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PLANNING GROUP BOOK

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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NOTE: The contents of each section are to be updated before each meeting of the Planning Group. A master copy with all accumulated documents will be kept at the Premier office.

MINUTES COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA NOVEMBER 8, 1990 GRAND HYATT NEW YORK 10:30 a.m. - 2:30 p.m

<u>Attendance</u>

Commissioners:

Morton Mandel, Chair, David Arnow, Mandell Berman, Jack Bieler, Charles Bronfman, John Colman, David Dubin, Joshua Elkin, Eli Evans, Max Fisher, Arthur Green, Irving Greenberg, David Hirschhorn, Carol Ingall, Ludwig Jesselson, Norman Lamm, Sara Lee, Seymour Martin Lipset, Haskel Lookstein, Matthew Maryles, Esther Leah Ritz, Harriet Rosenthal, Alvin Schiff, Ismar Schorsch, Daniel Shapiro, Peggy Tishman, Isadore Twersky, Bennett Yanowitz

Policy Advisors and staff:

David Ariel, Seymour Fox, Annette Hochstein, Stephen Hoffman, David Kleinman, Martin Kraar, Virginia Levi, Joseph Reimer, Arthur Rotman, Herman Stein, Jonathan

Woocher, Henry Zucker

Guests:

Robert Abramson, Robert Adler, Thomas Axworthy, Mordechai Besser, Arthur Brody, Jaime Constantiner, Rachel Cowan, Aryeh Davidson, Amira Dotan, Gidon Elad, Shulamith Elster, Sylvia Ettenberg, Joshua Fishman, Sylvia Fishman, Paul Flexner, Norbert Freuhauf, Billie Gold, Sol Greenfield, Kathleen Hat, Thomas Hausdorff, Sam Heilman, Frank Heller, Robert Hirt, Avraham Infeld, Hirsh Jacobson, Richard Joel, David Kasakove, Israel Katz, Lynn Kroll, Barry Levy, Ricki Lieberman, Jack Mandel, Joseph Mandel, Richard Marker, Dena Merriam, Leon Meyers, Jacob Rabinowitz, Bernard Reisman, Carmi Schwartz, Barry Shrage, Eliot Spack, Jack Sparks, Larry Sternberg, Danny Tropper, Jacob Ukeles, Howard Wasserman, Reuven Yalon, Donna Yanowitz

I. Introductory Remarks

Mr. Mandel called the meeting to order at 10:35 a.m. He welcomed commissioners and guests and introduced Dr. Jaime Constantiner of Mexico, and Dr. Israel Katz and Dr. Danny Tropper of Israel. The chair expressed the regrets of Minister Zevulun Hammer, kept from the meeting by the current situation in Israel.

The chair introduced the report of the Commission, calling it a plan for action to improve Jewish education in North America. He indicated that the Commission met six times during the two years leading to the issuance of the report, and that attendance was exceptional throughout the process. Between meetings, senior policy advisors and staff met and consultations were held with commissioners. The diverse group was committed to looking at Jewish continuity as a universal concern and worked well together. The Commission represented a successful partnership between the public and private sectors, joining three national Jewish communal agencies with a private foundation in sponsoring this effort.

It is expected that the two-year investment of time and energy will bear fruit through implementation of the Commission's recommendations. The Council for Initiatives in Jewish Education will undertake this assignment. Commissioners and other interested people will be invited to hear an annual progress report of the Council's activities.

The chair noted that with the issuance of the report, the work of the Commission reaches the end of Phase One. The Council for Initiatives in Jewish Education has already begun the second phase, which is to implement the recommendations.

II. Review of Commission Report

Annette Hochstein, consultant to the Commission, reviewed and summarized the report. She noted that the Commission was convened to confront the crisis in Jewish education in North America, recognizing the link between Jewish education and Jewish continuity. Its goal was to revitalize Jewish education to play a meaningful role in ensuring meaningful Jewish continuity in North America.

It was noted that large numbers of Jews have lost an interest in Jewish values and culture. In contemporary society, the responsibility for transmitting Jewish values lies heavily with Jewish education. While there is a core of deeply committed Jews and while there are outstanding educators and programs, Jewish education fails overall to engage a major portion of the Jewish community.

Jewish education is faced with sporadic participation, deficiencies in educational content, inadequate community support, and an underdeveloped profession of Jewish educators. A lack of reliable data further hinders our efforts.

Commissioners originally suggested 24 areas on which the Commission might focus in revitalizing Jewish education. Upon careful study, it was decided to identify the two areas of intervention which would

impact all other areas of Jewish education: personnel and community. The outcome is a plan to develop a core of talented, well educated educators while encouraging community leadership to commit itself to the support of Jewish education.

A blueprint for the future was developed and is described in detail in the Commission report. It includes the following five components:

- 1. building a profession of Jewish education
- mobilizing community support
- 3. establishing lead (demonstration) communities
- 4. developing a research capability
- 5. creating the Council for Initiatives in Jewish Education

III. General Discussion

Discussion of the report and its recommendations followed: The importance of addressing the lack of interest among parents in sending their children to acquire Jewish education was noted. The Council should consider a system for attracting people to Jewish education.

It was reported that there are hundreds of teachers graduating each year from Haredi institutions and that the quality of their training is improving. It was noted, further, that in order to attract people to the field of Jewish education, they must develop a commitment to the field early in life, under the auspices of their own denomination.

It was suggested that this provides another example of the importance of all sectors of Jewish life working together for Jewish education.

It was noted that Jewish education encompasses not only Torah, Talmud, and Halachah, but also science, mathematics, language studies, etc. Jewish education should be an integrated endeavor.

It was suggested that the time is right to attract people to an elevated profession of Jewish education. Other professions have become somewhat less desirable and numbers of quality young people could be convinced to enter the field.

IV. Council for Initiatives in Jewish Education

Stephen H. Hoffman, executive vice president of the Jewish Community Federation of Cleveland and interim director of the Council for Initiatives in Jewish Education described the mission and operation of

CIJE. He noted that CIJE will continue the momentum of the Commission to accomplish the Commission's goals. CIJE will work to further the program initiatives identified by commissioners. It will serve as a meeting place for funders and proposers of action. It will develop a comprehensive, multi-faceted research agenda. It will help private foundations interested in Jewish education to reach common goals through consultation, shared research, and communication. It will provide a vehicle for attracting bright, capable people to the field of Jewish education. And it will help to establish and work with lead communities.

The Council will be a small organization (three or four staff) and will work closely with existing institutions. It will serve as a catalytic agent in convening meetings of peer organizations. Its goal is to help each component of Jewish life to accomplish its purpose in the best way possible.

CIJE will be governed by a board of 20-30, will have from 10-20 senior policy advisors providing professional guidance and will establish a body of Council fellows to provide intellectual and educational content.

V. Discussion

Charles Bronfman noted that the CRB Foundation has found a "community of purpose" with the goals of the Commission. The Foundation has a particular interest in the Israel experience and looks forward to working with lead communities where this would be one component of a larger effort on behalf of Jewish education. The CIJE provides foundations with an opportunity to work together and learn from each other as each works to accomplish its own goals.

It was noted that CIJE is a new force and vitality which can work through existing agencies while remaining independent of them.

It was suggested that the initial number of lead communities be kept very small on the assumption that other communities will learn from this small group and replicate these initial efforts. It was suggested further that care be taken to select a range of communities, not to focus primarily on those which could most easily succeed.

It was noted that the role of the synagogue in the community should be carefully considered.

It was suggested that one impediment to attracting people to Jewish education is cost. We might consider raising funds to support scholarships for all who attend any form of Jewish education.

We were reminded that our concerns should range from the impact of a single experience to that of the most intensive educational opportunity.

VI. Chairman's Remarks

The Mandel family, in seeking to invest intelligently in Jewish continuity, established the Commission on Jewish Education in North America. It was envisioned as an opportunity to develop a focus for their foundation and others within Jewish education. This was an opportunity to set community-wide priorities and help foundations to focus their efforts in a cooperative manner. As a result of this effort, the Mandels have decided to focus on building the profession--personnel. With a view of the teacher as the link to the future, they will support the preparation of educators.

While Judaism will persist, it is the Commission's goal to see that the universe of those committed remains large. In addition to building community support for Jewish education, we must insure a larger flow of dollars to the field. We believe that private foundations are prepared to increase support of Jewish education in North America by \$25 to 50 million over the next five years.

The chair thanked the many people who have been involved with this effort over the past several years. He noted, in particular, the efforts of Henry L. Zucker as director of the Commission supported by Virginia Levi, of Seymour Fox and Annette Hochstein for their inspired guidance and expertise in Jewish education, and of David Finn and Dena Merriam, the writers of the final report.

VII. Remarks by Max Fisher

Max Fisher was introduced as the honorary chair of the Council for Initiatives in Jewish Education. He spoke of this event as the beginning of a great new Jewish experience. He noted Mr. Mandel's history of involvement on behalf of Jewish education, starting with his chairmanship of the Jewish Education Committee of the Jewish Agency. Mr. Mandel helped the Jewish world to understand that Jewish education must be a top priority. The result of efforts begun by that Jewish Agency committee is a new Joint Education Authority in Israel.

VIII. Good and Welfare

In the discussion that followed, participants noted their satisfaction with the outcome of this broad-based effort for Jewish education. The CIJE was described as "a fresh approach," an opportunity to move quickly and independently to develop and fund new efforts on behalf of Jewish education.

Eli Evans, president of the Revson Foundation, noted that this day represents a culmination of ten years of growth in private interest in Jewish education. The Revson Foundation will continue its focus on telecommunications through support for an advanced fiber optics system in Israel and a range of educational media activities for children and adults.

Thomas Axworthy of the CRB Foundation reported that their efforts to professionalize the Israel experience will be enhanced by the outcome of the Commission.

IX. Concluding Comments

The meeting concluded with an inspirational D'Var Torah by Rabbi Irving Greenberg, president of the National Jewish Center for Learning and Leadership.

MINUTES:

Senior Policy Advisors, Commission on Jewish

Education in North America

DATE OF MEETING:

June 13, 1990

DATE MINUTES ISSUED: June 20, 1990

PRESENT:

Morton L. Mandel, (Chair), David S. Ariel,

Seymour Fox, Mark Gurvis, Annette Hochstein, Stephen Hoffman, Joseph Reimer, Arthur Rotman, Herman Stein, Jonathan Woocher, Henry L. Zucker, Virginia Levi (Sec'y)

GUESTS:

David Finn, Dena Merriam

COPY TO:

Martin S. Kraar

I. IMPRESSIONS OF THE JUNE 12TH COMMISSION MEETING

There was general agreement that the meeting went very well. Commissioners were actively engaged, and we received valuable input into the drafting of the final report.

The following points were raised for consideration as the final report

A. The report should make clear that our concern is not just for education in the school setting, but in informal settings, through families, etc. It was suggested that the family as an environment for Jewish education is different from the other programmatic areas and should be interwoven into the text of the report. The family might be described as a tool for improving the environment for Jewish education.

ssignment

It was noted that Joe Reimer and Carolyn Keller have written papers on family education. VFL will circulate these to senior policy advisors.

- B. What are the audiences for our report? Its focus may differ if we wish to reach the unaffiliated. It was suggested that by reaching the affiliated and the marginally affiliated, we hope to draw in the unaffiliated. However, current efforts will not focus on the unaffiliated.
- C. Are we over-selling the claim that improved Jewish education will encourage Jewish continuity? It was suggested that the report should state both that we wish to improve the quality of Jewish education for its own sake and for potential impact on Jewish continuity. It was noted that this could be related to traditional Jewish views of learning.
- D. Should the report include a "vision statement", either Isadore Twersky's or some other? There was general support for use of Twersky's statement, but expanded to define Jewish education more broadly.
- E. Some commissioners raised questions about the title and definition of "lead community." It was suggested that the report should clearly

define lead community, not as an elite community, but as one where major effort will be undertaken to try new approaches and develop systems which can be replicated elsewhere.

Assignment

- F. Since a question was raised about the relationship of the Council for Initiatives in Jewish Education to JESNA, it was suggested that a strong, positive written statement of support from JESNA be prepared as soon as possible for use as appropriate. It was noted that a year from now, when the Council is up and running, positive interaction between the Council and JESNA will be evident.
- G. Several commissioners argued for emphasizing the importance of empowerment of teachers and parents. There may be some tension between those seeking to stress family education versus those who are anxious to bolster the teacher's role.
- H. It was suggested that we place Jewish education in context, not by emphasizing statistics, but by describing Jewish education qualitatively. Some commissioners suggested an environmental scan, providing a general contemporary context for the recommendations.
- In general, the commissioners responded positively to the idea of the Council as a logical outgrowth of the Commission's recommendations. It was suggested that a definition of the Council, how it will operate and its relationship to existing organizations, should be developed as soon as possible. The Council should be seen as another instrument to develop emerging ideas. Commissioners will have an opportunity to respond as the design of the Council emerges.
- J. It was suggested that the role of the seminaries and the denominational movements on the Council may need to be reconsidered.
- K. There were a number of requests for specifics in the report. It was agreed that examples might help to clarify the Commission's recommendations. It was agreed that specific emerging ideas might be both helpful and acceptable. JW and AR agreed to provide examples of activities currently under way for use in clarifying the report. It was suggested that the report discuss the ideal community of the future. VFL will circulate JW's paper on a vision of the ideal educational community as well as the definition of Jewish education prepared by AR.
- L. It was suggested that the programmatic options be listed in the report and that it state that many will be dealt with through lead communities. At the same time, we should make clear how and why we limited ourselves initially to community and personnel.

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- M. It was suggested that the draft report be shared with critical groups other than commissioners before it is released to the public. It was agreed that a plan will be developed for communication with communities and constituent groups to take place before and after the release of the final report. MG will work with senior policy advisors to determine with whom we <u>must</u> share the report before it is released.
- N. It was suggested that the report not use statistics nor "1982 data." We may wish to state that the development of accurate data is a major goal of the Council. It was agreed that this point requires further discussion.

- O. Will the Council have funds of its own to disburse? It seems likely that it could eventually have limited funds with which to support relatively modest proposals. In general, the Council will serve as a bridge between funders and projects. A challenge to the Council will be to create a spirit of team work among foundations to encourage a sense of collective responsibility.
- P. One commissioner recommended that the Council organize a leadership conference to encourage key community leaders to focus more heavily on Jewish education.

II. <u>NEXT STEPS</u>

Work will now focus on redrafting of the sections of the final report which were reviewed at the Commission meeting and on the preparation of Chapters one and six. Meetings will be held with some commissioners in anticipation of this process.

It is anticipated that the next draft of the final report will be in the hands of senior policy advisors by August 15th. Policy advisors will be asked to provide their feedback within one week so that the revised version can be ready to send to commissioners by September 1st. Interviews with commissioners will occur in early September and their reactions will be submitted to SF and AH by September 15th. The final document will be available to send to commissioners in mid—October.

III. UPDATE ON RESEARCH

- A. The paper by Scheffler and Fox on the relationship of Jewish education to Jewish continuity will be written by August 15th.
- B. The Reisman draft on informal education is under review, will be redrafted shortly, and will be sent to senior policy advisors thereafter.
- C. Senior policy advisors currently have the Reimer paper on the synagogue as a context for Jewish education and are to submit their reactions as soon as possible.

IV. OUTREACH, PUBLIC RELATIONS, AND A FINAL EVENT

A tentative date of November 8, 1990, was set for a celebratory event at which to distribute the final report. It was suggested that this be accompanied by a briefing session with the media. In addition to commissioners and media representation, we may wish to include prominent secular and Jewish educators and communal leaders.

It was suggested that we begin work on public relations toward the end of August, when we have a better idea of the document and of timing.

A presentation to occur at the GA must be carefully planned.

It was agreed not to prepare press releases to accompany each research paper. MG will consider the question of whether or not to copyright research papers. They will not be published, but will be made available upon request. They might be distributed by JCCA, JESNA, or the Council.

Search Policy Advisors page 4

Assignment

It was suggested that a letter be prepared from MLM to commissioners bringing them up to date on the time table, perhaps proposing a date for the final event, and transmitting minutes of the Commission meeting.

V. NEXT MEETING

A meeting for senior policy advisors was scheduled for Sunday, September 16th in New York City. The purpose is to review a PR Plan, to consider any open questions, to discuss commissioner response to the final report, and to hear an update on the establishment of the Council.

MINUTES COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA JUNE 12, 1990

AT AMERICAN JEWISH COMMITTEE NEW YORK CITY 10:00 a.m. - 3:30 p.m.

Attendance

Commissioners:

Morton L. Mandel, Chair, David Arnow, Jack Bieler, Charles Bronfman, John Colman, Maurice Corson, Lester Crown, David Dubin, Joshua Elkin, Eli Evans, Irwin Field, Alfred Gottschalk, Arthur Green,

Irving Greenberg, David Hirschhorn, Henry Koschitsky, Mark Lainer, Norman Lamm, Sara Lee, Seymour Martin Lipset, Haskel Lookstein, Matthew Maryles, Florence Melton, Lester Pollack, Esther Leah Ritz, Harriet Rosenthal, Alvin Schiff, Daniel Shapiro, Peggy Tishman,

Isadore Twersky, Bennett Yanowitz

Policy Advisors and Staff:

David Ariel, Seymour Fox, Mark Gurvis, Annette Hochstein, Stephen Hoffman, Martin Kraar, Virginia Levi, Joseph Reimer, Arthur Rotman, Herman Stein, Jonathan Woocher,

Henry Zucker

Guests:

Bennett Aaron, Robert Abramson, David Finn, Avraham HaCohen, Kathleen Hat, Robert Hirt, Dena Merriam,

Ira Silverman

INTRODUCTORY REMARKS

Mr. Mandel called the meeting to order at 10:10 a.m. He welcomed participants, and introduced first-time attendees and quests: Bennett Aaron, immediate Past President of the Jewish Community Federation of Philadelphia; Irwin Field, Commissioner, Past National Chairman of the United Jewish Appeal; and Avraham HaCohen, Executive Director, the AviChai Foundation.

The Chair noted that, over the past two years, this richly diverse group has worked together to develop a blueprint to improve the quality and quantity of Jewish education in North America, and, in the process, has learned that we share many common goals for improved Jewish education.

The Chair also noted that the Commission process has linked the public institutions of organized Jewish life with private foundations in what we hope will become a good model of public/private cooperation in the Jewish community.

Commissioners were reminded that, from the beginning, the Commission has planned to go beyond the issuance of a report, to the implementation of its recommendations. It was reported that the Council for Initiatives in Jewish Education is being established, with Stephen Hoffman as its interim Director, to work with individual communities and continental bodies in implementing Commission recommendations.

A number of foundations have been approached for financial support of the implementation process, and others will be solicited in the months to come. They are being asked to fund the Council, and to set aside funds for five years to support implementation initiatives. Foundations seem receptive. Five foundations, so far, have been asked to underwrite the Council, and all have agreed to do so.

REVIEW OF BACKGROUND MATERIALS

Annette Hochstein, Consultant to the Commission, reviewed the background materials for the meeting. She noted that they constitute a draft of Chapters 2-5 of the Commission's final report. Chapters 1 and 6 remain to be drafted.

Chapters 2-4 are intended to convey to the public the rationale for formation of the Commission, what has been learned through the process, and the action commissioners are recommending. Chapter 5 states the Commission's recommendations.

The purpose of the report is to communicate the Commission's message to the community, and to describe implementation. It focuses on the importance of Jewish education to contemporary life, on the realities of Jewish education today, and on the Commission's plan for improving Jewish education.

We propose to implement the Commission's recommendations through work in several lead communities, and by implementing continental strategies. It is proposed that a Council for Initiatives in Jewish Education be established, with the goals of working with continental and local institutions to build the profession of Jewish education, and enhancing community support.

It is proposed that the Council be directed by a Board, that it work closely with the national Jewish organizations, and that it operate with a small core staff.

Lead communities will be involved in redesigning and improving the delivery of Jewish education. They will test best practices and innovative ideas. They will cultivate new sources of personnel, will involve educators in on-the-job training, and will bring key community leaders into the process. When turned to, Council staff will facilitate local planning for an individual community's needs, and will work with the professional staff of that community in the process.

On the continental level, efforts will be made to involve community leaders, to increase the number of people in training programs, to develop a program of marketing and recruitment, and to increase the salaries and benefits of educators. Work will be undertaken to create innovative and effective programs in Jewish education, to further develop the involvement of family foundations and federations in support for Jewish education, and to establish a research capability.

Mrs. Hochstein concluded by reading the following statement, which had been prepared by Professor Twersky:

"Our goal should be to make it possible for every Jewish child (person) to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish experience, to the power and profundity of Jewish faith. As a motto we might adopt the dictum that says "they searched from Dan to Beer Sheva and did not find an 'am ha'aretz!'" 'Am ha'aretz,' usually understood as an ignoramus, an illiterate, may for our purposes be redefined as one indifferent to Jewish visions and values, untouched by the drama and majesty of Jewish history, unappreciative of the resourcefulness and resilience of the Jewish community, unconcerned with Jewish destiny. Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community."

III. GENERAL DISCUSSION

Discussion of the proposed document focused on the following themes:

- A. It was suggested that the report should make clear the belief that Jewish education spans the entire age spectrum, and is not limited to the school setting.
- B. The diversity of the Commission has been one of its strengths, and this focus on pluralism should be emphasized in the report. Recommendations of the Commission are applicable to all of the denominational groups.
- C. During earlier deliberations of the Commission, a list of programmatic areas was identified. Several commissioners expressed their desire to see these programmatic areas referred to, dealt with, or discussed in the report and emphasized more directly in the work of the lead communities. It was suggested that the role of the family as an environment for Jewish education deserves more emphasis, as does the role of new communications and media technologies.

