



THE JACOB RADER MARCUS CENTER OF THE
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 4: Publications and Research Papers, 1988–1993.

Box
16

Folder
6

"Index of Key Papers", undated.

Pages from this file are restricted and are not available online. Please
contact the American Jewish Archives for more information

INDEX OF KEY PAPERS

<u>Section</u>	<u>Page</u>
Outreach Strategies for Formal and Informal Educators Arthur Rotman Jonathon Woocher	1
Communications Strategy Proposal Paula Berman Cohen	4
Report on the Joint Federation/ Congregational Plenum Commission on Jewish Education Charles Ratner	12
Case Studies of Outstanding Programs in Jewish Education Annette Hochstein	15
"Priorities for the Commission" Henry L. Zucker	17
Liaison between the Commission and Educational Constituencies Jonathon Woocher	20

OUTREACH STRATEGIES FOR FORMAL AND INFORMAL EDUCATORS

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Communications Strategy

AMERICAN JEWISH
ARCHIVES

Prepared by: Paula Berman Cohen

Submitted : January, 1989

I. PURPOSE

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

II. BENEFITS

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

III. ENVIRONMENT

A. Phases

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

B. Major Audiences

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

- FAMILY Commissioners, Program Chairs, Policy Advisors, Partners, and Staff

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

IV. COMMUNICATIONS PROGRAM

A. Development (Steps to Design)

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

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

B. Objective

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

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

C. Methods

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

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

D. Activities

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

Memoranda Series

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

Newsletters

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

Report

Annual Report format containing conclusions or outcomes.

Press Releases, Descriptive Articles, Public Service Announcements

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

Information Kits

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

Clippings File

Photocopied collection of press coverage on CJENA and related activities.

Conventions, Conferences, or Annual Meetings of Selected Organizations

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

Space Advertising

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

Posters

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

V. IMPLEMENTATION

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

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

VI. RECOMMENDATION

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

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

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

VII. BUDGET/TIMETABLE ESTIMATES

(for Development, Creative and Management Services)
(Does not include graphic design, artwork, production
or distribution expenses)

<u>ACTIVITY/DESCRIPTION</u>	<u>ESTIMATED CREATIVE/IMPLEMENTATION TIME</u>	<u>ESTIMATED BUDGET ALLOCATION</u>
1. <u>Develop Plan</u> Research, program concept, program design (activities, timetable, budget)	6 weeks	\$ 1,250 - \$ 1,700
2. <u>Memoranda Series</u> 1 page, 2-sides 4 issues	2-3 weeks (initial) 10 days (subsequent)	\$ 2,400 - \$ 3,400
3. <u>Newsletter</u> 4 page 3 issues	8-10 weeks per issue	\$ 5,250 - \$ 6,600
4. <u>Annual Report</u> 8 page 1 issue	10-12 weeks	\$ 2,400 - \$ 2,700
5. <u>Press Packet</u> General release, detailed release, and p.s.a.	2-3 weeks	\$ 500 - \$ 600
5a. 2-4 additional releases	7-10 days @	\$ 300 - \$ 600
6. <u>Information Kit</u> CJENA background info., Facts Sheet, Roster, Biographical sketches, Quotations, Program/ Project descriptions, Photographs	4 weeks	\$ 800 - \$ 1,100
6a. Update	7-10 days	\$ 300 - \$ 500
7. <u>Clippings File</u> Photocopied collection of press coverage. 3 Collections	2-3 weeks per collection	\$ 750 - \$ 1,200

VII. BUDGET/TIMETABLE ESTIMATES, continued

<u>ACTIVITY/DESCRIPTION</u>	<u>ESTIMATED CREATIVE/IMPLEMENTATION TIME</u>	<u>ESTIMATED BUDGET ALLOCATION</u>
8. <u>Presentation</u> 3-5 minute script (\$200 per additional minute)	2-3 weeks	\$ 650 - \$ 950
9. <u>Space Advertising</u> Visual and text themes for insertion in print media	10-12 weeks	\$ 750 - \$ 1,050
10. <u>Poster</u> Display/poster format of advertisement	(incorporated in <u>Space Advertising</u> estimate above)	\$ 525 - \$ 700

TOTAL ESTIMATED BUDGET ALLOCATION: \$15,875 - \$21,100

OCTOBER 4, 1988

CASE STUDIES OF OUTSTANDING PROGRAMS IN JEWISH EDUCATION

DRAFT PROPOSAL

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

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

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

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

THE PROCESS

1. A steering group should be set up to guide the enterprise. Members of this steering group should include (not mutually exclusive):

a. Commissioners

b. People with the methodological know-how to guide such an endeavour

c. People well acquainted with the field.

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

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

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



43, 17

TO: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 9/19/88
REPLYING TO
YOUR MEMO OF: _____

HPZ

SUBJECT:

A few thoughts about priorities for the Commission:

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

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

INTER-OFFICE CORRESPONDENCE

18

Arthur J. Naparstek

Page 2

section which makes it clear that the Commission has selected the universal problems for discussion and action (personnel, community responsibility) and that such other important issues as curriculum, how to teach, judging between day schools and afternoon and Sunday schools, judging the relative importance of concentrating on specific age groups, etc. are subjects very definitely worth study and action, but belonging to other forums.

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



HL2
19

TO: Arthur J. Naparstek

NAME

DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

DATE: 9/20/88

REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

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

AMERICAN JEWISH
ARCHIVES



INFORMATION FOR REFERENCE

20

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

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

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

Groups:

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

Possible Approaches:

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

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

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

