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**AMERICAN JEWISH ARCHIVES**

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

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Senior Policy Advisors meeting. 24 August 1989. "Index of Key Papers", 1989, undated.

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

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## Index of Key Papers

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15 EAST 26th STREET • NEW YORK, N.Y. 10010-1579

August 16, 1989

To: Henry Zucker

From: Arthur Rotman

Pursuant to the discussion at the last meeting of the Seniors Policy Advisors, Jon Woocher, Marty Kraar and Art Rotman had a Conference Call and have come up with the following definition of Jewish education.

Jewish education is a lifelong process of acquiring Jewish knowledge, skills, attitudes and values. Its goals are to help individuals develop and reinforce positive Jewish identity, participate intelligently in Jewish life and to create the conditions for meaningful Jewish continuity and a rich Jewish cultural life.

Jewish education takes place in the home, synagogue, classroom, Center and wherever efforts are made to awaken and deepen the sense of Jewish belonging, to motivate the pursuit of Jewish knowledge and to give expression to Jewish beliefs, practices and values.

TO: Senior Policy Advisors

FROM: Seymour Fox

DATE: 7/30/89

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Below is a new list of the research papers which combines several of them, as well as an update of what we are suggesting.

Papers to be Commissioned:

1. The relationship between Jewish education and Jewish continuity.  
(Author: possibly a major Jewish philosopher--if he is willing to undertake the assignment.)
2. The organizational structure of Jewish education in North America, by Walter Ackerman.
3. The synagogue as a context for Jewish education, by Joseph Reimer.
4. Attitudes, opinions, and perceptions of needs of leadership, by Steven M. Cohen and Erik Cohen. (Based on the data to be collected at the G.A. and other sources.)
5. Approaches to training personnel and current training opportunities, by Aryeh Davidson.
6. Assessment of Jewish education as a profession, by Isa Aron.

Isa Aron will also produce an additional paper on personnel, based on both existing data and data that she will collect, in the following areas:

- The state of the field of Jewish education;
- The shortage of personnel for Jewish education and personnel needs;
- The training history of good educators in the field;
- Recruitment and retention of personnel;
- Salaries and benefits;
- Bibliography in the area of personnel.



8/22/89

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Commission on Jewish Education in North America  
Proposed Panels to Review Papers

I. On Community/Financing

David Ariel  
Seymour Fox  
Robert Hiller  
Stephen Hoffman  
Martin Kraar  
Morton Mandel  
Arthur Naparstek  
Arthur Rotman  
Herman Stein  
Philip Wasserstrom  
Jonathan Woocher  
Bennett Yanowitz

II. On Personnel

Seymour Fox  
Annette Hochstein  
Mike Inbar

Authors:

Walter Ackerman  
Isa Aron  
Aryeh Davidson  
Joseph Reimer  
Israel Sheffler

Commissioners:

Jack Bieler  
Josh Elkin  
Sara Lee  
Alvin Schiff

Others:

Barry Chazen  
Sharon Feinman-Nemzer  
Alan Hoffmann  
Barry Holtz  
Zev Mankowitz  
Bernie Reisman



## COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

## CJF QUARTERLY AND GA STRATEGY

I. Introduction

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

II. Objectives

- A. to involve federation lay and professional leadership in the Commission process;
- B. to stimulate and build upon Jewish education planning initiatives in local communities;
- C. to strengthen Jewish education as a policy priority on the Jewish communal agenda;
- D. to test the IJE and community action site concepts; and
- E. to define the roles of local and national institutions in an evolving national Jewish education system.

III. September Quarterly

There are two primary groups we should meet with at the Quarterly meeting--federation planners and federation executives. We may also want to meet with CJF's Commission on Jewish Continuity.