- D. There was general support for the concept of lead communities. It was suggested that this provides an opportunity for a community to show how it can impact on Jewish education by developing and transferring strategies for success. It will be important to work closely with local leaders, a process for which there are models created by CLAL, JESNA, Wexner and local commissions.
 - Concern was expressed that the term "lead community" might imply elitism.
- E. The importance of involving key community leaders was emphasized. In that regard, it was suggested that communal leadership should set an example by regularly including elements of Jewish education in meetings. Other suggestions ranged from holding regional leadership meetings to undertaking leadership recruitment.
- F. Several commissioners raised questions about the use of statistical data in the report, in view of the inadequacy of existing statistics. It was suggested that the need for a research capability be emphasized in the report and that Jewish education be described qualitatively, rather than quantitatively.
- G. A question was raised regarding the audience we wish to reach. Does Commission implementation work to improve the quality of Jewish education for the affiliated, the less affiliated, and the unaffiliated, or should we work first with those currently involved, deeply or marginally, and hope, eventually, to draw others into the system?
- H. There was general support for including in the report the statement drafted by Rabbi Twersky, expanded to encompass all age groups and formal, as well as informal, education.
- I. Several commissioners expressed a desire to continue to meet periodically. This would provide interested commissioners and other community leaders the opportunity to review and react to reports on Council activities.
- J. The importance of having funds available to support implementation was emphasized by several commissioners.
- K. It was suggested that the report provide a context for its recommendations by describing the environment into which the recommendations will be introduced. It was noted that, while some will say that Soviet immigration needs overshadow these recommendations, it should be argued that quality Jewish education can't wait for a time when the Jewish community faces no other crises.

- L. Many argued for the importance of building the profession of Jewish educator. This includes encouraging on-the-job training, more intensive recruitment, and enhancement of current training opportunities.
- M. Some commissioners asked whether existing organizations, JESNA in particular, should be charged with implementation, rather than the proposed Council. The presidents of JESNA and JCC Associations expressed their support for an independent Council and their belief that it will become a resource for strengthening national organizations that work for Jewish education.

IV. NEXT STEPS FOR FINAL REPORT

David Finn, of the firm Ruder & Finn, was introduced as the person who is putting the Commission's report in final form. Mr. Finn reported that it is his goal to communicate Commission concerns in a way which will encourage positive response from the Jewish community as a whole. With today's comments by commissioners in mind, the report will now be rewritten and distributed to commissioners for their response prior to the final writing.

In the discussion that followed, it was suggested that careful thought be given to how to publicize and disseminate the report for maximum impact. One way to gain the attention of communities would be to invite communities to submit effective projects for possible recognition and reward.

It was suggested that the tone of the report be optimistic, implying that change and improvement are attainable.

V. IMPLEMENTATION

Stephen Hoffman, Executive Vice President of the Jewish Community Federation of Cleveland, who has agreed to serve as interim Director of the Council for Initiatives in Jewish Education, reported on suggested plans for the Council.

The Council is being established as an independent organization, representative of the diverse interests of the Commission, and cognizant that existing national Jewish communal organizations have particular constituencies, which the Council should be able to transcend. With private foundations emerging as a new force in the Jewish world, it is believed that an independent organization can, by working closely with other national Jewish organizations, advance the Commission's goals most effectively.

The Council will serve as an advocate for Jewish education. It will work toward bridging communities and the national organizations, while focusing resources on Jewish education. It will seek new sources of Jewish educators, and will initiate specific proposals to implement the recommendations of the Commission.

It is envisioned that the Council will have a Board of approximately twenty, representing scholars, educators, communal leaders, and private foundations. It will have a Senior Policy Advisory group and a group of Fellows, whose purpose will be to conceptualize and implement ideas through the lead communities. The Council will have a membership organization comprised of current Commission members and other community leaders with a particular interest in Jewish education. This membership organization will meet annually, and will receive periodic communications on Council activities.

It was noted that the Council is being created within the structure of the Jewish community, and will strive to work cooperatively with the major national organizations. The Presidents of JESNA and JWB voiced their support for the creation of the Council, and spoke of their wish to cooperate closely in its activities.

VI. The meeting concluded with good and welfare comments, followed by an inspirational D'var Torah by Rabbi Isadore Twersky, Nathan Littauer Professor of Hebrew Literature and Philosophy and Director of the Center for Jewish Studies at Harvard University. MINUTES:

Senior Policy Advisors, Commission on Jewish Education

in North America

DATE:

February 15, 1990

DATE MINUTES ISSUED: March 2, 1990

PRESENT:

Morton L. Mandel, (Chair), David S. Ariel, Seymour Fox, Mark Gurvis, Annette Hochstein, Stephen H. Hoffman, Joseph Reimer, Arthur Rotman, Herman D. Stein, Jonathan Woocher, Henry L. Zucker, Virginia F. Levi (Sec'y)

GUEST:

David Finn

COPY TO:

Martin S. Kraar

I. Impressions of the February 14 Commission Meeting

There was general agreement that the meeting went well and that commissioners demonstrated a real investment in the Commission process. There was broad agreement with the elements of the report and a reiteration of support for the focus on enabling options.

It was noted that the following concerns remain:

- A. A sense that the Commission's recommendations remain too vague and general, and a desire for more specific recommendations.
- B. Tension between a desire for the final report to serve as an advocacy document laying out a broad agenda, and a preference for concrete, clearly delineated recommendations and steps for achieving them.
- C. Some concern with timing in light of the current financial focus on the needs of Soviet immigrants.
- D. Lack of clarity in the financial involvement of the facilitating mechanism in local community efforts.
- E. Lack of total agreement about whether the successor mechanism should be independent and over its role as a force for change and a catalyst for implementation. There was a general desire for more details on the mechanism, including the proposed size and scope of the mechanism.
- F. A need to fully define Jewish education -- to clarify that we mean to include the informal, as well as the formal.
- G. Uncertainty about how to address the programmatic areas, both in the final report and through the implementation mechanism.

II. Preparation of Final Report

David Finn spoke of his firm's role of translating what has been written into an important report, put in concrete terms.

It was agreed that it would be unrealistic to expect the final version of the report to be ready for a Commission meeting in June. It was suggested, however, that a draft could be ready to be mailed about June 1 and presented for approval at the June 12 meeting. Ideally, by the June meeting a first draft will have been reviewed and approved by Fox, Hochstein, Hoffman, and Zucker; a second draft will have been reviewed by senior policy advisors, and a third draft will have been sent to commissioners. Mr. Finn suggested that a more realistic time table could be developed toward the end of March.

It was suggested that the June meeting be the final formal meeting, at which the Finn draft will be presented to commissioners for feedback. This might be followed in the fall of 1990 by a press conference and celebration of the printed final report, possibly followed immediately by the first meeting of the board of the implementation mechanism.

In the time between the February and June Commission meetings, we will send to commissioners the research papers which have been produced for the Commission.

III. General Discussion

The question of whether or not to place the recommendations of the Commission in the context of a ten-year plan was discussed. It was suggested that the recommendations constitute an <u>approach</u> to Jewish education, not a plan, and that a specific time frame may create unrealistic expectations. It was suggested, however, that some milestone dates might be useful. It was concluded that it would be appropriate for Mr. Finn to help us to decide whether to write the final report in terms of a specific time frame.

In discussing the timing of issuance of the report in light of the current situation with Soviet emigration, it was agreed that it would indeed be appropriate to issue our report when it's ready. It will take some time for local communities to be ready to participate, and the sooner we begin to deal with the issues raised by the Commission, the sooner Jewish education can begin to benefit from the process.

We were reminded that the implementation mechanism will have access to funds which will have been set aside by individual funders for specific purposes. In addition, it will have a pool of discretionary funds and a core budget. One role of the mechanism will be to match ideas generated by local communities and national organizations with prospective donors.

IV. Research

The following approach will be taken to the review of research papers:

- A. Fox and Hochstein will review each paper and may ask the author to make revisions.
- B. When a paper has been approved by Fox and Hochstein, Gurvis will circulate it to senior policy advisors for their reactions.
 - 1. If all agree with the paper as submitted, it will be distributed to commissioners.
 - Minor disagreements will be discussed among Fox, Hochstein, and Gurvis, who will decide whether to recommend revisions to the author.
 - 3. Any major disagreements by senior policy advisors will be sent by Gurvis or Hochstein back to the author for possible revision of the paper.
- C. Gurvis and Hochstein will decide if people other than senior policy advisors should be asked to review specific papers.
- D. Selected papers will probably be published as a supplement to the Commission's report.

V. Outreach and Public Relations

It was agreed that no additional groups would be involved in outreach until after the June Commission meeting. We will try to respond to communities which press us for input to their local processes, but will not seek additional meetings with communities. One possible exception: Zucker will consult with John Colman on the desirability of a meeting with Chicago before June.

Assignment

It was noted that Philadelphia, Boston, Toronto, and Metro West New Jersey are undertaking local efforts to improve Jewish education. These are communities with which the implementation mechanism should be in touch.

VI. <u>Introduction of Mandel Institute for the Advancement and Development of Jewish Education</u>

Mr. Mandel reported that the Mandel Associated Foundations have been considering how to impact Jewish education issues worldwide. An organization is being formed, with an international board of directors, to consider this further.

MINUTES: Commission Staff Teleconference

DATE OF MEETING: April 12, 1990

DATE MINUTES ISSUED: April 19, 1990

IN CLEVELAND: Mark Gurvis, Stephen H. Hoffman, Virginia F. Levi,

Morton L. Mandel, Henry L. Zucker

IN ISRAEL: Seymour Fox, Annette Hochstein

I. Plans for the IJE

It was suggested that the board of the implementation mechanism include 18 members, as follows: 10 potential funders, 4 national figures with strengths in process, and 4 educators. This scenario raises questions about the role of the seminary heads, among others. It provides an opportunity to involve new players in this field, if desired.

It was suggested that the IJE board be supplemented by a group of senior policy advisors with expertise in community organization. Membership might include Kraar, Schiff, and Stein, for example.

A body of IJE Fellows might also be created to provide an intellectual foundation and a core of people on which to draw for the implementation of projects. Possible members might include Ariel, Elkin, Ackerman, Fineman-Nemser, Holtz, and Pekarsky.

Still to be answered are questions about the identity of actual funders and IJE staff. We must also decide how fast to proceed and when to begin inviting people to participate. Do we have the authority to proceed?

In the discussion that followed, it was suggested that the Commission be disbanded at some date and be replaced by a new entity to include the active commissioners and others we might wish to add. This group would be kept informed of IJE developments periodically, would meet annually, and would provide a source of feedback. Staff would be in touch with members as is now being done with commissioners.

In discussing a schedule for implementation, it was noted that concrete steps must wait until the IJE board has been formed. It is intended that the board be actively involved in plans for implementation. It was noted, further, that this approach should have no effect on the conclusions and recommendations expressed in the Commission's final report. It will be the board's responsibility to prioritize the recommendations and spell out criteria for proceeding.

II. Final Report

An outline of the report was distributed. (See Exhibit A) It was reported that chapter two has been submitted to Fox-Hochstein and will soon be returned with corrections. It will be sent to this group for general reaction to Finn's writing style.

A question was raised about the desirability of quoting commissioners in the report. While these quotes are one means of introducing both the commissioners and some central ideas, it was suggested that unless we quote everyone, it might be better to quote no one than to risk offending some. Where quotes seem necessary, it might be best not to attribute them, but to state "as one commissioner said," It was agreed that this question would remain open while staff review the Carnegie Report and its use of quotes.

It was suggested that the philosophical statement in the introduction to the report might flow directly from the Fox-Scheffler paper. It was reported that SF is working to get a statement from Twersky defining an educated Jew.

The following tentative schedule was put forward: It is anticipated that four of the five chapters of the report should be ready to send to senior policy advisors by early May and that suggestions and reactions can be incorporated in time to send a draft to commissioners by the end of May. This timetable would allow for a Commission meeting on June 12, as presently scheduled.

III. Status of Research Reports

- A. Ackerman's paper on the structure of Jewish education is in the hands of senior policy advisors, many of whom have submitted their comments. It is anticipated that this paper should be ready for publication before the end of April.
- B. Aron's paper on the Los Angeles teacher census is in the hands of senior policy advisors. It appears that the data will be useful to the implementation mechanism, but that this paper will not need to be published.
- C. Aron's paper on professionalization should be ready to send to commissioners within the next few days.
- D. Davidson is working on a final draft of his paper on preparation of Jewish educators. We should have it in publishable form by April 20.
- E. It has been agreed that Fox's and Zucker's papers are complete, but will not be published at this time.

- F. Reimer's paper on the synagogue as context is due on April 20.
- G. Reisman's paper on informal education is in the hands of senior policy advisors. It appears that some major revisions are in order. MG will send policy advisor comments to Reisman.
- H. The Scheffler/Fox paper on the relationship of Jewish education to Jewish continuity is nearing completion and should arrive shortly.

IV. Update on Funding

It was reported that while MLM is on the west coast later in April, he will talk with the Weinbergs, representatives of the Koret Foundation and the Swig family, and possibly Mark Lainer. Meetings are currently being scheduled to take place in May with representatives of Revson, Avi Chai, Riklis, Cummings, and Scheuer. In addition, ELZ is working on arrangements to meet with Hirschhorn.

SF has been in touch with the Meltons and believes that they are a potential source of support. It was suggested that SF join MLM in meeting with them during SF's next trip to the U.S. In the interim, SF will determine whether Mrs. Melton would be comfortable joining the IJE board.

It was suggested that HLZ plan to talk with Maurice Corson about the likelihood of a Wexner set-aside of funds to help implement Commission recommendations. Wexner interests in recruitment and training would lend themselves to this approach.

It was suggested that a meeting be set up with Arnow and his parents to test their interest in funding.

V. Next Meeting

The meeting of senior policy advisors originally scheduled for April 22 was cancelled. It was suggested that this meeting be rescheduled for either Thursday, May 3 or Sunday, May 6 in Cleveland, depending on when Finn can be ready with the final report. SF will let HLZ know by April 18 which is the preferable date. VFL will ask policy advisors to hold both dates.

An interview schedule to be used in communication with commissioners should be ready for review at that meeting.

THE COMMISSION ON JEWISH EDUCATION

REPORT OUTLINE

I. Introduction

- A. What is an educated Jew -- basic philosophical statement
- B. A perspective on current environment in Jewish education in U.S. and why reached crisis stage

II. Purpose and history of the Commission

- A. How and why it was founded
- B. Unique features of Commission
- C. Who the commissioners and advisors are
- D. What the goals of the Commission are
- E. How it is funded
- F. When and where it met
- G. Commitment to create ongoing program

III. History of Jewish education

- A. Some background on Jewish education in the U.S.
- B. Analysis of what's wrong with Jewish education in U.S. today
- C. Research findings indicating state of crisis
- D. Relationship between education and continuity
- E. Examples of some successful programs i.e. Mexico, Pasadena, Melton Center
- F. Local commissions -- i.e. Cleveland

IV. Recommendations of the Commission

- A. Conclusions & plan (26 items)
- B. Personnel, funding, etc.
- C. Creation of Institute for the Advancement of Jewish Education (final name to be determined)
- D. Description of "lead communities" concept, how they will be chosen and how they will function
- E. Why plan will work

V. Glimpses of the Future

- A. How lead communities will affect whole Jewish community
- B. What Jewish education as a whole can be in future

MINUTES: Senior Policy Advisors Teleconference

DATE OF MEETING: May 11, 1990

DATE MINUTES ISSUED: May 11, 1990

IN CLEVELAND: Mark Gurvis, Stephen H. Hoffman, Virginia F. Levi

(Sec'y), Herman Stein, Henry L. Zucker

IN JERUSALEM: Seymour Fox, Annette Hochstein

IN NEW YORK: Marty Kraar, Joseph Reimer, Arthur Rotman,

Jonathan Woocher

COPIES TO: David Ariel, Morton L. Mandel

I. Status of Final Report and Plans for June 12 Commission Meeting

A. Status of Report

It was reported that chapter 2 is being redrafted on the basis of comments by senior policy advisors and that revisions have begun of chapter 3. (Policy advisors were asked to submit any additional comments on chapter 3 directly to SF and AH.) Work is now in process on drafting chapters 4 and 5 for submission to senior policy advisors by May 25. Chapter 1, a brief philosophical statement and chapter 6, concluding remarks, are still to be drafted and will be available for senior policy advisors on June 4. Chapters 2 through 5 should be ready to mail to commissioners on June 4.

B. Plans for June 12 Commission Meeting

The discussion that followed focused on whether to proceed with arrangements for a Commission meeting on June 12, in light of this timetable. Arguments for postponement are that (1) the report which will be available for issuance to commissioners on June 4 will not be of the writing quality we seek in the final product and, (2) the timing of mailing will make it virtually impossible for key parts of the report to be discussed with key commissioners before the June meeting.

Arguments for proceeding with the meeting on June 12 include (1) concern that momentum will be lost if the meeting is postponed, (2) that finding another date during the summer will be difficult, and (3) the desire to gain approval for proceeding with the development of the implementation mechanism. It was suggested that the eloquence of the draft report is less essential than the importance of moving the process along.

In further discussion it was suggested that if commissioners have at least an outline of the entire report, with extensive drafts of those parts of the report that are available, it should be possible to obtain the Commission's authorization to complete and issue the report. If it appears that significant concerns remain at the conclusion of the meeting, a small committee of commissioners might be established to serve as an editorial board to work with the authors of the final report. The report would be rewritten in more eloquent prose for publication and presentation at a celebratory event to be scheduled for October.

It was noted that a portion of the Commission meeting should be devoted to presenting plans for the implementation mechanism and for future funding. SHH and HLZ were asked whether postponing the meeting until August would make any real difference in the status of these areas. It was suggested that we have encouraging prospects to report in June.

It was concluded that, assuming a good attendance on June 12, the meeting should proceed as scheduled. At that time we should be prepared to indicate to commissioners what the complete report will contain, including all recommendations. It was suggested that funders be invited to meet before or following the meeting to discuss potential support for the implementation mechanism and to solicit their involvement on the Board.

Following the meeting it was concluded that the June 12 Commission meeting would be scheduled for 10:00~a.m. to 3:00~or~3:30~p.m. (at the latest) and that the decision to hold a meeting of funders would be postponed for further discussion with MLM.

C. Commissioner Interviews

It was suggested that interviews be scheduled and held with commissioners, to take place as soon as possible. Interviewers should plan to discuss the format of the meeting and to present the general approach of the final report. They should make clear that the document will not be in final form, but that it is hoped it can be approved for final editing at this meeting. An update on the status of the implementation mechanism and fundraising can be made. It may also be useful to review the recommendations which were discussed at the February meeting. In addition, commissioners should be asked about attendance plans and should be strongly encouraged to attend the meeting on June 12.

The proposed interview assignments were reviewed and slightly revised as indicated in Exhibit A, attached.

Interviewers are asked to report the outcomes of these meetings to VFL as quickly as possible.

EXHIBIT A 5/11/90

Commissioner Interview Assignments

Sr. Policy Advisor/Staff Commissioner

Seymour Fox Mona Ackerman

Charles Bronfman

Eli Evans

Alfred Gottschalk David Hirschhorn

Sara Lee

Seymour Martin Lipset

Isadore Twersky

Mark Gurvis Charles Ranter

Annette Hochstein David Arnow

Henry Koschitzky

Norman Lamm

Haskel Lookstein Robert Loup

Robert Loup Morton Mandel Matchew Maryles Florence Melton Esther Leah Ritz Ismar Schorsch Peggy Tishman

Stephen Hoffman Ronald Appleby

Max Fisher Robert Hiller

Joseph Reimer Jack Bieler

Josh Elkin Arthur Green Carol Ingall Mark Lainer Alvin Schiff Lionel Schipper 5/11/90 Page 2

Sr. Policy Advisor/Staff Commissioner

Arthur Rotman Stuart Eizenstat

Donald Mintz Daniel Shapiro

Alvin Schiff Joseph Gruss

Jonathan Woocher Mandell Berman

Maurice Corson David Dubin Irving Greenberg Lester Pollack

Lester Pollack Harriet Rosenthal Bennett Yanowitz

Henry Zucker John Colman Lester Crown

OUTREACH STRATEGIES FOR FORMAL AND INFORMAL EDUCATORS

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

A comprehensive outreach plan for the Commission on Jewish Education in North America includes communication with organizations in both the "formal" and the "informal" spheres. The informal sphere includes Jewish community centers, federations, B'nai Brith Hillel organizations, summer camps and denominational youth organizations (NFTY, USY, NCSY, etc). The formal educational sphere is comprised of educational organizations: academic institutions, central agencies for Jewish education, denominational educational bodies (often corresponding to denominational youth organizations), and Jewish educator organizations (such as CAJE).

Such comprehensive outreach involves direct contact (meetings and specialized communications) with these key educational constituencies. These contacts have two major goals:

- 1. To interpret the work of the Commission to important individuals and groups who will play a role in the implementation of changes growing out of the Commission's work.
- To gather input from these constituencies which can inform the Commission's thinking and enhance the quality and applicability of its recommendations.

It is proposed that contact with the sphere of "informal" educators be accomplished with a written communication or newsletter which would provide updates on the work of the Commission to the targeted groups. Such a publication would appear regularly during the work of the Commission, and would generally follow the format of the Kiplinger letter (which is attached). The newsletter would be primarily a summary of the workings of the Commission immediately prior to the publication date and a forecast of things to come. There should be a limited number of photographs, sketches or graphs, about one per page, no more than about three inches by two inches. The number of pictorials should be limited to maintain the publication's appearance as a newsletter.

The newsletter should appear once within three weeks after each Commission meeting, primarily as a recap of the preceding meeting; and then once again about halfway between the meetings, primarily as a forecast of the questions and issues to be considered at the next Commission meeting.

JWB has successfully developed a publication along these lines, called the JWBriefing for Center Presidents (also attached). However, its audience goes beyond Center Presidents. Experience has shown that, because the format is limited to two pages, the newsletter is pulled out of the pile of mail that normally accumulates at each decision-maker's desk for a "quick read." Most mail, as we know, is consigned to the "when I have time" pile, which means, in effect, that it is never seen. The Commission

newsletter should be limited to two pages or, on occasion when there is a great deal of information to be conveyed, perhaps four pages.

The mailing list for this newsletter, encompassing the various target groups, would probably be comprised of about 5,000 individuals. The preparation of an appropriate list is crucial and would require significant staff time in advance of the first issue.

The "formal" Jewish education organizations must be engaged by more direct means in the Commission process. Two kinds of communication appear to be broadly useful in this regard:

 Invitational group meetings with the lay and professional heads of such organizations for purposes of briefing and gathering of feedback on Commission developments. Three such meetings would encompass the vast majority of organizations (listed in the Appendix) which comprise this category.

