. General Outline

A proposed outline for a final report was reviewed and discussed. It was agreed that a document on vision is important as a rationale for the IJE concept. A review of the state of the field provides a sense of urgency and emergency. The issue of Jewish education as a vehicle for Jewish continuity belongs at the forefront of the document.

B. Commissioning Papers

The first section of the report might be called "Jewish Continuity at Risk." In this section, the link between Jewish continuity and Jewish education should be established. Work might begin on this first section of the report after the June Commission meeting. JR will draft a thought piece on alternative scenarios for the content of the final report. This will be reviewed by internal staff and then distributed to senior policy advisors for critique. It should be completed by June.

Assignment

Assignment

JR requested that policy advisors review Exhibit 4--"Commissioning Papers"--and provide him with feedback.

IV. PR Status Report

- A. It was noted that we have engaged Paula Berman Cohen to coordinate public relations efforts and have established a PR Committee comprised of David Ariel, Paula Berman Cohen, Stephen Hoffman, Virginia Levi, Morton Mandel, Arthur Naparstek, Charles Ratner, Bennett Yanowitz, and Henry Zucker.

Assignment

Assignment

It was suggested that the June Commission meeting should be an "event." We should begin now to establish links with such publications as Moment, the New York Times, and the Wall Street Journal. MLM will arrange for Premier's PR representative to work with PBC in establishing contacts with the New York Times and the Wall Street Journal. MLM will consider calling Herschel Blumberg and Paul Berger in an effort to interest Moment in the Commission.

B. Interim Letter to Commissioners

Assignment

A draft letter to commissioners was reviewed. It was suggested that such a letter, to go out by April 15, should serve as an invitation to regional meetings and an update on activities since the December 13 meeting and should refer to a possible Commission outcome in the form of an implementation mechanism. AJN will rewrite the letter.

C. Content of Small Group Meetings

It was noted that Charles Bronfman and Lester Crown have agreed to host regional meetings in New York and Chicago, respectively. In addition, commissioner educators are scheduled to meet in New York on April 5. Following an extensive discussion, it was concluded that the concept paper should not be distributed prior to these meetings. Staff will share the issues and emerging assumptions, but not the conclusions. The purpose of the meetings should be to get input on major questions and to provide participants with a sense that there will be something beyond the Commission.

Commissioners should be engaged at the regional meeting and should have a sense that we are approaching a recommendation which we intend to make at the June Commission meeting.

The letter inviting commissioners to the regional meetings should be on Commission letterhead, should invite all people to either meeting, and should be accompanied by an outline of the issues under consideration. Confirmation letters would come directly from Crown or Bronfman.

[Note: It was subsequently felt by Commission leadership that such meetings are premature and will be deferred.]

V. Commissioner Contact

Assignment

Group members assigned to contact individual commissioners will submit a written report on each such contact. VFL will keep a master book on all commissioner contacts and will bring it to each meeting.

Assignment

The group reviewed the list of commissioners and determined which should be contacted individually prior to the June 14 meeting. A summary of those decisions is attached.

VI. Outreach

A. Progress Report

Assignment

A memorandum by JR setting forth a list of organizations in need of contact and recommendations for the nature of that contact was reviewed. This will be presented to the Public Relations Committee.

B. Educators Meeting

It was agreed that at the April 5 meeting of educators the issues and emerging assumptions discussed at this meeting would be reviewed, discussed, and further refined.

VII. Tentative Dates for Future Commission Meetings

Assignment

It was agreed that we would tentatively plan Commission meetings to occur in October 1989 and February 1990. Two possible dates for the next meeting are October 4 and (second choice) October 11. VFL will reserve the space and check these dates with our group of critical participants.



4/4/89

Commission on Jewish Education in North America
Contacts from 12/14/88 - 6/14/89

Name	Assignment	Post-Commission Meeting Contacts	Comments
I. LAY LEADERS			
Monna Ackerman - Fdn	AJN - 1	Phone call 1/89.	
Ronald Appelby	AJN - *	Phoned end of Dec. JR will see in Toronto.	
David Arnow	JR - 2*	AH saw 2/89. Will call 4/89.	
Mandell Berman	AJN - 1	AJN will see before regional mtg.	
Charles Bronfman	SF - 1	SF saw 2/89. MLM saw 3/89. Will chair regional mtg.	
John Colman	HLZ - 2	HLZ will call.	
Maurice Corson - Fdn	HLZ - 1	HLZ will see.	
Lester Crown	SF - 1	SF saw 2/89. MLM saw 3/89. Will host regional mtg.	
Stuart Eizenstat	AJN - 2	Met in Jan.	
Eli Evans - Fdn	HLZ - 1	HLZ will call or see.	
no - Irwin Field	AR - 2*	JR will see.	
Max Fisher	MLM - 1	Should be seen - by MLM?	
? - Joseph Gruss		MLM will see with A. Schiff.	
Robert Miller - Fdn	HLZ - 1	HLZ will see.	
David Hirschhorn	HLZ - 1	SF saw 4/3. HLZ will call.	
? - Ludwig Jesselson	AH - 1	MLM will urge to see AH in Jerusalem.	
? - Henry Koschitzky	JR - 2	SF saw 2/89. JR will see.	
Mark Lainer	JR/AJN-2	JR will see.	
? - Robert Loup	AH - 2	AH will call 4/89. JR may see in CO.	
Morton L. Mandel	AH	OK	
Matthew Maryles	AJN - 2	Phoned end of Dec. AJN may see.	
Florence Melton	AH - 1	AH will try to see 4/89.	
? - Donald Mintz	AR - 1	No plan.	
Lester Pollack	AR - 2	No plan.	
Charles Ratner	SF - 1	Saw 2/89. Will call 4/89.	
Harriet Rosenthal	AR - 2	No plan.	
Esther Leah Ritz	AH/AR-2	AH saw 2/89. Will see 4/89.	
mp Lionel Schipper	AJN - *	JR will see.	
Daniel Shapiro	AJN - 2	AR will see.	
Peggy Tishman	AH/AJN-1	AJN will see.	
Bennett Yanowitz	AJN - 1	No plan.	

* = needs special treatment; 1 = top priority; 2 = less critical to see now

4/4/89

Commission on Jewish Education in North America
Contacts from 12/14/88 - 6/14/89

Name	Assignment	Post-Commission Meeting Contacts	Comments
II. PRES, HIGHER JEWISH ED			
Alfred Gottschalk	MLM/SF-1	Called 2/89. Will see 4/89.	
Norman Lamm	MLM/AH-1	AH will see 4/89.	
Ismar Schorsch	MLM/AH-1	AH will see 4/89.	
Arthur Green	JR - 2*	JR will see.	
III. SCHOLARS/EDUCATORS (1)			
Seymour Martin Lipset	SF - 1	Saw 2/89. Will see 4/89.	
IV. JUDAIC SCHOLARS (1)			
Isadore Twersky	SF - 1	Saw 2/89.	
V. JEWISH EDUCATORS (7)			
Jack Bieler	JR - 2	Will attend educators' meeting - 4/5/89.	
David Dubin	AR - 2	Will attend educators' meeting - 4/5/89.	
Joshua Elkin	JR - 2	Will attend educators' meeting - 4/5/89.	
Irving Greenberg	JR - 2	JW will see.	
Carol Ingall	JR - 2	Will attend educators' meeting - 4/5/89.	
Sara Lee	SF - 1	Called 2/89. Saw 4/89. Educators' mtg. 4/5/89.	
Alvin Schiff	AJN - 1	Will attend educators' meeting - 4/5/89.	
VI. RABBIS			
Haskel Lookstein	AJN - 1	AH saw 1/89. AJN may see.	
Harold Schulweis	JR - 2*	JR will see.	
Isaiah Zeldin	JR - 2*	JR will see.	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73890 (REV. 10/86) PRINTED IN U.S.A.

 SEE MANAGEMENT MANUAL POLICY NO. 8.5
 FOR GUIDELINES ON THE COMPLETION
 OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Mandel Assignments

ORIGINATOR VFL DATE 5/10/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Meet with Schorsch, Lamm and Gottschalk to develop a mechanism to involve the denominations, along with AR or JW.		MLM	3/30/89	6/1/89	
2.	Arrange for Premier's PR representative to work with Paula Berman Cohen in establishing contacts with the <u>New York Times</u> and the <u>Wall Street Journal</u> .		MLM	3/30/89	6/1/89	
3.	Consider calling Herschel Blumberg and Paul Berger to interest <u>Moment</u> in the Commission.		MLM	3/30/89	6/1/89	
4.	Contact assigned commissioners individually prior to June 14 meeting. Max Fisher Joseph Gruss Ludwig Jesselson		MLM	3/30/89	5/31/89	
5.	Meet with Michael Albanese and AJN to discuss developing monthly trend report and to discuss Commission budget.		MLM	4/4/89	6/1/89	
6.	Consider a trip to the west coast to meet with commissioners, the local LA commission, and make CAJE presentation.		MLM	5/7/89	7/1/89	
7.	Invite appropriate commissioners to chair group meetings; AJN to draft letter.		MLM	5/7/89	5/25/89	
8.	Invite group co-chairs; AJN to draft letter.		MLM	5/7/89	5/25/89	
9.	Call Mona Ackerman and encourage her to attend 6/14 Commission meeting.		MLM	5/7/89	6/1/89	

