



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.

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Box  
16

Folder  
8

Options papers, 1988-1989.

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

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M.O.

## Develop MAJOR Program IDEAS BY CATEGORY

1. TRY TO USE "BEST PRACTICES" APPROACH (IF IT WORKS TO A HIGH LEVEL OF EXCELLENCE ANYWHERE, TRY TO REPLICATE EVERYWHERE)
2. SELECT HIGHEST POTENTIAL / EASE OF DOING IDEAS
3. Develop TASK GROUP TO EXPLORE EACH MAJOR IDEA (ON CATEGORY); GAIN SUPPORT; <sup>do research</sup> LAUNCH EXPERIMENTS; MONITOR & EVALUATE
4. REPLICATE SUCCESSFUL EXPERIMENTS
  - a. Develop "IDEAL MAP" FOR LONGTERM GUIDANCE
  - b. START-UP WHEREVER SUFFICIENT INTEREST EXISTS
  - c. CREATE SUPPORT IN AREAS WHERE INSUFFICIENT INTEREST, UNTIL "IDEAL MAP" IS ACHIEVED.
5. MONITOR & EVALUATE MAJOR PROGRAMS ON A NATIONAL (N. AMERICAN?) BASIS, FINE-TUNE FOREVER.

Form Dark Force  
Get data  
to explore



# PROGRAM CATEGORIES

~~Service Studies~~

## I. Personnel

### MAJOR PROGRAM IDEAS

- ~~Bureau Base~~
- NATIONAL/LOCAL FELLOWS (ACADEMIC BASE)
  - SENIOR EDUCATORS PROGRAM (ACADEMIC BASE)
  - CENTERS FOR CONTINUING EDUCATION (JWO, JESNA)
  - CENTERS FOR IN-SERVICE TRAINING (JWO, JESNA)

## II. CLIENT INITIATIVES

### MAJOR PROGRAM IDEAS

- CLEVELAND PLAN FOR ISRAEL EXPERIENCE
- HIGH SCHOOL IN ISRAEL
- BARUCH - BARDIN CAMPS LOCAL/REGIONAL
- EARLY CHILDHOOD AT JCC's
- FAMILY EDUCATION AT JCC's

## III. COMMUNITY STRUCTURE

### MAJOR PROGRAM IDEAS

- LOCAL/REGIONAL COMMISSIONS ON JEWISH CONTINUITY
- N. AMERICAN STANDING COMMISSION ON JEWISH CONTINUITY TO SERVE AS UMBRELLA ORGANIZATION (PLANNING, OVERSIGHT, EXPERT SERVICES, ETC)
  - CO-SPONSORED BY CJE, JWO, JESNA, DENOMINATIONS
  - FREE STANDING; OWN BOARD, STAFF, FUNDING
  - LINKED WORLD-WIDE TO KEY CENTERS OF JEWISH EDUC THEORY & PRACTICE (HEBREW UNIV, ETC)
- ACADEMIC CENTERS FOR RESEARCH/TEACHING (e.g. CWRU MANDEL CENTER FOR AM-PROFITS)
- NATIONAL/LOCAL VENTURE FUNDS

PREMIER INDUSTRIAL CORPORATION

**REQUEST FOR TELEX/MAILGRAM/FAX**

(FORM NO. 2/88) PRINTED IN U.S.A.

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

9/7/88

☐ TELEX NO.

☐ MAILGRAM

☒ FAX NO. 617 736 4724

NO. OF PGS. 8  
(INCL. COVER SHEET)