An initial round of meetings could be convened this Winter-Spring, with the possibility of additional meetings in the future. One or more Commission members and a high level staff member should meet with the group to present a first-hand account of the Commission's deliberations thus far, and to pose specific questions on some of the issues which have been identified as important for the next phase of the Commission's deliberations. (For example: What do the educator organizations see as priorities in the personnel area? How do the denominational commissions and education departments perceive the role of the ideological movements in providing leadership for Jewish education? What potential do the youth movements see for expanding participation in their programs and how might this be achieved?)

These meetings would fit well into the model of information gathering discussed at the last meeting of Commission Senior Policy Advisors. They would be supplemented by the mailing of reading materials to a wider circle of organizational leaders (as discussed above), and by a standing invitation for the organizations to submit written input to the Commission at any time.

 Specific approaches to a limited number of key organizations, both for the purpose of soliciting input and to insure their feeling of involvement in the Commission process.

Organizations which might merit this special attention are: CAJE (the Coalition for the Advancement of Jewish Education), the Association of Institutions of Higher Learning for Jewish Education, and the Bureau Directors Fellowship.

For each of these organizations, both special meetings and a special request for oral or written input should be arranged. Between now and rhe end of June, all three of these organizations will hold regular meetings at which one or more Commission members and staff could appear. In

addition, each of these organizations could be invited to submit "testimony" to the Commission, either on the full range of issues which will be dealt with on one or more specific topics (e.g., training models for the AIHLJE, or the situation of teachers for CAJE). Depending on how the Commission's work is organized, such "testimony" could come in the form of written documents, presentations at a Committee or sub-group meeting, or both. These organizations might also be asked to review and comment on other materials (such as drafts of reports or proposals) prepared by and for the Commission.

Since the CAJE conference in August 1989 will bring together the largest number of Jewish educators and education advocates of any North American gathering this year, it may be valuable for the Commission to have a presence at that conference. This could come in the form of an open briefing session on the Commission itself, a series of sessions on specific topics of interest to the Commission at that point in its work, plus written materials available for distribution.

There are, in addition, three other events during the next six months where a Commission presence (via newsletter distribution, staff or member representation, and some combination of public and/or private meetings) would be useful:

- The Midwest Regional Leadership Conference on Jewish Education, sponsored by JESNA and Federations and Central Agencies in the region. <u>March 5-6 in Chicago</u>.
- 2. The JWB Special Convention, April 7-9 in New York.
- 3. The Conference of Jewish Communal Service Annual Meeting, June 4-7 in Boca Raton.

As the Commission's directions and activities take further shape, other groups and organizations may become more relevant to its work (e.g., the association of early childhood educators, the network for research in Jewish education). Contacts with these constituencies can be developed as needed.

To carry out the program of outreach envisioned here, it is clear that some staff resources will need to be allocated for this purpose. JWB and JESNA can be helpful in identifying contacts, and should participate in the meetings with the several constituencies. However, Commission staff will need to assume responsibility for the administrative and logistical tasks involved in sending out briefings and any other special written communications, and in setting up the various meetings envisioned here.

Note: This paper represents a synthesis of two papers submitted to the Commission by Arthur Rotman of JWB and Jonathan Woocher of JESNA.

COMMISSION ON JEWISH EDUCATION IN NORTE AMERICA

Communications Strategy

PROPOSAL

ARCHLVES

Prepared by: Paula Berman Cohen

Submitted: January, 1989

The purpose of developing a communications strategy for the Commission on Jewish Education in North America (CJENA) is to assure a consistent, coordinated and effective means of informing and cultivating the Commission's target audiences.

II. BENEFITS

There are many benefits of a planned, strategic approach to communications and public relations. Anticipating the information needs of target audiences and designing the frame—work for collecting and disseminating such information not only maximizes financial and staff resources, but also promotes continuity in the look, messages, and tone of all CJENA communications. In a planned approach in which the Foundation serves as the clearing—house for all CJENA—related information, copy approval and editorial control remain centralized.

III. ENVIRONMENT

A. Phases

It is projected that CJENA will exist for a specified period of time--perhaps 12-18 months--during which program options will be identified and developed.

B. Major Audiences

A cursory review of background materials suggest potential major audiences for CJENA information. Starting from the closest constituents (FAMILY) and broadening to the largest possible populations (UNIVERSE), as in a pyramid model, four major categories may be defined:

 <u>FAMILY</u> Commissioners, Program Chairs, Policy Advisors, Partners, and Staff

- NATIONAL ASSOCIATIONS, Organizations, Federations representing formal and informal educational settings
- AFFILIATED AGENCIES regional and local affiliates
- UNIVERSE Community-At-Large (Jewish & Non-Jewish).

IV. COMMUNICATIONS PROGRAM

A. Development (Steps to Design)

Analysis of these major audiences is the next step in assessing specific needs for communications vehicles and public relations activities, their design, target audience(s), frequency, contents, and article structure. The research conducted to determine these factors involves many steps, including:

- Review information already developed for and collected by CJENA
- Identify established forms of communications (i.e. newsletters, bulletins, special events)
- Analyze existing media (i.e. Jewish newspapers, television or radio programs--particularly in demonstration communities)
- Identify potential media opportunities
- Informally interview key representatives
 (i.e. selected Commissioners, Program Chairs, and Policy Advisors).

B. Objective

A well rounded communications program employs a variety of strategies to support a fundamental objective. It is multi-dimensional in that several methods and diverse activities could be instituted concurrently. Successful communications is cumulative; this multi-dimensional approach builds momentum provided each component underscores the fundamental objective. In the case of CJENA, a working objective for all public relations and communications activites might be:

To raise awareness, generate interest and enthusiasm, cultivate commitment and ownership among specific target audiences, through a program of activities specifically tailored to promote the goals of CJENA and assure successful outcomes of CJENA program recommendations.

C. Methods

There are several methods of communications which might be appropriate for the CJENA communications program, although their priority ranking would vary as the Commission moves through different phases. These include:

- PUBLICATIONS: printed materials produced on a regular or ad hoc basis, projecting a consistent, professional image.
- MEDIA: identifying CJENA events or developments which would interest the media.
- DIRECT MAIL: broad-based mail campaign to enlist support--philanthropic, in-kind, volunteer--of community-at-large.
- ADVERTISING: paid promotional campaign used to communicate specific information, enhance image or build goodwill among broadest, and usually most difficult to reach, populations.
- SPECIAL EVENTS: CJENA-sponsored activities or invitational presentations by CJENA representative for the purpose of cultivating interest and goodwill.

D. Activities

Within these methods, specific activities can be designed and initiated in accordance with the information acquired through initial market research. The menu of activities could include, but is not limited to the following:

Memoranda Series

One-page, 2-side bulletin format containing timedated information for audiences most closely involved in Commission activities and decisions.

Newsletters

Four-page, magazine format communicating events or developments to selected audiences.

Report

Annual Report format containing conclusions or outcomes.

Press Releases, Descriptive Articles, Public Service Announcements

Developed around specific topics, and distributed on an ongoing basis or in conjunction with CJENA events and developments.

Information Kits

Collection of materials which would assist media, national associations or affiliated agencies in developing articles or other promotion. Contents could include: CJENA Facts Sheet, Leadership Roster, Biographical Sketch on selected leadership, program and project description, quotations, photographs.

Clippings File

Photocopied collection of press coverage on CJENA and related activities.

Conventions, Conferences, or Annual Meetings of Selected Organizations

Solicit invitations for Commissioners to present keynote address or otherwise participate on agenda at major meetings.

Space Advertising

Visual and text themes to promote CJENA objectives among community-at-large.

Posters

Display/poster format of space advertisements distributed to selected locations—work place, place of worship, academic institutions, or recreation sites.

V. IMPLEMENTATION

The implementation of a communications and public relations program of this scope requires meticulous coordination and cooperation among primary audiences. It involves many stages, including:

- Research audiences
- Conceptualize program design
- Develop program structure--activities, budget, timetable, responsibility/authority
- Select and manage suppliers.

VI. RECOMMENDATION

The dynamic character of the Commission on Jewish Education in North America makes pinpointing the precise communications needs and public relations objectives at the outset very difficult. However, anticipation and projection of specific events or outcomes, as well as the audiences involved, will result in a design which provides both structure and flexibility.

A productive approach for CJENA would be to conceive the communications program as a two-phase strategy. The Commission's focus in Phase I is on planning and developing a structure of programs and projects. The communications need to be directed to those audiences closest to these activities and decisions. In Phase II the attention and leadership responsibilities turn to design and implementation of specific programs and projects. Here, success depends on the support and participation of a broad constituency; and, the communications need to reach well into the community-at-large.

Certain activities, such as the Annual Report, act as a 'hinge' which bridge the transformation from Phase I to Phase II. It provides the joint opportunity to summarize the work done by the Commission, and to activate program and project implementation by inviting the broader community into participation.

OCTOBER 4, 1988

CASE STUDIES OF OUTSTANDING PROGRAMS IN JEWISH EDUCATION

DRAFT PROPOSAL

It is proposed that the Commission undertake to prepare and publish a volume of "Case Studies in Jewish Education". The project would entail seeking out examples of outstanding education programs and offer them as cases from which to learn, from which to draw encouragement, and, when relevant, as examples to replicate.

The final product will be published for distribution amongst community leaders and educators.

It is anticipated that the effects of this endeavour will include:

- * to illustrate programs in areas of relevance to the work of the Commission
- * to help raise the morale of the field by recognizing, describing and crediting valuable achievements
- to encourage quality endeavours
- * to raise expectations as to what can be done in Jewish Education.

THE PROCESS

- 1. A steering group should be set up to guide the enterprise. Members of this steering group should include (not mutually exclusive):
- a. Commissioners
- b. People with the methodological know-how to guide such an endeavour
- c. People well acquainted with the field.

[It may be difficult - though important - to avoid pressures to offer a selection of cases that is "balanced" to represent interest groups. This should be borne in mind when deciding on the composition of the steering group].

The "Case Studies" process will include the following elements:

- 1. Identify outstanding programs (should we make a public call for "nominations"? Use professional and communal channels to help identify the appropriate programs? Use staff and consultants and their networks?)
- 2. Define criteria for selection;
- 3. Define short-cut methods of assessment (How much evaluation should be done to ensure validity of information? should a team be charged with site visits? Should professionals be asked to do site-visits? Etc...).
- 4. Define guidelines for case-descriptions;
- 5. Set up a screening and selection process
- 6. Do the actual work
- 7. Write, edit, present, publish, distribute.



TO: Arthur J. Naparstek	FROM: Henry L. Zucker	DATE: 9/19/88
DEPARTMENT/PLANT LOCATION	DEPARTMENT /PLAN 137 LICE	REPLYING TO YOUR MEMO OF:

SUBJECT:

A few thoughts about priorities for the Commission:

The number of topics which are potential sources of treatment by the Commission is so vast that a practical approach by the Commission necessitates zeroing in on the key issues. We can tip our hats to the others so that people see that we haven't overlooked them. I would see our Commission report organized in something of the following fashion:

- A first section to describe the current condition of formal and informal Jewish education in historical perspective, and to produce case examples of successes, stating what are the common elements in successes and the chief causes of failures. This section should wind up with our vision of the field of Jewish education in the year 2000.
- 2. The second section would be a comprehensive discussion of the personnel situation, personnel being the key to improvement of the field. This section would discuss the shortage of personnel, the relatively low quality, the need to develop a career line to attract and keep qualified personnel, our aspiration to create a profession of teaching in Jewish schools, the training centers, and a statement of what is needed to attract and hold personnel. In general, we would tell American Jewry what is the condition of Jewish education personnel and what must be done to improve it.
- 3. The third section would discuss community aspects of the problem. How are we organized now to promote Jewish education? What changes are needed? How can we bring the very top lay leadership into the field? How to make certain that the Jewish community accepts the prime importance of Jewish education? What funds are needed and what are the sources of these funds. What responsibility will the Commission take to carry this message to the sources of funding?
- 4. The fourth section would make it clear that the Commission cannot treat all the important subjects relating to Jewish education. Possibly we should list those subjects worth studying in the post-Commission period, maybe with a brief description of the current situation and the nature of a study which would be helpful. This would partially be a reprise of the first



section which makes it clear that the Commission has selected the universal problems for discussion and action (personnel, community responsibility) and that such other important issues as curriculum, how to teach, judging

between day schools and afternoon and Sunday schools, judging the relative importance of concentrating on specific age groups, etc. are subjects very definitely worth study and action, but belonging to other forums.

If we can agree soon on the general thrust of our eventual Commission report, it should help us to assign the preparation of the initial reports to the appropriate consultants, and to avoid a lot of unnecessary work in areas we have decided lie outside of our work.

 \llbracket



TO:	Arthur J. Naparstek	FROM: Henry L. Zucker /	DATE: 9/20/88
OE PA	RTMENT/PLANT LOCATION	DEPARTMENT/PLANT LOCKALE	REPLYING TO YOUR MEMO OF:

SUBJECT:

Should we add one more section to our projected final report of the Commission, namely a discussion of the day school movement and the supplementary school, (or as Reimer calls it, the congregational school)? This would be an analysis of the current situation in each area, giving it historical perspective, and projecting developments in the next 5-10 years. Here is a good place to tell of the success stories, what works, what doesn't work. A statesman-like section on this subject would be very encouraging for both advocates of the day school and the advocates of the supplementary school, provided that the positive possibilities are emphasized.



LIAISON BETWEEN THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA AND EDUCATIONAL CONSTITUENCIES

In order to develop a climate in which the recommendations of the Commission on Jewish Education in North America will receive maximal visibility and support within the Jewish education community, it will be helpful to maintain ongoing contact with several constituencies. Although most, if not all, of the relevant groups are represented on the Commission itself, some type of liaison with their own "official" bodies should be established.

The following are some ideas for carrying out these relationships with groups and agencies involved primarily in the formal educational arena:

Groups:

- Academic institutions currently involved in training Jewish educators
 — organization: Association of Institutions of Higher Learning for Jewish Education
- Central agencies of Jewish education (Bureaus) -- <u>organization</u>: Bureau Directors Fellowship
- 3. Denominational educational bodies -- <u>organizations</u>: United Synagogue of America, Commission on Jewish Education (Conservative); Union of American Hebrew Congregations, Commission on Jewish Education (Reform); Yeshiva University, National Commission on Toroh Education (Centrist Orthodox), Torah Umesorah -- National Society of Hebrew Day Schools (Orthodox)
- 4. Jewish educators <u>organizations</u>: Jewish Educators Assembly (Conservative); National Assocciation of Temple Educators (Reform); Educators Council of America (Orthodox); Council for Jewish Education (inter-denominational, communal); Coalition for the Advancement of Jewish Education (inter-denominational)

Possible Approaches:

- 1. A letter to the presidents/chairs and directors of these organizations from Mort Mandel outlining the mission and composition of the Commission, steps taken thus far, plans for maintaining contact with their organization, and inviting any input they may wish to provide at this point.
- 2. An initial round of meetings or phone conversations between Art Naparstek and representatives (the lay and/or professional head) of the several organizations to brief tham and "welcome" them to the process. This could be done individually or in groups (e.g., directors of all of the denominational commissions together).
- 3. Designation of a member of the policy advisory group and/or staff to serve as liaison to each of the groups. This has already been done in the case of the AIHLJE (David Ariel) and BDF (Jonathan Woocher).

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The liaison will be responsible for maintaining informal contacts with the organization's leadership.

- 4. Sending to each organization, after Commission meetings, an update letter summarizing the state of the deliberations. This letter could highlight issues being addressed, invite input on specific points, and generally give these groups a feeling that they are "tuned in" in a special fashion.
- 5. At an appropriate point in the process prior to the publication of the Commission report, a follow-up meeting or conversation between Art Naparstek and the organizational leadership to "preview" the Commission's findings and recommendations. (Presumably, this would be done with a variety of other key constituencies as well).
- 6. Should any type of group be set up later in the process to consider specifically issues of implementation, representation (either formal or <u>ad personam</u>) from these organizations might be considered.





B 15 EAST 28th STREET - NEW YORK, N.Y. 10010-1579

Re: Jewish Education in Informal Settings Organizations

1. BBYO

Sid Clearfield

2. UAHC

- NFTY

- Camps

- Israel

Rabbi Ramie Arian

Paul Reichenbach/Rabbi Allan Smith

Paul Reichenbach

3. USY

Rabbi Paul Friedman

4. NCSY

Rafi Butler

5. Brandeis/Barden

6. AZYF

Ruth Kastner Amos Lehman

7. Ramah / JTS

8. Young Judea (Tel Yehudah)

9. JWB / JCC

10. CAJE

Elliot Spack

11. Hillel

Annette Hochstein explained one idea currently under review to establish a Jewish education computer network for the exchange of ideas worldwide. Jon Woocher volunteered to consult on the project based on his experience and involvement with an already existing system.

VII. Future Meetings

A meeting of the senior policy advisors was set for <u>Sunday</u>, <u>April 22</u>, <u>10:30 a.m. - 3:30 p.m. at the Sheraton Hopkins Airport</u>, <u>Cleveland</u>.

Senior policy advisors are reminded of the following meetings:

- A. Monday, June 11, 1990--JWB--Planning Meeting--1:30 5:00 p.m.
- B. Tuesday, June 12, 1990--American Jewish Committee, New York--Commission Meeting--hours to be determined.
- C. Wednesday, June 13, 1990--JWB--Post-Commission Meeting--8:30 a.m. 12 noon.

MINUTES

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA FEBRUARY 14, 1990

AT UJA/FEDERATION OF JEWISH PHILANTHROPIES NEW YORK CITY

9:30 a.m. - 5:00 p.m.

<u>Attendance</u>

Commissioners:

Morton L. Mandel, Chair, David Arnow, Jack Bieler, John Colman, Maurice Corson, Joshua Elkin, Eli Evans, Alfred Gottschalk, Arthur Green, Irving Greenberg, Robert Hiller, David Hirschhorn, Carol Ingall, Mark Lainer, Norman Lamm, Sara Lee, Haskel Lookstein, Matthew Maryles, Lester Pollack, Charles Ratner, Esther Leah Ritz, Harriet Rosenthal, Alvin Schiff, Ismar Schorsch, Daniel Shapiro, Isadore Twersky,

Bennett Yanowitz

Policy Advisors

and Staff:

David Ariel, Seymour Fox, Mark Gurvis, Annette Hochstein, Stephen Hoffman, Martin Kraar, Virginia Levi, Joseph Reimer, Arthur Rotman, Herman Stein, Jonathan Woocher,

Henry Zucker

Guests:

Robert Abramson, Susan Crown, David Finn, Kathleen Hat,

Robert Hirt

I. Introductory Remarks

Mr. Mandel called the meeting to order at 9:40 a.m. He welcomed participants and introduced first-time attendees and guests: Rabbi Robert Abramson, Director of United Synagogue Commission on Jewish Education; David Finn, Partner in Ruder & Finn, the firm assisting in editing the Commission's final report; Dr. Robert Hirt, Vice President for Administration and Professional Education at the Rabbi Isaac Elchanan Theological Seminary of Yeshiva University.

The Chair noted that this Commission had been convened on the assumption that the time was right to address the concerns of the North American Jewish community for Jewish continuity and Jewish education. Could we convene a high-powered, pluralistic group, which could agree on a common basic agenda for Jewish education in North America?

We have learned that the answer is yes! Commissioners have agreed on two major priorities: addressing critical personnel needs and enhancing the role of community and financial leadership in support of Jewish education. It is now felt that this Commission may be able to make a difference by identifying these central issues, and causing steps to be taken to bring about important change in these areas.

The purpose of today's meeting was to elicit commissioners' thoughts on the recommendations for action set forth in the background materials. These responses would then be factored into the Commission's recommendations and final report.

A systematic approach is being followed to reach out to interested "publics." Meetings have been held or are scheduled with federation leadership, the national Jewish press, leaders of denominational education groups, and with a number of communities seeking assistance as they focus on their own local education planning process. In addition, meetings have occurred with a variety of associations related to Jewish education and finally, with the leadership of JWB and JESNA.

A number of research papers have been commissioned as background to the Commission's work. These will be circulated to Commission members as they are completed. Raw data (not yet analyzed) from a recent Gallup poll suggests that the relationship of intermarriage to a declining commitment to Judaism may be even greater than previously thought.

Mr. Mandel concluded his remarks by noting that he is encouraged about the future of Jewish education in North America.

II. Vision for the Future -- The Commission's Recommendations

Annette Hochstein, consultant to the Commission, briefly summarized the proposed action plan.

- A. The plan contains four elements:
 - 1. Mobilizing the community for Jewish education.
 - 2. Building the profession of Jewish education in North America.
 - 3. Intervening in promising programmatic arenas.
 - 4. Establishing a research capability.
- B. The plan contains the following concrete recommendations:
 - 1. Involve top lay leadership in support for local Jewish education and identify both private and community sources of funding to support these efforts.
 - Facilitate various strategies for improving personnel, including development of training opportunities, recruitment of appropriate candidates, increasing salaries and benefits, and improving the status of the profession of Jewish education in North America.
 - 3. Establish a facilitating mechanism to implement the Commission's recommendations. This body, to be in place before the completion of the Commission's work, is seen as the catalyst to implementing the Commission's recommendations.

- 4. Develop a research capability for Jewish education in North America. There is a need to develop a broader knowledge base for Jewish education, including gathering data, and monitoring and evaluating programs which have been undertaken.
- 5. Develop criteria for, and identify and establish community action sites. The facilitating mechanism will work with local communities to identify needs and opportunities with respect to personnel and community leadership, and will help those communities begin to address those needs. The facilitating mechanism will help structure ways for other communities to implement the lessons learned in community action sites.
- 6. The Commission has identified a number of programmatic areas within the field of Jewish education which require further study and intervention. Initial studies have been undertaken of several of these areas. It is anticipated that the facilitating mechanism will continue to develop this agenda and to facilitate further work by local communities and a variety of Jewish education institutions. It will also serve as an "honest broker" between projects and potential funders.

III. General Discussion

Discussion of the proposed recommendations followed.

It was suggested that we must create an atmosphere in which Jewish education is a high priority. Our task is to increase the numbers and leadership quality of people committed to Jewish continuity. The enabling options--personnel and community--depend on each other. Jewish education is a value in itself and should be enhanced for itself rather than only for Jewish continuity.