- ☐ **ASSIGNMENTS**
☐ **ACTIVE PROJECTS**
☐ **RAW MATERIAL**
☐ **FUNCTIONAL SCHEDULE**

73890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Naparstek Assignments

ORIGINATOR VFL **DATE** 5/10/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft position description for head of implementation mechanism.	TP	AJN	2/9/89	TBD	In proc
2.	<p>Contact assigned commissioners individually prior to June 14 meeting.</p> <p>Mandell Berman - 4/28 Stuart Eizenstat Matthew Maryles - 5/3 Peggy Tishman - 5/4 Bennett Yanowitz Alvin Schiff - 5/3 Haskell Lookstein 5/4 Ronald Appelby 5/1 Henry Koschitzky Lionel Schipper 5/1 Donald Mintz Charles Ratner</p>		AJN	3/30/89	5/5/89	
3.	Recommend to MLM schedule of regional meetings to follow June Commission meeting.		AJN	4/4/89	TBD	
4.	Work with PBC and HLZ to put together a proposal on communication strategy for MLM approval. This includes determining milestone events, developing communication pieces, and developing and prioritizing a work plan.		AJN	4/4/89	5/15/89	
5.	Follow up with Henry Hecker at JWB and Frank Strauss at CJF regarding follow up to meetings of April 9 and 10.		AJN	4/4/89	4/21/89	In pro
7.	Develop list of papers to be commissioned and timetable for final report and circulate to Planning Group for feedback.		AJN	4/4/89	6/15/89	

- ☐ **ASSIGNMENTS**
☐ **ACTIVE PROJECTS**
☐ **RAW MATERIAL**
☐ **FUNCTIONAL SCHEDULE**

73890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Naparstek Assignments - Page 2

ORIGINATOR VFL **DATE** 5/10/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
8.	Develop list of PR activities to be undertaken immediately - with PBC.		AJN	5/2/89	6/1/89	
9.	Seek advice of D. Ariel on asking A. Schiff to participate in CAJE presentation in August.		AJN	5/2/89	6/1/89	
10.	Draft paper listing and explaining basic assumptions underlying implementation, with SF and AH. Circulate to planning group for input.		AJN	5/7/89	6/30/89	
11.	Work with CJF, JESNA, and JWB pros to ensure that their lay leaders remain engaged in Commission proceedings.		AJN	5/7/89	ongoing	
12.	Work with Rotman & Woocher to ensure that Commission reports are on agendas of groups they convene or report to.		AJN	5/7/89	ongoing	
13.	Draft statement on relationship of Commission to JWB & JESNA, with AR and JW, for review by planning group.		AJN	5/7/89	6/13/89	
14.	Work with planning group on developing and ranking list of commissioners whom MLM should try to see personally.		AJN	5/7/89	6/30/89	
15.	Review reports on commissioner interviews with input from SF, AH, HDS, and HLZ and draft MLM introduction for 6/14 meeting.		AJN	5/7/89	5/31/89	



- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Naparstek Assignments - Page 3

ORIGINATOR VFL DATE 5/10/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
16.	Draft letter from MLM to appropriate commissioners asking them to chair group meetings.		AJN	5/7/89	5/22/89	
17.	Make follow-up phone call to MLM invitation to potential group chairs.		AJN	5/7/89	5/31/89	
18.	Draft letter from MLM inviting group co-chairs.		AJN	5/7/89	5/22/89	
19.	Suggest and, after approval, invite the most appropriate resource people and recorders for group meetings, with HLZ.		AJN	5/7/89	5/22/89	
20.	Develop grid indicating assignments and timetable for preparing participants in 6/14 meeting, with VFL.		AJN	5/7/89	5/22/89	
21.	See that planning group considers if/when (after 6/14) to arrange a meeting of funders.		AJN	5/7/89	6/15/89	
22.	See that planning group considers holding periodic meetings of Commission after 6/90 to monitor IJE.		AJN	5/7/89	TBD	

- ☐ **ASSIGNMENTS**
☐ **ACTIVE PROJECTS**
☐ **RAW MATERIAL**
☐ **FUNCTIONAL SCHEDULE**

73890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Fox Assignments

ORIGINATOR VFL **DATE** 5/10/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare proposal for implementation mechanism (IJE).	TP	SF	2/9/89	5/22/89	
2.	Convene meeting of MLM with Twersky, Lipset, heads of 4 seminaries, SF or AH.	SP	SF	2/9/89	TBD	
3.	Redraft option paper on personnel in light of implementation proposals and outline of final report.	SP	SF	2/9/89	5/22/89	
4.	Prepare outline for a vision paper. (Part of IJE mission statement)	SP	SF	2/9/89	5/22/89	
5.	Contact assigned commissioners individually prior to June 14 meeting. Mona Ackerman - 5/5 David Arnow - 5/5 Charles Bronfman - 5/4 Lester Crown - 5/8 Alfred Gottschalk - 4/7 David Hirschhorn - 5/3 Seymour Martin Lipset - 4/5 Florence Melton - 5/8 Isadore Twersky - 5/4 Sara Lee - 4/2 Robert Loup - to be done by phone		SF	3/30/89	5/5/89	
6.	Prepare background papers for 6/14 meeting.		SF	4/7/89	5/22/89	
7.	Draft discussion guide for use at group meetings, with AH, to be mailed no later than June 1.		SF	5/7/89	6/1/89	
8.	Draft letter to go to commissioners by 5/26 reflecting outcome of interviews. with AH.		SF	5/7/89	5/19/89	
9.	Draft letter on content and agenda of 6/14 meeting to be mailed by 6/2, with AH.		SF	5/7/89	5/23/89	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73890 (REV. 10/86) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hochstein Assignments

ORIGINATOR VFL DATE 5/10/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners individually prior to June 14 meeting. Morton Mandel Esther Leah Ritz - 4/5 Norman Lamm - 4/5 Ismar Schorsch - 4/5		AH	3/30/89	5/5/89	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR

VFL

DATE 5/10/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Redraft option paper on community in light of implementation proposals and outline of final report.	SP	HLZ	2/9/89	5/22/89	
2.	Contact assigned commissioners individually prior to June 14 meeting. John Colman - 5/3 Maurice Corson - after 5/8 Eli Evans - 5/11 Robert Hiller		HLZ	3/30/89	5/25/89	
3.	Develop a plan for follow up to federation-related meetings at which Commission presentations occur.		HLZ	4/3/89	6/1/89	
4.	Work with C. Schwartz to ensure that Commission reports are on agendas of groups he convenes or reports to.		HLZ	5/7/89	ongoing	
5.	Draft statement on relationship of Commission to CJF, with CS for review by planning group.		HLZ	5/7/89	6/13/89	
6.	Invite Esther Leah Ritz to make presentation on community and arrange to brief her.		HLZ	5/7/89	5/15/89	
7.	Work with J. Fox on revisions of paper on local initiatives and decide whether or not to distribute to commissioners.		HLZ	5/7/89	5/19/89	
8.	Draft list of communities to be targeted in PR approach.		HLZ	5/2/89	6/1/89	

- ☐ **ASSIGNMENTS**
☐ **ACTIVE PROJECTS**
☐ **RAW MATERIAL**
☐ **FUNCTIONAL SCHEDULE**

73890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Reimer Assignments

ORIGINATOR VFL DATE 5/10/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft a thought piece on alternative scenarios for final report to be reviewed by internal staff and distributed to senior policy advisors.		JR	3/30/89	TBD	
2.	Contact assigned commissioners individually prior to June 14 meeting. Irwin Field - 5/1 Mark Lainer - 5/1 Arthur Green - 4/24 Jack Bieler - 4/25 Josh Elkin Carol Ingall - 4/25 Harold Schulweis - 5/1 Isaiah Zeldin - 5/1		JR	3/30/89	5/5/89	
3.	Outline approach to commissioning papers, including proposing editorial boards and potential authors, on the following topics: State of the Field Organizational or Institutional Analysis of the Field Jewish Continuity and Jewish Education Best Practices Enhancing Option Papers on Personnel and Community		JR	4/7/89	5/12/89	
4.	Send critique of J. Fox paper on local initiatives to HLZ.		JR	5/7/89	5/15/89	
5.	Draft outline for MLM meetings with Schorsch, Lamm and Gottschalk; review with SF and AJN.		JR	5/7/89	5/26/89	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73890 (REV. 10/86) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Rotman Assignments

ORIGINATOR VFL DATE 5/10/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioner individually prior to June 14 meeting: Daniel Shapiro - 4/27/89		AR	3/30/89	5/5/89	





PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Woocher Assignments

ORIGINATOR VFL DATE 5/10/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners individually prior to June 14 meeting. David Dubin - 4/25 Irving Greenberg - 4/28 Lester Pollack - scheduled for 5/25 Harriet Rosenthal - 5/4		JW	3/30/89	5/5/89	
4.	Prepare list of critical groups and players within denominations and send to AJN.		JW	3/30/89	5/12/89	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73890 (REV. 10/86) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Levi Assignments

ORIGINATOR VFL DATE 5/10/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Confirm June meetings with Planning Group and Senior Policy Advisors.		VFL	5/2/89	5/15/89	
2.	Add section on PR to Steering Committee factbook.		VFL	5/2/89	5/31/89	
3.	Distribute draft of General Brochure on Commission to Steering Committee members and get comments.		VFL	5/2/89	5/12/89	
4.	Develop list of commissioners not planning to attend 6/14 meeting and work with "counselors" to develop plan to encourage attendance.		VFL	5/7/89	5/22/89	
5.	Follow procedure for scheduling Commission meetings for 2/14/90 and 6/13/90.		VFL	5/7/89	6/9/89	