- A. Planners - this session should be a follow up to the July meeting with planners in Jerusalem. At that session reactions focused on local concerns about top down approaches which supersede local initiatives and priorities. Accordingly, the September meeting should provide an informal opportunity for input and participation in the process, and particularly to allow them to help shape the IJE and community action site concepts. Mark Gurvis would convene a small group of 10 to 12 planners for an informal session. Seymour Fox will develop a brief discussion paper which fleshes out the planning questions to be addressed, and which can be shared with the planners in advance of the meeting. Structure of the session:



1. Brief presentation on Commission goals, structure, process--five minutes.
  2. Update on current status (research projects, drafting of report, consultation with constituent groups)--five minutes.
  3. Outline IJE and community action site concepts--ten minutes.
  4. Discussion with focus on planners' input into various issues--one hour:
    - a. criteria for determining community action sites;
    - b. regional approaches to community action sites;
    - c. balancing national resources with local initiative and resources; and
    - d. balancing roles of national agencies with the independent Commission.
- B. Executives - An informal meeting with a small group of interested and influential executives would be a very helpful step towards our agenda-building objective. This group would help frame ways in which the Commission can achieve its goals with local communities. Steve Hoffman and Marty Kraar should convene this meeting.
- C. CJF Commission on Jewish Continuity - this committee is scheduled for a session during the September Quarterly. They already have a full agenda for their session (scheduled for 10:15 a.m. on September 11). Based on discussion with the Commission's staff director, Elaine Morris, and its chairman, Phil Wasserstrom, there could be a brief presentation updating the group on the Commission's progress.

#### IV. General Assembly

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

- A. CJF presidents and executives - we should ask for the opportunity to use this meeting to present on the Commission, its likely recommendations, and the opportunities that will exist for local communities. In particular, presentation and discussion should focus on:
1. Increasing local funding for Jewish education--include analysis of trend of federation support for Jewish education in last ten years;



2. IJE and community action site concepts as further defined;
3. possible funding partnerships between national and local communities. The best way to do this might be to lay out several scenarios of the ways in which IJE and community action site concepts could come to life.
4. Ample opportunity for questioning and discussion. This will be a key time to listen for potential problems among the federation constituency.

This agenda is very preliminary. This meeting with executives at the Quarterly should help us determine the agenda for this session.

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

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August 14, 1989

## ORGANIZATIONAL CONTACTS FOR COJENA

ORGANIZATIONPROPOSED CONTACTS

- |   |  |
|---|--|
| 1. Bureau Directors Fellowship                        | Meeting with directors in Cincinnati (November 14); Input into papers (allow directors to organize a process); Input into rewriting of options papers (possibly by assigning directors to specific options)  |
| 2. Denominational education commissions / departments | (Contingent on meetings with Schorsch, Lamm, Gottschalk); meeting with department directors and (if feasible) commission chairs; invitation to submit written statements on topics being addressed in report; Reform and Conservative departments to review and comment on draft of Reimer paper on role of synagogues |
| 3. Planners   | Consult with CJF on possibility of meeting at GA; invitation to planners group to review and comment on papers dealing with community and leadership, plus community action sites and IJE proposals (process to be worked out by planners and CJF)   |
| 4. AIHLJE   | Report and discussion of 10/23 meeting at AIHLJE meeting of 10/29-30; coordination of preparation of papers and Commission report sections on personnel with AIHLJE project on educator preparation (through Sara Lee); invitation to review and comment on papers dealing with personnel training                     |
| 5. COJEO  | Ask Alvin Schiff to report on Commission at COJEO meeting and seek general feedback  |



TO: Henry L. Zucker  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Mark Gurvis  
NAME  
DEPARTMENT/PLANT LOCATION

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

SUBJECT: PUBLIC RELATIONS EFFORTS

Public relations efforts for the Commission need to be viewed as an extension of outreach to various constituencies. The goals are really parallel:

1. to heighten awareness of the activities of the Commission and its progress; and
2. to set the stage for implementation of the Commission's recommendations.