A. Community

The following points were made regarding community leadership:

- 1. Community support is the over-arching enabling option, essential to allowing us to focus on personnel, and other objectives.
- 2. We must educate potential leadership to the importance of Jewish education for developing future generations of leaders.
- 3. The support of local lay leadership is necessary to improve standards and compensation for education personnel.
- 4. The report should clearly define community leadership to include scholars, educators, and rabbis, in addition to lay leadership. Educators, in particular, need to be involved at all levels.

- 5. In response to comments on the importance of forming coalitions of community organizations, the Cleveland approach to Jewish education was described as follows:
 - a. The Cleveland commission began by building coalitions among the bureau of Jewish education, the J.C.C., the local College of Jewish Studies, synagogues, and the Federation.
 - b. It determined that personnel and profession building were the keys to change. (Money alone could not accomplish the goals.)
 - c. The Commission decided to work toward elevation of salaries in day schools to match those in public schools, while working to build the profession with special incentives for teachers to participate in training opportunities.
 - d. It also established the Cleveland Fellows Program to prepare a small number of highly trained professionals to work within the community, raising the status of Jewish education.

B. Personnel

The following points were made with respect to personnel:

- Initial funding should be directed specifically toward personnel.
- 2. We should consider establishing national standards for salaries. Fringe benefit issues such as health insurance and retirement benefits might be handled nationally; a funding source might be identified to establish a benefit plan similar to the Teachers Insurance Annuity Association/College Retirement Equity Fund.
- 3. The average Jewish communal worker or religious school educator completes his schooling with a debt of \$50,000 to \$60,000 and a starting salary of \$18,000 to \$22,000. We must develop fellowship and scholarship support, plus partial or full debt forgiveness, to attract more capable people to the field.
- 4. The creation of more full-time positions depends in part on the professionalization of the field.
- 5. Problems of retention should be addressed in a variety of ways, including continuing education.

C. Mechanism for Implementation

In discussing the implementation mechanism, the following points were made:

- 1. There was wide agreement that an implementation mechanism is appropriate.
- Concern was expressed that we not establish "another bureaucracy." While some commissioners spoke in favor of incorporating the mechanism into an existing national organization, most argued for keeping it independent.
- 3. Helping to educate local leadership to the urgency of a national recruitment effort is also a responsibility of the implementation mechanism. It was suggested that funding might be available to support a national recruiting effort.

D. Report

The following suggestions were made regarding the Commission's final report:

- Begin with a description of the genesis of the Commission, including how commissioners were selected and why they accepted. Go on to list the Commission's accomplishments:

 (a) establishment of funding to enable us to begin to implement goals with respect to personnel and community,
 (b) establishment of an implementation mechanism, and
 (c) other projects which have already been accomplished. Conclude with a call to the North American Jewish community to join in these urgent efforts.
- 2. Clarify what is meant by Jewish education--that it includes the informal as well as the formal.
- 3. Capture the importance of involving the total community.
- 4. Focus on the need for excellence in Jewish education for its own sake, not just for Jewish survival.
- 5. Focus on a need for improvement or enhancement of Jewish education, rather than just change.
- 6. Take a positive approach to personnel, in addition to making the need for improvement clear. It is possible to include the many positive things happening in Jewish education today and the opportunities for qualified personnel now existing within the field.
- 7. Maintain a balance among the importance of teacher training, service delivery at the local level, and research and the training of professors of Jewish education.

- 8. Refer to literature on general education, which indicates that salaries alone are not the answer.
- 9. Address new technology.
- 10. Include projected costs for achieving various recommendations.
- 11. Serve as an advocacy document.
- 12. The issue of timing should be considered. The Commission's report will be released in the midst of efforts to fund the absorption of Soviet Jews. On the other hand, there will always be crises in the Jewish world, so the time to issue a report is when it is ready.
- 13. The use of a ten-year time frame was questioned. Do we need to do this? It would require the establishment of measurable goals and, therefore, might not be a good idea unless we are prepared to set such goals at this point in time.

IV. Reports of Discussion Groups

Discussion then continued in three separate groups. Each group was asked to discuss recommendations relating to the implementation mechanism and community action sites, and also to discuss one or more of the recommendations of the proposed report, as indicated below. Reports of these group discussions were later presented to the full Commission.

A. Group A--Research and the Programmatic Arenas--Eli Evans, Chair

Mr. Evans reported that the group recommended that this section of the final report should be rich, varied, and detailed. A study of best practices might provide a basis for treating the programmatic arenas. Group members encouraged a focus on preschoolers and early teens, with an important focus on involving the family. Others suggested a look at the later teenage years as an area not now receiving adequate attention. The role of research will be especially important as we learn how to assess and evaluate our impact on these programmatic areas.

B. Group B--Personnel--Sara Lee, Chair

Mrs. Lee reported that the group looked at the four assumptions presented in the background materials and suggested that these be placed in the context of the urgency to act now and of the goals to be achieved. The group found in-service education and training to be a high priority, noting that Jewish educators already on hand need an opportunity to grow and improve. It was suggested that the needs of Jewish educators be looked at comprehensively as we consider the kind of professional education current teachers need to meet the demands of the future. It was also suggested that salary and benefits be treated as incentives to encourage continuing commitment and quality.

There is a critical need for training Jewish education personnel. The group suggested that a cooperative effort be developed among colleges of Jewish studies, seminaries, and secular colleges and universities for this purpose.

Recruitment must be addressed immediately and comprehensively, and profession building, essential for effective recruitment, must be addressed simultaneously.

The group also discussed community action sites and the challenge of working with the many institutions and organizations which exist in any community. It suggested the importance of clarifying the goals of the community as an important first step.

Finally, the group questioned the use of a ten-year time frame as noted in the Commission's background report.

In addition, one member of the group suggested that people who devote their lives to Jewish education should be provided a free Jewish education for their children.

C. Group C--Community and Financing -- Morton L. Mandel, Chair

Mr. Mandel reported that this group believes that detailed planning is now called for to enable the recommendations to be implemented, and that the completion of the Commission's work is just the beginning of making an impact on Jewish education.

It is important that all segments of a community be included in the planning process. The report should urge federations to give leadership to seeing that the proper elements in a community are all convened to focus on Jewish education.

Community action sites should be distributed geographically and demographically. The group felt that a community action site could also be a "cut" into a community, e.g., a focus on the supplementary school. Top lay leadership of the community will play a critical role in the community process and must, therefore, be involved and committed, if a community action site is to be a successful project.

The facilitating mechanism is envisioned as an organization with a small, highly qualified staff, which would accomplish its goals largely by working through other organizations such as JWB, JESNA, CJF, the denominations, etc. It would play a facilitating and advocacy role rather than be a major service provider, and would also seek to ensure that an evaluation system is in place. Its primary purpose would be to help "energize the system."

D. Funding Possibilities

Mr. Mandel noted that over the long term, federations and community endowment funds are the most likely source of increased support. However, during the period in which federations step up to this challenge, it is anticipated that initial funding and some ongoing funding for implementation will come from private family foundations and endowment funds.

Mr. Mandel reported that he has been in touch with a few large family foundations about setting aside sums of money to support implementation of the Commission's recommendations. Three have already or will set aside \$5 million each over a period of 5 years for this purpose, subject to the individual foundation's control. Mr. Mandel noted that he is seeking a total of \$25 to \$30 million for early funding and believes that this will be attainable.

In addition, a few family foundations have agreed to assist in underwriting the facilitating mechanism. Some have expressed an interest in working through the mechanism to fund appropriate projects. Other potential funders will be convened in the months ahead for the purpose of discussing this funding further.

E. General Discussion

It was suggested that the facilitating mechanism should work closely with existing organizations. It should take the lead in involving local communities as extensively as possible, with an eye toward continuing implementation of the Commission's goals most effectively at the local level. The mechanism, as an independent body, should be able to work with a range of constituents. It should work closely with continental bodies, and the communities. It should serve as a catalyst.

Most commissioners saw the mechanism as a free-standing organization with its own board and its own source of funding.

It was suggested that the term "mechanism" may be too neutral. One commissioner suggested that it be described as a "force" to disseminate the message of the Commission. Another suggested that it be viewed as a vehicle to facilitate change by enhancing existing institutions. Its functions could include advocacy, standard setting, conducting research and evaluation, and perhaps establishing a national benefits program.

It was suggested that the final report should be written for supporters of the Commission's recommendations as well as for potential implementers. For both purposes, it should set high but realistic goals, should clearly state the steps we recommend to achieve those goals, and should indicate the Commission's readiness to promote financial backing to accomplish these goals. The report

should be very specific in describing the mechanism and should try to set a timetable for accomplishing its goals. The report should list its recommendations, and the actions to be taken, such as the establishment of the facilitating mechanism, of community action sites, and of an early availability of funds.

In summarizing, the Chair noted that many issues have been illuminated at this meeting which will require careful consideration in the weeks ahead. He noted that Stephen Hoffman, currently Executive Vice President of the Jewish Community Federation of Cleveland, has agreed to serve as interim director of the facilitating mechanism on a part-time basis, to help define that body, to help develop a governance process and board, and to begin to answer questions about its role relative to national and local bodies. He noted further that David Finn will assist in the process of writing a final report, translating the many views expressed into the final document. He noted, finally, that at the next meeting of the Commission, scheduled for Tuesday, June 12, 1990, commissioners will have an opportunity to discuss a draft of the final report, which will be mailed to the commissioners prior to the meeting.

V. <u>D'var Torah</u>

The meeting concluded with an inspirational D'var Torah delivered by Rabbi Haskel Lookstein, Principal of the Ramaz School and Rabbi of Congregation Kehilath Jeshurun.

MINUTES:

Senior Policy Advisors, Commission on Jewish Education

in North America

DATE:

January 23, 1990

DATE MINUTES ISSUED: February 2, 1990

PRESENT:

Morton L. Mandel, (Chair), David S. Ariel, Mark Gurvis, Stephen H. Hoffman, Joseph Reimer, Arthur Rotman, Herman D. Stein, Jonathan Woocher, Henry L. Zucker, Virginia F. Levi (Sec'y), Seymour Fox and Annette Hochstein by

Conference Telephone

COPY TO:

Martin S. Kraar

I. The minutes and assignments of December 6, 1989, were reviewed.

Il. Update on Public Relations and Outreach

A. Public Relations

It was reported that articles on the Commission have appeared recently in The New York Jewish Week, the Cleveland Jewish News, and JWB Circle and that an article is underway by the Washington D.C. newspaper. It was suggested that journalists be encouraged to refer to as many commissioners as possible, and that we approach the local Jewish newspaper of every commissioner to report on the Commission's work.

Assignment

MG will send copies of the articles to commissioners and will distribute the Cleveland Jewish News editorial to senior policy advisors.

It was reported that we are considering ways of making the final Commission meeting a public event. It was suggested that at that meeting there could be a display of articles which have appeared on the Commission.

It was suggested that the implementation mechanism consider distributing a newsletter periodically to keep interested people aware of its activities and of issues in Jewish education.

B. Outreach

- 1. Meetings have been scheduled with representatives of the Orthodox, Conservative, and Reform movements.
- David Ariel will represent the Commission at the February 11 meeting of the Association of Institutions of Higher Learning. It was agreed that he should share the background materials and appropriate research reports with that group.

Assignment

be articulated clearly, but left open for further discussion at the meeting of the Commission on February 14. VFL will send detailed notes of this review, along with senior policy advisors' written suggestions on style, to SF and AH.

VI. Progress Report on the Research Program

Following is a report on the status of each of the studies being undertaken for the Commission:

- A. The Relationship Between Jewish Education and Jewish Continuity (Scheffler and Fox)--in progress.
- B. Organizational Structure of Jewish Education in North America (Ackerman)--SF and AH will report on this on February 13.
- C. Community Organization for Jewish Education in North America: Leadership, Finance, and Structure (Zucker)--may be revised in light of the final report.
- D. Federation-led Community Planning for Jewish Education, Identity, and Continuity (J. Fox)--may be revised in light of the final report.
- E. The Synagogue as a Context for Jewish Education (Reimer) -- paper has been drafted and sent to both Cleveland and Jerusalem.
- F. Approaches to Training Personnel and Current Training Opportunities (Davidson)--paper has been drafted and sent to Jerusalem and Cleveland.
- G. Assessment of Jewish Education as a Profession (Aron)--paper has been completed and sent to senior policy advisors.
- H. Data Gathering, Analysis and Report on the Field of Jewish Education in North America (Aron)--paper has been completed and submitted to Jerusalem and will be used as a basis for a paper on the state of the field.
- Informal Jewish Education (Reisman) -- paper should be completed by 2/15/90.
- J. Gallup Poll--results have been submitted to Jerusalem and will be ready for discussion at a later date.
- K. CAJE recommendations based on meetings of December 4 and 5 in Cleveland--just received in Jerusalem. It is anticipated that this will provide some useful information for the final report.
- L. Analysis of personnel surveys conducted in North American cities (Aron) -- in process.

A question was raised about the process to be followed in reviewing and responding to research papers prior to their distribution to commissioners. This process will be developed by Commission staff and senior policy advisors will be notified how to proceed.

VII. Plans for Commission Meeting of February 14

A proposed agenda for the February 14 Commission meeting was reviewed and discussed.

A. Plenary Session 1

It was agreed that the meeting would open with a plenary session, which would begin with an opening statement reviewing the history, process and progress of the Commission followed by a presentation of where we are today and where we anticipate being in ten years. It was suggested that the recommendations incorporated in the background materials be reviewed in this session, followed by discussion by the entire group.

B. Group Discussions

It was suggested that the group be divided into four well-staffed panels. Each would be asked to discuss the implementation mechanism and community action sites. In addition, each would be assigned one of the following topics:

- 1. Community/Financing
- 2. Personnel
- 3. Research
- 4. Programmatic Arenas

C. Plenary Session 2

The meeting will conclude with a second plenary to include the following:

- 1. Reports of panels
- Discussion
- 3. Report on Commission research projects
- 4. Comments on the Commission report
- 5. Announcement of next meeting
- D. Haskel Lookstein will be asked to make concluding comments.

E. Attendance and Communication with Commissioners



- 1. It was suggested that commissioners unable to attend this meeting, who have been active in the past, should be visited following the meeting to keep them involved and to get their reactions to Commission recommendations.
- 2. It was noted that commissioners planning to attend the meeting of February 14, who have not been to previous meetings, should be carefully prepared. All agreed to meet with Jesselson. Commission staff will review the list of expected attendance to determine which other commissioners should be singled out for special treatment.

VIII. Plans for IJE Interim Direction

It was announced that Steve Hoffman has agreed to serve as interim director of the implementation mechanism. This will ensure that implementation can begin immediately, will enable us to move more quickly to involve federations in the implementation process, and will give us the time to develop an organization which will attract a top-notch permanent director. It was noted that this appointment is not to be made public prior to the meeting of February 14.

It was suggested that a small advisory group might be formed to work with SHH in developing ground rules and beginning to build the organization.

IX. Future Meetings

Senior policy advisors were reminded of the following meetings:

- A. Tuesday, February 13--JWB--Planning meeting--1:30 5:00 p.m.
- B. Wednesday, February 14--UJA/Federation--Commission meeting--9:00 a.m. to 5:00 p.m.
- C. Thursday, February 15--JWB--Post-Commission meeting--8:30 a.m. -12:00 noon.

In addition, it was announced that the final Commission meeting has been scheduled for Tuesday, June 12, 1990. Space has been reserved at the American Jewish Committee offices in New York. Senior policy advisors were asked to reserve Monday, June 11, and Wednesday, June 13, as well. The format for this final meeting will be discussed on February 15.

MINUTES: Senior Policy Advisors, Commission on Jewish Education

in North America

DATE: October 24, 1989

DATE MINUTES ISSUED: November 1, 1989

PRESENT: Morton L. Mandel, Chair, Seymour Fox, Mark Gurvis,

Annette Hochstein, Stephen H. Hoffman, Martin S. Kraar,

Ken Myers, Joseph Reimer, Arthur Rotman, Herman D. Stein, Jonathan Woocher, Henry L. Zucker, Virginia F.

Levi (Sec'y)

COPY TO: David S. Ariel, Carmi Schwartz

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I. Impressions of the October 23 Commission Meeting

Senior policy advisors were asked for their reactions to the Commission meeting of the previous day. There was general agreement that the meeting went very well, that participants were involved and expressed their concerns openly. Some surprise was expressed at the lack of intensity or tension in the discussion of issues.

Commissioners were supportive of the action plan as presented, although they were not always clear on the specifics intended. Specific recommendations for the design of an implementation mechanism and definition of Community Action Sites will be important for the next meeting.

The significance of research to many commissioners was noted. Monitoring, evaluation, and analysis were used interchangeably in referring to research. This should be clarified for the recommendations.

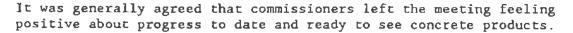
It was suggested that the emphasis on research was indicative of the desire of the group to focus on the concrete. Commissioners are engaged and anxious to move ahead.

Concern was expressed at the absence of certain commissioners. AH and VFL will chart the absences so that staff can recommend corrective action.

Commissioner interest in best practices was also noted. We may wish to consider presenting some concrete examples of best practices at the next meeting.

It was suggested that some of the terms which have been developed during the life of the Commission (e.g., community action site, research, continental body, implementation mechanism, and Jewish education) need to be clarified. This will be especially important as the final report is drafted.

ssignment



II. Follow-up to Meeting

A. Action Needed

There was discussion about whether the Commission could conclude after one more meeting or whether two are required. An alternative of regional meetings was suggested, but discarded. Following discussion, it was concluded that we do need two more meetings-one at which to present a draft of final recommendations for commissioner reaction, highly focused on decisions, and a final meeting for presentation of the final report and launching of the implementation mechanism.

It was suggested that the next meeting of the Commission be held in March rather than February and that a meeting of senior policy advisors be scheduled a month in advance of the meeting. At that time, senior policy advisors would have an opportunity to react to the document proposed for mailing to commissioners.

It was proposed that a new format be considered for the next Commission meeting. Commissioners should be presented with concrete issues to which to respond. There should be small group meetings with well-prepared group leaders. It was suggested that the meeting be held over a two-day period, beginning on a Sunday at 4 p.m. and going through dinner followed by a full day of meetings on Monday. There will be a major agenda with significant decisions to be made.

It was suggested that the senior policy advisors meet, as scheduled, on <u>Wednesday</u>, <u>December 6</u>, 10:30 a.m. to 3:00 p.m. in <u>Cleveland</u>. At this point, an outline of the recommendations for the final report will be presented, including an outline of the implementation mechanism.

A second meeting of senior policy advisors was tentatively scheduled for Thursday and Friday. February 1 and 2. possibly in Florida. At this meeting, the group will have an opportunity to review a first draft of the final report, including recommendations for action. Following this meeting, the draft will be revised for mailing to commissioners in advance of a Commission meeting tentatively set for Sunday and Monday, March 4 and 5. (This is currently under review and senior policy advisors will be notified as soon as possible.)

B. Follow-up with Commissioners

The minutes and a carefully drafted cover letter will be sent to all commissioners as soon as possible. Senior policy advisors were encouraged to call or write their assigned commissioners, concentrating especially on those who were not present. A plan for communication with commissioners to take place between October and March will be developed and presented to senior policy advisors.

ssignment ssignment



III. Research Update

It was reported that Isa Aron and Aryeh Davidson are proceeding with their research and should be ready with some preliminary findings by December 6.

ssignment

The proposed paper on the organizational structure of Jewish education in North America will be reconsidered.

ssignment

It was agreed that programmatic options will be combined where feasible and that a three to four page overview of each will be completed for possible inclusion as an appendix to the final report. It was suggested that experts identified by CAJE and others be convened in Cleveland in early December to develop an agenda indicating basic data, trends, potential impact, problems, and recommendations for the programmatic areas. This agenda would be turned over to the implementation mechanism for further action.

This proposal elicited detailed discussion among the senior policy

advisors. The two primary approaches under discussion were to develop each remaining option for presentation in an appendix or to do an in-depth analysis of a small number (1 to 3) of the programmatic areas and to indicate that the implementation mechanism would proceed in the same manner with the other areas. SF and AH will review the alternatives

and recommend further steps.

signment

IV. A. Outreach/Public Relations

It was reported that meetings have been scheduled or are being planned to inform or update critical constituencies about the progress of the Commission. These include presentations to the JESNA board, the JWB board, federation planners, federation executives and presidents, bureau directors, the training institutions, COJEO, and the three denominations.

It was reported that we are taking advantage of organization publications to disseminate news about the Commission and have submitted the first in a series of press releases to the Jewish press.

B. <u>Hillel Involvement</u>

signment

It was suggested that Martin Kraar meet with Richard Joel, new international director of Hillel, to inform him of the activities of the Commission and to propose that he agree to consult with staff on the writing of the option paper on college youth.

V. Good and Welfare

Signment

A. It was agreed that a "process and an event" for the presentation of the final report to the public will be discussed at the December meeting of senior policy advisors. It was suggested that we review the approach taken to the publication of the Carnegie Report.

- ssignment
- B. It was noted that the term "programmatic options" is no longer applicable and that a new term should be found.
- C. It was suggested that a subcommittee or task force be established to work on an approach for developing federation support for the Commission product.
- D. Participants were reminded that the next meeting of the senior policy advisors is scheduled for <u>Wednesday</u>, <u>December 6</u>, 10:30 a.m. to 3:00 p.m. at the Sheraton Hopkins, Cleveland.

MINUTES

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA OCTOBER 23, 1989

AT UJA/FEDERATION OF JEWISH PHILANTHROPIES NEW YORK CITY

10:00 a.m. - 4:00 p.m.

