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Task forces, 1988.

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FACSIMILE COVER SHEET

DATE:

7/19/88

new file
task forces

DESTINATION

Name of Organization:

Arthur Naperstek

Address:

For the attention of:

Facsimile number:

216-391-8327

Number of pages including cover sheet:

3

Subject:

IF ALL PAGES ARE NOT RECEIVED, OR FOR FURTHER INFORMATION, PLEASE
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החברה למען החינוך היהודי
בצפון אמריקה

July 19, 1988

M E M O

TO: Arthur Naparstek
FROM: Jonathan Woocher
RE: Commission Task Forces

I was glad we had the chance to meet last evening, and I am delighted (no idle flattery intended) that you will be personally directing the Commission process. I think that it will make an enormous difference.

I spoke with Bennett this morning and told him to expect some material from you. I will be sending him a few ideas concerning his presentation as well, and I assume that you and he will be in touch next week after I am in Israel.

In response to your request concerning possible task forces: As I thought about the question it became evident that there were so many alternative approaches to delineating the Commission's scope of inquiry that any "cut" will be somewhat arbitrary. I can think of at least five different areas which merit exploration, although the Commission should obviously not attempt all of them. I've listed them in my own order of priority, but I could certainly be persuaded to change my mind.

①. Task force on educational personnel

To review the current state of educational personnel in North America — who, how many, in what positions, under what conditions. To identify areas of need and opportunity with respect to staffing of the educational system. To make recommendations re recruitment, training, retention, career development, etc.

2. Task force on the structure and organization of Jewish education

To examine how educational activity is organized in North America. To describe and analyze the roles of various actors (synagogues, federations, national bodies, Israeli institutions, etc.). To identify current structural and organizational dysfunctions (e.g., lack of coordination between the "formal" and "informal" systems). To recommend alternative organizational models or demonstration projects to overcome dysfunctions

3. Task force on the economics of Jewish education

To examine how Jewish education is financed, and the implications of current patterns for the educational enterprise. How much is being spent, by whom, for what purposes? What are the roles, motivations, and expectations of clients, sponsors, and outside funders? Is

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DR. JONATHAN S. WOOCHEER
Executive Vice President

current funding adequate? What impact does the current funding structure have on the educational process and product? Are there areas which merit additional investment? What alternative funding patterns exist? How could/should additional resources be provided? (This touches as well on the marketing issue.)

4. Task force on education and the community

To examine the place of Jewish education in the overall culture and structure of the North American Jewish community. To identify the role of Jewish education in Jewish communal life and perceptions and expectations concerning this role. To describe the climate of support/non-support in which Jewish education operates and the effects of that climate on the educational process and product. To assess the impacts of Jewish education on Jewish continuity and the quality of Jewish communal life. To make recommendations concerning ways of strengthening communal support for Jewish education and Jewish education's impact on Jewish continuity.

5. Task force on the practice of Jewish education

To identify key areas in educational practice which impact on Jewish education's effectiveness (e.g., curriculum, teaching methods, program administration, materials and technology, involvement of families, etc.). To assess strengths and weaknesses of current patterns in these areas (i.e., what are we doing well, what are we doing poorly), and where possible the reasons for these. To make recommendations for improving performance in these areas.

I hope that these are helpful. Each could, and almost certainly should, be focused more sharply before setting out to work, but in the best of all possible worlds, I would love to see all of these areas examined systematically.

I am genuinely sorry that I will miss the August 1 festivities, but I look forward to working together closely during the next several years.

AGN-VJS - Oct mtgs

TO: HLZ FROM: HLZ DATE: 8/5/88
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

We should organize a task force on the implementation of the recommendations of the Commission. This can be done during the process of the study or later, but preferably during the process of the study. It should involve some of the leaders from the funding sources such as the federations, foundations, and individuals. It may involve setting up ~~some~~ order of priorities for carrying out the Commission's recommendations. We may wish to distinguish between recommendations which call for long-term financing versus recommendations which call for experimental and demonstration projects and, therefore, time-limited grants.



INTERNET
OFFICE
CORRESPONDENCE

November 30, 1988

To: Art Naparstek
Virginia Levi

From: Seymour Fox
Annette Hochstein

Re: Thoughts on the Agenda for 12/13

We've looked through minutes of the meeting of October 12 as well as a draft agenda of that time entitled "possible agenda". Here are our thoughts:

Morning

1. Opening statement - MLM
 2. Presentation - MLM or staff [This will have to be
Review of Background materials decided at our meeting.]
 3. Discussion
 4. [Two alternatives]
 - a. Closure: decision on task forces
decision to reconvene as task forces
[This should of course be
phrased differently - it
should not be mentioned
expressly.]
 - b. No closure - interim summary of discussion
 5. Lunch
- | I | II |
|--------------------------------------|----------------------------|
| Task force-alternative | No task force alternative |
| 6. Task force organizing meetings | 6. Discussion (continued) |
| 7. Commission reconvenes for reports | 7. Decisions on next steps |
| 8. Concluding remarks - MLM | 8. Closure |

III alternative
Commission
becomes a
task force
of the
White-

In the second alternative - should time permit - we may elect to have brief presentations on the vision and/or case-studies ideas.