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73490 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION	Commission on Jewish Education in NA		
SUBJECT/OBJECTIVE	MLM Assignments		
ORIGINATOR	VFL	DATE	4/21/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review IJE concept paper and submit comments to AJN. Consider competing models and submit in writing to AJN.		MLM	3/30/89	4/28/89	Removed 4/28
2.	Meet with Lamm, Schorsch, and Gottschalk to develop a mechanism to involve the denominations, along with AR or JW.		MLM	3/30/89	6/1/89	
3.	Arrange for Premier's PR representative to work with Paula Berman Cohen in establishing contacts with the <u>New York Times</u> and the <u>Wall Street Journal</u> .		MLM	3/30/89	TBD 6/1/89	
	Consider calling Herschel Blumberg and Paul Berger to interest <u>Moment</u> in the Commission.		MLM	3/30/89	TBD 6/1/89	
5.	Contact assigned commissioners individually prior to June 14 meeting. Max Fisher Joseph Gruss <i>Ludwig Jesselson</i>		MLM	3/30/89	5/5/89	
6.	Meet with Michael Albanese and AJN to discuss developing monthly trend report and to discuss Commission budget.		MLM	4/4/89	6/1/89	
7.	Contact Ludwig Jesselson to request that he meet with AH in Israel. [He will be at the Jerusalem Plaza Hotel, Fax # 9722-231-667 April 17 - May 1.]		MLM		4/20/89	Removed 4/24



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73490 (REV. 10/86) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 8.5
 FOR GUIDELINES ON THE COMPLETION
 OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE AJN Assignments

ORIGINATOR VFL

DATE 4/21/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft position description for head of implementation mechanism.	TP	AJN	2/9/89	TBD	In process
2.	<p>Contact assigned commissioners individually prior to June 14 meeting.</p> <p>Mandell Berman - done 4/28</p> <p>Stuart Eizenstat -</p> <p>Matthew Maryles - 5/3</p> <p>Peggy Tishman - 5/4</p> <p>Bennett Yanowitz -</p> <p>Alvin Schiff - 5/3</p> <p>Haskell Lookstein - 5/4</p> <p>Ronald Appelby - 5/1</p> <p>Henry Koschitzky - maybe SF</p> <p>Lionel Schipper - 5/1</p> <p>Donald Mintz - maybe in DC</p>		AJN	3/30/89	5/5/89	
3.	Meet with HLZ and VFL to discuss follow up of April 9 dinner meeting.		AJN	4/4/89	4/18/89	Done
4.	Recommend to MLM schedule of regional meetings to follow June Commission meeting.		AJN	4/4/89	TBD	
5.	Work with PBC and HLZ on process of interviewing counselors, and put together a proposal on communication strategy for MLM approval. This includes determining milestone events, developing communication pieces, and developing and prioritizing a work plan.		AJN	4/4/89	5/1/89	Proposal drafted
6.	Follow up with Henry Hecker at JWB and Frank Strauss at CJF regarding follow up to meetings of April 9 and 10.		AJN	4/4/89	4/21/89	In process
7.	Prepare a memo to propose background materials and timetable for final report, with HLZ.		AJN	4/4/89	5/1/89	In process



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Fox Assignments

ORIGINATOR VFL

DATE 4/21/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare proposal for implementation mechanism (IJE).	TP	SF	2/9/89	5/22/89	
2.	Convene meeting of MLM with Twersky, Lipset, heads of 4 seminaries, SF or AH.	SP	SF	2/9/89	TBD	
3.	Redraft option paper on personnel in light of implementation proposals and outline of final report.	SP	SF	2/9/89	5/22/89	
4.	Prepare outline for a vision paper. (Part of IJE mission statement)	SP	SF	2/9/89	5/22/89	
5.	Contact assigned commissioners individually prior to June 14 meeting. Mona Ackerman - 5/5 David Arnow - 5/5 Charles Bronfman - 5/4 Lester Crown - 5/8 Charles Ratner - can't schedule Alfred Gottschalk - done Robert Hiller - can't schedule David Hirschhorn - 5/3 Seymour Martin Lipset - done Isadore Twersky - 5/4 Sara Lee - done <i>R. Lemp - by phone</i>		SF	3/30/89	5/5/89	
6.	Develop a draft talk sheet to include list of items to discuss, not to discuss, and potential risks.		SF	3/29/89	4/14/89	} Done
7.	Develop an interview design with AJN and JR.		SF	4/4/89	4/20/89	
8.	Prepare background papers for 6/14 meeting.		SF	4/7/89	5/22/89	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE AH Assignments

ORIGINATOR VFL

DATE 4/21/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners individually prior to June 14 meeting. Ludwig Jesselson - <i>couldn't schedule</i> Morton Mandel Florence Melton - <i>SF will see</i> Esther Leah Ritz - <i>done</i> Norman Lamm - <i>done</i> Ismar Schorsch - <i>done</i>		AH	3/30/89	5/5/89	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73890 (REV. 10/86) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR VFL

DATE 4/21/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Redraft option paper on community in light of implementation proposals and outline of final report.	SP	HLZ	2/9/89	5/22/89	
2.	Contact assigned commissioners individually prior to June 14 meeting. John Colman - 5/3 Maurice Corson - out of country to 5/8 Eli Evans - 5/11 Hiller		HLZ	3/30/89	5/5/89	
3.	Serve as point man in maintaining contact with local federations - with S. Hoffman.	TP	HLZ	5/2/89	ongoing	
4.	Develop a plan for follow up to meetings at which Commission presentations occur. <i>federation-related</i>		HLZ	4/3/89	6/1/89	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73890 (REV 10/84) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE JR Assignments

ORIGINATOR VFL

DATE 4/21/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft a thought piece on alternative scenarios for final report to be reviewed by internal staff and distributed to senior policy advisors.		JR	3/30/89	TBD	
2.	<p>Contact assigned commissioners individually prior to June 14 meeting.</p> <p>Irwin Field - 5/1 Mark Lainer - 5/1 Robert Loup - could not schedule Arthur Green - 4/24 Jack Bieler - 4/25 Josh Elkin - to be scheduled Carol Ingall - 4/25 Harold Schulweis - 5/1 Isaiah Zeldin - 5/1</p>		JR	3/30/89	5/5/89	
3.	<p>Outline approach to commissioning papers, including proposing editorial boards and potential authors, on the following topics:</p> <p>State of the Field Organizational or Institutional Analysis of the Field Jewish Continuity and Jewish Education Best Practices Enhancing Option Papers on Personnel and Community</p>		JR	4/7/89	5/7/89	Needs clarification



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
- ☐ ACTIVE PROJECTS
- ☐ RAW MATERIAL
- ☐ FUNCTIONAL SCHEDULE

75490 (REV 10/86) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 8.3
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE AR Assignments

ORIGINATOR VFL

DATE 4/21/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	^{CSF} The Commission's partners (JWB, JESNA) should convene groups of people who can contribute to the work of the Commission; <i>Report to their boards & exec committees.</i>	RP	AR	2/2/89	TBD ?	
			<i>Becomes ATP assignment for Taber JE 92 - HK 2 takes CIF</i>			
2.	Review IJE concept paper and submit comments to AJN. Consider competing models and submit in writing to AJN.		AR	3/30/89	4/28/89	Removed 4/28
3.	Contact assigned commissioner individually prior to June 14 meeting: Daniel Shapiro - 4/27/89 - Report in		AR	3/30/89	5/5/89	Done



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 6.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73490 (REV 10/86) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE JW Assignments

ORIGINATOR VFL

DATE 4/21/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	The Commission's partners (JWB, JESNA) should convene groups of people who can contribute to the work of the Commission.	RP	JW	2/2/89	TBD	
2.	Review JJE concept paper and submit comments to AJN. Consider competing models and submit in writing to AJN.		JW	3/30/89	4/28/89	Removed 4/28
3.	Contact assigned commissioners individually prior to June 14 meeting. David Dubin - 4/25 Irving Greenberg - 4/28 Lester Pollack - 5/25 - Is this too late? - OK Harriet Rosenthal - 5/4		JW	3/30/89	5/5/89	
4.	Prepare list of critical groups and players within denominations and send to AJN.		JW	3/30/89	5/12/89 4/28/89	Called for clarification (5/4)



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73M90 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE PBC Assignments

ORIGINATOR VFL

DATE 4/21/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft a short piece (pamphlet, brochure, etc.) describing the Commission's work, members, staff, goals to precede a larger outreach effort.		PBC	2/9/89	5/1/89	Drafted
2.	Develop priority levels and means of contact for various informal Jewish educational organizations.		PBC	4/3/89	4/28/89	Drafted
3.	Interview David Kleinman and Joel Fox to seek advice on communications with informal Jewish organizations.		PBC	4/3/89	4/28/89	Done
4.	Develop a priority list of people within organizations with whom to communicate.		PBC	4/3/89	4/28/89	Drafted

Out of this book



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73690 (REV. 10/86) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE VFL Assignments

ORIGINATOR VFL

DATE 4/21/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare master book on all commissioner contacts to bring to each meeting.		VFL	3/30/89	4/30/89	In process
2.	Reserve space for tentative Commission meetings in October 1989 and check dates with group of critical participants.		VFL	3/30/89	4/14/89	done
3.	Develop a chart listing commissioners and their contact persons, and a second chart listing senior policy advisors and commissioners assigned to each.		VFL	4/4/89	4/14/89	Done

INDEX OF KEY PAPERS

	<u>Page</u>
1. Draft paper on local initiatives for Jewish education, identity and continuity	1
2. Memorandum of 5/2/89 from Fox and Hochstein outlining tasks to be accomplished	8
3. Memorandum of 4/28/89 from Reimer on commissioning papers	19
4. Memorandum of 4/13/89 from Mandel on possible outcomes	21
5. Letter of 2/27/89 from Lee on dealing with personnel	22
6. Memorandum on the Commission and the Denominations	25

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

Joel Fox

For the last few years local North American Jewish community planning agendas have been shifting. They have now focused much more extensively on issues related to Jewish communal survival and continuity. While traditional community planning for special sub-populations such as the disabled and aging continues, more and more communities have re-arranged their planning priorities in order to direct resources and attention to the question of the character of our North American Jewish community in the 21st century.