Attendance

Commissioners:

Morton L. Mandel, Chair, David Arnow, Jack Bieler, Charles Bronfman, John Colman, Maurice Corson, Lester Crown, David Oubin, Joshua Elkin, Eli Evans, Arthur Green, Robert Hiller, David Hirschhorn, Carol Ingall, Norman Lamm, Sara Lee, Matthew Maryles, Florence Melton, Lester Pollack, Esther Leah Ritz, Harriet Rosenthal, Alvin Schiff, Ismar Sabarach, Rosenthal, Maryles, Florence Melton, Lester Pollack,

Schorsch, Bennett Yanowitz

Policy Advisors and Staff:

Seymour Fox, Mark Gurvis, Annette Hochstein, Stephen Hoffman, Martin Kraar, Virginia Levi, Ken Myers, Joseph Reimer, Arthur Rotman, Herman Stein, Jonathan Woocher,

Henry Zucker

Guests: Susan Crown, Kathleen Hat

I. Introductory Remarks

Mr. Mandel called the meeting to order at 10:10 a.m. He welcomed participants and introduced first-time attendees and guests: Susan Crown, President, The Arie and Ida Crown Memorial; Mark Gurvis, Assistant Planning Director of Jewish Community Federation of Cleveland; Kathleen Hat, Administrator of Charitable Contributions of the Riklis Family Foundation; Martin Kraar, CJF Executive Director-elect; Ken Myers, public relations consultant.

Mr. Mandel reported that the purpose of this fourth Commission meeting was to review a proposed action plan and to elicit reactions and commissioner recommendations regarding implementation. An action plan and a final report reflecting Commission findings and recommendations are the two anticipated major outcomes of the Gommission. Hopefully, this will help set the agenda for Jewish education in the next decade.

Mr. Mandel reported that a plan for outreach to the significant constituencies is under way. Commission representatives have met with planners and executives of key community federations and are scheduled to meet with federation presidents and executives at the November meetings of the CJF's General Assembly. Mr. Mandel addressed hundreds of Jewish educators at the National CAJE Conference in Seattle in August. Meetings have been held with the presidents of three seminaries as a first step in establishing a fuller dialogue with the denominations.

Mr. Mandel stated that implementation of the recommendations of the Commission will require considerable additional funding. It is anticipated that federations will be a significant long-term source of funding. A major potential source of early support can be private foundations. Meetings will be held with representatives of several foundations to ascertain their willingness to participate and their areas of interest.

II. Review of Proposed Action Plan

Annette Hochstein, consultant to the Commission, briefly summarized the proposed action plan. The proposed plan for action includes seven elements.

- A. Mobilize the community for implementation and change by recruiting more top leadership to work for Jewish education, improving community structures, and generating significant additional funding.
- B. Develop strategies for building the profession of Jewish education, including increasing the capacity of training programs and finding improved methods of recruitment and retention.
- C. Establish Community Action Sites in which to implement new ideas, test practices which have been identified as effective, and explore innovations in personnel and community support.
- D. Initiate continental strategies to deal with issues such as training, salaries, research and recruitment to complement local efforts.
- E. Develop an agenda for dealing with the programmatic options by offering a general overview of the needs, problems, scope, and key opportunities for intervention.
- F. Build a research capability to support informed decisions for Jewish education in North America.
- C. Design a mechanism for implementation to accomplish the following:
 - 1. Facilitate the establishment of Community Action Sites,
 - 2. Serve as a broker between continental and local expertise,
 - 3. Encourage foundations to support innovation and experimentation.
 - 4. Facilitate the implementation of continental strategies,
 - 5. Assist in developing approaches to the programmatic options,
 - 6. Develop a research capability,
 - 7. Report annually on the progress of the mechanism.

III. General Discussion

The group was asked to comment on the proposed action plan and whether the elements identified should be the major components of the plan.

Initial discussion centered on the issue of best practices and how they could be introduced into the action plan. Several suggestions were considered.

There was an extensive discussion on research and its importance to the action plan and the implementation mechanism. In a special presentation to the group in which he shared his ideas about research, David Hirschhorn emphasized the need for research and evaluation and their importance in helping the North American community decide how to invest its energy and resources more effectively. It was noted that Community Action Sites provide us with an opportunity to experiment with current practices and, through evaluation and assessment, to improve upon them.

Representatives of JWB, CJF, and JESNA, three organizations with which we are cooperating and collaborating, were asked to comment on the extent of their involvement in the work of the Commission.

- A. CJF is finding that Jewish education is rising on the agenda of many communities. Already, 13 local communities are engaged in serious efforts to study and upgrade Jewish education. Jewish community center leaders and other local community leaders are working together in varying degrees in conducting these studies. For CJF the Commission has come along at the right time and is a source of major encouragement to local federations.
- B. JWB has been working closely with local JCC's to develop programs and to train staff and lay leadership for new intensive approaches to Jewish education and Jewish continuity. JWB expects to be very involved in Commission implementation activities.
- C. JESNA, as the continental educational arm of the organized Jewish community, helps to implement local Jewish education agendas. It works directly with federations and often serves as a bridge between federations and local educational organizations within a community. Its goal is to provide continental leadership. JESNA also expects to be very involved in implementing Commission recommendations.

Implementation Mechanism

The Commission itself is envisioned as a major step in an ongoing process. What has emerged is the need for a mechanism to carry out the recommendations of the Commission.

It was suggested that this mechanism would play an important role in facilitating and encouraging communities to participate in the implementation of the Commission's findings. It was reported that the Commission has already been approached by several communities which have expressed an interest in participating in our work as possible Community Action Sites.

It was suggested that activities undertaken in Community Action Sites should be carefully monitored and evaluated in order to permit adaptation and replication in other communities.

It was suggested that at the next meeting of the Commission we review several potential models for the mechanism for implementation and Community Action Sites.

Discussion Groups

Discussion continued in three smaller groups. Reports of these group discussions were presented to the full Commission.

A. Group A - Charles R. Bronfman, Chair; Bennett Yanowitz, Co-Chair

Mr. Bronfman reported the following points in summarizing the discussion of Group A.

- In order to attract more talented educators to the field, they need to be assured of a career path and a sense of empowerment and impact.
- Ideas often will be generated and action initiated at the local level. Implementation and dissemination should be the responsibility of continental bodies.
- One role of the implementation mechanism might be to develop and promote an annotated bibliography on curriculum and methods for Jewish education.
- The Commission should consider projects initiated by denominations, some of which might be used by other denominations.
- We need a clear definition of Community Action Sites. A process for evaluating Community Action Sites will be important and should be in place from the beginning.
- Implementation might be handled by more than one organization. Whether the Commission or some other organization should be responsible for raising additional funds remains an open question.

B. Group B - Lester Crown, Chair; Lester Pollack, Co-Chair

Henry L. Zucker was asked to report for this group and reported that there was agreement on the need for an implementation mechanism--a small new organization with a high degree of autonomy. This organization would work with Community Action Sites on problems of personnel and community/financing, and would also work with other continental bodies. It would help communities and funding organizations to decide what to do with appropriate programmatic options and help create conditions within each community where leadership believes that Jewish education is a major issue.

Financing could be developed through the support of family foundations during the first five to ten years and could be sought from federations for the long-term. The group expressed optimism about attracting substantial sums for creative new work.

C. Group C - Ester Leah Ritz, Chair; John Golman, Co-Chair

Mrs. Ritz reported that the seven elements of the action plan need not be ranked, but together represent a systematic approach. The Community Action Site concept offers the opportunity to mobilize leadership to develop programs for other communities, and to undertake evaluative research. Interaction with continental bodies is essential.

Reference was made to a concern voiced about creating a new mechanism and about the validity of the Community Action Site as the appropriate approach. However, the group favored both of these concepts. It was suggested that the Community Action Site might take on a different character in each community, appropriate to that community's needs.

The implementation mechanism should work on the continental level for the recruitment of senior personnel, to carry resources from one community to another, to take advantage of training opportunities in Israel, and to provide resources and evaluation.

Jewish education does not now attract enough top leadership. An outcome of this Commission will be to convey a sense of importance which will encourage more top leaders to become active in the field.

Jewish educators are not presently dealing effectively enough with lay leadership. This should be addressed as we work to build the profession.

D. General Discussion

It was suggested that the time has come to move from the theoretical to the specific. It was suggested that the implementation mechanism must balance continental and local interests. A continental body can

help to support local programs and organizations by providing supplemental funding and guidance. Local communities should be consulted on what a continental body should provide for them.

In an effort to involve top lay leadership, it was suggested that an ongoing forum be established for continuous education and upgrading of lay leaders.

In summarizing, the chair noted that research is an important element of the implementation mechanism, reflecting our concern for measurement, evaluation, and accountability. He noted further that careful planning must be balanced with learning through experience and suggested that it is time to prepare final recommendations for action.

IV. D'var Torah

The meeting concluded with an inspirational D'var Torah delivered by Rabbi Arthur Green, President of the Reconstructionist Rabbinical College.

MINUTES: Senior Policy Advisors, Commission on Jewish Education

in North America

DATE: August 24, 1989

DATE MINUTES ISSUED: September 8, 1989

PRESENT: Morton L. Mandel, Chairman, Seymour Fox, Mark Gurvis,

Annette Hochstein, Stephen H. Hoffman, Joseph Reimer,

Arthur Rotman, Herman D. Stein, Jonathan Woocher,

Henry L. Zucker, Virginia F. Levi (Sec'y)

COPY TO: David S. Ariel, Martin S. Kraar, Carmi Schwartz

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I. Review of Minutes and Assignments

The minutes and assignments of July 30, 1989, were reviewed. The following additional assignments were generated:

A. VFL will circulate a recent letter from Twersky to MLM.

- B. VFL will work with MLM to develop a list of commissioners whom MLM as chair should call before each Commission meeting to urge their attendance. (Senior policy advisors are encouraged to notify MLM of any commissioner who might benefit by a personal phone call from MLM.).
- C. MLM is to call Eli Evans and Arthur Green.
- D. Each interviewer's assignment list will include a reminder to send notes of each interview with commissioners to VFL for circulation.
- E. The following commissioner interviews were reassigned: Ronald Appleby--SHH, Stuart Eizenstat--AR, Robert Hiller--SHH, Matthew Maryles--AH, Lionel Schipper--TBD, Daniel Shapiro--AR, Peggy Tishman--AH.

II. The Fourth Commission Meeting

A. Desired Outcomes

Discussion of plans for the October 23 Commission meeting began with a presentation of desired outcomes of the total Commission process. It was suggested that we wish to conclude the Commission process with (1) a clearly defined action plan, (2) a research plan, and (3) a final report with recommendations on community, personnel, and general implementation.

1. Action Plan

The action plan, which would be spelled out in the final report, might include the following components:

- a. A successor mechanism -- the IJE and its design.
- b. The IJE action plan--its agenda.
 - 1. Implementation of Community Action Sites
 - 2. National elements (e.g., training)
 - 3. Assist in implementation of programmatic options
 - Strengthening the North American support system (e.g., Brandeis)
 - Monitoring, evaluation, and accounting of IJE progress to its constituents
 - 6. A research capability

2. Content

The final report would contain recommendations for policy and implementation regarding community, personnel, and a plan for working on the programmatic options.

3. Work to be Done

In order to achieve these desired outcomes, the following tasks need to be completed:

- a. Complete the research program
- b. Write report including recommendations
- c. Have a funding program in place
- d. Develop and operationalize the IJE and Community Action Sites
 - i. Identify IJE director and staff.
 - ii. Establish criteria for selecting Community Action Sites (e.g., determine scope of sites) and develop a process for the selection of sites.

e. Continue the Commission process

- i. Work with commissioners
- ii. Develop a public relations plan
- iii. Together with partners (JWB, JESNA, CJF) develop a good working relationship with appropriate organizations

4. Discussion

The presentation on desired outcomes was followed by group discussion.

a. IJE

The IJE is perceived as an organization with a small staff and its own board. Its primary function will be to serve as a catalyst for bringing about the implementation of the Commission's recommendations and decisions.

It was suggested that we might be wise to identify and involve an IJE director now, so that he could participate in the design process. On the other hand, we were cautioned that it would be important to have a clear set of goals and expectations for the IJE and its staff before seeking a director. This issue was not fully resolved and will be discussed further.

It was suggested that a concept statement be written now to describe the IJE.

While the Commission, as currently constituted, probably should have no direct responsibilities following the conclusion of its work, we might wish to consider some forum, such as an annual meeting at which IJE staff would provide commissioners with progress reports on implementation.

b. Community Action Sites

The Community Actions Sites are viewed as a means for developing responses to the issues/problems of personnel and community. The programmatic options will be approached within the context of personnel and community in the Community Action Sites.

It was suggested that we might wish to wait to select Community Action Sites until the IJE is in place. Criteria might begin to be developed, now.

c. Programmatic Options

It was suggested that work be undertaken to elaborate on the various programmatic options. This involves completing an initial write up of each option, a possible collapsing of options into a smaller number, and an elaboration on the newly identified programmatic options. This elaboration might include a list of major agenda items for each option, though specific action will not be recommended. This is left for the IJE to undertake in the future.

B. Suggested October 23 Agenda

It was suggested that the agenda for the October 23 Commission meeting be a review of work in progress, with a concentration on the following:

- 1. Mechanism for implementation -- an overview of the IJE concept.
- 2. The research program -- directions on community and personnel.
- 3. Broad outline of a final report.

We were reminded that at the conclusion of the third Commission meeting, some commissioners were anxious that we move toward implementation and a final report. This agenda should provide such a sense of progress and involvement.

In order to prepare commissioners for the meeting, many of the ideas we propose to present should be raised in the next set of commissioner interviews. AH will provide VFL with a revision of the suggested interview schedule for immediate distribution to those appointed to conduct interviews.

C. Format

It was generally felt that the group sessions at the third meeting were an effective approach and should be repeated. It was suggested that the meeting begin with a presentation and discussion of the proposed action plan in plenary session, followed by group meetings to discuss the content. In order to keep people engaged, it was suggested that the groups begin before lunch, that people then eat with their groups, and continue meeting in the afternoon. The schedule might appear as follows:

Senior Policy Advisors August 24, 1989

III. Work Plan and Report on Progress

A. Research Papers

The following progress was reported on the commissioning of research papers:

- Israel Sheffler has agreed to draft a paper on the relationship between Jewish education and Jewish continuity. The paper will be in an interview format with SF conducting the interview.
- Walter Ackerman has agreed in principle to writing a paper on the organizational structure of Jewish education in North America, and may suggest that someone such as Susan Shevitz work with him on the contemporary situation.
- 3. Joe Reimer reported that his paper on the synagogue as a context for Jewish education (or perhaps "in the context of" Jewish education) will focus on the role of the synagogue at its best.

It was suggested that this paper include a discussion of how the synagogue might take advantage of collaborative relationships to expand on its role in Jewish education.

- 4. The survey of attitudes which had been proposed to be conducted at the G.A. has been shelved. All will develop a list of the questions to which we seek answers for review by senior policy advisors, who will then recommend how best to gather the information being sought. It was agreed that community leaders are the constituency for this survey.
- We have a proposal from Aryeh Davidson on his paper on training which VFL will circulate to senior policy advisors.
- 6. Isa Aron will produce a paper on Jewish education as a profession, which will include a review of the current thinking on general education as a profession and applications to Jewish education. In addition, she will serve as a key resource for data gathering, will conduct a survey on salaries and benefits, and will gather bibliographic materials.

Steve Huberman may be able to provide data on teachers from the survey conducted in Los Angeles. JESNA may be able to provide similar data from surveys in Miami and Philadelphia which Aron should feel free to use.

7. Programmatic Options

It was noted that CAJE has agreed to assist with elaboration on some of the option papers. It was suggested that we work directly with individuals identified by CAJE and other

organizations rather than through CAJE, or through any one organization. A Commission staff person will be identified to monitor this process and to work with the groups and individuals identified.

8. Balance of Original Option Papers

JR will take responsibility for completing the original option papers, several of which have not yet been written.

B. Completing the Report

The following process was suggested for completing the report. AH and SF will write a base draft for submission to senior policy advisors for critical review. This will then be redrafted for submission to the Commission. For writing the final version of the report, we will probably engage a professional writer. Senior policy advisors are encouraged to suggest a possible writer to SF.

C. Panels

Panels have been proposed to review the papers--one for the paper on community/financing and another for all papers having to do with personnel. In addition, each author may wish to recommend a panel to review his paper.

D. Update on Community Financing Paper

HLZ reported the process he will follow to write and seek feedback on this paper. He reported that he will recommend that long-term funding of the Commission's recommendations be accomplished through federations and that start-up funding be sought from family foundations and private donors.

E. Commission Outreach

1. JESNA

At its next board meeting, JESNA will discuss the roles of its member agencies in Commission implementation. It was noted that the Commission should be seen as a strong ally of JESNA.

2. Bureau Directors

A presentation will be made on the Commission at the November meeting of bureau directors. It was suggested that individual directors be involved in a review of the options papers.

3. JWB

A meeting of Center executives is scheduled for February. AR will work with HLZ in arranging for a Commission presentation at that time.

4. CJF and Federations/Community Planners/G.A.

Plans were reported by MG for involving federation lay and professional leadership and planners at the September Quarterly and November G.A. meetings.

5. <u>Denominations</u>

Plans have been made for MLM and JW to meet with Schorsch and for MLM and AR to meet with Lamm. A meeting will be scheduled for MLM and AR with Gottschalk as soon as possible. JW and AR will prepare strategy plans for these meetings in consultation with SF and JR. The plan for the meeting with Gottschalk will include an approach to linking with the Commission on Jewish Education of the Reform Movement and with UAHC. The plan for a meeting with Lamm will include seeking an approach to Torah U'mesorah.

6. AIHLUE

MG will talk with David Ariel about arrangements for Sara Lee or Ariel to make a report on the Commission at the organization's October meeting.

7. COJEQ

JR is working with Alvin Schiff on a Commission report for this organization's upcoming meeting.

8. Public Relations

It was reported that the following steps are being taken:

- a. We are proceeding with the drafting of a brochure on the Commission.
- b. We expect to engage a free-lance writer by October to do press releases.
- c. In the future we may be asking senior policy advisors and commissioners to write articles for other publications.
- d. We are considering developing a newsletter for distribution to approximately 2,000 people. It was noted that this should be brief and attractive in order to encourage that it is read. This will be considered further at a later date.

9. Report on CAJE Meeting

It was briefly reported that the presentation to the CAJE membership was a success and that CAJE leadership is excited about working further with the Commission. MG will distribute his summary of the meeting to senior policy advisors.

IV. Future Meetings

- A. The next meeting of senior policy advisors will take place in New York (specific location to be announced) at 7:30 p.m. on Sunday, October 22.
- B. The meeting of senior policy advisors tentatively scheduled for October 5 has been cancelled.
- C. The fourth meeting of the Commission is scheduled for Monday, October 23, 10 a.m. to 4 p.m. at the UJA/Federation of Jewish Philanthropies of New York.
- D. The senior policy advisors will meet for follow-up on Tuesday, October 24, 8:30 a.m. to noon at JWB in New York.
- F. Senior policy advisors will meet on Wednesday, <u>December 6</u>, 10:30 a.m. to 3 p.m. at the Sheraton Hopkins, Cleveland.

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Commission on Jewish Education in NA

SUBJECT/OBJECTIVE

Mandel Assignments

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	NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNEO STARTED	DUE OATE	COMPLETED OR REMOVED DATE
	1.	Hold meeting with Twersky.	:	MLM	2/9/89	TBD	
	2.	Travel to the west coast to meet with with LA and San Francisco leadership.	!	MLM	5/7/89	4/30/90	
	3.	Attend JESNA and JWB Board meetings in April to discuss Commission.		MLM	7/5/89	4/30/90	
	4.	Hold individual meeting with Wexner.		MLM	11/8/89	TBD	
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Commission on Jewish Education in NA

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NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED OATE		
1.	Contact assigned commissions up to October 23 meeting.	ers for follow		SF	10/24/89	2/1/90			
	- Mona Ackerman - Charles Bronfman - Lester Crown - Eli Evans - Alfred Gottschalk - David Hirschhorn - Sara Lee - Seymour Martin Lipset - Charles Ratner								
1	- Isadore Twersky Send summary of interviews to circulation to senior policy	to VFL for y advisors.							
2.	Discuss with David Finn a ph take appropriate pictures fo			SF	12/6/89	1/15/90			

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1.	Contact assigned commissioner up to October 23 meeting.	s for follow		АН	10/24/89	2/1/90		
	- David Arnow - Ludwig Jesselson - Henry Koschitzky - Norman Lamm							
	 Haskel Lookstein Robert Loup Morton Mandel Matthew Maryles 							
	 Florence Melton Esther Leah Ritz Ismar Schorsch Peggy Tishman 					,		
	Send summary of interviews to circulation to senior policy							
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Zucker Assignments

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1.	Contact assigned commissione up to October 23 meeting.	rs for follow		HLZ	10/24/89	2/1/90	
	- John Colman						
	Send summary of interviews t circulation to senior policy	o VFL for advisors.					
2.	Consider establishing a task work on an approach to devel federation support for Commi outcomes.	oping		HLZ	10/24/89	1/15/90	
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1.	Contact assigned commissioner follow up to October 23 meeti	s for ng.		JR	10/24/89	2/1/90	
	- Jack Bieler - Josh Elkin - Arthur Green - Carol Ingall - Mark Lainer - Alvin Schiff						
	- Lionel Schipper Send summary of interviews to circulation to senior policy						
2.	Take responsibility for comploriginal option papers.	eting the		JR	8/24/89	1/15/90	
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1.	Contact assigned commissions up to October 23 meeting.	ers for follow		JW	10/24/89	2/1/90			
	- Mandell Berman - Maurice Corson - David Dubin - Irving Greenberg - Lester Pollack - Harriet Rosenthal - Bennett Yanowitz								
	Send summary of interviews to circulation to senior policy	to VFL for y advisors.					1		
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1.	Coordinate development of a through 1990.	PR plan		MG	7/5/89	ongoing		
2.	Work with David Ariel and Sa on Commission report at Febr AIHLJE meeting.			MG	8/24/89	2/11/90		
3.	Serve as contact person for on administrative matters.	researchers		MG	7/30/89	ongoing		
4.	Review approach used to publ Carnegie Report.	icize		MG	10/24/89	2/28/90		
5.	Develop plans for involving commissioners in representin Commission to communities th North America.	g the		MG	11/8/89	2/28/90		
6.	Collect other Commission repuse as prototypes.	orts to		MG	11/8/89	3/1/90		
7.	Develop a log sheet on each top 30 federations, to recor communication and evaluate to for their increased support Jewish education.	d he potential		MG	11/8/89	2/28/90		
8.	Work with JW to organize mee directors and planners to pro Commission's recommendations	esent draft of	au	· MG	12/6/89	2/14/90		
9.	Send copies of articles on the in The New York Jewish Week of Jewish News to commissioners of Cleveland Jewish News editor policy advisors.	and <u>Cleveland</u> and the		МG	1/23/90	2/2/90		
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Hoffman Assignments

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1.	Contact assigned commissio up to October 23 meeting Ronald Appleby	ners for follow		SHH	10/24/89	2/1/90		
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Commission on Jewish Education in NA

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Kraar Assignments

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ORIGINATOR

VFI

DATE 1/23/90

	ORIGINA	VFL		D/	1/23/	90
NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	Meet with Richard Joel of Hillel to inform him about Commission and to him to consult on college youth page	ask	MK	10/24/89	1/15/90	
2.	Contact assigned commissioners for up to October 23 meeting.	follow	MK	1/23/90	2/1/90	
	- Max Fisher	N JEWISH				
	A.R.C.					
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COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA IDEAS TAKEN FROM MEETING MINUTES

- 1. A file of all Commission-related correspondence will be maintained by VFL and circulated to the planning group. (10/10)
- 2. At a point mid-way between Commission meetings an update letter will be sent from MLM to all commissioners. (10/10)
- 3. Assignment sheets will be circulated among the planning group bi-weekly. (10/10)
- 4. Using the example of "The Future is History," develop a vision paper to create a context for innovation. (10/12)
- Consider a presentation of a successful program in Jewish education at each Commission meeting - to be written up later as part of the final report. (10/12)
- 6. Develop ties to federations, formal education groups, informal education groups. When anyone is aware of a meeting at which a Commission presentation would be appropriate, let AJN know. (10/12)
- 7. Reports on all interviews with commissioners and copies of all correspondence with commissioners should be sent to VFL for circulation among sr. policy advisors. (10/12)
- 8. At future Commission meetings, consider leaving more time for lunch and vary the format for the afternoon. (12/14)
- Look at each programmatic option as it relates to personnel and community, (12/14)
- 10. A study of the two primary options should include a research component. (12/14)
- 11. A look at community should include input from the Bureau system and Federation planners. (12/14)
- 12. We should address the individual interests of commissioners while pursuing our main thrusts. (12/14)
- 13. Develop a plan to examine programmatic options. Include the road map concept, the matchmaker concept (linking with possible funders), and a method for continuing evaluation. (12/14)
- 14. Look at good practices within a programmatic area and identify key factors for success.