☒ URGENT - Time sensitive - must go at once

☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

**TO:**

NAME

JOSEPH REIMER

COMPANY

BRANDEIS UNIVERSITY

STREET ADDRESS

CITY, STATE, ZIP WALTHAM, MA

PHONE NUMBER

**FROM:**

NAME

ARTHUR NAPARSTEK

COMPANY

PREMIER

DEPARTMENT

COST CENTER

090

**TELEX NO.: 6873015 PREMI UW**

**FAX NO.: 2163918327**

**TIME SENT:**

**MESSAGE:**



2329

**F A C S I M I L E   T R A N S M I S S I O N**

**NATIV CONSULTANTS - JERUSALEM, ISRAEL**

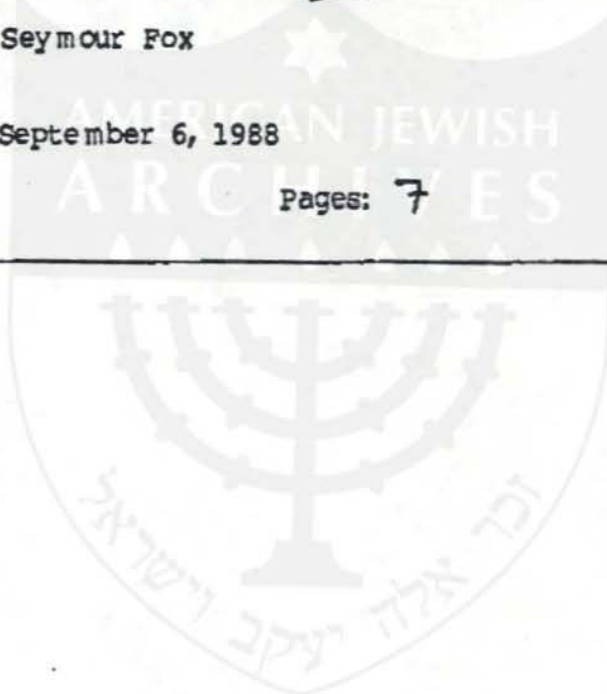
**Fax:972-2-699-951**

To: Planning Group (MLM, AJN, HLZ, JR, VFL)

From: Seymour Fox

Date: September 6, 1988

Pages: 7



*Delectation  
Process*

September 6, 1988

Dear Art,

We are now on the fifth version of the options' assignment. We have discussed it with several educators and had the key meeting with Mike Inbar. The results of these meetings will be reflected in the document you are now receiving. We need feedback as soon as possible from you, Mort, Hank, Reimer and Ginny. We will continue to work without the feedback (which is not a good idea) and are therefore ~~are~~ likely to send additional communications before and after the 15th. We also have some thoughts on the Agenda for the time to be spent in Cleveland in October.

With Best Regards,



P.S.

1. Enclosures: We are sending very preliminary and rough working paper of the sort we are generating to build the map of ~~prohibition~~ *will be filed tomorrow*
2. It is important for us to receive the minutes and the cover letter as soon as possible.
3. I will send suggestions concerning JESNA tomorrow as well as some thoughts about the best use of our time in October.



September 6, 1988

To: Planning Group (MLM, AJN, HLZ, JR, VFL)

From: Seymour Fox

Re: The options paper

D R A F T I

I. - Mapping the possibilities: From the comprehensive to the options.

It is clearly important to see the whole range of possibilities, the comprehensive picture, before an attempt is made to limit, to focus or to decide on priorities.

If we do not deal with the range of possibilities we court disaster in at least two ways:

a. We will decide on a priority that cannot be handled - because it is dependent on the prior treatment or response to another problem - what one might call a pre-condition or a necessary condition.

Example: In the area of personnel a decision to concentrate on recruitment cannot be undertaken without dealing with the issue of status.

Example: In the area of media a decision to concentrate on the use of video in the classroom cannot be undertaken without dealing with the issue of teacher preparation and motivation for the use of video

b. The comprehensive picture allows to see "all" the issues and thus makes it possible to take informed and more relevant decisions. The danger of leaving out important possibilities is minimized.

II. Developing the comprehensive list of possibilities.

1. Assumptions about a representative commission:

a. The Commission was established and its members were chosen with the assumption that it would represent the needs and aspirations of the Jews of North America on Jewish Education. In a sense one could say that we view them as a "parliament" of the Jews of North America as regards Jewish Education. Therefore we view the commission as possessing within it the wisdom that will generate the range of possibilities - much as a parliament knows "what the

no  
governance  
I



people need and want".

Like all representative groups there are lacunae in their representativeness.