We have not dealt with wording or formulation. We'd like to discuss this with you.

2300
NATIV POLICY AND PLANNING CONSULTANTS
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MLM

FACSIMILE TRANSMISSION

TO: Art Naparstek and Virginia F. Levi
FROM: Annette Hochstein and Seymour Fox
FAX NUMBER: 216-391-8327
DATE: November 30, 1988
NO. OF PAGES: 6

Following our phone conversation of yesterday, we are attaching a memo on task forces, and hope it is useful towards preparation of our meetings of December 8th.

Also attached is a memo on the agenda for December 13th.

Best regards,

Annette *S Fox*

November 30, 1988

TOWARDS THE SECOND COMMISSION MEETING

MEMORANDUM

TASK FORCES

It is anticipated that a key mechanism for the work of the Commission, following its second meeting, will be task forces or sub-committees. This memo presents alternative approaches to task forces - in light of the meeting on the 13th and beyond.

A. Possible Approaches:

1. Full task forces: Task forces would essentially operate as mini-commissions. They would have active chairs, would be staffed, and would hold periodic meetings at which reports would be discussed. The task forces would report back to the full Commission.

The main drawbacks to this format seem to be:

a. Commissioners have told us that they would not be able to allocate time for meetings between full Commission meetings.

b. Some Commissioners have expressed the concern that strong task forces would result in a loss of the impact of the interaction of the full Commission.

2. Chair - and - staff task forces: Task forces would have a small active core: an active and powerful chair and co-chair, with a strong, professional staff. Chairs and staff would meet regularly to decide on the staff work, review progress and approve staff reports. Task force membership could be either small or large. If large, the whole task force could be invited to these meetings but full attendance between Commission meetings would not be expected.

Alternatively, task force meetings could be limited to the morning of the full Commission meeting. In such a case, all task forces could meet concurrently on the same morning (e.g., 9:00-12:00 on June 8th).

The main drawback to this format is:

A task force that is essentially led by its chair and staff will limit the sense of ownership and participation of most Commissioners.

3. No task forces: The work would be entirely done by the staff. One or two Commissioners would familiarize themselves with the topic selected and with the staff's work. They would present it for discussion to the entire Commission.

B. Chairs:

Chairs and co-chairs to be discussed on December 8th.

C. Staff:

On the assumption that there will be two or three task forces, the staff, in addition to the director, Art Naparstek, should include:

Joe Reimer
Henry Zucker
Annette Hochstein
Seymour Fox.

Two of the above should lead the work of one task force. Additional staff might include some of the senior policy advisors and additional experts as needed.

In addition to leading the work, we will probably need some research and a fair amount of data-gathering and analytic work. This will determine additional staff needs.

More specific decisions on the staffing of task forces will be easier to deal with following the decisions of December 13th. Therefore, this might be an agenda item for our meeting of December 14th.

D. Task forces at the meeting of December 13th:

The following possibilities arise:

1. The Commission decides to break up into groups to discuss specific task force assignments.

If there is time and it is appropriate, two or three groups may be decided upon. We should prepare the following for these meetings.

a. Appoint chairs (and co-chairs?) for that day -- they should be contacted; their agreement should be secured; an agenda should be prepared.

b. Staff -- Naparstek, Reimer, Zucker, Hochstein, Fox, should be prepared to staff the task forces on an ad hoc basis for that day.

c. Agenda -- The purpose of the task force meeting should be to discuss and begin to define the task force assignments.

The following might be useful:

- Review the option paper relevant to the specific task force.

- Discuss the scope of the assignment and the directions that should be selected. For example, in the case of personnel, the discussion might involve whether one should start with a specific cut into personnel, (e.g. senior personnel, personnel for informal education, etc.) or deal with the general personnel issues.

- Discuss the kinds of data that need to be gathered and the sources of advice on that topic. For example, if the salaries of teachers are being discussed, do we need data on teachers in general education, in Jewish education? Should we define what the implications of the various salary increases might be on a given school or school system?

- Next steps

- Timetable

2. The full Commission carries on its meeting throughout the day and decides that task forces should be appointed and should start work. However, they do not convene on the 13th.

In this case, chairs and co-chairs may or may not be appointed, and membership in task forces may or may not be decided upon on that day. We could discuss this, as well as staffing, at our meeting.

