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June 1, 1989

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Draft for review at meeting on June 14, 1989

SUBJECT: COMMUNITY ORGANIZATION FOR JEWISH EDUCATION--LEADERSHIP,
FINANCE AND STRUCTURE

The Commission selected from a long list of option papers produced for its December 13th meeting what the Commission believes to be the "enabling options," those which are basic to improvement in the programmatic options. The "enabling options" have to do with personnel and with community and financing. Jewish education progress depends on improvement in teaching and administrative personnel, and on the ability of the Commission to raise the priority and funding levels which the American Jewish community assigns to Jewish continuity and Jewish education. Setting a higher community priority on Jewish education is a pre-condition to developing better quality Jewish education personnel.

On December 13, we listed options under the titles "to deal with the community--its leadership and its structures--as major agents for change in any area," and "to generate significant additional funding for Jewish education."

This paper combines these two options under the new title "Community Organization for Jewish Education--Leadership, Finance, and Structure."

This paper complements the content of the previous option papers with what has been learned from commissioners and staff in meetings and in individual discussions.

COMMUNITY

What is the community we are talking about in connection with formal and informal Jewish education?

By community we mean the organized Jewish community as it relates to the issues of Jewish continuity, commitment and learning, and to communal organizations and personnel engaged in these issues. Our target population includes the lay and professional leaders who create the content and the climate for Jewish formal and informal education, such as teachers, principals, communal workers, scholars, rabbis, heads of institutions of higher learning, denomination and day school leaders, and the leaders of the American Jewish community who are involved in planning for and financing Jewish education. The chief organization targets at the local level are the religious congregations, Jewish Community Centers, schools and agencies under communal sponsorship, Jewish community federations and bureaus of Jewish education (particularly in the large and intermediate cities), and major Jewish-sponsored foundations. On the national level, we have the Council of Jewish Federations, JWB, JESNA, the chief denominational and congregational bodies, training institutions, and associations of educators and communal workers who are engaged in formal and informal Jewish education.

It is expected that the Commission's findings and its proactive stance will be directed primarily to these persons and organizations, and will help them to make major improvements in Jewish education.

LEADERSHIP

Prior to World War II, the leadership of the organized American Jewish community did not consider Jewish education a top priority for communal concern. Indeed, a large proportion of the leadership was indifferent and some even antagonistic to community support for Jewish education. In the early days of federation, emphasis was on the social services and on the Americanization of the new immigrants. During World War II and in the post-War period, the highest priority for community leaders was the lifesaving work of Jewish relief, rehabilitation, and reconstruction, and then nation-building in Israel. More recently, community leadership has put a higher premium on Jewish education. There is an increasing awareness of the need for total community support of Jewish education. There appears to be a reordering of community priorities in the direction of Jewish education and an awareness that healthy Jewish continuity requires a deeper community commitment to the education of the younger generation.

What is clear now is that to establish a highest communal planning and funding priority for Jewish education requires the involvement of the highest level of community leadership. This leadership is now very much

concerned about the healthy continuity of the Jewish people in the North American setting. They are beginning to translate this concern into an understanding that top leadership must be forceful in promoting the Jewish education enterprise.

Not all of the commissioners are convinced that Jewish education is now seen by key lay leadership as a top community priority. However, most believe that there is a decided trend toward involvement of top leadership, and that the battle to create a highest communal priority for Jewish education is well on its way to being won. Certainly there is still a marked difference among local communities in the degree to which they support Jewish education. It is clear that the Commission has a special mission to convince the North American Jewish community leadership that their personal involvement in Jewish education is necessary, if we are to improve Jewish education and stem the tide of Jewish indifference and assimilation.

STRUCTURE

Commission members appear to agree that we have not yet developed community structures that are adequate to effect the necessary improvements in Jewish education. This criticism is directed both at local and national structures. There are recent and current efforts at improvement. Some areas which require continuing examination are:

1. The relationship among federations, bureaus of Jewish education, communal schools and congregations.

2. The place of federations in planning and budgeting for Jewish education and in financing Jewish education, and the relationship of federations to bureaus of Jewish education.

3. The need for forceful national leadership in establishing standards for the field, in promoting, encouraging, and evaluating innovations, and in spreading the application of best practices as they are discovered all over the continent.