- 15. As a follow-up to the 12/13 meeting, all commissioners should be contacted for debriefing (or briefing for those not present). (12/14)
- 16. If we establish task forces on personnel and community, ensure that there is communication between them. (12/14)
- 17. Consider holding a series of meetings hosted by commissioners and invite each commissioner to one. MLM to chair. (12/14)
- 18. Explore their specific agendas for the Commission with appropriate commissioners and ask how the commission process can serve their goals. (12/14)
- Develop a communications/PR strategy. Identify publics; consider a newsletter; develop a standard paragraph defining the Commission; use JWB, JESNA, and CJF mailing lists. (12/14)
- Conduct research to show a link between Jewish education and Jewish continuity. (12/14)
- Consider commissioning occasional papers on a variety of topics.
 (12/14)
- 22. A vision paper should be useful to every denomination. (12/14)
- 23. Prepare a paper on the status of Jewish education in North America. (12/14)
- 24. Prepare a paper restating our goals and stating where we are one year after the writing of the design document. (12/14)
- 25. Prepare a position paper to suggest ways in which local commissions on Jewish education can provide models to this Commission.
- 26. Develop a plan within the context of JWB, JESNA and CJF to define their roles in our work. (12/14)
- 27. If we decide to add staff, hold a seminar for them so that everyone takes the same approach and understands the rules. (12/14)
- 28. Consider the possibility of a "successor mechanism" to keep initiatives going after Commission's conclusion in spring, 1990. (12/14)
- 29. Develop an outline for a final report now, including as assessment of the current state of American Jewish education and visions for the future and a case study component. (12/14)

- 30. Prepare a proposal for life after the Commission by June, 1989. (12/14)
- 31. Define the issues, propose alternative approaches and solutions.
- 32. Prepare a paper stating the outcomes we seek: (a) systemic change, (b) published papers, and (c) a broker process to link issues and potential funders. (12/14)
- 33. Develop an outcomes paper as a basis for determining next steps and staff needs. (12/14)

TO: The Planning Group: MLM; AJN; HLZ; JR; HS.

FROM: SF and AH

Re: The instrumentality for implementation: an outline of today's version for discussion

BACKGROUND

Between August and December 1988, the Commission engaged in a decision-making process aimed at identifying those areas of Jewish education most likely to significantly affect the quality of Jewish education in North America.

Having considered a wide variety of possible options for implementation, the Commission opted for focusing its work initially on two topics:

- Dealing with the shortage of qualified personnel for education; and
- 2. Dealing with the community -- its structures, leadership and funding, as keys to across-the-board improvements in Jewish education.

At the same time, many commissioners urged that work also be undertaken in various programmatic areas (e.g. early childhood, informal education, programs for college students, day schools, supplementary schools, etc.).

The task for the third meeting of the Commission is to design a strategy of planning and intervention that would lead to significant change and improvements in the two areas selected.

II. THE CHALLENGE

The wide consensus amongst commissioners on the importance of dealing with personnel and the community did not alleviate the concern expressed by some as to whether ways can be found to significantly improve the situation in these two areas. Indeed, a number of commissioners suggested that agreement on the general areas in need of improvement has existed for a long time amongst educators and community leaders. Ideas have been suggested; articles have been written; conferences have been held; some programs have been tried. Yet significant improvement has not

come about. Some claim that we seem to know what the problem is, but have not yet devised a workable strategy for addressing it effectively in the field.

The challenge facing the third Commission meeting is to develop effective, creative and feasible approaches for dealing with the topics at hand (personnel and community). The Commission is committed to launching the process that will bring across—the-board improvement and change. To this end, it will develop strategies with their implementation in mind.

Re la pupers on community
personnel

Policy Character Group to restrict the whole question

III. Assumptions

- 1. The approach to personnel must be as comprehensive as possible. This means that recruitment; training; profession-building and retention must be attacked simultaneously.
- 2. The approach to Community and personnel are interrelated and a common strategy involving both must be devised.
- 3. The issue of "real time" must be addressed. This requires that we find the proper balance between short, medium and long-term goals. All the stakeholders must be involved at the earliest possible time.
- 4. Stakeholders include: national organisations and institutions; local organisations and institutions; professionals local and national; funding sources; foundations; individuals; organisations, etc.
- 5. The ideas that guide the work of the mechanism should be disclosed to all of the above publics and be deliberated upon by community leaders, scholars, professionals in different forms.
- 6. THE THEORETICAL BASIS FOR UNDERTAKING PERSONNEL AND THE COMMUNITY HAS BEEN SUFFICIENTLY DEBATED.
- 7. HOW CAN THE TRANSLATION FROM THEORY TO PRACTICE EFFECTIVELY.

 TAKE PLACE? CLEAR NEED FOR DEMONSTRATION CENTER/S.

 Will be a troi fortunalet u
- 8. A PRE-PLANNED DEMONSTRATION CENTER WILL NOT MEET THE COMPLEXITIES OF REALITY. IT IS SIMPLE AND STATIC FOR AN ISSUE THAT IS COMPLEX AND NON-LINEAR.
- 9. SIGNIFICANT QUESTIONS CONCERNING THE IMPLEMENTATION OF PERSONNEL AND THE COMMUNITY ARE UNRESOLVED. THEIR RESOLUTION WILL BEST TAKE PLACE IN A REAL LIFE SITUATION THROUGH THE DYNAMICS OF THINKING FOR IMPLEMENTATION AND IN THE ACTUAL ACT OF IMPLEMENTING.
- 10. We are therefore suggesting the creation of a mechanism for implementation, to be called

IV. A mechanism for implementation

- A. The mechanism will be the driving force that will help build the demonstration center/s or prototype/s for personnel and the community.
- B. It will consist of a small organization, staffed by outstanding professionals, working from one geographic location,

to initiate and carry through the planning and the implementation of the "prototype/s". It will have an appropriate board and appropriate sponsorship involving the relevant stakeholders and institutions.

- C. The instrumentality will "force-manage" the demonstration process. Local Community
- E. It will do so by virtue of being the headquarters for creative thinking, expert knowledge and decisionmaking for the process.
- F. It will work intensively with the community/ies and institutions selected for demonstration, working out the detailed plans and implementation in partnership with a local team. (Community leaders and professionals).
- G. Its responsibilities will include:
 - 1. Planning and implementation of the prototype/s (criteria for selecting a demonstration site, etc.)
 - 2. Provide the necessary knowledge and expertise for taking informed planning and implementation decisions
 - 3. Facilitate sponsorship and funding of projects by individuals, foundations, institutions, federations, etc...
 - 4. Monitoring and implementation evaluation
 - 5. Dissemination of knowledge for replication and/or widescale application. Encourage and guide dissemination.
 - 6. Be the umbrella mechanism for the Commission for implementation of decisions.
- H. The instrumentality for implementation (ii) will carry out or delegate under its supervision all the functions needed to implement the projects in the areas of personnels and the community. It will be organised along two axes:
 - * functional
 - * topical
- I. The functional elements may include the following:
 - 1. A central management function for the whole process
 - A data and knowledge resource function
 - 3. A monitoring, evaluation and active feedback function
 - 4. A community interface function

- A commissioners and funding-facilitating function
- A dissemination and replication function

This list is a first set of suggestions. It will be changed as work proceeds.

J. The topical areas will include the following:

Personnel

- 1. Recruitment
- 2. Training
- 3. Retention
- 4. Profession-Building

Community ,

- 1. Canting the climate to allow for change and innovation in education
- Recruiting outstanding leadership to take responsibility for Jewish Education
- Affecting priorities
- 4. Generating additional funding for education
- 5. etc...
- K. In the area of "community" the work may require an additional sub-committee of the Commission. Indeed Commissioners may play a significant role in some or many of the tasks involved in affecting the climate, negotiating with communities, recruiting additional leadership, generating more funding.
- How will the instrumentality work?
- A. In the interest of effectiveness the various functions of the ii will be carried out separately - each or most being the responsibility of different people.
- B. There will be a management team to co-ordinate all decisions.
- The staff of the ii will be selected to ensure high quality as well as creativity.
- D. Outside expertise of the highest level will be brought in to the work of the ii.



reconstructionist rabbinical college

CHURCH ROAD and GREENWOOD AVENUE WYNCOTE, PENNSYLVANIA 19095 (215) 576-0800

> January 26, 1989 20 Shevat, 5749

Mr. Arthur J. Naparstek
Commission on Jewish Education
 in North America
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Arthur:

I've been meaning to write to you since the Commission meeting in December to tell you what a wonderful event that was and how pleased I am to be a part of this important effort.

Those of us who labor in the field of Jewish education on a day to day basis sometimes lose the global perspective that only participating in a meeting like this can restore to us.

I want to tell you that I think the decision to concentrate the Commission's efforts in the areas of personnel and support for the field was a wise one. Hearing the various programmatic suggestions touted by one camp or another, I began to feel that no matter which of them was selected, several things equally valuable would suffer from neglect. I could not agree more than improved efforts in the areas of personnel and general support would help all the specific program areas at once.

At the same time, I hope you and the Commission heard my plea for articulating a clear sense of vision and purpose in Jewish education in the course of the effort to recruit personnel. I don't believe we will tap the idealism and dedication that we seek merely by the raising of salaries and the improvement of benefit packages, however much I agree that these urgently need to be upgraded as well. I hope the Commission staff will find a way to tackle this question of underlying vision.

I'm especially happy to report to you that the Philadelphia community seems most interested in the Commission's work. I have been asked to give reports on the December meeting to two separate groups. One involves key members of the lay board of the Central Agency for Jewish Education in this city at the request of Barbara Steinberg, the new Central Agency Director. The other is a group of professionals in the field of Jewish education under the leadership of Dr. Jeffrey Schein. I expect to be delivering both of those reports over the course of the next month. I gather there is much anticipation of great things to come out of this commission and it is nice to know that professionals and lay people in the field have their ears perked.

I just spoke with Joe Reimer regarding the question of short-range tasks for the Commission. I spoke strongly in favor of the notion of multiple demonstration projects. I would hate to see the Commission, even at this stage, be characterized as a group that produces nothing but verbiage. I think we would do best by actually showing a number of communities what it is that we intend and having some real accomplishments to show for ourselves.

Naturally, I would be delighted if the Philadelphia community were included among those areas chosen for demonstration projects and I would do everything I could to use the good offices of this institution to support such efforts in any way. Please feel free and welcome to call upon me in that regard.

Warm regards and best wishes in your ongoing efforts.

Sincerely/yours,

or. Arthur Green

President

AG:eg

December 9, 1988

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

Dear Mort:

I was delighted to have the opportunity to meet with Hank Zucker recently in order to review the progress of the Commission on Jewish Education in North America, and the preliminary draft of the conclusions to be presented to the members of the Commission by staff. In the report's discussion of major areas in the field of Jewish education, I would like to underscore the importance of educational services to Jewish college students which, to my mind, represents one of the most critical areas to be considered. In response to this concern, Hank invited me to share some thoughts with the members of the Commission, which I am more than pleased to do.

A unique and important role an independent commission may play is the conceptualization of Jewish educational services in broader and potentially more effective terms. Authorities in the provision of Jewish campus services estimate that there are approximately 450,000 Jewish students currently enrolled in hundreds of colleges and universities throughout North America. Moreover, the Jewish community's love affair with higher education has been evidenced by the fact that, over the past three decades, in any given year, from 80-90 percent of all Jews of college age have been enrolled in a college or university.

Mr. Morton Mandel December 9, 1988 Page 2

The college years for Jews and non-Jews alike are strikingly formative in the development of individual lifestyles and goals. Away from the parental home and community-based institutions for the first time, the college student becomes immersed in the universalist milieu of the campus community, and is afforded the exposure and opportunity to experiment with the widest variety of intellectual, political, social and personal challenges and enticements. In fact, during the college years, many young people consciously distance themselves from the values and traditions of the past in an effort to assert their budding individuality. It is commonly understood that, during the college years, individuals tend to lay the groundwork for, if not make, the most important decisions of their lives with respect to lifestyle, dating and marriage, career, and personal values.

The campus community is critical for another reason as well. In addition to the universalist, "melting pot" milieu referred to above, the campus is also the place in North American society where Israel is most consistently undermined and attacked. The propaganda campaign against Israel and her supporters is centralized on the campus and fueled by highly organized and well funded Arab and Third World organizations. The unsuspecting and ill-prepared Jewish student who arrives on the campus is immediately struck by these activities and is often at a personal loss as a result of them.

The typical Jewish student begins college with an inadequate if not insignificant Jewish education. The statistics shared with our Commission indicate that, in a given year, only 42 percent of all school age (ages 3-17) children are enrolled in formal Jewish education settings, the vast majority being in a congregational or supplementary school. Furthermore, with the widely acknowleged erosion of Jewish practices in the home, many if not most young Jews entering the college years do not arrive with a solid home-based sense of Jewish identification. In sum, the enterprise of Jewish education, both in schools and in the home, tends to affect in some significant way less than a majority of Jews who go on to the university setting.

A grave mistake of the organized Jewish community in defining the parameters and constituencies of Jewish education rests in the almost exclusive concentration on the age grouping spanning pre-Bar/Bat Mitzvah to

Mr. Morton Mandel December 9, 1988 Page 3

post-confirmation. Invariably, Jewish education is believed to have run its course by the time the young Jew graduates from high school. However, given the demographic and geographical concentration of Jews on the campus, the formative developmental stage the campus represents, and the inherent threats and challenges posed by the campus milieu, the continuation of an attitude relegating campus Judaism to a minor role within the framework of Jewish education is both neglectful and dangerous.

While the leadership of the Jewish community has long been aware of the problems and opportunities associated with Jewish education (congregational schools, day schools, preschools, Jewish camps, youth groups, et.al.), the top leadership of North American Jewish life has never seriously addressed the gross neglect in providing adequate and appropriate funding, staffing, and programming for Jewish college students. In the all too few Hillel Foundations where there are adequate levels of funding and staffing, the results have been very positive (e.g. Harvard, University of Michigan, U.C.L.A., and Washington University). In general, however, most campuses have a ratio of one full time Hillel staff person for every 1,000 - 2,500 Jewish students. As such, Jewish education on the campus, even allowing for the presence of Jewish Studies programs, is woefully underfunded.

From time to time, there have been isolated studies and discussions about Jewish campus constituencies, but in every case they have been aborted by the timidity of national leadership and the political realities of B'nai B'rith's internal agenda and limited funding capacity.

Finally, even given the best efforts of B'nai B'rith Hillel as the national centerpiece for campus services, and local Federations, which often contribute generously to localized Hillel programs, dozens of campuses with thousands of Jewish students have literally no Jewish program as a result of Hillel's inadequate financial resources, or the fact that such campuses happen to be isolated from any Federation's service area.

B'nai B'rith Hillel, in partnership with numerous local Federations, has an immensely important task. It has, to date, been generally viewed as a marginal institution dealing with a marginal constituency, on the periphery of concern to top leadership. Ironically, it is precisely this constituency which holds unparalleled potential in our efforts to upgrade Jewish education.

The Wexner Foundation

Mr. Morton Mandel December 9, 1988 Page 4

For these reasons, it is my strong belief that the Commission on Jewish Education in North America must place the campus agenda among the highest Jewish education priorities. We now have an opportunity to take these constituencies seriously, for the sake of Jewish education, and the future of our community. I urge the Commission not to turn it's head away from this challenge.

Sincerely,

Maurice S. Corson, D.D.

President

MSC:sgb

cc: Mr. Henry Zucker



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FOUNDERS Rabbi Irving Greenberg Elie Wiesel Rabbi Steven Shaw January 3, 1988

Mr. Morton Mandel Mandel Associates Foundation 1750 Euclid Avenue Cleveland, OH 44115

Dear Mort:

This is a belated reaction to the meeting of the commission. On balance, we all should be encouraged by the progress made by the group. I am glad that we also clarified the confusion between the two of us. I truly regret the comment that may have sounded discouraging to the other foundations present from joining in. The main thrust of my words was a plea to you to consider 'specializing' the Mandel Foundation money.

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I am deeply impressed at the breadth of the commission and of your desire to get a review of the entire field of Jewish education so as to be able to choose your 'specialty' wisely. At the same time, there is a danger that you may choose an area which is so broad that it could absorb all of your funds and indeed that of others without really showing a result at the end. My point is that Jewish education might be a case of "less is more". Were you to choose the area of personnel but decide to beef up one outstanding institution (say take the Jerusalem Fellows or some such equivalent program and quintuple it) that might make a difference in the On the other hand, if the money went to outcome. increase the present salaries of all the professionals by a marginal factor of five percent then this would not make a dent in the basic problems of the field.

Almost any of the areas identified would be worthy of a major effort. It is true that there is a lack of research and that in a number of cases, attempts to improve conditions would eventually run into obstacles of shortage of personnel, etc. Nevertheless, in almost each of the areas listed in the report, improvement can be achieved. Therefore, I remain convinced that if the Mandel Family Foundation would choose one area (or a fragment of an area) where it could make a major difference in the long run, this would be the most constructive way to upgrade Jewish It would be my pleasure to consult with you education. as to which area you choose. In actual fact, every area is needed and in every area there is room for a So it comes down to a personal or contribution. intuitive judgment on your part as to which area you Mandel, Mr. Morton January 3, 1988

wish to take on. It may well be that this model of changing one area would be adopted by the other Foundations (those represented on the Commission and those not) so that in the long run the overall area of Jewish education will be covered better this way than by general approaches.

If you choose to work in the area of personnel, there are three possible models of functioning. One is to enrich all existing institutions--but this runs the risk of having a diluted or marginal effect which changes The second would be to take one strong little. institution and underwrite a major expansion. The third would be to focus specifically on new options, i.e., institutions that could nurture major new figures and forces in Jewish education. (An example would be CAJE or Beit Clal -- the retreat center which we are trying to create which will bring scholars together and nurture them and deepen their contacts.) If you make a decision as to which of those models you want to follow and then follow-through and concentrate your efforts, you will make a major contribution.

Among the other important ideas that were offered at the meeting, two stand out. One is the idea of a critical study of Jewish education (Eli Evans' proposal). The other was the need for research. took research as your area and made a major investment in it that too would be a contribution -- even though right now there is no center for research that could carry your investment. The Evans-type study of Jewish education would involve far less resources, of course. It would probably be done best not by a team making a multi-disciplinary analysis but by using a Flexner/Rockefeller Foundation model, i.e., commissioning one intelligent, critical person to do a thorough and effective assessment. The limited investment involved would leave the Foundation free to do other things as well.

The ideas of reaching out to community leadership and stimulating funding also need not be excluded by the commitment to a specific area that is recommended in this letter.

I remain deeply appreciative of your initiative. The very fact that a leader as respected as you, backed by the impressive resources of your Foundation, is willing to give Jewish education top priority carries an important message and serves as an important model. My prayer is that by specializing and concentrating you

will make an even greater contribution at this historic moment.

Warmest best wishes.

Sincerely yours,

Irving Greenberg

IG:blm



Council of Jewish Federations, Inc.

730 Broadway, New York, NY 10003/212 475-5000 Cable: Councilfed, New York

Office of the President Mandell L. Berman

January 25, 1989

Mr. Arthur J. Naparstek Commission Director Commission on Jewish Education in North America 4500 Euclid Avenue Cleveland, Ohio 44103

Dear Art:

I was delighted to receive Maurice Corson's letter on the issue of Educational Services for Jewish students on the campus.

Most of his comments, of course, are to the point. He is certainly correct when he says that the issues of appropriate funding for Hillel Foundations in North America has been limited to some extent by B'nai B'rith's limited funding capacity. However, as Dr. Corson knows, at this point Federations supply more than 50% of the limited dollars that are being spent today on campus programs while it would be my guess that B'nai B'rith spends less than 25%. The problem has always been that Federations tend to support programs close to their own communities, and those campuses which are distant from Federations, Cornell is always the best example, have tended to be either under funded or not funded at all.

The Council of Jewish Federations using a committee that I cochaired five years ago spent three years examining this subject, and in the process tried to get what we felt to be vital, necessary funding for the B'nai B'rith office in Washington, so that the 100 or so Hillel Foundations could be appropriately programmed and staffed. We simply were unable to accomplish this, in part because of the concern expressed by some Federations relative to the ability of the Hillel B'nai B'rith national organization to appropriately handle the funding.