3. A different decision is taken.

E. What task forces?

Our hope is that the Commission will decide sometime during December 13th what topics to select for study and action. We do not know what this decision will be, though from our current conversations and interviews with Commissioners, it appears that personnel and the community are likely to emerge. We should be prepared for different decisions too. Moreover, a third topic might be decided upon, as a number of Commissioners have raised such a possibility.

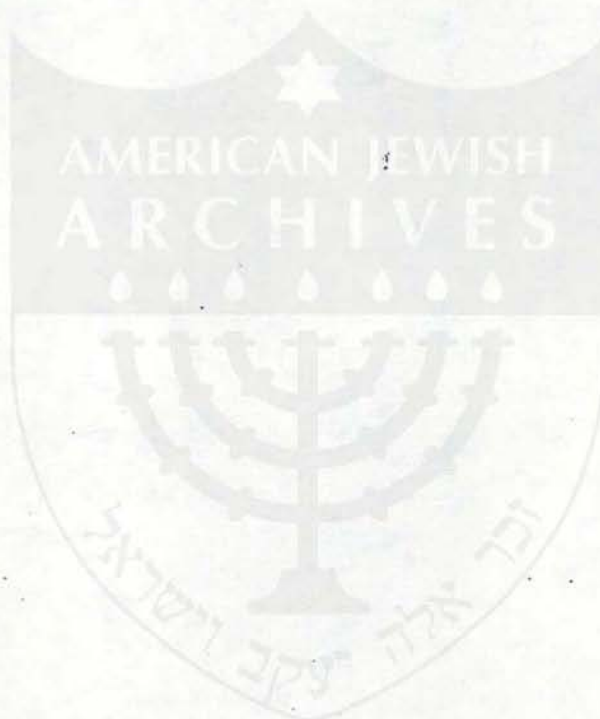
At our meetings on December 8th and 12th, we may wish to further consider the meanings and implications of task forces on these topics.

Personnel is the easier one to define by virtue of the topic and past experience.

The community will require further definition and clarification -- we will try to have something ready for our meeting on the 8th.

The third task force is right now undefined. A number of suggestions emerged -- we may want to discuss them on December 8th, with a key question being whether we can undertake a third task force, whether we have the needed staff, the time, etc.

We hope this is useful as background for our discussion on December 8th.





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DEC 27 1988

December 22, 1988

FH

Dr. Arthur Naparstek
Commission on Jewish Education
4500 Euclid Ave.
Cleveland, OH 44103

Dear Art,

Since we last met in New York, I have spent a lot of time thinking about how I could continue working at the central agenda of the Commission and simultaneously further my tenure-case. I've come up with an idea which I've shared with Bernie Reisman and want to raise for discussion with you and the rest of our staff.

I want to work on the "taskforce" on personnel, but do so in a way that makes a methodological contribution to both Jewish education and my intellectual domain, developmental psychology. (I was originally trained at Harvard in that area and have published primarily in the field of moral development. My reappointment committee suggested I integrate that perspective with new interest in Jewish education.)

Put simply, I suggest doing a volume parallel to the "best practice" one on "best practitioners." More complexly, I want to use my skills as an interviewer and as an analyst of developmental data to chart the development of careers among a sample of the most successful professionals in Jewish education. Rather than assume a model of professional development based on other professions (such as medicine or law), I propose that we empirically investigate how successful careers in Jewish education have developed and are developing in the field. I propose a sample which draws from several cohorts or generations of Jewish educators (e.g., young, mid-life, senior educators) and which would allow us to better understand how recruitment, training, retention and professional development have taken place in the professionals' lives. Using existing paradigms for examining the course of career development in related fields, I would be investigating in this study questions such as: (1) What leads these people to enter the field? (2) What in retrospect was most valuable in their training? (3) How did their initial work experiences help set the course of their future development as a professional? (4) How have they struggled with the question of whether to remain in or leave the field? (5) What has sustained these people in continuing in Jewish education? (6) What has guided their climb up the ladder of leadership in the field? (7) How do they understand their current effectiveness as professionals in the field? (8) What is their vision for the future of this field and their contribution to it?

Dr. Arthur Naparstek
P. 2, December 22, 1988

In summary, I am proposing to bring methodologies borrowed from the fields of adult development and career development to bear on the central issues in personnel of recruitment, training, retention and professional development. While one study cannot answer the "how to" question (anymore than "best practices" can answer "how to proceed on Monday morning"), it can highlight what has worked and how the contours of successful careers in Jewish education might look.

This is still an idea-in-the-rough, but I hope it might push ahead our on-going conversation. Best regards and enjoy whatever holiday you are taking.

Sincerely yours,



Joseph Reimer

nb