Fortunately, JESNA, JWB and CJF are currently engaged in efforts to examine these issues, and at least eleven federations are involved in comprehensive studies of their communities' Jewish education programs. The Commission may wish to develop its own ideas regarding what new or improved structures are needed to speed up improvements in the field.

FINANCE

Congregations, tuition payments by parents, and fund-raising, especially by day schools, have been mainstays of Jewish education financing. These sources of support are crucial and should be encouraged (there is some support for the idea that tuition should be discontinued as a source of support). There is a consensus, nevertheless, that considerably new funding is required from federations as the primary source of organized community funding. It is believed, too, that substantial funding will need to come from private foundations and leading families which have an identified concern for Jewish continuity and Jewish education.

It is believed that communal patterns of funding may need to be altered and that there may need to be changes in organization relationships to accommodate this. Cooperation between the congregations and the federations is essential to developing the funds needed to improve Jewish education.

Some specific suggestions have been made by commissioners for new programs to improve Jewish education which would require new funding. For example, one suggestion is the establishment of a national Jewish education fund to provide matching funds to support program ideas developed at the local level. Another suggestion is the establishment and funding of a national pension fund for the benefit of Jewish education personnel. These or other ideas, if and when recommended, will need to attract new funding sources. One commissioner believes that the Commission would most likely make its greatest contribution to Jewish education by developing new ideas such as these and finding the funding for them.

It is clear that the Commission intends to be proactive in its effort to improve Jewish education. This will very likely include encouraging additional funding from traditional sources and funding from new sources.

There is a feeling of optimism that greater funds can be generated for Jewish education in spite of the current great demand for communal funding for other purposes. There is evidence that a number of communities are

already beginning to place a higher funding priority on Jewish education and that a trend has begun to allocate a greater proportion of Jewish communal funds to this field. There is also the fortuitous circumstance that federation endowment funds--a relatively new source of communal funds--are growing at a good pace and these funds can be an important source of support for Jewish education. Simultaneously, there is a recent and current growth of substantial family foundations--a post-World War II phenomenon which has accelerated in recent years, and promises to be an important new funding resource to meet Jewish communal needs. A number of such foundations have an expressed interest in Jewish education.

In general, therefore, there is reason for optimism that additional funding will be available for well-considered programs to improve and expand Jewish education.

It needs to be noted that some commissioners have expressed themselves to the effect that "throwing money" at Jewish education will not by itself do the job. They believe that, at the same time, there needs to be a careful review of current programs and administrative structures to see how these can be improved. They believe that we need to encourage monitoring and evaluation of projects aimed at improving Jewish education. Careful attention to the quality of what we are attempting to do and honest and perceptive evaluations are needed, both to get appropriate results for what is being spent and also to encourage funding sources.

In brief, then, it is clear that there is a consensus that improvements in the field of Jewish education will require an infusion of considerably greater funds. It is believed that traditional funding sources need to place a higher priority on funding Jewish education, and allocating a greater proportion of their total budget to Jewish education. There is also a consensus that considerable new funding will need to be generated from private foundations and leading families which are concerned about Jewish continuity and Jewish education, and from federation endowment funds. Cooperation between the congregations and the federations is basic to a sound development of the financial requirements to improve Jewish education, and prior organizational patterns may need to be altered to accomodate funding changes.

Finally, it is worth repeating this word of caution: money alone will not bring about the needed improvements. We will need to ensure the effective administration and utilization of funds. We will need to monitor and evaluate current and new programs to assure that improvements are realized. Only then will funding sources of all kinds be encouraged to continue and increase their support.

Prepared by Henry L. Zucker

COMMUNITY ORGANIZATION FOR JEWISH EDUCATION:

Leadership, Finance and Structure

by

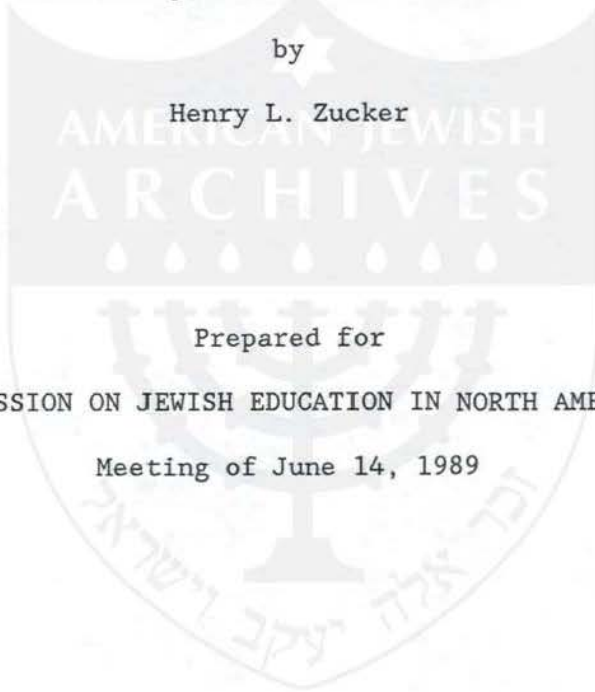
Henry L. Zucker

AMERICAN JEWISH
ARCHIVES

Prepared for

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Meeting of June 14, 1989



June 1, 1989

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On December 13, we listed options under the titles "to deal with the community--its leadership and its structures--as major agents for change in any area," and "to generate significant additional funding for Jewish education."

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Prior to World War II, the leadership of the organized American Jewish community did not consider Jewish education a top priority for communal concern. Indeed, a large proportion of the leadership was indifferent and some even antagonistic to community support for Jewish education. In the early days of federation, emphasis was on the social services and on the Americanization of the new immigrants. During World War II and in the post-War period, the highest priority for community leaders was the lifesaving work of Jewish relief, rehabilitation, and reconstruction, and then nation-building in Israel. More recently, community leadership has put a higher premium on Jewish education. There is an increasing awareness of the need for total community support of Jewish education. There appears to be a reordering of community priorities in the direction of Jewish education and an awareness that healthy Jewish continuity requires a deeper community commitment to the education of the younger generation.

What is clear now is that to establish a highest communal planning and funding priority for Jewish education requires the involvement of the highest level of community leadership. This leadership is now very much concerned about the healthy continuity of the Jewish people in the North American setting. They are beginning to translate this concern into an understanding that top leadership must be forceful in promoting the Jewish education enterprise.

Not all of the commissioners are convinced that Jewish education is now seen by key lay leadership as a top community priority. However, most believe that there is a decided trend toward involvement of top leadership, and that the battle to create a highest communal priority for Jewish education is well on its way to being won. Certainly there is still a marked difference among local communities in the degree to which they support Jewish education. It is clear that the Commission has a special mission to convince the North American Jewish community leadership that their personal involvement in Jewish education is necessary, if we are to improve Jewish education and stem the tide of Jewish indifference and assimilation.

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Fortunately, JESNA, JWB and CJF are currently engaged in efforts to examine these issues, and at least eleven federations are involved in comprehensive studies of their communities' Jewish education programs. The Commission may wish to develop its own ideas regarding what new or improved structures are needed to speed up improvements in the field.

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There is a feeling of optimism that greater funds can be generated for Jewish education in spite of the current great demand for communal funding for other purposes. There is evidence that a number of communities are already beginning to place a higher funding priority on Jewish education and that a trend has begun to allocate a greater proportion of Jewish communal funds to this field. There is also the fortuitous circumstance that federation endowment funds--a relatively new source of communal funds--are growing at a good pace and these funds can be an important

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MEMO TO: David Ariel, Seymour Fox, Mark Gurvis, Annette Hochstein,
Stephen H. Hoffman, Martin S. Kraar, Virginia F. Levi,
Morton L. Mandel, Joseph Reimer, Arthur Rotman, Herman Stein,
Jonathan Woocher

FROM: Henry L. Zucker

DATE: February 28, 1990

HRZ

I have been asked to update the paper I produced for the Commission under the title "Community Organization for Jewish Education: Leadership, Finance, and Structure." If approved, this paper will be submitted to the Commission and incorporated in the supplement to the Commission's report.

My redraft is enclosed. I hope you will take the time to review it and make suggestions for improving it. I would appreciate having your written comments by March 15.

Many thanks.



3/5 Suggested changes incorporated in HLZ copy
HLZ

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3/5

Hawk, I think this paper is extremely well done - easy to read, and carefully thought out. I made only a few very minor suggestions, for your consideration.