I would, however, point out to Dr. Corson that there are distinct differences between the variety of campus programming even among the better funded campuses such as Harvard and the University of Michigan. As good as the Harvard program is, I think that the leadership there would agree that for the most

Mr. Arthur J. Naparstek January 25, 1989 Page Two

part they tend to direct their programming towards the committed students on campus. At Michigan, as I have pointed out so many times, we direct our programming to the uncommitted students, and we are satisfied that by doing that we have been able to reach about two-thirds of the estimated six thousand Jewish students on the Michigan campus. Consequently, when we take a look, as I hope we will, at the variety of existing campus programs, we certainly should consider the variety of approaches that are available to reach the uncommitted on these campuses.

I enclose a copy of the most recent University of Michigan Hillel January and February events calendar that is illustrative of the kind of programming being done there.

As busy as I am, I would be delighted to do what ever I can to be helpful to you, Art, and to the Wexner Foundation should they be prepared to take a more intensive look at the whole issue of fragmented programming for Jewish students on campuses in North America.

I should add that I have been interested since assuming the Presidency of the Council to try to re-focus staff and committee interest on the college campus programming issue. Because of the whole variety of other priorities at the Council that are taking so much of our time, we have not been able to do that as yet.

The Council, however, is the place where the profile of the issue should and can be raised, and I plan to do that just as soon as we can re-prioritize our activities once some of these international pressures abate.

Cordially.

MLB/bh

cc: Carmin Schwartz Maurice Corson, D.D.

SOLOMON SCHECHTER DAY SCHOOL

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Sharon F. Sugarman, Business Manager

בית הספר ש.ז. שכטר

Harvey W. Freishtat, President Bernard H. Pucker, Chairman, Trustees Rabbi Israel Kazis, Vice Chairman, Trustees Biot Shoolman, Vice Chairman, Trustees

January 26,1989

Dr. Arthur J. Naparstek, Dir. Commission on Jewish Education of North America 45 Euclid Avenue Cleveland, Ohio 44103

Dear Art,

It was good to speak with you the other day. I am following up on our conversation, and in accordance with your request I am putting some of my ideas in writing in the hopes that they can be shared with others involved in this stage of the Commission's planning.

Based on everything that I have studied and in the literature on educational change, I can say with some authority that it is quite important that at this stage of the Commission's work, we begin thinking seriously about ways in which we can share our progress and instill a modest sense of investment among a broader group of individuals, beyond the actual members of the Commission. Given the fact that the Commission hopes to make a definite impact on the field, it seems quite appropriate to be thinking about ways in which we can nurture and fertilize the field so as to render it more hospitable and ready to receive the major recommendations and the suggested programs that may come out of the Commission's work.

In our phone conversation, you pressed me to become as specific as possible. In following through on that suggestion, I will limit my remarks to the Conservative and Reform Movements. Given the fact that I am most familiar with the Conservative Movement, I will provide the most detail.

The key stake holders in the Conservative Movement are the Jewish Theological Seminary, the United Synagogue of America, the Rabbinical Assembly, the Jewish Educators Assembly, the Solomon Schechter Day School Principals' Council, and the United Synagogue Youth Movement. It seems to me that we should begin the process of engineering a meeting of key representatives from those various constituencies. I don't think that this should be a difficult task. We already have Ismar as the representative of the Seminary, together with myself as a representative from the Schechter Principals, though additional individuals from the Seminary and from the Schechter Day School community could be brought in, if we so choose. It's my sense that Ismar and I could, with the guidance and support of a member of the Commission's staff, convene a meeting to which we might invite the following individuals: The President of the United Synagogue of America; the Chief Executive Officer of the United Synagogue of America; the head of the Department of Education of the United Synagogue; the current President of the Rabbinical Assembly; the current President of the Jewish Educators Assembly; and the Director of the United Synagogue Youth Movement. Most of the particular individuals refered to in this list are people whom I know. While I don't know them well, I have enough connection with them that I feel comfortable with them being involved in such a meeting.

M

- I would see the purposes of such an initial meeting being as follows:
- 1. To introduce these individuals to the existence of the Commission and to the manner of its work;
- 2. To lay out for those in attendance the specific areas in which the Commission has chosen to invest its energies;
- 3. To present the anticipated future time-table of the Commission's activities;
- 4. To hear reactions from the group and to make some further plans for the periodic sharing of the Commission's progress;
- 5. To encourage those in attendance (and to provide them with the necessary assistance) to disseminate information on the Commission to members of their constituencies.

The timing for the wider sharing of the information seems very negotiable, but the importance of meeting with the key representatives from each constituency seems very clear to me. With more time, I could give some additional thought to a more specific agenda for that meeting, though I am sure that you and other members of the staff could certainly come up with a good set of items to be tackled at such a meeting.

In thinking about the Reform Movement, I find myself somewhat stymied because I do not know the players well enough. I suggest that you contact Sarah Lee and Alfred Goschalk to learn about the nature of the key players in that movement and to go about the process of blocking out what an appropriate course of action might be.

Finally, I want to add one additional comment concerning a very important organization involved in Jewish Education - the Coalition for the Advancement of Jewish Education (CAJE). have been involved with CAJE for sometime, and I have a realistic appreciation of what it has and has not accomplished. As you may CAJE sponsors an Annual Conference. In August 1989, the 14th Annual CAJE Conference is slated to take place at the University of Washington in Seattle. As I think through the phenomenon of 1,800 individuals involved in Jewish Education gathering together for a week of professional growth, learning, camaraderie, I find myself feeling very strongly that there should be some carefully developed opportunities during the course of the Conference for individuals to learn about the existence of the Commission and the progress that will have been made by that I do not envision a large plenary session, nor do I imagine a full-scale leafletting of the Conference. What I have in mind is much more modest. I think that a group of the senior policy advisors, together with members of the Commission, should have a brief meeting to discuss the structuring of a one and a half hour session, possibly given twice during the course of the Coalition, for purposes of briefing interested attendees on what is happening within the Commission's work. I think would be highly inappropriate for such a large-scale meeting of Jewish Educators to take place without some visibility for the Commission and its work. I would be happy to elaborate further on this at any point, but I did want to mention it at this time because the CAJE planners are now actively involved in the process of putting together the list of sessions to be offered. I believe that the deadline is March 1st, and so there is some reason to move the discussion along sooner than later as to whether it seems appropriate to have some presence of the Commission at the CAJE Conference.

I hope that these remarks are helpful in communicating my position. I would be happy to speak with you further. I would also be very interested in learning from the concept piece that has been written for other constituencies who may need to become aware and moderately invested in the Commission's work.

Warmest regards to you. I do hope we will have a chance to meet on one of your trips East. All the best.

Sincerely,

oshua Elkin

RIKLIS FAMILY FOUNDATION 595 MADISON AVENUE NEW YORK, N. Y. 10022 HIZ ---

MONA RIKLIS ACKERMAN, PH. D.
PREBIDENT
(212) BBB-2035

August 25, 1988

Mr. Arthur J. Naparstek
Director, Commission on Jewish Education
in North America
Premier Industrial Foundation
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Arthur:

The first Commission meeting on August 1st was a great success, for which you should be very proud.

I recognize and appreciate your skillful handling of this gathering, from the pre-meeting interviews to the structuring and organizing of materials for Commission members. Your careful attention to detail was most evident in the concise outline of the various issues before the Commission.

I also think it's wonderful that while the Commission will undoubtedly yield <u>general</u> approaches to various issues affecting Jewish education, these overviews, developed in our meetings, will enable individual Commission members to focus more clearly on the <u>details</u> in our own endeavors. For example: The Riklis Family Foundation is researching child development and daycare, and we recognize the need for a strong Jewish identity component for any such program instituted under our auspices; therefore we look forward to using concepts generated by the Commission in outlining our specific approach to this issue.

And of course I look forward to the next meeting of the Commission to continue our discussion.

Sincerely yours,

Mona Riklis Ackerman, Ph.D.

CHARLES H. REVSON FOUNDATION

444 MADISON AVENUE NEW YORK, N.Y. 10022-6962 (212) 935-3340

ADRIAN W. DeWIND. Chairman EU N. EVANS President

HARRY MERESMAN Secretary and Treasurer

August 16, 1988

SIMON H. RIFKIND Honorary Chairman

Morton L. Mandel 4500 Euclid Avenue Cleveland, OH 44103

Dear Mort,

I always admire risk-taking in philanthropy and more than that, real leadership; they are both rare commodities these days. You convened a wonderful meeting and I want to congratulate you for taking the chance on launching it for an advoit choice of members. It was refreshing to watch the professionals and the lay leadership listening to each other and I think the cooperative spirit was a real tribute to you. I also want to congratulate the staff for pulling together materials and data so we could all talk to each other with the same set of facts.

I look forward to participating in the next meeting.

Best wishes,

EE:df

DAVID HIRSCHHORN

BLAUSTEIN BUILDING BALTIMORE, MD. 21201

MAILING ADDRESS POST OFFICE BOX 200 BALTIMORE, MD, 21203

August 3, 1988

Mr. Morton L. Mandel Mandel Associated Foundations 1750 Euclid Avenue Cleveland, Ohio 44115

Dear Morton:

I am pleased to have been a participant in the first meeting of the Commission on Jewish Education in North America last Monday, and I am happy to have had the opportunity to meet you. My apologies for finding it necessary to leave the meeting before its conclusion due to an overlapping commitment. I shall look forward to receiving the Minutes of the meeting.

In addition to the major themes identified by Mr. Yanowitz in his summary, I would suggest that we consider adding to the Commission's Agenda, the subject of evaluation of programs in Jewish education. I recognize that this is a difficult problem. The Commission would be making an important contribution if the methodology for such evaluation could be developed. Many programs are being undertaken with unclear objectives as to what the program is intended to achieve. How are we to measure success or failure? In this connection, the suggestion made during the meeting that case studies of successful programs be circulated would represent one form of evaluation, provided such case studies included information which identifies how the judgement as to the success of the program was determined.

As you are aware, large sums are already being expended for various forms of formal and informal Jewish education. For example, in Baltimore, almost half of the Associated budget for local services is directed toward programs of formal and informal Jewish education. I am sure more funds are needed, and presumably, one of the objectives of the Commission is to stimulate such additional funding. However, I am concerned that there will never be enough funding unless steps are taken to provide for greater accountability in the use of these funds.

I look forward to participating in the further deliberations of the Commission and I convey my best regards.

Devel develle

DH:ez cc: Mr. Arthur J. Naparstek, Director 🗸

RABBI HASKEL LOOKSTEIN 117-125 EAST 85th STREET NEW YORK, N. Y. 10028

THE STUDY HANOVER 7-1000

August 8, 1988

Dr. Arthur Naparstek Premier Industrial Foundation 4500 Euclid Avenue Cleveland. Ohio 44103

Dear Dr. Naparstek:

I am writing in response to a telephone conversation which I had with Annette Hochstein before she left for Israel. We talked about some of the items that I had raised at the meeting of the Commissioners and also about some items which I did not raise. She suggested that it would be a good idea to write to you and make some specific suggestions reflecting my thinking. I shall try to do just that.

Before I proceed, let me put in writing what I tried to say orally about my very good feeling concerning the work of this Commission. In the first instance, just the possibility of working together with so many fine minds and so many committed people of varied religious outlooks is extremely inspiring. We all have many common goals, and to think that we can sit down and work on them together, despite our philosophic differences, is something which ought to be quite obvious but which, unfortunately, in our Jewish world, is not. Furthermore, the idea of having a chance to work with other people to change or influence the trends in American Jewish life that upset us, at least those trends which touch upon Jewish education, is also very exciting. In short, I am very grateful for the opportunity to serve.

I.

I am glad the document which summarized the interviews began with "The people who educate." There is nothing more important than that concern if we are going to improve - or even maintain - Jewish education in America today and tomorrow.

The question which I publicly aired at the meeting is not a frivolous one. Very few of us would not worry about a decision of our children to enter the field of Jewish education unless we had sufficient independent means to be able to support them outside

of their compensation in the field. That's not the way to build Jewish education in this country. We have to compete in some way with law, medicine, business, computer science, and other fields which draw our best minds away from the service of our people.

We start out with certain advantages. An idealist will find Jewish education to be extremely satisfying. The work year is considerably shorter than the normal work year in the market place. Even the hours are a little bit more reasonable, although those of us who move into administration find that it is a seven day a week - day and night - proposition. And yet, the calendar is much more civilized than that of a young lawyer, doctor or businessman.

The key issue, however, is compensation and professional standing. I have some ideas about professional standing but I would like to focus on compensation.

It seems scandalous that a young person who already has a bachelor degree, or perhaps a master's, and who, if he or she is on the Judaic studies side of Jewish education, also has a Judaic studies background, should have to start a career in teaching in a Day School at a salary less than \$25,000 a year. Different areas of the country may have other standards but, surely, in the major metropolitan centers that is not too much to expect for somebody who is going to devote himself or herself to the future of our children. Moreover, that salary has to rise significantly over, let us say, the first ten years in the field. Within ten years the teacher ought to be able to expect a salary in the range of \$50,000 to \$60,000 without becoming an administrator.

How can we do this? Perhaps the way to do it is by matching grants. Pick a figure which a school ought to be able to afford as a starting salary (\$18,000?) and say that we - whoever that "we" is - will provide half or three-quarters of the difference between that figure and \$25,000. Moreover, if the salary increase is \$3,500 a year (in ten years that means the salary will go to \$63,500) "we" will provide half of that salary increase.

I am not sure who "we" is. Perhaps it should be the Federation in a particular city. Perhaps it should be a consortium of foundations. Under any circumstances, however, it seems to me that we have to provide the funding for this kind of salary. Anything that is much less than that is not going to attract the best minds and talents to the field. Moroever, the worst thing is to have excellent teachers feel that in order to get ahead financially they have to become administrators. Frequently, the best teachers make poor administrators. But even if they turn out to be good, we have lost an excellent teacher in the classroom. If I had my way, I would much rather have excellent teachers in

every class than an outstanding principal. An outstanding principal with poor teachers will have a poor school. Ourstanding teachers with a mediocre principal will still be a very good school; if not excellent, at least close to excellent.

Another important idea is in the fringe benefits area. Ramaz has a pension system whereby after three years in the school the faculty member pays four percent and Ramaz pays six percent. There is immediate vesting in the pension. The pension goes up a quarter of a percent per year for each partner, which means that in sixteen years the school is paying ten percent and the teacher eight percent. This represents a very fine pension if somebody stays in the field for about 25 to 30 years. If my memory serves me correctly, we receive about two percent from the Fund for Jewish Education here in New York to help us with that pension. appreciate that help but, surely, it is quite minimal. For many other schools it means that they don't have have good pensions. For us, it means that we are running a tuition in the high school of close to \$8,500 a year (this is directly attributable to the high salaries we are paying and the fringe benefits - pension and medical - which we have to fund ourselves). Since we are also a school which has a broad range of economic classes among our students, it means that we have to provide some form of scholarship for about 53 percent of our studnets. What we have, therefore, is a kind of graduated income tax whereby those who can afford to pay are paying very high tuition and others are paying less.

We are a better school because of the salaries and fringe benefits but we may be pricing ourselves out of the market. We need help from the outside. Other schools certainly do if we are to raise the quality of teachers who are attracted to Jewish education.

Among the fringe benefits, besides medical (which is going out of sight), dental (which we cannot even afford) and pension, there is the matter I raised at the meeting of providing free Jewish education for any teacher who is devoting himself or herself to Jewish education. In the school in which the teacher is teaching the education ought to be absolutely free. In another school we ought to be paying half the tuition. That's what colleges are doing to attract good people. Surely the Day School movement should not be doing less.

What I have sketchily outlined here is very expensive. I would like to add one further point, namely, that when I speak about teachers, I mean teachers who are in Judaic studies or in general studies (other schools call it secular studies). Both are giving our children a Jewish education and, therefore, both have to be treated exactly the same way.

If we do the things that I have suggested - and perhaps some other things which I haven't thought of - we will fill the teacher training schools with good people, we will have excellent people to go to the seminars and in-service programs and we will have people to whom we can give a higher status and empowerment and personal growth (I am quoting from item E in the interview reviews). If we don't do the basic financial work, however, everything else is going to be less productive. We simply will not have the people to train, to improve, to empower and to elevate. Recruitment of the right people to come into the field is the number one priority, it seems to me. Salaries and fringe benefits are the number one way to do the recruiting. Look at the legal profession and the business world for the models.

H.

In Roman Numeral III of the Review, there are some questions about the extent to which Day School education ought to be supported or supplementary schools ought to be encouraged. While I believe that it is important to strengthen supplementary schools because, in many cases, that's where the clients are, I would like to stress the fact that Day School education has been markedly successful. Among the Day Schools the importance of encouraging students to continue through their high school years cannot be over-emphasized. Moreover, while the impact on students is of course related to the kind of homes they come from, the statement that "students coming from homes that do not support the values and goals of these institutions" may perhaps not benefit so much from Day Schools, is not borne out by research. I have a study that was just done of Ramaz graduates over the past 50 years. While it is clear that the stronger the home the better the results of the education, it is also clear that even with so-called weaker homes there is a substantial impact of the education. I would be happy to make this study available to the Commission if you would like it. might even suggest that you contact the person who ran the study, Dr. Nathalie Friedman, at 451 West End Avenue, New York City, 10024 (212 TR-3-2064) she has a good deal of information and insight which does not appear as yet in the actual published version of the study which is due to come out in about three months. has a world of conclusions that might be very helpful to the Commission. Dr. Friedman is a chief sociological researcher at Columbia University and the acting chairman of the department of sociology at Barnard College.

III.

In speaking about informal education, I would like to make a concrete suggestion about camping. My own experience has been that I attended the Ramaz School through elementary school and high school and during my high school and college years I was a camper and then a counselor at Camp Massad, a Hebrew speaking camp which went out of business about five years ago after having had a tremendous impact on several thousand campers over the course of some forty years. That camp no longer exists and it has left a tremendous void in the centrist Orthodox community.

Massad was a Hebrew speaking camp, devoted to Jewish religion, culture and in, particular, Zionism. Hundreds of its alumni live in Israel. Many, many more are leading personalities in the field of Jewish education and communal leadership. Several of them were sitting around the table at the Commission meeting last week. It was a place in which Orthodox and non-Orthodox felt quite comfortable. I learned to get along with people who disagree with me because of my experience at that camp. I also developed a taste for Jewish leadership and the rabbinate in the camp, rather than in my school. For better or for worse, I probably am a rabbitoday more because of Massad than because of Ramaz.

If there is a Foundation which wants to make a very significant contribution to Jewish education, the training of leaders, the development of a love for klal Yisrael and the land and people of Israel and to do it all in a Hebrew setting and in a camp which runs according to halakha but which is hospitable to people who are not fully observant, this is a camp which ought to be resurrected. It will not be easy, but I can tell you that there are people and institutions ready to help in this effort, notably Ramaz School and the Yeshiva of Flatbush here in New York. There are not enough opportunities for modern Orthodox young people to be able to go to an inspirational summer camp which is run by an organization as a non-profit entity rather than by private people who, fundamentally, have a profit motive in mind. I think that Dr. Alvin Schiff could shed a good deal of light on this.

I hope that these remarks have been helpful. They probably have been a little bit more longwinded than necessary but rabbis in general, and this particular one specifically, have been accused of that deficiency before. I should of course be more than happy to discuss this with anybody at any time which is convenient.

Once again, thank you for giving me the opportunity to work together with so many wonderful people for such an important cause.

Very cordially yours,

DONALD R. MINTZ 643 MAGAZINE STREET NEW ORLEANS, LOUISIANA 70130-3477

August 4, 1988

PERSONAL

Mr. Morton L. Mandel Premier Industrial Corp. 4500 Euclid Avenue Cleveland, OH 44103

Dear Mort:

I thought the first meeting of the Commission on Jewish Education of North America was extraordinarily productive and positive. The composition of the Commission, together with the interest displayed during the meeting, is a fitting tribute to your wonderful leadership.

I am pleased and privileged to be a part of the effort and moreover, enormously grateful that JWB is a partner in this historic project.

With warmest best wishes, I am

Sincerely,

Donald R. Minta

DRM/pie

Board of Jewish Education of Greater New York



426 West 58th Street / New York, NY 10019 / (212) 245-8200

DR. ALVIN 1, SCHIEF Executive Vice Preside 1.

August 5, 1988

Arthur Naperstek 2452 Lamberton Avenue Cleveland Heights, Ohio 44118

Dear Arthur:

I thought that the Monday meeting of the Commission was a good one. Most of the credit goes to your careful planning and orientation. As we say in our part of the woods, "Yishar Kochacha".

Much of the discussion actually revolved around givens and confirmed the fact that the challenges of Jewish education are rather clear. In this regard, the last two pages of "Jewish Education at the Crossroads", which I prepared for the Joint Program Jewish for Education, may be helpful. I'm enclosing a copy of this item for you.

The reason for this letter is just to elaborate on some of the remarks I made at the meeting. There are, to my mind, three major categories of challenge:

- 1. Personnel
- Children and Families
- Technology

Personnel

Regarding this challenge, I am enclosing some information about the "Year of the Jewish Educator" prepared by COJEO.

Questions re personnel which must be answered are:

What will attract personnel? What will keep them?

and the second process

This includes consideration of the teachers' workplace. It refers to the various kinds of educational settings in which teachers work. In many instances, this suggests an upgrading of the school environment and informal programs. Upgrading the workplace carries with it the need to increase possibilities for professional advancement and for career opportunities as well as more meaningful professional experience.

Another question to be answered is:

What will make teachers productive?

In this case, appropriate training to deal with needs of children and families is a necessary response. Moreover, teachers need to be able to be models for their students. They must also be capable of fusing formal and informal education strategies in their work.

2. Families and Children

Reaching and teaching family members of school children and youth in informal educational settings is a major challenge. The need to develop family support systems for pupils is absolutely essential if Jewish education is to become more effective. This means a knowledgeable adult base for our Jewish child education. There is significant research to support this contention. The Jewish supplementary school study of BJE of Greater New York reinforces this point.