Example: Segments of the population were consciously left out of the Commission (The synagogue organizations that deliver educational services, CAJE, the ultra-orthodox, the marginally affiliated).

b. This characteristic of "representativeness" depends on perfect choices and on each commissioner performing perfectly.

Example: We will discover that an individual who represents a category (e.g. principals, professors) was not a sufficiently representative choice, and therefore the category is not given a complete hearing or the category is richer than its representation (e.g. for the professors we need a philosopher or a psychologist.)

## 2. The process:

In order to build a comprehensive map of the possibilities, we suggest starting with the commissioners and building the map based on their views. This will be done by analyzing:

- a. the initial interview.
- b. the interview document presented at the first Commission meeting
- c. the first Commission Meeting
- d. additional interviews

In addition we will :

- a. supplement the commissioners and improve on their representativeness by interviewing additional people.
- b. bring to bear state-of-the-art knowledge -
  - research; articles, books, speeches
  - consultations with experts, academic and activist

Example: MLM raised the question at one of our meetings "What is the relative importance of an opinion offered by a Commissioner?" E.g. When Evans answers Crown's question and says that the media can be used effectively in the classroom, how does this fit in with the conclusions of a variety of educational researchers like Schramm, Goodlad, Solomon about teachers' resistance to the use of media in the classroom - or with the experience of the Open University, Everyman's University and S.R.A.



### III. From the map of possibilities to alternatives, options.

The comprehensive map will include an Agenda for Jewish Education far too broad and too extensive for any Commission to deal with. Therefore choices must be made. We suggest the following approach for narrowing the range of possibilities to a manageable number of options that will be presented to the Commissioners for their deliberation and choice. (The comprehensive map must be shared with them and the process of narrowing the choices must be disclosed).

#### a. Feasibility

Before dealing with specific options some general feasibility guidelines will have to be generated. For example:

1. On the basis of a careful study of current expenditures in Jewish Education and current results of overall fundraising, what is a legitimate target for an innovative vision of changing the trendlines? One hundred million dollars? Five hundred million dollars? One billion dollars? - *May be falling in 50% to 100%.*

*Don't expect in \$ clear for new \$*

Who is the appropriate audience to deliberate on this matter?  
How much do we have to know before starting?

*Federation + Foundation Leadership*

2. Building the profession: after gathering all the data, how and who will be able to offer reasonable arguments as to how many people could be induced to devote their lives to Jewish Education?

For specific options we will want to spell out the feasibility based on elements such as:

\* Likely communal support: how popular will this option be? How easy will it be to "sell" it to relevant publics? how likely is the Community to want this option, to pay its price, to perceive it as important and beneficial? What difficulties will be encountered on the road to communal support?

*used to fall from within. dollar.*

\* Institutional politics: How feasible is the option in the light of competing institutional interests? E.g.: we may find it difficult to implement an innovative program because existing institutions don't have the qualitative resources to implement it, but will oppose and obstruct the creation of new institutions.

\* Resources: are manpower, materials, organization, institutions, funds, currently available? If not, how feasible is the option?

\* Obstacles: other obstacles may be identified: can they be overcome? How? at what cost?

b. Benefit: How likely is this option to significantly affect the quality of Jewish Education?

What is the anticipated impact of this options?



What is its relative importance to the areas of greatest need?

How does this option promote general communal values? e.g.: pluralism - does the option cut across ideologies? Does it support difference and diversity? Does it keep options open for the future?

c. Cost: What is the cost of this option? Is this a long or a short term investment? What is the per-capita cost? How does this compare with the anticipated benefit? What are suggested sources of funding?

d. Time

When can the option be implemented? When are first results expected?

The development of criteria will involve the same sources of information as that used in generating the options list: the Commissioners; state-of-the-art knowledge; knowledge of the field. Experts will be consulted and interviewed.

e. A theoretical re-formulation

We find it useful to think of the process using the distinction between "necessary" and "sufficient" conditions.

Any option that is presented to the commission must claim to be "necessary" for the advancement, the improvement, the tackling of the major issues of Jewish Education in North America.