HLZ

3/1/90

COMMUNITY ORGANIZATIONS FOR JEWISH EDUCATION

Leadership, Finance and Structure

by

Henry L. Zucker
Executive Vice President Emeritus
Jewish Community Federation of Cleveland
and
Consultant, the Mandel Associated Foundations

Prepared for Commission on Jewish Education in North America

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WORTH
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The North American Jewish community has a proven excellent capacity to deal with major problems when they are addressed by the very top community leaders. This same highest level of community leadership is needed to establish the necessary communal planning and funding priority for Jewish education. Indeed, the involvement of top community leadership ^{MAY well BE} ~~is~~ the key to raising the quality of Jewish education in North America.

Most observers believe that there is a decided trend toward the involvement of more and more top leaders in Jewish education. Although many key lay leaders do not yet see Jewish education as a top community priority, it is felt generally that the battle to create a very high communal priority for Jewish education is well on its way to being won.

Prior to World War II, a large proportion of the leadership of the organized Jewish community was indifferent to community support for Jewish education. In the early days of federation, some were even antagonistic. Their emphasis was on the social services and on the Americanization of new immigrants. Just before and during World War II and in the post-War period, the highest priority for community leaders was the lifesaving work of Jewish relief, rehabilitation and reconstruction and then nation-building in Israel. More recently, community leaders have become concerned with issues related to Jewish survival and continuity, and they are now putting a higher premium on Jewish education.

A number of federations are currently involved in comprehensive studies of their community's Jewish education programs and others are in earlier stages of organizing comprehensive studies. JESNA, JWB, and CJF are engaged nationally in efforts to examine related issues.

Generally, we have not yet developed community structures that are adequate to effect the necessary improvements in Jewish education, either at the local or continental level. The following areas require continuing examination and updating:

1. The relationship among federations, bureaus of Jewish education, communal schools and congregations.
2. The place of federations in planning and budgeting for Jewish education and in financing Jewish education.
3. The need for forceful national leadership in establishing standards for the Jewish education field, in promoting, encouraging and evaluating innovations, and in spreading over the continent the application of best practices as they are discovered.

Financing

Very little hard information is available about overall financing of Jewish education in North America. Informed guesses about the total annual

expenditures for formal and informal Jewish education in North America range from \$500 million to \$1 billion dollars.

A few general observations about financing are useful.

Congregational funding, tuition payments, and agency and school fundraising (especially by day schools), are the mainstays of Jewish education financing. It is to be expected that these sources will produce more funding as the community gives Jewish continuity and Jewish education a higher priority. These sources of support are crucial and need to be encouraged.

There is consensus that needed improvements in Jewish education will require considerable additional funding, a substantial part of which must come from federations as the primary source of organized community funding, and from private foundations and concerned individuals.

Communal patterns of funding may need to be altered, and changes in organizational relationships are necessary to accommodate this. For example, greater cooperation among the congregations, schools, agencies and the federations is basic to developing and allocating the funds needed to improve Jewish education.

From its very beginning, the Commission has expressed its intention to be proactive in efforts to improve Jewish education. This includes encouraging additional funding, and initial steps have been taken in this direction.

The Commission is optimistic that greater funds can be generated for Jewish education, in spite of the current great demand for communal funding for other purposes (i.e., Russian emigration). There have always been and there always will be great demands on limited communal funds. We should not allow ourselves to be put off by the pressing needs of the moment from facing the very urgent need for adequate support of Jewish education.

A number of communities have already begun to place a higher funding priority on Jewish education, both by raising new funds and by allocating greater general Jewish communal funds to Jewish education. There is also the fortuitous circumstance that federation endowment funds--a relatively new source of communal funds--are growing at a good pace and can be an important source of support for Jewish education in the future. Simultaneously, there is a relatively new growth of large family foundations--a post World War II phenomenon--which has accelerated in recent years and promises to be an important new funding resource for Jewish education. It appears likely, therefore, that additional funding can be made available for well considered programs to improve and expand Jewish education.

The Commission recognizes that pressures on federations' annual operating funds make it very difficult to set aside substantially larger sums for Jewish education in the near term.

It is expected that private foundations and concerned individuals, federation endowment funds, and special communal fundraising efforts will play the major role in supplying the near term additional financing, (and some of the long term financing), while federations as the organized community's expression of the community's will to improve Jewish education, gear up to meeting the basic longer term funding needs. Federations also have a key role in encouraging and bringing together private and communal funding sources into coalitions for support of Jewish education, and in leveraging support from the different sources.