Technology

How to use technology for formal and informal educational settings is absolutely essential as we enter the 21st century. This means harnessing all kinds of available hardware and software for the purposes of Jewish education in the school, the center, the community and the home.

Essentially, as I noted in my remarks during the morning session, our efforts should be geared to three target populations;

- (1) schools and programs that are effective (example: Day Schools and Camps to which about 20% of the Jewish child population is exposed). These need to be strengthened.
- (2) ineffective schools and programs (example: Supplementary Schools through which approximately 55% of Jewish youth will "pass"). These instrumentalities must be radically changed.
- (3) "Unaffiliated" Jewish children and youth (about 25% of the Jewish child population). These need to be reached and taught effectively.

Developing the appropriate strategies for each target population is our major challenge. Here, providing qualified, creative personnel, adequate family support and effective use of technology, are essential.

With warm wishes, I remain,

Keep up the good work,

Sincerely,

Alvin I. Schiff

AIS:1z

cc: Morton Mandel

COMMUNITY INITIATIVES ON PERSONNEL IN JEWISH EDUCATION

BASIC PRINCIPLES

- Dealing with personnel issues demands a holistic approach: recruitment, training, retention, and profession-building are all interrelated.
- 2. Dealing with personnel issues demands a community-wide approach: a broad range of institutions must be mobilized and utilized.
- 3. Dealing with personnel issues demands the investment of additional resources: you get what you pay for.

TRANSLATING PRINCIPLES INTO PROGRAMS: TEN EXAMPLES

- 1. Avocational Teacher Training Program; MetroWest, New Jersey -Community residents participate in a weekly seminar, developed by the local
 Midrasha, to prepare for teaching roles in supplementary schools. Studies include
 Judaica, pedagogy, and Hebrew. Trainees work in schools, under the supervision of
 mentor teachers. Educational directors participate as instructors and mentors.
 Administered by the Jewish Education Association, funded by a grant from the
 community foundation.
- 2. College Student Intern Program; Chicago College students are recruited for part-time teaching positions and participation in a special training program. Classes are given in child development, classroom management and curriculum. Students are assigned master teachers to provide ongoing assistance in the classroom. (Chicago has a master teachers program.) Students receive stipends above their teaching salary for participating. Administered by the Board of Jewish Education.
- 3. Joint Commission Program for Teacher Training; Baltimore -- Teachers take courses at the Baltimore Hebrew University, which lead to academic degrees or licensing. Tuition is paid for, and students who earn a "B" or better receive \$150 for each course completed. When a teacher reaches a new licensing level, an arrival bonus and salary supplement are provided. Funded by the Federation.

- 4. LAATID (Learning and Advancement for Teaching and Individual Development); San Francisco -- Teachers earn in-service units by participating in a variety of BJE sponsored workshops, seminars, and conferences. Teachers earning 12 units during the year receive a \$150 stipend. Schools in which more than 75% of teachers earn 12 credits receive direct grants. Funded by Federation Endowment Fund Grant.
- 5. Teacher Fellowship Program; Rhode Island -- Teachers of promise are selected to receive stipends of \$750 per year to improve their Judaica background or pedagogic skills. Most use the funds to achieve certification through taking courses at the Providence branch of the Hebrew College of Boston
- 6. Day School Teacher Salary Supplementation; MetroWest, NJ -- The Federation allocates funds directly to supplement salaries of day school teachers in the community. (This is in addition to allocations to the day schools.) Currently, \$100,000 is provided annually for this purpose.
- 7. Benefits Packages for Jewish Educators; New York -- The Fund for Jewish Education (sponsored by the UJA-Federation and Joseph Gruss, administered by the BJE) makes grants to enable full-time Jewish educators in day and supplementary schools to receive life and health insurance coverage, and participates with schools and educators in a pension plan. Over \$2,500,000 annually is expended for these purposes.
- 8. Linking Day School Funding to Teacher Certification and Salaries; Miami -- Day schools are eligible for funding by federation only if their teachers are licensed. The amount of funding which schools receive is tied directly to the salaries which their teachers are paid. Day school Funding process is administrated by the Central Agency for Jewish Education.
- 9. Principals Centers; New York and Chicago -- The Boards of Jewish Education of New York and Chicago each run extensive professional development programs aimed at principals. These include regular seminars and special institutes, and utilize top-calibre academics and other resource people. Modeled on the principals centers in general education.
- 10. Planning for Personnel: The Cleveland Commission on Jewish Continuity The Cleveland Federation and Congregational Plenum jointly sponsored a Commission on Jewish Continuity. The Commission's Task Force on Personnel made extensive recommendations for a comprehensive program of personnel development for formal and informal Jewish education, involving the Cleveland College of Jewish Studies, the Bureau of Jewish Education, Day Schools, Congregations, and the JCC. Recommendations included: 1) a Cleveland Fellows Program to recruit and train at the Cleveland College full-time Jewish educators for the community and to fill newly created positions as family educators, retreat specialists, master teachers, and school directors; 2) an expanded in-service education package, involving the development of Personal Growth Plans for teachers leading toward degrees, licensure, or other professional advancement, and incorporating teacher and institutional stipends to encourage participation; 3) a four-year plan to increase day school teachers' salaries, with 70% of the funding to come from Federation; and 4) the development by the Bureau of Jewish Education of five full-time community teacher positions, combining jobs to create a reasonable teaching load and salary.

Draft For Discussion - September 14, 1988

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.

<u>Scope</u>

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 <u>Method</u> by which documents are prepared, the <u>Level</u> of social science thinking and research involved, and guidelines for the <u>written presentation</u> 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.

- 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

MASTER SCHEDULE CONTROL
16392 IREV. 12/863 PRINTED IN U.S.A.
1988-----

IN NORTH AMERICA

ELEMENT	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
I. Planning Group	10/10- 10/13		12/12-		2/7-2/9						,	July 1	occ.		Dec.	Jan.	reb.	mar.
 Senior Policy Advisors 	10-4pm 10/12		12/15 12/12- 12/14						6/15									
3. Commission			12/14 10-4pm 12/13						6/14									
4. Task Forces						10,122												
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COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Commission Members

Mona Riklis Ackerman (Ph.D.), Riklis Family Foundation, 725 Fifth Avenue, 25th Floor, New York, NY 10022-2533, (212) 735-9540 Dr. Ackerman is a clinical psychologist and President of the Riklis Family Foundation. She is active in UJA/Federation of Jewish Philanthropies of New York and American Friends of Rechov Sumsum.

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

David Arnow (Ph.D.), 1114 Avenue of the Americas, New York, NY 10036, (212) 869-9700

Dr. Arnow is a psychologist, President of the New Israel Fund and chair of the UJA/Federation of Jewish Philanthropies of New York Subcommittee on Governance.

Mandell L. 8erman, 29100 Northwestern Highway #370, Southfield, Michigan 48034, (313) 353-8390

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

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

Charles R. Bronfman, 1170 Peel Street, Montreal, Quebec H3B 4P2, (514) 849-5271

Mr. Bronfman is Co-Chairman and Chairman of the Executive Committee of The Seagram Company, Ltd., Chairman of The CRB Foundation and Honorary Chairman, Canada-Israel Securities Ltd. He is Director of the Canadian Council of Christians and Jews, and active in many civic and Jewish causes.

John C. Colman, 4 Briar Lane, Glencoe, Illinois 60022, (312) 835-1209 Mr. Colman is a private investor and business consultant. He is a member of the Executive Committee of the American Joint Distribution Committee and is active in a wide variety of Jewish and general institutions.

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

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

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

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

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

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

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

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

Eli N. Evans, Charles H. Revson Foundation, 444 Madison Avenue, New York, NY 10022, (212) 935-3340

Mr. Evans is President of the Charles H. Revson Foundation which supports programs in urban affairs, Jewish and general education, and biomedical research policy. He has written two books on the history of Jews in the American South.

Irwin S. Field, Liberty Vegetable Oil Company, P. O. Box 4236, Cerritos, California 90703, (213) 921-3567

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

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

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

Alfred Gottschalk (Rabbi, Ph.D.), Hebrew Union College, 3101 Glifton Avenue, Cincinnati, Ohio 45220-2488, (513) 221-1875

Dr. Gottschalk is President of the Hebrew Union College-Jewish Institute of Religion and Professor of Bible and Jewish Religious Thought. He is founder of the School of Jewish Communal Service, Chairman of the Academic Council of the U. S. Holocaust Memorial Council. He also serves as Vice President of the World Union for Progressive Judaism. He has written extensively on education and Jewish intellectual history.

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

Irving Greenberg (Rabbi, Ph.D.), The National Jewish Center for Learning and Leadership, 47 West 34th Street, 2nd Floor, New York, NY 10001, (212) 279-2525 Rabbi Greenberg is President and co-founder of CLAL: The National Jewish Center for Learning and Leadership. He founded and chaired the Department of Judaic Studies at City College and has taught and written widely on Jewish thoughts and religion.

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

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

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

Mr. Hiller is a consultant to non-profit organizations and President of the Zanvyl Krieger Fund. He has been chief professional officer of the Council of Jewish Federations and the Jewish Federations in Pittsburgh and Baltimore.

<u>David Hirschhorn</u>, The Blaustein Building, P. O. Box 238, Baltimore, Maryland 21203, (301) 347-7200

Mr. Hirschhorn is Vice Chairman of American Trading and Production Corporation. He is a Vice President of the American Jewish Committee and active in Jewish education in Baltimore.

Carol K. Ingall, Bureau of Jewish Education of Rhode Island, 130 Sessions Street, Providence, Rhode Island 02906, (401) 331-0956 Mrs. Ingall is Executive Director of the Bureau of Jewish Education of Rhode Island, curriculum consultant to the Jewish Theological Seminary and representative of the Council for Jewish Education to the Conference on Jewish Communal Service.

<u>Ludwig Jesselson</u>, Philipp Brothers, Inc. 1221 Avenue of the Americas, New York, NY 10020, (212) 575-5900

Mr. Jesselson has served as Chairman of Philipp Brothers, Inc., Chairman of the Board of Governors of Bar Ilan University, Treasurer of the Board of Yeshiva University and President of UJA/Federation of Jewish Philanthropies of New York Joint Campaign.

Henry Koschitzky, 1 Yorkdale Road, #404, Toronto, Ontario M6A 3A1, (416) 781-5545

Mr. Koschitzky, a former Rhodes Scholar, is President of Iko Industries Ltd. He has served as Chairman of the Board of Jewish Education in Toronto.

Mark Lainer, 17527 Magnolia Boulevard, Encino, California 91316, (818) 787-1400 Mr. Lainer is an attorney and real estate developer. He is an officer of the Jewish Federation of Los Angeles and Vice President of JESNA. He was founding president of Abraham Joshua Heschel Day School, Vice President of Education at Temple Valley Beth Sholom, Encino, and Chairman of the Bureau of Jewish Education of Los Angeles.

Norman Lamm (Rabbi, Ph.D.), Yeshiva University, 500 West 185th Street, New York, NY 10033, (212) 960-5280

Dr. Lamm is President of Yeshiva University, founder of <u>Tradition</u> magazine and the author of many books including <u>Faith and Doubt</u>. He was a member of the President's Commission on the Holocaust and lectures extensively on Judaism, law and ethics.

Sara S. Lee, Rhea Hirsch School of Education, Hebrew Union College, 3077 University Avenue, Los Angeles, California 90007-3796, (213) 749-3424 Mrs. Lee is Director of the Rhea Hirsch School of Education at Hebrew Union College in Los Angeles and Vice Chairman of the Association of Institutions of Higher Learning in Jewish Education. She is a frequent contributor to conferences and publications on Jewish education.

Seymour Martin Lipset (Ph.D.), Stanford University, 213 Hoover Memorial Building, Stanford, California 94121 (415) 723-4741 Professor Lipset is a Senior Fellow in political science and sociology at the Hoover Institution at Stanford University. He has been co-editor of Public Opinion and author of many books including Political Man and The Politics of Unreason.

Haskel Lookstein (Rabbi, Ph.D.), Ramaz School, 125 East 85th Street, New York, NY 10028, (212) 427-1000

Rabbi Lookstein is Principal of Ramaz School and Rabbi of Congregation Kehilath Jeshurun. He teaches at Yeshiva University and has served in leadership roles with the National Rabbinic Cabinet, the New York Board of Rabbis, the Coalition to Free Soviet Jews and the UJA-Federation of New York.

Robert E. Loup, Loup-Miller Construction Company, 10065 E. Harvard Avenue, Suite 900, Denver, Colorado 80231, (303) 745-7000 Mr. Loup is a real estate developer. He is life president of the Allied Jewish Federation of Denver, National Chairman of CLAL, and past national chairman of the United Jewish Appeal.

Morton L. Mandel, Premier Industrial Corporation, 4500 Euclid Avenue, Cleveland, Ohio 44103, (216) 391-8300 Mr. Mandel is Chairman of the Board of Premier. He has been President of the Jewish Community Federation of Cleveland, the Council of Jewish Federations, and JWB.

Matthew J. Maryles, Oppenheimer and Company, Inc., 1 World Financial Center, 200 Liberty Street, New York, NY 10281, (212) 667-7420 Mr. Maryles is a Managing Director of Oppenheimer and Company, Inc., a New York investment banking firm. He is President of Yeshivah of Flatbush, Chairman of the Fund for Jewish Education and Vice President of UJA/Federation of Jewish Philanthropies of New York.

Florence Melton, 1000 Urlin Avenue, #1505, Columbus, Ohio, 43212, (614) 486-2690

Mrs. Melton is the founder of R. G. Barry Corporation where she serves as Design Consultant. She has served on the Board of Huntington National Bank, Columbus, and is an inventor who holds a number of patents. Through her philanthropic efforts, she has initiated numerous innovative projects in Jewish and secular education, including a research project at Ohio State University designed to increase the self-image of junior high school children. She has served on many national education boards.

<u>Donald R. Mintz</u>, Sessions & Fishman, Thirty-Fifth Floor, 201 St. Charles Avenue, New Orleans, Louisianna 70170-3500, (504) 582-1571 Mr. Mintz is a senior partner of Sessions & Fishman and a Professor at Tulane University Law School. He was President of the Jewish Federation of Greater New Orleans and is the immediate past president of Jewish Community Centers Association of North America (formerly JWB).

<u>Lester Pollack</u>, Lazard Freres & Company, One Rockefeller Plaza, New York, NY 10020, (212) 632-4829

Mr. Pollack is a General Partner of Lazard Freres and Chief Executive Officer of Centre Partners. He is Vice President of the JWB and of UJA/Federation of Jewish Philanthropies of New York.

<u>Charles Ratner</u>, Forest City Enterprises, Inc., 10800 Brookpark Road, Cleveland, Ohio 44130, (216) 267-1200

Mr. Ratner is Executive Vice President of Forest City Enterprises, Inc. He is Vice President of the Jewish Community Federation of Cleveland, Chairman of the Cleveland Commission on Jewish Continuity, and of the Cleveland Jewish Welfare Fund campaign. He is active in other civic and Jewish organizations.

Esther Leah Ritz, 929 N. Astor Street, #2107-8, Milwaukee, Wisconsin 53202, (414) 291-9220

Mrs. Ritz has been President of JWB and Vice President of the Council of Jewish Federations. She is Vice Chairman of Wurzweiler School of Social Work at Yeshiva University and is a Past President of the Jewish Federation in Milwaukee.

Harriet L. Rosenthal, 368 Woodland Place, South Orange, New Jersey, 07079
(201) 762-7242

Mrs. Rosenthal is a Vice President of JWB. She was a delegate of the National Council of Jewish Women to the Conference of Presidents, and serves on the Board of The National Conference on Soviet Jewry.

Alvin I. Schiff (Ph.D.), Board of Jewish Education of Greater New York, 426 West 58th Street, New York, NY 10019, (212) 245-8200 Dr. Schiff is Executive Vice President of the Board of Jewish Education of Greater New York, Editor of Jewish Education and Professor of Jewish Education at Yeshiva University. He is past president of the Council for Jewish Education.

Ismar Schorsch (Rabbi, Ph.D.), Jewish Theological Seminary, 3080 Broadway, New York, NY 10027, (212) 678-8072

Dr. Schorsch is Chancellor and Professor of Jewish History at the Jewish Theological Seminary of America. He has served as President of the Leo Baeck Institute and has published in the area of European Jewish history.

Daniel S. Shapiro, Schulte, Roth & Zabel, 900 Third Avenue, New York, NY 10022, (212) 758-0404

Mr. Shapiro is a partner in Schulte, Roth and Zabel. He has served as President of the Federation of Jewish Philanthropies of New York and is Vice President of the Council of Jewish Federations.

Margaret W. Tishman, 1095 Park Avenue, New York, NY 10028, (212) 980-1000 Mrs. Tishman is President of the UJA/Federation of Jewish Philanthropies of New York. She has served in leadership roles with the Jewish Community Relations Council of New York, the Jewish Theological Seminary, and Yeshiva University.

<u>Isadore Twersky</u> (Rabbi, Ph.D.), Harvard University, Center for Jewish Studies, 6 Divinity Avenue, Cambridge, Massachusetts 02138, (617) 495-4326 Professor Twersky is Nathan Littauer Professor of Hebrew Literature and Philosophy and Director of the Center for Jewish Studies at Harvard University. He has written numerous scholarly books and studies in Jewish philosophy and law.

Bennett Yanowitz, 2600 Erieview Tower, Cleveland, Ohio 44114, (216) 696-3311 Mr. Yanowitz is a principal in the firm of Kahn, Kleinman, Yanowitz and Arnson. He is President of JESNA. He has served as Vice President of the Jewish Community Federation of Cleveland and Chairman of the National Jewish Community Relations Advisory Council.

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Morton L. Mandel, Chairman

Senior_	Policy	<u>Advisors</u>
---------	--------	-----------------

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

Scephen H. Hoffman - Executive Director, Jewish Community Federation

of Cleveland

1750 Euclid Avenue, Cleveland, Ohio 44115

(216) 566-9200

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

439 Pardee Hall, Cleveland, Ohio 44106

(216) 368-4380

Jonathan Woother - 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

<u>Staff</u>

Arthur J. Naparstek

Virginia F. Levi

Program Officer, Premier Industrial Foundation 4500 Euclid Avenue, Cleveland, Ohio 44103

(216) 391-8300

Rachel M. Gubitz

 Program Intern, Premier Industrial Foundation 4500 Euclid Avenue, Cleveland, Ohio 44103

(216) 391-8300

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Morton L. Mandel, Chairman

Senior Policy Advisors

- President, Cleveland College of Jewish Studies David S. Ariel 26500 Shaker Boulevard, Beachwood, Ohio 44122 (216) 464-4050 - Professor of Education, Hebrew University Seymour Fox The Jerusalem Fellows, 22A Hatzfira Street, Jerusalem 93102 02-668728 - Consultant, Nativ Policy & Planning Consultants Annette Hochstein P. O. Box 4497, Jerusalem, Israel 91044 02-662296 - Executive Vice President, Jewish Community Federation Stephen H. Hoffman of Cleveland 1750 Euclid Avenue, Cleveland, Ohio 44115 (216) 566-9200 - Executive Vice President, Council of Jewish Federations Martin S. Kraar 730 Broadway, New York, New York 10003 (212) 475-5000 - Executive Vice President, JCC Association Arthur Rotman 15 East 26th Street, New York, New York 10010 (212) 532-4949 - University Professor, Case Western Reserve University Herman D. Stein 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

Mark Gurvis

- Assistant Director of Social Planning, Jewish Community Federation of Cleveland 1750 Euclid Avenue, Cleveland, Ohio 44115 (216) 566-9200

Virginia F. Levi

- Program Director, Premier Industrial Foundation 4500 Euclid Avenue, Cleveland, Ohio 44103 (216) 391-8300

B. The list of options

(This list will probably be organised differently (in clusters by themes etc.) and each option will be briefly elaborated upon. Redundancies may be eliminated later).

- 1. To deal with the shortage of qualified personnel for Jewish education.
- To qual with the community its leadership and its structures - as major factors for change in any area.
- 3. To focus efforts on the early childhood age group.
- 4. * * * the elementary school age.
- 5. * * * * the high-school age.
- 6. * * * the college age.
- 7. * * * young adults.
- 8. " " " the family.
- 9. * * * adults.
- 10. " " " the retired and the elderly.
- 11. To reduce or eliminate tuition.
- 12. To develop early childhood programs.
- 13. To focus on programs for the family and adults.
- 14. To develop programs for the college population.
- 15. To enhance the use of technology (the media, computers, etc.) for Jewish education.
- 16. To develop informal education.
- To develop integrated programs of formal and informal education.
- 18. To develop Israel Experience programs.
- 19. To improve the supplementary school (elementary and highechool)
- To develop and improve the day school (elementary and high-school)
- To develop curriculum and methods in specific areas (e.g. values, Hebrew).
- To improve the physical plant (buildings, labs, gymnasia).
- To generate significant additional funding for Jewish oducation.
- 24. To create a knowledge base for Jewish education (research of various kinds: evaluations and impact studies; assessment of needs; client surveys; etc...)
- 25. To focus efforts on the widespread acquisition of the Hebraw Language, with special initial emphasie on the leadership of the Jewish Community.
- 26. To encourage innovation in Jewish Education
- 27, 28... Combinations of the preceding options.

MEANS OPTIONS . V. PROGRAMMATIC OPTIC (MEANS OPTIONS = UNDERLIND)

OPTIONS (.

- 1 PERSONNEL
- 2 COMMUNITY
- 3 EARLY CHILDHOOD
- 4 ELEMENTARY SCHOOL
- 5 HIGH SCHOOL
- 6 COLLEGE
- 7 YOUNG ADULT
- 8 FAMILY
- 9 ADULTS
- 10 RETIRED+ELDERLY
- 11 NO TUITION
- 12 EARLY CH. PROGS
- 13 FAM. &ADULT PROGS
- 14 COLLEGE PROGS .
- 15 TECHNOLOGY
- 16 INFORMAL ED
- 17 INTEGRATED
- 18 ISRAEL
- 19 SUPPLEMENTARY SCHOOL
- 20 DAY-SCHOOL
- 21 CURR.& METHODS
- 22 PHYSICAL PLANT
- 23 ADD. FUNDING
- 24 KNOWLEDGE
- 25 HEBREW
- 26 INNOVATION
- 27. COMBINATIONS