The national planning agenda, in many ways, has provided the impetus for this change. Major national agencies, including the JAFI Jewish Education Committee (North America), JESNA, CAJE, JWB and the CJF have all focused on raising the visibility of Jewish education and continuity as a primary concern requiring extraordinary efforts.

Another important impetus for change comes from the expanding field-based and academic research demonstrating a continuity crisis. Harvard's London/Frank work on Jewish identity formation and Jewish schooling; the Melton Center's work in non-North American Jewish education trouble spots; Lewittes' research on "what works" in Jewish education; Schiff's supplementary school study; Shrage's "From Experimentation to Institutionalized Change;" and Cleveland's 18-29 Year Old demographic study all provide reliable and compelling research and experiential data pointing both to problems and solutions in maintaining Jewish continuity. All of this is generating support for tremendous change -- in our funding priorities, in our basic educational approaches, and in the breadth of players involved in Jewish education. This article will explore the implications of this knowledge as a guide to the Federations entering this field, and will discuss the roles of various community players required for success.

CHANGING ROLES FOR FEDERATIONS

Jonathan Woocher's concept of the "communalization" of Jewish education sets the stage for a new role for Federations in broad-based community planning for Jewish education and continuity. It is clear from national efforts that community-wide collaborative efforts are absolutely necessary for Jewish education planning to be successful in the 1990s. Important trends resulting in the inclusion of new players include the focus on maximizing the Jewish education effectiveness of Jewish community centers; recent advances in academia and the strengthening of Jewish institutions of higher learning; and recognition of the critical role of synagogues. Given the broad range of institutions now involved in Jewish educational planning, and the need for involvement of top community leadership, it is clear that only the Federation can serve effectively as the convenor, facilitator, and coordinator for Jewish education and continuity activities. While the BJE's retain the role of providing central services and supports

to Jewish educators, and setting standards for student and teacher performance, the Federation must address changing norms in community life, involving the highest level of leadership, and accessing extraordinary new levels of funding.

Top community leadership is, of course, Federations' most valuable asset. These are the people who are able to focus others on an issue, and generate and move funding toward a particular priority. In Cleveland, it was Morton Mandel's involvement in the Jewish Agency and JWB which moved a whole community to look at its very nature in order to assure Jewish continuity for the long term. Mandel's beliefs that Federation-led broad-based community planning for Jewish continuity was "an idea whose time had come" and that the community was "in a war for its survival" motivated a deep commitment to change. There are many others across the country in the ranks of top national Jewish leadership getting involved in this issue, and they are constantly working with their peers to get others involved.

Access to funding is another major reason Federations must be at the center of any new movement towards primacy of Jewish education and Jewish continuity activities. It is the Federation which will be called upon to raise more money to address these issues. It is the Federation which will have to manage and live through the difficult process of re-arranging existing community priorities to accomplish this. It is the Federation which can work with people who are capable of establishing special purpose funds to assure this activity in perpetuity. It is the Federation which can bring to bear endowment and ongoing operating support in order to leverage other money for this purpose. The new program concepts are so big, so expensive and so broad-based as to require nothing less than a community's "central address" to be the key planner and coordinator.

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

MODELS OF COMMUNITY ORGANIZATION

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

"Communalization" of the effort is the key. Placing continuity issues high on the community planning agenda and developing an all-encompassing planning process is working. The Federations have assumed a leadership role, but have been equally careful to involve all key players, and especially the synagogues. Professional leadership teams, led by Federation planners and including rabbis, school directors, JCC and BJE professionals, and academics are working together to define problems, sort out their own priori-

ties, and then develop options which can be considered by lay leadership. Most of the communities also report that while lay involvement on the commissions is formally representative of the various institutions, the issues run so deep that after a while people drop their institutional biases. The planning effort gels into a unified approach which itself is of tremendous value in ensuring the appropriate use of financial resources and broad community commitment to program recommendations.

There are at least three different community organization approaches which have been taken by the communities which are further along in the process. However, in each case the overall plans are preceded by experimentation with individual program ideas and concepts. Detroit's preliminary success with the "Jewish Education for Families" program; Baltimore's success with the synagogue-based teacher training program; Cleveland and Los Angeles' successes with direct funding of informal Jewish educational experiences in congregations; Denver's experimental outreach programs; and a host of other individual successes have also worked to set the stage and make people believe that it is possible to have an impact on Jewish continuity, and that change is really possible.

Briefly, the three community organization models look like this:

Traditional Planning --

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

"Request for Proposals" --

Detroit's process was initially similar to the Cleveland and Baltimore experience. However, after establishing priorities, Detroit published an inventory of issues it wanted addressed through innovative program proposals. This "request for proposals" approach caused agencies, synagogues and individuals to begin to think and plan together around the newly established community directives.

Seed Money Approach --

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

Although the three approaches have differences in dynamics, in how quickly Federation can "go public" with new priorities, and in the extent of flexibility in planning, the overall results in these and the other communities

are remarkably consistent. In each case, problem statements and proposed programs revolve around professional personnel, the importance of informal identity-building experiences, and the importance of involving parents in the Jewish identity formation of their children. As time goes on, more and more material will be developed in each of these three areas which will help each local community form its own approach. Conventional wisdom at the national level now has it that intensive efforts in these three areas will take us a very long way toward ensuring the long-term continuity and viability of North American Jewry.

PERSONNEL

North American Jewry has a massive disaster on its hands, stemming from the loss of a Jewish teaching profession. Although this is surprising in the historical context of Jewish values and priorities, it is at least somewhat understandable given a contemporary North American context, with the wide variety of other struggles faced by the last three generations here. Creating a profession of Jewish teaching is now an urgent necessity, since so many of our other social and economic problems have been addressed and since we now face generations of easy assimilation.

We need to clarify why a person should remain Jewish in North America, in a way that accommodates the various branches and streams of Jewish identity. We then need to have people in the classrooms who can interpret that, and do it from a personal perspective based on more than their own childhood Jewish education. We then must assure that such people can make a living doing this, and maintain a professional field that will attract others to spend their lives this way. Finally we need ladders of advancement which can challenge and interest excellent professionals so they will commit a full career to Jewish education and continuity-serving activities.

Given the fact that so much of our formal education happens in supplementary schools, a substantial portion of our teacher corps will always be avocational. While we can reduce this with community teaching positions and creative use of professionals engaged in other positions in the Jewish community, most communities have come to the conclusion that they must concentrate heavily on part-time teachers, who must gain enough skills and personal knowledge to do a good job in the classroom. Baltimore enhanced this thinking by creating incentives for schools to engage a majority of their teachers in such training. Cleveland has developed a "personal growth plan" which will tailor-make teacher training programs, recognizing individual differences in Jewish content knowledge and pedagogic skills. Cleveland is also preparing to launch a new master's-level training program for career-oriented Jewish educators, who will be used in their initial years of professional service to address a variety of other communal and congregational goals. Many communities are now providing regular opportunities for teachers to study in Israel, participate in professional development activities like CAJE, and so on. Many communities are also struggling to close the gap between day school teacher salaries and those provided by the finest private schools in their communities. These and other approaches will need to be more fully developed in order to build the Jewish teaching profession.

INFORMAL EXPERIENCES

We now have a significant body of knowledge proving our long-held theory that informal experiences with Jewish life have a critical role in building lifelong Jewish identity. They often represent the key element which motivated our Jewish professionals in social work, teaching, and the rabbinate. Cleveland's 18-29 year old demographic study found many people who attributed their Jewish identity to a summer camp experience, an Israel trip, or youth group participation. Often these programs built on one another. Perry London and Naava Frank's work on Jewish identity at Harvard and Annette Hochstein's research on the Israel experience also support this theory.

The Brandeis-Bardin Institute is the best known institutional approach to informal experiences with Jewish life. Although it has not been replicated on a consistent basis, many communities have had successful, if periodic, retreat and Shabbaton programming. Most successful youth groups, especially in the Reform and Conservative movements, revolve around retreat weekends. And, of course, the impact of the Israel experience is now well documented.

Even though informal experiences are a primary motivator for many Jews, this issue cannot stand on its own for planning purposes. First, the personnel problems are even more intense here than in the classroom. Very few people working in these areas combine a strong Jewish knowledge with group work ability. Second, in order for the informal experience to have a real cognitive impact on a Jew's understanding, it must be related to and supportive of the formal classroom concepts. Finally, it must be possible to relate the experience to everyday life. Therefore community planning issues in this area, in personnel and formal classroom training, and in family education must be mutually supportive. This provides another strong rationale for comprehensive Federation-led planning in Jewish education, identity, and continuity.