Finally, a new element in funding Jewish education, especially day school education, is government funds which come in a variety of forms. These funds are expected to grow in the long term and to become a significant factor in the total picture of financial support for Jewish education.

It needs to be noted that some members of the Commission are concerned that "throwing money" at Jewish education will not by itself do the job. There needs to be a careful review of current programs and administrative structures to see how these can be improved. Projects aimed at improving Jewish education need to be monitored and evaluated. Careful attention to quality, and honest and perceptive evaluations are needed, both to get appropriate results for what is being spent, and also to encourage funding sources.

Recommendations

It is recommended to the Commission with reference to community and financing that:

1. The Commission encourage the establishment of additional local committees or commissions on Jewish education, the purpose of which is to bring together communal and congregational leadership in wall-to-wall coalitions to improve the communities' formal and informal Jewish education programs.
2. The Commission encourage every community to seek aggressively to include top community leadership in their local Jewish education planning committee and in the management of the schools and local Jewish education programs.
3. The Commission recommend that as federations identify priority needs and opportunities, they should provide greater sums for Jewish education, both through their annual allocations and by special grants from endowment funds and/or special fundraising efforts on behalf of Jewish education.
4. The Commission and its anticipated implementation mechanism encourage private foundations and philanthropically-oriented families to set aside substantial sums of money for Jewish education for the next five to ten

years. (This process has begun and it is believed that prior to the Commission's meeting on June 12, 1990, a number of foundations will have agreed to set aside ^{A SUBSTANTIAL SUM} ~~not less than a total of \$25 million~~ during the next five years for programs of their choice from among those recommended in the Commission process.)

5. The Commission recommend that private foundations establish a fund to finance the Commission's implementation mechanism and modest subsidies for community action sites and other projects. This recommendation has already been responded to favorably by a number of foundations.
6. The Commission recommend that community action sites be established to demonstrate models of programs and funding partnerships to show what improvements in Jewish education can be accomplished under favorable conditions.

3/1/90

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The North American Jewish community has a proven excellent capacity to deal with major problems when they are addressed by the very top community leaders. This same highest level of community leadership is needed to establish the necessary communal planning and funding priority for Jewish education. Indeed, the involvement of top community leadership is the key to raising the quality of Jewish education in North America.

Most observers believe that there is a decided trend toward the involvement of more and more top leaders in Jewish education. Although many key lay leaders do not yet see Jewish education as a top community priority, it is felt generally that the battle to create a very high communal priority for Jewish education is well on its way to being won.

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There is consensus that needed improvements in Jewish education will require considerable additional funding, a substantial part of which must come from federations as the primary source of organized community funding, and from private foundations and concerned individuals.

Communal patterns of funding may need to be altered, and changes in organizational relationships are necessary to accommodate this. For example, greater cooperation among the congregations, schools, agencies and the federations is basic to developing and allocating the funds needed to improve Jewish education.

From its very beginning, the Commission has expressed its intention to be proactive in efforts to improve Jewish education. This includes encouraging additional funding, and initial steps have been taken in this direction.

The Commission is optimistic that greater funds can be generated for Jewish education, in spite of the current great demand for communal funding for other purposes (i.e., Russian emigration). There have always been and there always will be great demands on limited communal funds. We should not allow ourselves to be put off by the pressing needs of the moment from facing the very urgent need for adequate support of Jewish education.

A number of communities have already begun to place a higher funding priority on Jewish education, both by raising new funds and by allocating greater general Jewish communal funds to Jewish education. There is also the fortuitous circumstance that federation endowment funds--a relatively new source of communal funds--are growing at a good pace and can be an important source of support for Jewish education in the future. Simultaneously, there is a relatively new growth of large family foundations--a post World War II phenomenon--which has accelerated in recent years and promises to be an important new funding resource for Jewish education. It appears likely, therefore, that additional funding can be made available for well considered programs to improve and expand Jewish education.

The Commission recognizes that pressures on federations' annual operating funds make it very difficult to set aside substantially larger sums for Jewish education in the near term.

It is expected that private foundations and concerned individuals, federation endowment funds, and special communal fundraising efforts will play the major role in supplying the near term additional financing, (and some of the long term financing), while federations as the organized community's expression of the community's will to improve Jewish education, gear up to meeting the basic longer term funding needs. Federations also have a key role in encouraging and bringing together private and communal funding sources into coalitions for support of Jewish education, and in leveraging support from the different sources.