With outreach to various groups, we need to present the Commission in a way that allows an opportunity for discussion and input into the process. With other public relations efforts, the communication is more unidirectional. It's our opportunity to reach broad audiences with our message.

I've reviewed the material that Paula Cohen developed last spring. Based on her initial work and where the Commission stands currently, I suggest we undertake the following specific communications projects:

1. JTA Community News Reporter - reports community and organization news and will accept press releases describing the Commission and its activities. We should use this periodically to highlight Commission meetings or major presentations of the Commission's work.
2. JTA Daily News Bulletin - reports breaking news of international interest; should be contacted at the time the report is issued.
3. CJF Satellite Network - satellite conference should be scheduled for shortly after the Commission's report is issued.
4. JESNA Trends - single theme newsletter published semi-annually; use for an in-depth article on the Commission's process and its relationship to local community planning initiatives.
5. JWB Circle - bi-monthly publication; use for a general article on the Commission process with a focus on JWB involvement.
6. CJF Newsbriefs - monthly newsletter; should be used for brief updates on Commission progress.
7. General publications (B'nai B'rith International Jewish Monthly, Reform Judaism, Hadassah Magazine, Jerusalem Post, Present Tense, Moment) - monthly or bi-monthly publications through organizational or subscription channels; ideal for general interest features on the Commission; should be targeted to coincide with issuance of the report or within the next few months after that time.



8. New York Times - excellent opportunity to reach broad Jewish audience and general public; should be used for both breaking news of issuance of report and commitment of funding, and for editorial on the Commission as an agent for change in education.
9. Brochure - text for a general brochure has been drafted. We should move ahead to edit and print to use with presentations on the Commission (G.A., national organization boards, etc.).

The above represent what I believe are the most critical means to get our message out during the coming year. We could assign staff or senior policy advisors to develop journal articles and opinion pieces. I suggest we engage a freelance writer to assist with developing press releases, brochures, and other written materials as needed. I would supervise the freelance writer and ensure that we keep to a schedule of exposure, meet appropriate deadlines, and emphasize the right message in the right periodical. We could designate a small group to review materials before release (MLM, HLZ, VFL, SF, JR).

Another project Paula Cohen outlined was a newsletter which might be issued shortly after each of the next three Commission meetings. It should go to board members of CJF, JESNA, JWB, CAJE, and be distributed to the CJF top nineteen federations and those engaged in Jewish education studies for distribution to their boards of trustees. It could also become an ongoing mechanism for the IJE. This is a very time-consuming project and we should carefully consider whether it is important enough to warrant the resources it will take.



March 29, 1989

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DRAFT - FOR DISCUSSION ONLY -- NOT FOR QUOTATION

## **A Mechanism for Initiatives in Jewish Education**

**S. Fox & A. Hochstein**

### **I. BACKGROUND**

Between August and December 1988, the Commission on Jewish Education in North America engaged in a decision-making process aimed at identifying those areas where intervention could significantly affect the impact of Jewish education in North America.

A wide variety of possible options were considered. The Commission opted for focusing its work initially on two topics:

1. Dealing with the shortage of qualified personnel for Jewish 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).

### **II. THE CHALLENGE**

The wide consensus among 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 that these areas were in need of improvement has existed for a long time among 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 problems are, but have not yet devised a workable strategy for addressing them effectively in the field.



- The challenge now facing the Commission is to develop creative, effective and feasible approaches for dealing with the topics at hand (personnel, the community - and later programmatic options) and to launch the process that will bring across-the-board improvement and change.

### III. SOME UNDERLYING ASSUMPTION

1. To respond to the above challenge it is necessary to demonstrate that the personnel and community options can indeed be acted upon in the comprehensive manner that they were formulated. For personnel this involves recruitment, training, retention and profession-building. For the community this involves recruiting outstanding leadership, changing the climate and generating significant additional funding.