The need for a comprehensive approach, integrating BJE, JCC and school personnel, represents an opportunity to give people who care about these issues a chance to talk to and learn from each other. Program models like Columbus' Discovery Program, integrating preparation for an Israel trip into school curricula; Cleveland's Community Youth Resource Office; Israel incentive savings plans; JCC family retreats and others provide great food for thought in the Federation planning arena.

The best thinking about integrating formal and informal experiences has been done at the New York BJE, and is documented in Alvin Schiff's Supplementary School Study(198). Although it seemed radical a few years ago, a number of planners and educators are now considering shifting supplementary school hours from the mid-week program to more experiential weekend retreats. That these major shifts can even be contemplated represents a significant belief in the power of providing a Jewish life experience to kids whose families may otherwise not provide it, and whose formal Jewish education is otherwise not linked to their daily lives.

JEWISH FAMILY EDUCATION

It has long been recognized in general education that schools cannot educate children in a vacuum. If issues studied in the classroom or experienced in informal settings are not supported at home, much of the educational process is for naught. This concept was considered in Jewish education years ago by Harold Himmelfarb and others. More recent Jewish identity-formation work, including the Harvard Study done by London and Frank, corroborates this. However, the point now being made most strongly in the Jewish education studies is that family education must not be viewed as separate and apart from the classroom experience. Rather, we are moving toward a time when family involvement and informal experiences are an integral part of the educational program -- not a supplement, not an adjunct.

The program model which helps make this point is Detroit's Jewish Education for Families, "JEFF". Although Detroit's Fresh Air Society (the camping agency) provides and supervises program content, no school may take advantage of the program unless they have an internal committee structure to support it. Involved educators and parents at each school make decisions about the goals and objectives of their program, and ensure that it is connected to formal classroom activities. This "community organization" concept within each school is yielding great successes among Detroit's Jewish schools.

Joseph Riemer at Brandeis has also done significant work on linking Jewish education to life cycle events as a natural hook for involving families. Certainly families have an investment in brit milah and naming ceremonies, consecration, bar/bat mitzvah, and confirmation. These represent powerful times for involving families in a broader way in the Jewish education of their children.

Cleveland is considering a model built on the social work case management approach. Families could be approached around the life cycle events, to consider and develop a whole program involving their own commitment to learning, Israel experiences, various Jewish schooling options for children, and other kinds of involvement. Each school would need the ability to sit down with each set of parents and their children to discuss a comprehensive family approach to Jewish activity -- helped along with resources provided by the Federation.

CONCLUSION

The most important early success in Federation-led planning for Jewish education has been to raise the ante. That is, involving the community's very top tier of leadership in this issue, and rearranging its financial resources somewhat in order to address Jewish continuity more properly, has helped improve the product and make it more comprehensive, and more successful. The Federations can best succeed by helping each provider -- including federation agencies, other community schools, and congregations -- do its job in the best possible way.

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

Another broad challenge will be the need for proof, in the next decade or so, that all of these activities are making a difference. Of course we can't know immediately whether the work will create a more committed next-generation of Jews. However, the proposed cooperative work of JESNA and Brandeis University to professionalize evaluation research in Jewish education should be an important support for local efforts.

We will also have to measure our will to re-establish priorities in order to address these issues. Important and difficult discussions will be held in all the communities about funding Jewish education at the expense of social services, and about the involvement of overseas dollars. There will likely be hard fought battles on all sides -- which are already going on in some communities.

National initiatives such as the JESNA 2000 conferences, the Commission on Jewish Education in North America, the CJF Committee on Jewish Continuity and Identity, the Wexner Foundation grants program, JWB Century II and a variety of national synagogue programs will all keep the heat on as the local communities make their independent determinations about planning needs and roles.

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

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

SIXMO25

8

May 2, 1989

F A C S I M I L E T R A N S M I S S I O N

NATIV CONSULTANTS - JERUSALEM, ISRAEL

Fax:972-2-699-951

To: M.L.Mandel; V.F.Levi; A.J.Naparstek; J.Reimer; H.L.Zucker
Members of the planning group

From: S.Fox; A.Hochstein

Date: May 2, 1989

Pages:

We are now attempting to review the tasks required in order to:

- I. Prepare the third and fourth meetings of the Commission
- II. Effectively launch the ii as soon as possible (maybe as soon as October 1989).
- III. Complete the work of the Commission by Spring 1989.

The tasks are of three kinds:

A. Content:

1. What knowledge do we need to make available in order for the Commission to take informed decisions
2. What do we need to know in order for the successor mechanism to receive a defined and feasible mission from the Commission (e.g. the nature and content of a demonstration site).

B. The successor mechanism (ii)

1. what will its structure be
2. what will it do
3. how will it do it
4. who will do it

(see the ii paper of March 29 and the latest organizational design chart (attached)).

C. Process:

1. what must take place
2. who must be involved

(this includes the role of commissioners, meetings, pr, search for an ii director, research, networking, etc...)

* * * * *

We have done some work on each of these matters - as can be seen below. In these pages we'd like to share with you our "work-in-progress". Let us begin with the third meeting of the Commission.



Discussion of elements.

10

***** I. The third Commission Meeting - June 14 *****

a. Desired Outcomes:

1. Receive a go-ahead for steps towards implementation:
2. Engage commissioners in active participation in the meeting
3. Involve Commissioners in next steps.

* * * * *

1. Receive a go-ahead for steps towards implementation:

**** design and prepare the ii by the fourth meeting of the commission

This should include an understanding of:

- demonstration sites
- the content of demonstration sites and how this would be based on best practice and vision.

**** Suggest immediate first steps for implementation - e.g.

- prepare the training infrastructure (strengthen training programs
- seek out programs of excellence.
- begin recruitment campaign for training
- etc...

2. Engage commissioners in active participation in the meeting

3. Involve Commissioners in next steps. These could include:

- small group meetings
- taskforces on selected topics
- etc.

b. Issues for the third meeting of the Commission:

- The challenge of this meeting resides as much in engaging commissioners as in obtaining an endorsement of recommendations.

It is fair to assume that the Commissioners have retained at this time the impressions they had when leaving the second meeting of the commission: that the staff work is of high quality but quite theoretical and abstract. That it is perhaps remote at this time from the realities of implementation. Though the commissioners trust the chairman

//

and the staff to do a good job, they are by and large uninvolved and distant from our thinking.

Some may have moved with the staff to a somewhat more involved stance through their individual interviews etc.. However many have no idea that the work is moving towards practical recommendations.

If this assessment is correct, then the goals for the meeting should include - besides the above outcomes - to bring the commissioners actively into the process. This could be done by inspiring them with content (vision + best practice); by dealing with their skepticism about implementation through raising the next issue - namely that of a mechanism for implementation; by bringing them to take active roles and participate actively in the design of recommendations and solutions.

How are we to do this?

- Present the vision + best practice (by way of a demonstration center illustrated?).

- Ask them to respond to the kind of problems and challenges set out in the draft letter sent to Cleveland on April 18 (Attached). This includes the notion of a mechanism for implementation

c. A possible scenario for the meeting

1. Chairman's report - summary of Commissioners' input, work progress, etc.
2. 45 minutes presentation:

- a. What Jewish Education could look like and could be in a hypothetical, successful demonstration site.

The presentation might involve audio and/or visual materials.

- b. What was done and needs to be done towards implementation. (To share with the commissioners our awareness of the various pieces that still need to be dealt with - e.g. mechanism, funding, networking.)

This point might be handled at this time or later in the meeting.

12

3. Plenary Discussion
or

4. Small groups discussion - with a defined agenda and discussion outline [identical for all groups or different topics?]. Discussion leader + reporter appointed and briefed.

5. Reports of discussion groups.

6. Plenary discussion and decisions.

d. Preparations and Logistics

check commissioner attendance
check if every commissioner was briefed
set up rooms in accordance with program
technology as needed
assign the program tasks to the various actors

e. Preparation of materials

Graphic illustration that show all the items.
what's been done
what's being done and discussed today
what still needs doing
e.g. content
mechanism
funding

f. Commissioners

* Vested Interest Groups (should be considered in terms of their participation in the meeting)

- Foundations
- Institutions *of higher learning*
- Organizations *- JWB, JESNA, CTF*
- Rabbis
- Educators
- Federation Professionals
- Other Commissioners

[Assignments following the meeting:

Small-group meeting

Taskforces

Search for director of ii]

* * * * *

13

II. Effectively launch the ii as soon as possible (maybe as soon as October 1989).

[to be elaborated]

III. Complete the work of the Commission by Spring 1989

[to be elaborated]



