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Senior Policy Advisors meeting. 6 December 1989. Planning,
December 1989.

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12/1/89

Agenda
Senior Policy Advisors
9:30 a.m., Wednesday, December 6, 1989
Sheraton Hopkins

	<u>Tab</u>	<u>Assignment</u>
I. Review minutes and assignments of 10/24/89	1,2	VFL
II. Research update		
A. Report on meetings of 12/4 & 5		AH/MG
B. Status of research		SF/AH
C. How to address next 7 programmatic options		AH
D. Gallup poll		AH
III. Discussion of draft document - recommendations for final report	3	SF/AH
IV. Discuss design of IJE and draft of director position description	3	AH
Process for selecting IJE director		MLM
V. February meeting of Commission - What do we hope to accomplish? How to structure meeting.		MLM
VI. Commissioner interviews		
A. Assignments	3	VFL
B. Interview format - Set dates immediately.		SF
C. Building attendance for 2/14 - Who needs special attention?		MLM
VII. Authors for Final Report and Executive Summary		HLZ
VIII. Outreach update		
A. Report on GA		MG
B. Denomination meetings: Gottschalk, Lamm, Schorsch, Green, Schindler		AR/JW
C. Plans for outreach: Los Angeles, San Francisco, Philadelphia, etc.		MG
D. Communication with commissioners, now to 2/14/90		MG
E. Publicity plans		MG

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| IX. | Update on meetings with funders | | MLM |
| X. | Calendar of events, 12/6/89 - 2/14/90 | 3 | VFL |
| XI. | Upcoming meetings | | VFL |
| A. | Tues., Jan. 23 - Cleveland Hopkins - 12:00 noon - 5:00 pm | | |
| B. | Tues., Feb. 13 - JWB - pre-Commission planning - 1:30 - 5:00 pm | | |
| C. | Wed., Feb. 14 - UJA/Federation - Commission - 9:00 am - 5:00 pm | | |
| D. | Thurs., Feb. 15 - JWB - post-Commission - 8:30 am - 12:00 noon | | |



marian Flanagan
267-1500

Wednesday, Dec 6 -

9 a.m. - 5 p.m.

Rooms F + G
~~Hopkins~~ Room - reserved 8/28

need flip chart - \$12 charge
✓ chalkboard - no charge

8.25 (12 noon)

D. Aron
S Fox
A. Hochstein
S. Hoffman
- M. Kraus
- A. Rotman
- J. Wovche
- HLZ
- VFL
- MG
J. Reiman
- M L M

Tuna salad
Cottage cheese
Fruit garnish
Croissants + rolls
Plates of cookies
Beverage service (coffee, tea)

a.m. ice water, coffee, tea
(first thing)

1:30 p.m. Hot + cold
beverages



December 11, 1989

M E M O

JEWISH EDUCATION
SERVICE OF
NORTH AMERICA, INC.

התאגדות שירות חינוך
יהודי צפון אמריקה

TO: Mark Gurvis
FROM: Jonathan Woocher
RE: Assignments from SPA meeting

Here are some materials in response to the assignments I was asked to undertake at the SPA meeting last week in reference to the draft recommendations of the Commission. They include:

- 1) A working definition of "the Jewish community" (for use in conjunction with the first reference, p. 2);
- 2) Suggested language to use in discussing the "Programmatic Areas" (pp. 3 and 15f.);
- 3) A redrafting of the example of a community action site in operation (p. 24).

In addition, I've appended a general comment on the implementation mechanism.

1) "The Jewish community"

"By 'the Jewish community' we mean the entire set of agencies and organizations operating locally, nationally, and continentally through which North American Jews seek to meet their individual and collective social, religious, and cultural needs and aspirations. We especially refer to the two great institutional complexes of North American Jewish life: the Jewish federations and their associated agencies, and the synagogues and the religious movements of which they are a part."

2) "Programmatic areas"

I suggest that we use as a title "Arenas for Programmatic Initiatives."

The summary section on p. 3 would read:

"The Commission has become convinced that there are many arenas in which specific programmatic initiatives can lead to significant positive improvements in Jewish education. These initiatives would address specific target populations, settings and frameworks, and educational content, resources and methods."