2. It is difficult to meet this challenge on the national level because it is too complex and too vast.

3. On the other hand there is good cause to believe that it could be undertaken on the local level, for the following reasons:

a. much of education takes place only on the local level

b. the scope of a local undertaking that would be comprehensive could be manageable. There is sufficient energy and there are enough people to undertake such a project.

c. The results of a local undertaking would be tangible and visible and could generate interest and reactions that might lead to a national debate on the important issues of Jewish education.

d. a local project could be managed in a hands-on manner. Therefore it could be constantly improved and fine-tuned.

e. there are ideas and programs (best practice) that if brought together, integrated and implemented in one site could have significantly greater impact than they have today when implementation is fragmented. The whole is greater than the sum of its parts.

f. visions of Jewish education could be translated and experimented with in a limited and manageable way.

g. national institutions and organizations could be mobilized for such experimental programs. They would view this as an



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opportunity to test and develop new conceptions for Jewish education.

h. people could be recruited and mobilized for tangible local demonstrations. The pool could be expanded to include - in addition to the current cadre of outstanding educators :

1. Rabbis
2. Scholars of Judaica (Twersky, etc)
3. Federation executives
4. Jewish scholars in the humanities and sciences (Scheffler, Schon, Lipsett, Ginzburg, etc...)

4. Local sites could be networked for greater impact.

5. Working on the local scene could take advantage of working both from the "bottom-up" and from the "top-down".

#### IV. BRINGING ABOUT CHANGE

##### A. From Options to Community Action Sites

The theoretical basis for undertaking the personnel and community options has been debated by commissioners, staff and outside experts. Though the deliberation will continue throughout, the Commission decided the time has come to deal with the translation of these options into programs and projects.

A number of assumptions have guided our work as we have begun to consider implementation:

1. The community and personnel options are interrelated and a joint strategy involving both must be devised. Indeed, dedicated and qualified personnel is likely to affect the attitude of community leaders towards education. Similarly, if the community ranks education high on its list of priorities, more outstanding personnel is likely to be attracted to the field.

2. Dealing effectively with the personnel issue will probably require a comprehensive approach: recruitment, training, profession-building and retention will all have to be dealt with simultaneously.

3. In addition to the complex package of initiatives and interventions required by (1) and (2) above, the issue of the time necessary to introduce change will have to be addressed. This will require deciding on an appropriate balance between

short, medium and long-term results.

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4. All key stakeholders will need to be appropriately involved from the very beginning of this process. This includes commissioners, national organizations and institutions, local organizations and institutions, professionals (local and national), and funding sources.

5. Significant questions concerning innovation and implementation of the two enabling options - and of the programmatic options when they will be addressed - can only be resolved in real-life situations, through the dynamics of thinking for implementation, and in the actual act of implementing.





6. For all these reasons, we suggest that the Commission work with communities that wish to become Community Action Sites where we can deal with the community and personnel options.

7. By Community Action Site we mean a site (a community, a network of institutions, one major institution, etc.) where some of the best ideas and programs in Jewish education would be initiated in as comprehensive a form as possible. It would be a site where the ideas and programs that have succeeded, as well as new ideas and experimental programs, would be undertaken. Work at this site will be guided by a vision of what Jewish education at its best can be.

9. The assumption implicit in the suggestion of a Community Action Site is that other communities would be able to see what a successful approach to the community and personnel options could be like, and would be inspired to apply the lessons learned to their programs, in their own communities.

#### B. From Community Action Sites to a Mechanism for Initiatives in Jewish Education

1. As Community Action Sites were being considered, a number of questions and issues related to their implementation arose:

2. Implicit in the notions of change, innovation, new initiatives, demonstration, is the assumption that one knows what should and can be changed and demonstrated. However, at this time some of what should and can be changed, innovated, demonstrated in Jewish education needs to be developed or created.

3. Programs for implementation are seldom successful when they are "top-down" programs. Communities must play a major role in the initiation of the idea, they must be full partners in the design of programs and in their implementation.