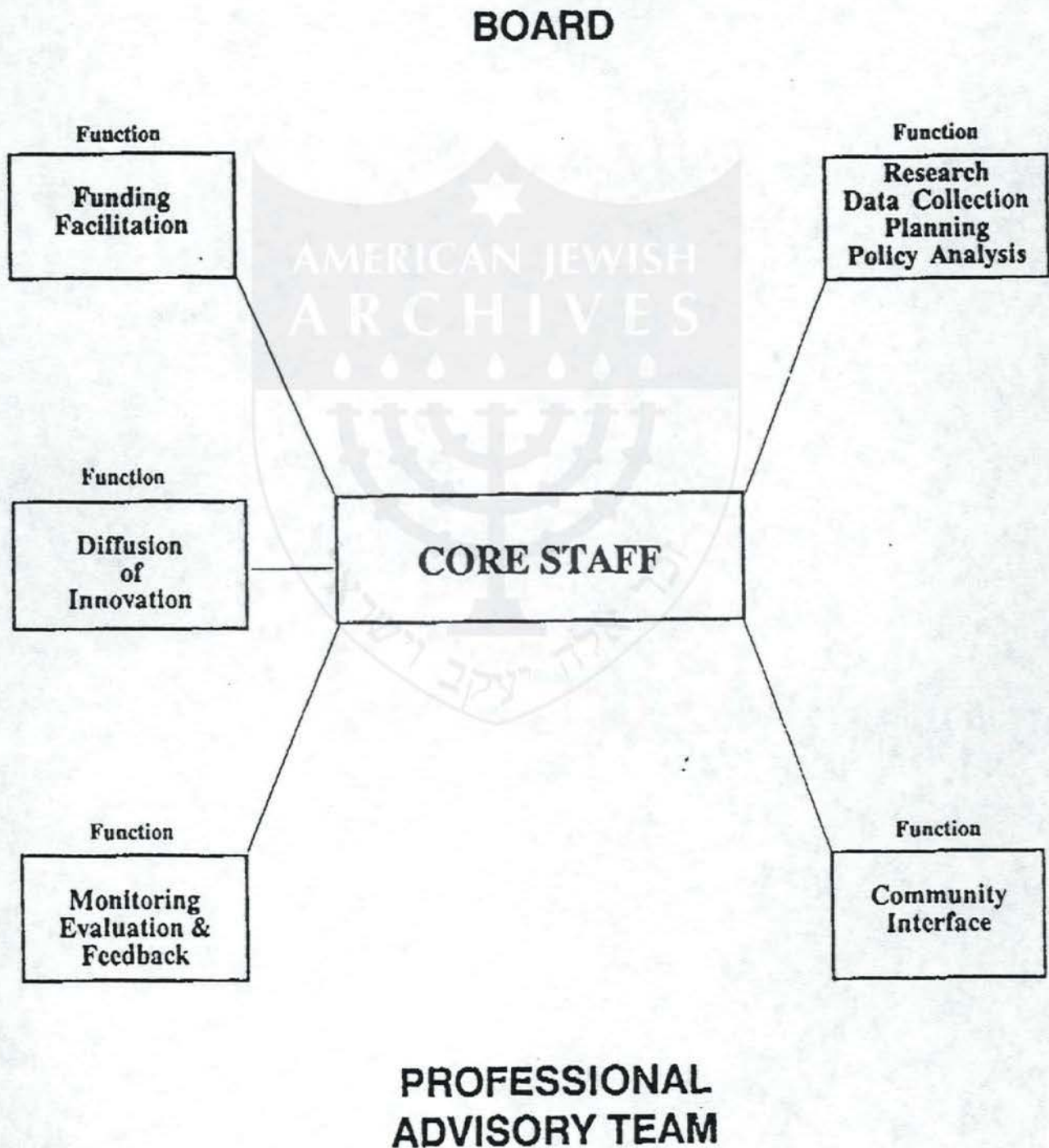
Some Issues Related to the Above

14

1. What must we decide about personnel and about the community in order to guide the policies of the ii as it is being launched.
2. How will these enabling options relate to programmatic areas?
3. What will the demonstration unit be? A community, a network of institutions, a few programmatic areas, seeking out and expanding and/or replicating programs of excellence, etc.
4. If one of the main missions of the ii is demonstration sites, what must we know and/or decide about demonstration sites before the ii starts its work?
5. What is the strategy for accross the board change, if we begin with demonstration sites.
6. What must be agreed upon about the ii (mission; structure; mode of operation) in order to ensure effective implementation?
7. The personnel for the ii
8. How should the ii - or possibly another mechanism - deal with the "programmatic umbrella" function?
9. How are we to relate to MLM's memo of 4/13 and his views on the mission and the tasks of the ii - as well as to his views on the future organization and institutions of Jewish Education in North America.
10. Feasibility: involves issues such as the time needed to maintain funding momentum and climate momentum on the one hand versus the time needed to plan and launch one or more demonstration sites.

15

Appendix 1

The ii -- Organizational Design

16

letter/5MN-W

Dear Commissioner,

Since our last meeting of the Commission on Jewish Education in North America on December 13, our staff has been hard at work. Through conversations and correspondence with you the Commissioners, and in consultations with experts in the field and with the senior policy advisors, the staff has been developing the ideas and suggestions that emerged from that meeting. I would like to share with you my understanding of how our work is evolving.

At our last meeting we considered the list of 27 options which reflected the interests and concerns of the Commissioners -- any one of which could have served as the basis for the Commission's agenda. We recognized that the options could be usefully divided into two large categories: enabling options and programmatic options. We decided to focus our initial efforts on two of the enabling options: 1) the shortage of qualified personnel for Jewish education, and 2) the community -- its structure, leadership and funding as keys to across-the-board improvements in Jewish education. At the same time, commissioners urged that we not overlook the various important programmatic areas such as early childhood, day schools, supplementary schools, college age, informal education, the Israel Experience, etc.

As the staff began its work, it became clear that the personnel and community options would have to be dealt with in as comprehensive a manner as possible. In the area of personnel, a comprehensive strategy would involve recruitment, training, retention and profession-building. For the community, it would involve recruiting outstanding leadership, changing the climate and generating significant additional funding. While the importance of these two areas to the improvement of Jewish education has long been recognized, previous attempts to address them have not been comprehensive enough to be effective. There have been efforts, for example, to improve teacher's salaries and recruitment programs, but we did not find a single approach that dealt simultaneously with all of the elements. Furthermore, the inter-relation of these two areas became increasingly obvious: qualified and dedicated personnel would probably affect the attitude of community leaders, but such personnel is only likely to be attracted to the field if the climate of the community is improved.

We realized that undertaking the enabling options will require us to enter the programmatic areas, as personnel will have to be recruited and trained for particular assignments such as early childhood education, supplementary schools and community centers, and community climate can only be changed through concrete programs.

The staff discovered that although the Commission's goal is to affect change across-the-board it would be overwhelming to attempt change on a national level due to the vastness and complexity of the Jewish educational universe. Education takes place on a local level and it would be difficult to begin anywhere but there. Experts reminded us that there are many advantages to building programs from the bottom up, where the local community plays a major role in initiating an idea and is a full partner in its implementation. In addition to establishing ownership, local initiatives have the following advantages:

1. An undertaking of a limited scope is more manageable and can be done more comprehensively than a national project. The community can provide the energy and human resources needed for it.
2. The tangible and visible results of a local undertaking would hopefully generate interest among other communities to emulate the approach, and would likely lead to a national debate on the important issues of Jewish education.
3. A local project, handled in a hands-on manner, would permit constant fine-tuning and improvement.
4. By implementing several ideas and programs in one site, they can have a far more significant impact than when they are isolated. We have seen repeatedly that there are many good ideas being implemented across the country, but their effect has not achieved maximum potential. If they were brought together, their impact would be compounded. It would also be felt more quickly.
5. In each local situation, ideas that are guided by a vision of excellence in Jewish education can be experimented with.

At the same time, however, we have come to respect the contribution that can be made through the broad and sustained efforts of experts working from the top down. Throughout our process, the staff has emphasized that working on the local scene will require the leadership and assistance of the national organizations and training institutions. Any attempt to demonstrate

18

impact on a local level will not reach its full potential unless supported by the expertise found in the national organizations and institutions. What we are searching for is a way to combine two approaches which are often treated separately, sometimes even as mutually exclusive. Our challenge is to work simultaneously on the local level from the bottom up and to find a way for the national organizations to make their contribution to local experiments through an approach sometimes referred to as from the top down.

As we consider these multiple and complex issues, many questions emerge. How do we begin to plan the local initiatives that will eventually lead to widespread change? Who will be the broker between the national resources and the individuals in the communities where projects are undertaken? How can we bring the best practice of Jewish education in the world to bear on a specific program? Who will be responsible for the effective implementation of local projects? How will we ensure that standards and goals are maintained? Who will see to it that successful endeavors are brought to the attention of other communities and that the ideas are appropriately diffused? What kind of mechanism is needed to orchestrate this complicated enterprise?

These are exciting but difficult challenges. We need the greatest wisdom available in order to begin to answer these many questions. Your input and reaction to these ideas is crucial to us as we plan the next steps of the Commission's work. At the suggestion of a number of Commissioners, we propose to follow the individual interview format which we have used in the past. I have asked the staff to contact each of you and to try to arrange as many personal appointments as possible before the next meeting of the Commission.

I look forward to seeing you at our next meeting on June 14, from 10 a.m. to 4 p.m. at _____.

Sincerely,

Morton L. Mandel

19

TO: Art Naparstek
FROM: Joe Reimer
RE: Commissioning Papers

April 28, 1989

I am sitting with the following documents before me: my memos of March 1 and March 29 and April 13 (addressed to Annette), your outline for final report (March 10) and Henry's memo (just received). As requested, I am trying to make order out of these disparate elements.

1. Our objective is to work towards a final report in a year which will highlight the two enabling options of "community" and "personnel" as the focus of the Commission's response to the challenge of effecting across-the-board change in Jewish education to help that field become a more effective instrument for sustained and creative Jewish continuity. We now assume the IJE as (a) mechanism for implementing Commission policy and resolve.