It must also be demonstrated that unless these issues are dealt with first we will not be able to proceed and deal with the other issues. This criterion, (a "necessary condition") does not claim that if the option is successfully handled all of the problems or even the major problems will be solved. Such a claim would introduce the concept of a "sufficient" condition. A sufficient condition is one that includes all of the elements required to solve a problem. An option that would satisfy this condition would - if successfully implemented - solve the problems of Jewish Education. Such a claim is impossible at this time. It may be an impossible claim for the practical fields such as education.

Example: Personnel and Lay Leadership would probably meet the criterion of a "necessary condition". That is: it is doubtful whether we can proceed in any one area of Jewish Education (schools; informal education; family education; the use of media in the classroom) without dramatically changing the people who educate. Similarly any sustained, meaningful change in Jewish Education is probably impossible without a very different level of involvement by the Community and its leadership.



On the other hand it is not clear that the massive infusion of outstanding personnel and community leadership and support would completely solve the many problems facing Jewish Education.

Such a solution would meet the criterion of a "sufficient condition."

How to present options to the Commission

We will deal with this in our next memo.



## FACSIMILE TRANSMISSION

NATIV CONSULTANTS - JERUSALEM, ISRAEL

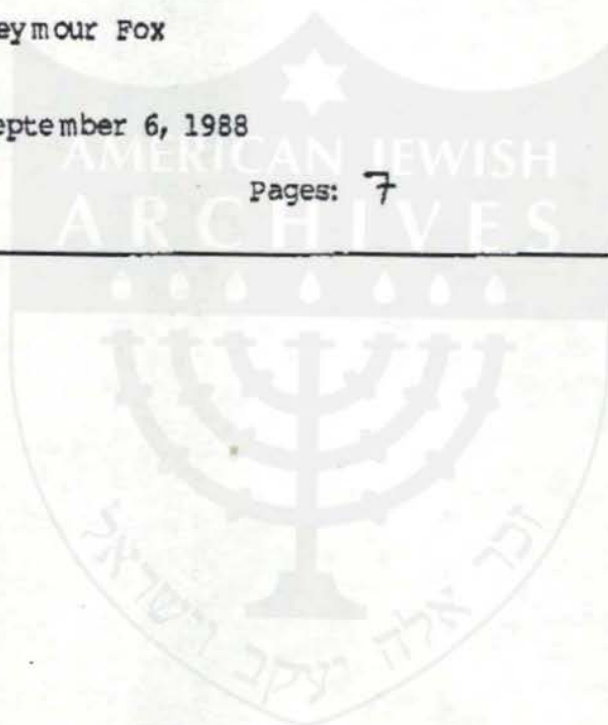
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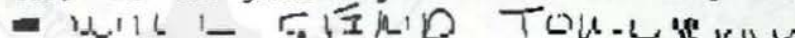
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Re: The options paper

D R A F T I

*We have a list,  
don't we? Shouldn't  
Task force focus on  
these issues?  
Maybe we look for  
a list of criteria.*

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b. Benefit: How likely is this option to significantly affect the quality of Jewish Education?

What is the anticipated impact of this options?

*connected to budget increase - discuss together - need new ideas*

*set goals objectives - understand we can't reach all at once - no time frame*



What is its relative importance to the areas of greatest need?

How does this option promote general communal values? e.g.: pluralism - does the option cut across ideologies? Does it support difference and diversity? Does it keep options open for the future?

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How to present options to the Commission

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MEMO TO: Seymour Fox, Annette Hochstein

FROM: Art Naparstek *AN*

DATE: September 8, 1988

SUBJECT: Feedback on Options Paper Fax of September 6, 1988

-----

Thank you for the options paper fax which HLZ, VFL, and I reviewed. I'll try to put forward feedback which represent our thoughts. Hank Zucker had several specific comments with regard to page 5 of your fax and I'll be sending them over to you as an attachment to this memo. Hank's more significant comments included the following:

He felt that what was needed was a statement as to the objectives of the Commission, including emphasis on constructive Jewish continuity. In other words, how the Commission is leading toward Jewish continuity. Second, he felt that we needed to put forward a comprehensive picture of Jewish education today. Third, he felt that we needed to have the objectives for Jewish education for the year 2000 or sometime in the future. In other words, that's where a vision statement would be imperative. Where do we see ourselves going? What's our vision for the future? Out of that, the fourth area would be priorities for getting there and that's where, in effect, we would get at the issues of options. Under priorities for getting there, he put forward really two major areas:

(a) an analysis of personnel issues, what's the current situation, what needs to be done to improve it and to work toward a year 2000 model and,

(b) the community organization issues for Jewish education, the need to create a desirable climate to reach the model in the year 2000, or whatever year we choose. Tied to that is the involvement of top lay leadership and the need for additional financing through federations and foundations, the analysis of national, local organizations for catalyst and leadership roles. How do we, in effect, through a community organization process for Jewish education, establish a climate in which stronger lay leadership will become involved and committed to Jewish education, and what is the appropriate relationship between schools, synagogues, and Jewish community centers.

My sense of the paper is somewhat similar to Hank's analysis. I feel that the draft confuses strategy and options and I am not sure how it builds on the very good planning paper that I received from you on August 31st. We need to put forward our statement of objectives or vision statement, and from that move to a deductive process that can put forward options. I know it will all be clear when we speak about it, but my sense is that our inquiry should be deductive and not confuse strategy with analysis. I hope this is helpful.

Annette, I would like to talk with you. Could you suggest a good time?



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What is the anticipated impact of this options?

increase  
current  
expenditures  
100%  
to 10%.

connection

at the best  
possible works  
not affect  
immediate  
actions we can  
well goals.

Jewish  
Foundation  
Leadership



## MEMO

TO: PLANNING TEAM: MLM; AJN; HLZ; VFL

FROM: S.FOX; A.HOCHSTEIN

THANK YOU FOR YOUR RESPONSE TO OUR FAX.

WE BELIEVE THERE IS EITHER CONFUSION OR DIFFERENCES THAT WE WILL WANT TO IRON OUT WHEN WE MEET IN OCTOBER, ABOUT TWO DISCRETE ASSIGNMENTS AND HOW THEY WILL RELATE TO EACH OTHER.

1. THE OPTIONS PAPER

THE OPTIONS PAPER IS ONE THAT THE COMMISSION WILL HAVE TO CONSIDER AND DECIDE UPON. THE OPTIONS PAPER WILL OFFER DIFFERENT POSSIBLE AREAS OF CONCENTRATION FOR THE WORK OF THE COMMISSION, E.G. PERSONNEL; THE COMMUNITY ORGANIZATION ISSUES; MEDIA; ETC...

WITH A COMMISSION AS PLURALISTIC AS THE ONE WE CONSCIOUSLY CHOSE WE BELIEVE THAT A DISCUSSION OF GOALS IS NOT POSSIBLE - WE WILL WANT TO ELABORATE ON THIS IN OCTOBER FROM A PRACTICAL, THEORETICAL AND METHODOLOGICAL POINT OF VIEW. ONE SMALL EXAMPLE MIGHT HELP OUR DISCUSSION: LAMM, BRONFMAN AND GOTSCHALK CANNOT POSSIBLY AGREE ON THE IMPORTANCE, PURPOSE OR GOALS OF FORMAL OR INFORMAL EDUCATION, THE RELATIVE SIGNIFICANCE OF SUPPLEMENTARY SCHOOLS, DAYSCHOOLS OR JCC'S. IN ONE SENSE THIS IS DUE TO THE FACT THAT THEIR VIEWS ON THE IDEAL JEW FOR THE YEAR 2000 - OR FOR THAT MATTER FOR 1988 - IS IRRECONCILABLE. IT MAY BE NECESSARY FOR US TO DETAIL THIS POINT IN OCTOBER AND INDICATE HOW THIS MUST PERVADE ANY DISCUSSION OF GOALS OR METHOD.