4. Numerous questions need to be addressed in considering the Community Action Sites approach: Who will undertake the strategic thinking? Who will plan and ensure that the standards and goals of the Commission are maintained? Who will actively accompany the ideas through their stages of development and implementation? Who will deal with the unresolved issues as they arise in implementation? Who will see that things work, and that they can be replicated? Who will consider issues of change and replication of change throughout the universe of Jewish education?



5. A strong case exists for initiating change through Community Action Sites. However, as the above issues were being considered by the staff -- in extensive consultation with experts -- it became clear that a means, a mechanism, is needed to deal with Community Action Sites. A way to mediate between ideas and implementation needs to be devised.

6. The possible role of this mechanism can be illustrated by way of an analogy borrowed from industry: the mechanism will be analogous to the unit that designs, develops and builds the prototype of a new product, improving upon it until that product works. When problems and issues arise during the process of constructing the prototype, they are dealt with and resolved in the unit. Lessons learned from implementation are absorbed and used to change, adapt and modify the product; the product is adapted to specific local needs, etc.

7. It is therefore suggested that a mechanism for implementation be created to be called (for lack of a better name at this time) the mechanism for "Initiatives in Jewish Education" (IJE).

## AMERICAN JEWISH ARCHIVES

### IV. THE MECHANISM FOR INITIATIVES IN JEWISH EDUCATION (IJE)

#### A. The Mission

1. The IJE will be a free-standing mechanism for the initiation and promotion of change and innovation in Jewish education. As such, it should be a center guided by vision, together with rigorous work and creative thinking. If successful, it will be a source of ideas, characterized by an atmosphere of ferment, search and creativity. It will be the driving force for systemic change.

2. The IJE will design and revise development strategies - generally in concert with other persons and institutions. It will be a full-time catalyst for development efforts for Jewish education.

3. The IJE will undertake the assignment of creating Community Action Sites. These Community Action Sites will deal minimally with the two enabling options - where personnel will include: recruitment, training, profession building and retention, and community will include: bringing strong leadership into Jewish education, changing the climate and generating additional funding for education. Through personnel and the community, it will also be dealing with programmatic



options, e.g. as it recruits and trains personnel for early childhood programs, for the day schools, for informal programs, etc.

4. The goal of the Community Action Site is to bring about major change in the quality of Jewish education in that Site, through a successful approach to the options of personnel and the community. The importance of a site resides both in the possibility to effect and demonstrate change there, and in being the basis for inspiring change elsewhere.

5. The Community Action Site will be a joint endeavour of an interested local community and the IJE. The IJE will assist, if needed, in setting up the local mechanism (local IJE) that will undertake responsibility for the Community Action Site. Each Site will have its local mechanism. Together, the local mechanisms will network for the promotion of change and the diffusion of innovation. The IJE will act as facilitator to create a network of such local mechanisms.

6. Conditions are bound to change as a result of the work of the IJE. As work proceeds, existing institutions may want to respond to emerging needs. The IJE may cause new institutions to be established - when no viable alternative exists.

7. In addition to this initial focus on Community Action Sites, the IJE will assist funders, as appropriate, in moving ahead with programmatic options in which they have an interest by acting as a consultant and professional resource. The IJE will be a central address for funding sources and for institutions who wish to work cooperatively with the IJE in their own development efforts. It may also help local IJE's find funding for their initiatives.

8. Much of the definition of the IJE will evolve during the actual process of implementation.

## **B. The IJE At Work**

The following is one possible scenario of the IJE at work:

### **1. Staff and Governance**

a. The IJE will be a free standing mechanism. It will have a staff to perform multiple functions and will be governed by a Board of Trustees (see Appendix 1).



b. There will be a director, responsible for all of the work of the IJE. He/she will be an outstanding, high-level professional, committed to Jewish continuity, knowledgeable of the Jewish community of North America. He/she may be an educator, a manager, or both (to be determined.)

c. In addition to the director, a team of outstanding professionals will staff the IJE (size and composition to be determined).

d. Governance of the IJE will be in the hands of a board composed of lay leaders, scholars and professionals, blending experience, knowledge and financial strength.

e. The authority of the IJE will derive from the ideas that guide it and the prestige, status and effectiveness of its Board and staff.