2. We've decided while it is premature to begin writing the Final Report, we need a rolling outline. Out of that outline we are prepared to commission papers to serve as background to the Final Report. We need to decide by June which papers to commission and from whom. We have an emerging consensus. Let me comment again on each of these proposed papers.

a) "Jewish continuity at risk." We need not only a treatment of the sociological data on Jewish continuity, but also an analysis - both empirical and conceptual - of the relationship between "receiving a quality Jewish education" and "commitment to Jewish continuity." Data are available and candidates here do exist.

b) "The State of the Field." We have two different conceptions of this paper. One is a more qualitative, descriptive presentation: an overview and glimpses at the field - its peaks and its problems and an analysis of why it is at its current stable state, what are the main opportunities and what are the toughest challenges to overcome (pointing to "personnel" and "community.") The other view is more quantitative: what do we know, what do we need to know to get a fuller picture, how can we get that information? We may need two treatments.

c) Best practices. Some educators on the Commission believe this is the most important paper. It's never been done. The field needs it for both guidance and morale-boosting. It's a major piece of work. Will it focus primarily on personnel and community (as opposed to "best day schools in general.")? Will there be nominations and selection process to assure fairness (if

24

g) Institutional analysis. This paper does not make it onto Henry's list and may be folded in with "state of the field." I still think it an important one (see my April 13) as a complement to papers on community and personnel. This paper answers the questions: which are the key institutions that have to be involved in order to bring about change in Jewish education and how do history and regional differences play their roles in making complex the picture of change. Analysts like Walter Ackerman, Susan Shevitz, Alvin Schiff and Jon Woocher would be very helpful here.

From: Morton L. Mandel

To: Seymour Fox

Here are some more thoughts on possible outcomes of the Commission on Jewish Education. Let's discuss on April 18th telecon.

Outcome #1 The IJE (i.i.)

Outcome #2 Community Action Sites: From Demonstration to Implementation

Organized or assisted by IJE, these would be partnerships and coalitions of local and continental bodies, generally under the local Federation flag, to test programs, leading to diffusion.

Outcome #3 Personnel: Building a Profession

A permanent ongoing process led by IJE, with multiple demonstration and pilot projects, to develop and test methods that facilitate personnel recruitment, training, and retention (generally performed at Community Action Sites).

Outcome #4 Federation: A key factor for Jewish continuity

Community
An organized, long-term effort to achieve consensus that the local federation is the key convenor and sponsor of local programs to enhance Jewish continuity (e.g., Cleveland Commission). IJE to work closely with CJF to activate federations to take up this cause.

Outcome #5 The North American Support System: A New Design

A permanent process led by IJE and CJF to harmonize all the continental players (JWB, JESNA, Seminaries, etc.), in a way that brings them to a high level of effectiveness, overall or in selected areas.

Outcome #6 Programmatic Options: Implementation

Like NEH
A permanent ongoing process led by IJE to work with "champions" of programmatic options, as they can be identified, to develop fully those options:

1. - Champion is Chair of a Commission (e.g. Eli Evans)
2. - Champion finances Commission or obtains financing)
3. - IJE helps select and approves all Commission members
4. - IJE helps select and approves Commission staff
5. - IJE monitors and exercises quality control on each Commission

Outcome #7 Research, Publications, etc.

A permanent ongoing element of IJE. (To be designed).

HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION
Cincinnati • New York • Los Angeles • Jerusalem

RHEA HIRSCH SCHOOL OF EDUCATION

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-4706
(213) 749-4424

February 27, 1989

Mr. Morton Mandel
Commission on Jewish Education in North America
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort:

In the weeks that have passed since the December meeting of the North American Commission on Jewish Education, I have thought many times of the extraordinary nature of this undertaking and the challenges and possibilities that the Commission will confront. As I have reviewed the discussions of the December meeting some ideas have emerged in terms of processes that might contribute to advancing the agenda of the Commission. I share these ideas with you in the hope that some of them may prove helpful to you and the staff of the Commission.

While there was the consensus about the importance of the personnel issue in Jewish education, widely divergent views about the nature of the problem and its policy implications were expressed. In reality, there is very little systematic research about the nature of the problem beyond the struggle that all Jewish educational institutions face in recruiting and retaining teaching and administrative personnel. In public education the assessment of the personnel problem has involved leading academicians and public officials. Their deliberations and the research they have initiated reveal that the causes for the personnel problems in education are multiple, and that the causes are in many cases systemic. This leads me to conclude that the question of personnel for Jewish education needs in-depth investigation if effective responses to the problem are to be developed. Such deliberations would be difficult to conduct in Commission meetings and through the interviewing process. I do believe, however, that the Commission could convene and support a special task force to investigate the question of personnel and to report back with recommendations. Such a task force should be limited in size, but not perspective, and should be expected to complete its deliberations within six (6) months to a year.

Mr. Morton Mandel
Page two
February 27, 1989

The assignment of the personnel question to a task force of high quality would enable the North American Commission to focus its attention on the other areas of concern that have been raised.

Another conclusion I drew from the December meeting relates to the high level of commitment of many Commission members to programmatic interventions as the path to improving the quality of Jewish education. While the issue of personnel is certainly central to any programmatic initiatives, there is the possibility of moving ahead in areas of program on a limited and experimental basis. I would add that the concern for developing community leadership and advocacy could be addressed within these experimental models. My assumption is that no single programmatic intervention, such as a focus on early childhood, would serve our or a community's interest. Instead, a constellation of several programmatic options could be developed with a number of communities, each constellation reflecting the unique realities and needs of a particular community. In the light of differences among communities based on size, regional location, communal structure, and demography, it would be appropriate to select communities which reflect the range of differences. Support for these communal experiments in Jewish education would depend on both the resources that the North American Commission could develop, as well as the community itself mobilizing resources from within. In that way, the communities in question would be laboratories for program experiments and for communal leadership development for Jewish education. Such experiments would generate important data about the priority and implementation of the programmatic options we have been considering. In addition, these experiments could serve as catalysts for other communities not initially involved in the experimental phase.

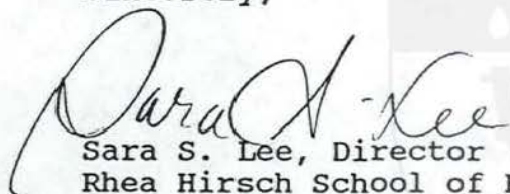
Finally, the documentation and the discussions which the activities of the North American Commission have engendered point to several challenges. First, the quality of Jewish education cannot be addressed without considering institutional and communal realities that impact upon the quality and effectiveness of our educational efforts. Hopefully, the Commission can find a way to facilitate the gathering of those individuals and organizations that need to probe and address these contextual realities. Second, there is a paucity of research of any kind to support our assessment of the problems of Jewish education and to suggest promising remedies.

Mr. Morton Mandel
Page three
February 27, 1989

As a long range goal I would hope that the Commission can be the catalyst for the initiation and funding of key research projects that would enable the Jewish community to plan for the future of Jewish education on a foundation of knowledge.

I want to express my appreciation for the opportunity to be a part of the deliberations of the North American Commission. Your commitment to the future of Jewish education in gathering together this outstanding body of leaders and inspiring them to confront the difficult questions we have been discussing presents us with a unique opportunity. The activities of the Commission have already focused the attention of the North American Jewish community on Jewish education in a way that holds forth great promise. I hope this letter makes a contribution to our ongoing efforts, and I look forward to seeing you at the meeting in June.

Sincerely,


Sara S. Lee, Director
Rhea Hirsch School of Education

SSL/fj

cc: Dr. Arthur Naparstek

1. THE PROBLEM

- a) By denominations, we mean the national and local synagogue and rabbinical organizations as well as additional groups such as Torah U'mesorah.
- b) As the Commission approaches the stage of recommendations, and thereafter implementation, the denominations, who are the major deliverers of educational services, are likely to feel that they have not been involved in the decision-making process.
- c) The denominations may respond by complaining, refusing to participate, or worse.

2. POSSIBLE APPROACHES

- a) Invite the denominational groups to join the Commission.
- b) Invite them to participate in whatever groups (taskforces, sub-committees, etc.) are given the responsibility to deal with the content of the recommendations of the Commission, e.g. the ii.
- c) Invite them to join the board of the successor to the Commission or the board of the ii.

3. STEPS TO BE TAKEN

- a) MLM should meet with the presidents of the institutions of higher Jewish learning (Y.U., J.T.S., H.U.C.) and discuss how to begin the dialogue with the denominations. Lamm, Schorsch and Gottschalk have different positions and degrees of influence and sensitivities to their denominational constituencies.

Commissioners who play an important role in a denomination (Melton, Ratner, Jesselson, Koschitsky, etc.) might participate in these meetings, along with staff.

- b) These meetings will help us to decide how to proceed.
- c) We might choose from among the "Possible Approaches" listed above.
- d) New or different approaches might emerge at these meetings.
- e) A different approach might be adopted for each denomination.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

SUGGESTED NORMS FOR ALL COMMISSION DOCUMENTS

At the debriefing sessions following the first Commission meeting, the planning group agreed that it might be useful to set down agreed-upon norms to guide the preparation and presentation of all papers to be written for the Commission.

Scope

The following materials are involved:

- a. Documents for the Commissioners - e.g. the data pages for the first commission meeting.
- b. Staff research papers - e.g. the background paper on which the data pages were based; the personnel document to be prepared for the second meeting: the "map" of Jewish education, etc...
- c. Commissioned research - if and when needed and decided upon.
- d. Policy papers for the Commissioners. e.g. Summary of interviews; options' paper.
- e. All future publications of the Commission, e.g. "Best Practice" document.