Finally, a new element in funding Jewish education, especially day school education, is government funds which come in a variety of forms. These funds are expected to grow in the long term and to become a significant factor in the total picture of financial support for Jewish education.

It needs to be noted that some members of the Commission are concerned that "throwing money" at Jewish education will not by itself do the job. There needs to be a careful review of current programs and administrative structures to see how these can be improved. Projects aimed at improving Jewish education need to be monitored and evaluated. Careful attention to quality, and honest and perceptive evaluations are needed, both to get appropriate results for what is being spent, and also to encourage funding sources.

Recommendations

It is recommended to the Commission with reference to community and financing that:

1. The Commission encourage the establishment of additional local committees or commissions on Jewish education, the purpose of which is to bring together communal and congregational leadership in wall-to-wall coalitions to improve the communities' formal and informal Jewish education programs.
2. The Commission encourage every community to seek aggressively to include top community leadership in their local Jewish education planning committee and in the management of the schools and local Jewish education programs.
3. The Commission recommend that as federations identify priority needs and opportunities, they should provide greater sums for Jewish education, both through their annual allocations and by special grants from endowment funds and/or special fundraising efforts on behalf of Jewish education.
4. The Commission and its anticipated implementation mechanism encourage private foundations and philanthropically-oriented families to set aside substantial sums of money for Jewish education for the next five to ten

years. (This process has begun and it is believed that prior to the Commission's meeting on June 12, 1990, a number of foundations will have agreed to set aside not less than a total of \$25 million during the next five years for programs of their choice from among those recommended in the Commission process.)

5. The Commission recommend that private foundations establish a fund to finance the Commission's implementation mechanism and modest subsidies for community action sites and other projects. This recommendation has already been responded to favorably by a number of foundations.
6. The Commission recommend that community action sites be established to demonstrate models of programs and funding partnerships to show what improvements in Jewish education can be accomplished under favorable conditions.

3/20/90

COMMUNITY ORGANIZATIONS FOR JEWISH EDUCATION

Leadership, Finance and Structure

by

Henry L. Zucker
Executive Vice President Emeritus
Jewish Community Federation of Cleveland
and
Consultant, the Mandel Associated Foundations

Prepared for Commission on Jewish Education in North America

The Commission on Jewish Education in North America selected from a long list of option papers produced for its December 13, 1988 meeting what the Commission believes to be the "enabling options," those which are basic to improvement in all areas of Jewish education. The "enabling options" have to do with personnel and with community and financing. Jewish education progress depends on improvement in teaching and administrative personnel, and on the ability of the Commission to raise the priority and funding levels which the American Jewish community assigns to Jewish continuity and to Jewish formal and informal education. Setting a higher community priority on Jewish education is a pre-condition to developing better quality Jewish education personnel.

Community

What is the community we are talking about in connection with formal and informal Jewish education?

By community, we mean not only the general Jewish community, but especially the organized Jewish community as it relates to the issues of Jewish continuity, commitment and learning, and to the organizations and persons engaged in these issues. The Commission's target population includes, especially, the professional and lay leaders who create the climate for Jewish formal and informal education and its content. This means teachers, principals, rabbis, communal workers, academics, leaders of institutions of higher learning, denomination and day school leaders and the leaders of the North American Jewish community who are involved in planning for and financing Jewish education. The chief local institutional targets are the synagogues, Jewish community centers, camps, part-time schools, day schools, agencies under communal sponsorship, Jewish community federations and bureaus of Jewish education, and major Jewish-sponsored foundations. At the continental level they are JWB, JESNA, CJF, the chief denominational and congregational bodies, training institutions, and associations of educators and communal workers who are engaged in formal and informal Jewish education.

North American Jewry has a proven capacity to deal with major problems when they are addressed by the very top community leaders. This same highest level of community leadership is needed to establish the necessary communal planning and funding priority for Jewish education. Indeed, the involvement of top community leadership may well be the key to raising the quality of Jewish education in North America.

Most observers believe that there is a decided trend toward the involvement of more and more leaders in Jewish education. Although many key lay leaders do not yet see Jewish education as a top community priority, it is felt generally that the battle to create a very high communal priority for Jewish education is well on its way to being won.