## 2. Functions

a. In order to meet the complex tasks involved, the IJE will undertake various functions. They will be linked organically and will complement each other. They may include:

- i. research, data collection, planning and policy analysis;
- ii. community interface (for demonstration sites);
- iii. funding facilitation;
- iv. monitoring, evaluation and feedback;
- v. diffusion of innovations.

b. The work of the IJE will be guided on an ongoing basis by the vision, the educational content and the philosophy contained in the final report of the Commission. To insure the above ongoing inputs will be received from the staff of the IJE, consultants throughout the world, institutions, scholars and community leaders. A Professional Advisory Board will be established to stimulate this activity.

c. Some of the content and rationale for items i-v above include:

### i. research, data collection, planning and policy analysis

\* This may be viewed as the research and planning arm of the IJE. It will improve and maximize the knowledge-base upon which decisions for Jewish education are made. The work may be commissioned, done in-house or others may be encouraged to do various parts. The necessary data bases will be created here; major issues will be studied, key questions will be researched



(e.g. create inventories of Jewish educational resources; undertake needs analyses; set norms and standards for training; assess the quality of existing training; analyze community structures in relationship to Jewish education, etc.).

\* To provide the analysis needed for informed decisions. (E.g. What are relevant criteria for the selection of Community Action Sites? What is the nature of the problem/s in that site? What are the political and institutional givens relevant to change in the Community Action Site? Who are the stakeholders and how can they be involved? What are the financial and financing possibilities?)

\* To provide the knowledge and planning support needed and wanted by the Community Action Sites; to work with the local IJE in the Community Action Sites and provide expertise that may be needed; to help ensure the level and quality of the work intended.

\* To be the arm of the IJE for planning and strategic thinking. It is here that development plans will be designed and strategies will be defined and revised on an ongoing basis. This work will extensively involve other persons and institutions.

#### ii. community interface (for Community Action Sites)

\* The IJE will work extensively with the communities where Community Action Sites are located. It will do so by means of local mechanisms that will be established.

The community interface function may deal with:

\* Initiation of negotiations with relevant stakeholders and community leaders about undertaking the process of becoming Community Action Sites.

\* Help the local community establish a mechanism for its Community Action Sites and assist in recruiting staff for such mechanisms.

\* Ongoing facilitation during implementation - as needed (e.g. assistance in negotiations with national training institutions, universities, organizations, etc.). The IJE staff will be proactive in its support of the local management of the Community Action Sites. Relevant IJE staff will maintain ongoing contact with the local team.

#### iii. funding facilitation

This function may include the following:

\* To undertake as appropriate, brokering between various possible sources of funding (foundations, national organizations,



local sources of funds, federations, individuals) and the Community Action Sites.

- \* To be a central address both for funding sources and for relevant institutions who will seek guidance in accomplishing their objectives.

- \* To seek to link high priority pieces of work with various funders and competent implementors.

- \* To assist funders in moving ahead with programmatic options in which they have an interest, acting as a consultant, and providing professional assistance as appropriate.

#### **iv. monitoring, evaluation and feedback**

The purpose of this function is threefold:

- \* To monitor activity of each Community Action Site.

- \* To evaluate - in whatever form or forms deemed most relevant - the progress of Community Action Sites.

- \* To create and activate feedback loops to connect practical results with a process of re-thinking, re-planning and implementation.

#### **v. diffusion of innovation**

The goal of the Commission on Jewish Education in North America is to bring about across-the-board systemic change in Jewish education, by initially dealing with the areas of personnel and

The ii – Organizational Design