Goal

Our purpose is to reach agreement, and some amount of uniformity, as to the Method by which documents are prepared, the Level of social science thinking and research involved, and guidelines for the written presentation of documents.

Rationale

The need for such agreement arises from two peculiarities of our work:

** Materials are being prepared by different people in separate and distant locations. This makes it harder to ensure adequate communication of expectations and of the anticipated depth, reliability, and validity of the background work.

** Ours is a multi-disciplinary endeavor. The unifying factor is the policy orientation of the Commission. This requires methodological agreement on the use of Social Science research for policy making, and on the applicable research norms. 1

The major challenge facing research for public policy is to strike a correct balance between the research needs and the inherent characteristics of the decision-making world. Chief amongst these are time limitations (Commissioners will not wait to take their decisions); limitations of resources (what are adequate and relevant research parameters); and the need to translate policy questions into social science questions - and then to translate social science findings back into policy-relevant language.

Some guidelines

These guidelines do not presume to relate to the individual methods of research, data-gathering, analysis and scientific reporting of the researchers. Rather they come to deal with one common aspect of all the Commission work.

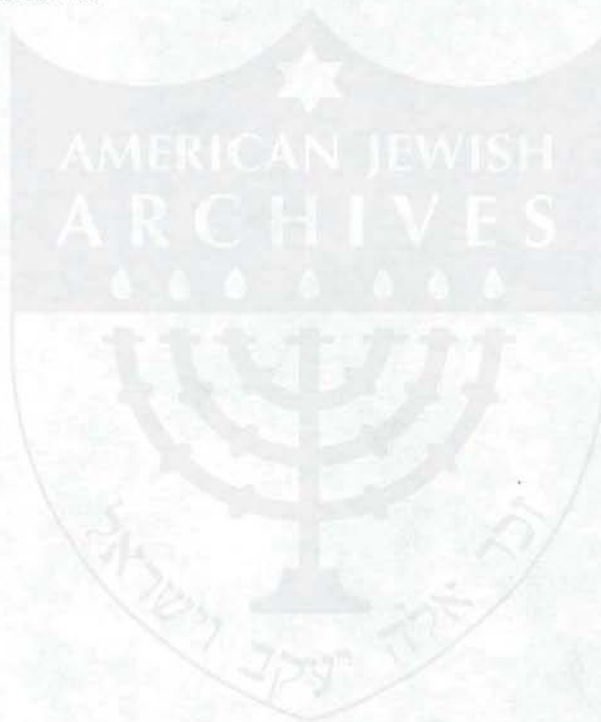
1. All materials prepared for the Commission - irrespective of their depth or breadth - should represent state-of-the-art knowledge.
2. The use of state-of-the-art methods appropriate to policy-oriented research should be encouraged. Polling methods of various kinds (e.g. delphi) should be considered - as a means of involving some or all Commissioners and various publics in the analytic process and the learning that will lead to recommendations.
3. Every paper prepared should fit within the overall workplan and research design for the Commission.
4. The methodology used in the preparation of materials should be disclosed - preferably before the paper is written - for critique by the planning group.
5. Consultations with the top experts in the various fields of relevance is probably our most effective means to overcome the time constraints inherent in the Commission work, while maintaining the quality level we seek. In order to ensure state-of-the-art knowledge, no materials will be circulated beyond the planning group before the author has the opportunity to consult with experts, either individually or in group meetings. Hopefully, as work progresses, a group of experts may be identified for ongoing consultation.
6. In each case, we will decide who is the relevant audience for the document. Documents for the Commissioners must be prepared with the following elements in mind:
 - * The pluralistic nature of the Commission requires awareness of the diverse sensitivities amongst Commissioners. Is the document likely to offend such sensitivity? If yes, is it a necessary and worthwhile price to pay?

- * The presentation should meet the requirement of very intelligent, very busy lay-people.
- 7. We may decide to allocate oversight responsibility for these various elements to different members of the planning group.

Notes

1. There is extensive literature on these topics. The following article may be useful:

James Coleman: "Policy Research in the Social Sciences", 1972, General Learning Corporation.



COMMISSION ON JEWISH EDUCATION
IN NORTH AMERICA

Morton L. Mandel, Chairman

Senior Policy Advisors

- David S. Ariel - President, Cleveland College of Jewish Studies
26500 Shaker Boulevard, Beachwood, Ohio 44122
(216) 464-4050
- Seymour Fox - Professor of Education, Hebrew University
The Jerusalem Fellows, 22A Hatzfira Street, Jerusalem 93152
02-668728
- Annette Hochstein - Consultant, Nativ Policy & Planning Consultants
P. O. Box 4497, Jerusalem, Israel 91044
02-662296
- Stephen H. Hoffman - Executive Director, Jewish Community Federation
of Cleveland
1750 Euclid Avenue, Cleveland, Ohio 44115
(216) 566-9200
- Martin Kraar - Council of Jewish Federations
730 Broadway
New York, NY 10003
(212) 475-5000
- Arthur J. Naparstek - Director, Commission on Jewish Education in
North America
President, Premier Industrial Foundation
4500 Euclid Avenue, Cleveland, Ohio 44103
(216) 391-8300
- Arthur Rotman - Executive Vice President, JWB
15 East 26th Street, New York, New York 10010
(212) 532-4949
- Carmi Schwartz - Executive Vice President, Council of Jewish Federations
730 Broadway, New York, New York 10003
(212) 475-5000
- Herman D. Stein - University Professor, Case Western Reserve University
3211 Van Aken Blvd., Shaker Hts., Ohio 44120
(216) 368-4380
- Jonathan Woocher - Executive Vice President, JESNA
730 Broadway, New York, New York 10003-9540
(212) 529-2000
- Henry L. Zucker - Consultant, Premier Industrial Foundation
Executive Vice President Emeritus,
Jewish Community Federation of Cleveland
4500 Euclid Avenue, Cleveland, Ohio 44103
(216) 391-8300

Consultants

Seymour Fox

Annette Hochstein

Joseph Reimer - Assistant Professor, Benjamin S. Hornstein Program in
Jewish Communal Service, Brandeis University
Waltham, Massachusetts 02254
(617) 736-2996

Herman D. Stein

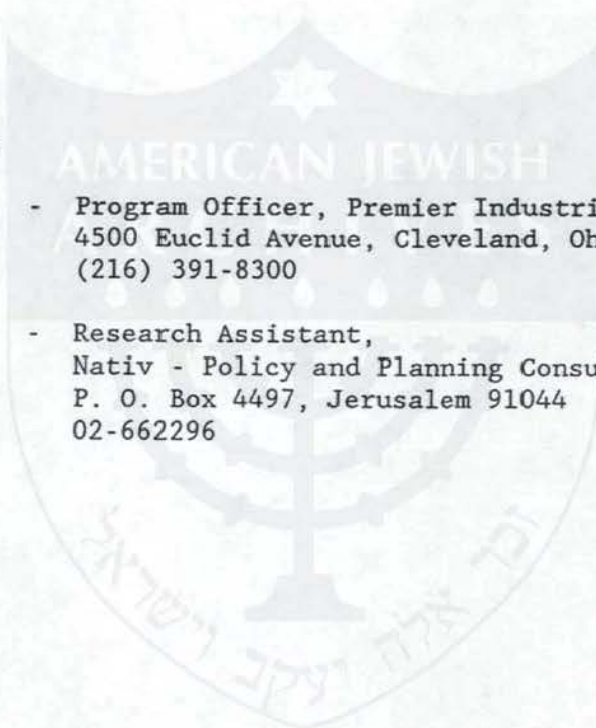
Henry L. Zucker

Staff

Arthur J. Naparstek

Virginia F. Levi - Program Officer, Premier Industrial Foundation
4500 Euclid Avenue, Cleveland, Ohio 44103
(216) 391-8300

Debbie Meline - Research Assistant,
Nativ - Policy and Planning Consultants
P. O. Box 4497, Jerusalem 91044
02-662296



COMMISSION PLANNING GROUP
MEETING OF MAY 7, 1989
PROPOSED AGENDA

	<u>Tab</u>	<u>Assignment</u>
I. Review Minutes of March 29 and 30, 1989	1	VFL
II. Review Commission Assignments	2	VFL
III. Report on interviews completed to date <i>III A - Content as IJE</i>		SF, AJN, JR, HLZ
IV. Joel Fox paper on local initiatives	3	HLZ
V. Draft of IJE project description <i>V.A - Denominations</i> — ①	3	SF
VI. Review papers for final report <i>VIA - CATE</i> ②	3	JR/AJN
VII. Set agenda for June 14		MLM
A. Desired outcomes	3	
B. Possible papers to be sent to Commissioners prior to meeting and when		
1. Personnel Option — <i>a draft to be done by Oct.</i>		
2. Community Option — "		
3. State of the Field — "		
4. Review of local initiatives		
5. The IJE concept — "		
VIII. Commission schedule from now to June, 1990		MLM
A. Set times for meetings of June 13 and June 15 (at JWB)		
1. Planning Group - Final preparations for Commission meeting - June 13 - what time?		
2. Senior Policy Advisors - Debrief, 8:30-11:30, June 15		
3. Planning Group - Next Steps - Afternoon, June 15		
B. Possible dates of future Commission meetings		
1. <i>Summer - Reg. mtg</i> October 4, 1989 — set		
2. February, 1990 — 14 (+13+15)		
3. June, 1990 <i>June 13 (+12+14)</i>		