Prior to World War II, a large proportion of the leadership of the organized Jewish community was indifferent to community support for Jewish education. In the early days of federation, some were even antagonistic. Their emphasis was on the social services and on the Americanization of new immigrants. Just before and during World War II and in the post-War period, the highest priority for community leaders was the lifesaving work of Jewish relief, rehabilitation and reconstruction and then nation-building in Israel. More recently, community leaders have become concerned with issues related to Jewish survival and continuity, and they are now putting a higher premium on Jewish education.

A number of federations are currently involved in comprehensive studies of their community's Jewish education programs and others are in earlier stages of organizing comprehensive studies. JESNA, JWB, and CJF are engaged continentally in efforts to examine related issues.

Generally, we have not yet developed community structures that are adequate to effect the necessary improvements in Jewish education, either at the local

or continental level. The following areas require aggressive continuing examination and updating:

1. The relationship among federations, bureaus of Jewish education, communal schools and congregations.
2. The place of federations in planning and budgeting for Jewish education and in financing Jewish education.
3. The need for forceful continental leadership in establishing standards for the Jewish education field, in promoting, encouraging and evaluating innovations, and in spreading over the continent the application of best practices as they are discovered.
4. The need to establish at the continental level the leadership and a mechanism to encourage appropriate personnel standards, salaries, benefits and working arrangements.

Financing

Very little hard information is available about overall financing of Jewish education in North America. Informed guesses about the total annual expenditures for formal and informal Jewish education in North America range from \$500 million to \$1 billion dollars. A few general observations about financing are useful. There is consensus that needed improvements in Jewish

education will require considerable additional funding, a substantial part of which must come from federations as the primary source of organized community funding, and from private foundations and concerned individuals.

Congregational funding, tuition payments, and agency and school fundraising (especially by day schools), are the mainstays of Jewish education financing. These, by and large, represent the consumers' share of the cost. It is to be expected that these sources will produce more funding as the community gives Jewish continuity and Jewish education a higher priority. These sources of support are crucial and need to be encouraged.

Communal patterns of funding may need to be altered, and changes in organizational relationships are necessary to accommodate this. For example, greater cooperation among the congregations, schools, agencies and the federations is basic to developing and allocating the funds needed to improve Jewish education. There may be need of change in traditional programming and funding relationships between federations and congregations. Shared staff, jointly sponsored training opportunities for lay and professional leaders, and joint adult education programs are examples of program ideas which should be encouraged.

From its very beginning, the Commission has expressed its intention to be proactive in efforts to improve Jewish education. This includes encouraging additional funding, and initial steps have been taken in this direction.

The Commission is optimistic that greater funds can be generated for Jewish education, in spite of the current great demand for communal funding for other purposes (i.e., Soviet Jewish emigration). There have always been and there always will be great demands on limited communal funds. However, we should not allow ourselves to be put off by the pressing needs of the moment from facing the very urgent need for adequate support of Jewish education.

A few communities have already begun to place a higher funding priority on Jewish education, both by raising new funds and by allocating greater general Jewish communal funds to Jewish education. There is also the fortuitous circumstance that federation endowment funds--a relatively new source of communal funds--are growing at a good pace and can be an important source of support for Jewish education in the future. Simultaneously, there is a relatively new growth of large family foundations--a post World War II phenomenon--which has accelerated in recent years and promises to be an important new funding resource for Jewish education. It appears likely, therefore, that additional funding can be made available for well considered programs to improve and expand Jewish education.

The Commission recognizes that pressures on federations' annual operating funds make it very difficult to set aside substantially larger sums for Jewish education in the near term. Accordingly, it is expected that private foundations and concerned individuals, federation endowment funds, and special communal fundraising efforts will play the major role in supplying

the near-term additional financing, (and some of the long-term financing), while federations as the organized community's expression of the community's will to improve Jewish education, gear up to meet the basic longer-term funding needs. Most importantly, federations will need to play the key role in encouraging and bringing together private and communal funding sources, building coalitions for support of Jewish education, and leveraging support from the different sources.

Finally, some persons believe that government funds will be a growing source of funds for Jewish education, especially day school education, and that they may eventually become a significant factor in the total picture of financial support for Jewish education.

Some community leaders caution that "throwing money" at Jewish education will not by itself do the job. There needs to be a careful review of current programs and administrative structures to see how these can be improved. Projects aimed at improving Jewish education need to be monitored and evaluated. Careful attention to quality, and honest and perceptive evaluations are needed, both to get appropriate results for what is being spent, and also to encourage funding sources.