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OF JONATHAN S. WOOCHEER
Executive Vice President

Among the important arenas for such initiatives are:

Target populations:

Early childhood education and child care
Education for college age youth
Adult education
Family education
The retired and elderly
New immigrants

Settings and frameworks

The supplementary school (elementary and high school)
The day school (elementary and high school)
Informal education
Camping
The Israel experience

Content, Resources, and Methods

Curriculum
Hebrew language education
Media and new technologies

In all of these areas, new programmatic efforts have been launched in recent years. Many of these appear to be achieving positive results. Yet there is clearly much more that can and should be done in each of these arenas. Additional initiatives must be encouraged, carefully planned, and closely monitored.

The Commission has identified opportunities for further action in many of these areas, and will encourage foundations, philanthropists and institutions to pursue programmatic initiatives in areas of interest to them."

The section on p. 15f. would be rewritten accordingly.

3) "An Institution Within a Community Action Site"

I suggest the following:

"To illustrate how the local and national implementation mechanisms would work together to address a specific institutional framework in a Community Action Site, we may take the hypothetical example of a project aimed at strengthening supplementary schooling in the community. Over time a similar process could be utilized for other institutions in the community.

A taskforce, comprised of representatives of the local schools/synagogues and bureau of Jewish education, would be created under the auspices of the local implementing entity to undertake planning for the improvement of the supplementary schools. The national implementing mechanism would in turn assemble an advisory team of top experts from the several religious movements to work with the local taskforce. In addition, the national implementing mechanism would search for examples of "best practice" in supplementary schooling and invite those who have developed them to join with the movement experts and the local taskforce in the collaborative planning effort focused on the supplementary schools in the Community Action Site.

The planning effort would address such issues as:

- . the elaboration of an appropriate educational philosophy for each of the supplementary schools;
- . the supplementary schools' relationship to the synagogue, informal education, summer camping, trips to Israel, family education, and adult education;
- . desired educational outcomes for each school;
- . the curriculum of each school and how it can be strengthened;
- . the methods and materials that can be introduced to enhance the educational programs of the schools;
- . problematic areas in which special initiatives must be undertaken, e.g., the development of Hebrew language instruction programs. For these areas, one or more of the national institutions or research centers might be asked to take on the assignment of developing the programs and materials.

Each school, together with the denominational institutions with which it is associated and the local central agency, would be given the opportunity and support (e.g., funding, expert personnel) to develop a specific improvement plan within the framework of the collaborative planning effort. The local and national implementation mechanisms would review, modify (if necessary), and adopt the plans. Funding necessary for implementation and criteria for evaluation would be agreed upon.

The appropriate denominational training institutions and education departments would be involved in the

implementation together with the local supplementary schools and central agency. These national resources might, e.g., assume responsibility for providing specialized training for the local school personnel, assistance in curriculum development, and trouble-shooting. They would also monitor the progress of the improvement program regularly.

The local Community Action Site implementing mechanism would monitor the progress of all of the local efforts, with special attention to issues of inter-organizational and community-wide scope. Together with the national mechanism, the local implementing entity would take steps to insure that what is learned through the process is disseminated to other communities."

4) General comment on the implementing mechanism

In a memo written quite a few months ago, I noted my concern that we not ask more of a relatively modest implementing mechanism than it will be able to deliver effectively. That concern arises from hands-on experience in seeing how much time and effort must be expended on what appear to be relatively simple tasks at the national level (e.g., gathering and disseminating information, advising local communities, assembling groups to address problems). In order that we not create expectations that can't be realized or launch a mode of operation that may be self-defeating, I think it is important that the section on the implementing mechanism use the language of facilitation and accountability as much as possible. I.e., we should frame the role of the implementing mechanism in terms of what will happen as a result of its catalytic and coordinative work, rather than on what it will do per se.

In terms of specific functions/tasks envisioned for the implementing mechanism, I would urge that the focus be on those directly supporting the community action sites and the facilitation of continental strategies. Offering assistance for the planning and development of programmatic initiatives could be a mine-field in view of the number of areas in which the Commission is recommending action, the extent of consultation and assistance which a single project can require, and the potential for overlap with existing denominational, communal, and professional organizations that work in the various areas. As I noted at the meeting, the language on p. 16 ("The mechanism will offer its services. . .") is particularly problematic in my view. The other functions -- research, policy analysis, diffusion and dissemination -- seem ideal for being "contracted out" to various institutions which either are or should be doing this work for the field.

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Please let me know if there are additional items you need from me. All the best.