Recommendations

It is recommended to the Commission on Jewish Education in North America, with reference to community and financing that:

1. The Commission encourage the establishment of additional local committees or commissions on Jewish education, to bring together communal and congregational leadership in broad, inclusive coalitions to improve the communities' formal and informal Jewish education programs.
2. The Commission encourage every community to seek aggressively to include top community leadership in their local Jewish education planning committee and in the management of the schools and local Jewish education programs.
3. The Commission recommend that as federations identify priority needs and opportunities, they should provide greater sums for Jewish education, through their annual allocations, by special grants from endowment funds, and/or through special fundraising efforts on behalf of Jewish education.
4. The Commission and its anticipated implementation mechanism encourage private foundations and philanthropically-oriented families to set aside substantial sums of money for Jewish education for the next five to ten

years. (This process has begun and it is believed that prior to the Commission's meeting on June 12, 1990, a number of foundations will have agreed to set aside a substantial sum during the next five years for programs of their choice from among those recommended in the Commission process.)

5. The Commission recommend that private foundations establish a fund to finance the Commission's implementation mechanism and modest subsidies for community action sites and other projects. This recommendation has already been responded to favorably by a number of foundations.
6. The Commission recommend that community action sites be established to demonstrate models of programs and funding partnerships to show what improvements in Jewish education can be accomplished with special efforts.



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ON JEWISH EDUCATION
IN NORTH AMERICA

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MEMO TO: David Finn
FROM: Mark Gurvis *MG*
DATE: March 2, 1990
SUBJECT: Community Planning in Jewish Education

I am enclosing two papers which should help clarify for you the environment within local communities in which the Commission on Jewish Education in North America is and will be operating. First is Henry L. Zucker's paper on Community Organization for Jewish Education, which looks at leadership, financing, and structural issues. Second is Joel Fox's paper on Community Planning in Jewish Education. Joel is the planning director of the Cleveland Federation. Also, I am enclosing the local commission report from Cleveland, which will give you an example of what got produced as a planning document within one of the stronger North American Jewish communities.

As you will see from Joel's paper, there are numerous models that communities have recently used to engage in more intensified planning efforts in Jewish education. Some have established local commissions on Jewish education, identity, or continuity; others have ongoing Jewish education committees within the federation structure that have been reenergized around particular initiatives or studies. Following is a breakdown of these categories.

Local commissions--The following communities now have a commission on Jewish education or continuity: Boston, Cleveland, Columbus, Detroit, Los Angeles, Syracuse. They are all at different stages of development. Boston had its first meeting in late January. Cleveland, which started in 1985 is now in the process of implementing a four-year, \$4.3 million program. Syracuse has created a standing Jewish Education Committee which is implementing its commission's recommendations. As a result of the work of the Commission on Jewish Education in North America, a number of communities have expressed interest in becoming community action sites and in starting this kind of intensive, comprehensive community planning process, including: MetroWest New Jersey, New York, San Francisco, and Toronto.

Communities with other approaches--A number of other communities have ongoing Jewish education committees which have recently undertaken significant planning studies, including: Buffalo, Dallas, Miami, Philadelphia, Pittsburgh, Richmond, and West Palm Beach.

There have always been some communities which looked at Jewish education issues from time to time. However, the Commission arose at a time when several local community efforts were coinciding, and its work has intensified the interest and activity in this area.

I hope this will be helpful in clarifying the activity at the local level. Please let me know if there is other information I can provide.

cc: Seymour Fox



cc: Seymour Fox ✓
Mark Gurvis

TO: Morton L. Mandel FROM: Henry L. Zucker DATE: 3/2/90
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

HLZ

REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Eliot Spack, director of CAJE, has informed Mark Gurvis that there is a kind of implementation mechanism following the work of the National Citizens Committee on Education based in Columbia, Maryland. Mark is checking this out and I have asked him to share the information with Steve Hoffman.

Spack would like to have a presentation on the work of the Commission at the next CAJE conference which will take place in August 1990 in Columbus, Ohio. I believe that it would be useful to make such a presentation, either by you or Steve Hoffman.

The CAJE people wish to have feedback on the work they have done on the programmatic options. Mark will try to give this to them sometime after we have the reactions of our policy advisors and the Commission.



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