THEREFORE OUR FAX OF SEPTEMBER SIXTH REPRESENTS ONE APPROACH TO SOLVING THIS PROBLEM. IT RESPONDS TO THE CHALLENGE OF ARRIVING AT OPTIONS PERCEIVED AS VALID BY ALL COMMISSION MEMBERS - IRRESPECTIVE OF THEIR VIEWS OF JUDAISM, JEWISH CONTINUITY OR JEWISH EDUCATION. WE WILL WANT TO GRAPPLE WITH THE VALIDITY OF THIS MATTER IN OCTOBER. WE HAVE CONSULTED EXTENSIVELY ON IT WITH SOCIAL SCIENTISTS AND JEWISH EDUCATORS. WE WILL FURTHER CONSULT IN THE US. THE COMMISSIONERS INSISTED ON BEING PARTNER TO SELECTING THE OPTIONS AND THEREFORE THE OPTIONS PAPER IS NECESSARY.

2. THE "VISION" PAPER'S PURPOSE IT TO PROJECT CONCEPTIONS OF JEWISH EDUCATIONAL PRACTICE THAT COULD BE IN THE YEAR 2000, THAT COULD INSPIRE BUT THAT ALL WOULD AGREE WAS REALISTIC AND FEASIBLE. IT WAS MODELLED AFTER THE CHAPTER IN THE CARNEGIE REPORT "A SCENARIO FOR THE TWENTY FIRST CENTURY" WHICH OFFERED AN EMINENTLY CREDIBLE, WONDERFUL, IMAGINARY EXAMPLE OF A SCHOOL.



IN THE 21ST CENTURY,

THE ROLE AND FUNCTION OF GOALS FOR ANY EDUCATIONAL ENDEAVOUR - AND PARTICULARLY FOR THIS COMMISSION - IS TOO COMPLEX TO DISCUSS IN A FAX. IT IS A CRUCIAL TOPIC FOR OUR MEETINGS.

IN OUR PHONE CONVERSATION ON SATURDAY, I WILL STRONGLY URGE THAT WE HAVE THREE FULL DAYS OF DISCUSSION ON THE PAPERS, THE STRATEGY AND CONTENT OF THE ENTIRE WORK OF THE COMMISSION AS WELL AS THE NEXT MEETING. OTHERWISE THE MEETING ON THE 12TH OF OCTOBER IS NOT LIKELY TO SERVE ITS PURPOSE. (ART, I UNDERSTAND YOU ARE CALLING ME SATURDAY, SOMETIME IN THE EARLY AFTERNOON ISRAEL TIME - THERE IS NOW A 6 HOUR DIFFERENCE - E.G. 8:30AM BY YOU IS 2:30PM BY ME)

WITH BEST REGARDS TO ALL OF YOU FOR A SHANA TOVA,

AMERICAN JEWISH  
ARCHIVES

*Art*

Art, I can be called on Wednesday either at the office (till four p.m. my time) or at home (till 11 pm my time)

*Art*



## M E M O R A N D U M

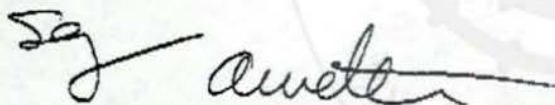
TO: THE PLANNING GROUP (MLM, AJN, HLZ, VFL, JR)

FROM: SEYMOUR FOX  
ANNETTE HOCHSTEIN

DATE: SEPTEMBER 15, 1988

WE ENCLOSE A FIRST DRAFT OF THE OPTIONS PAPER, AS WELL AS A SECTION OF THE MAP - PERSONNEL. THIS IS ONE OF THE FIVE ELEMENTS OF THE MAP (PERSONNEL, CLIENTS, SETTINGS, CURRICULUM AND METHODS, THE COMMUNITY). WE ALSO ENCLOSE A PAPER ON NORMS AND PROCEDURES FOR COMMISSION DOCUMENTS.

BEST REGARDS,



PS. WE LOOK FORWARD TO RECEIVING COPIES OF THE CORRESPONDENCE WITH COMMISSION MEMBERS AS WELL AS THE TENTATIVE SCHEDULE FOR OUR MEETINGS IN OCTOBER.

Sept. 15, 1988

M E M O R A N D U M

Options Paper-Draft 1

At the second meeting of the Commission we will have to narrow the focus of the deliberation from a general discussion on the problems and challenges facing Jewish education to a few areas and then, possibly, to the actual selection of one or more areas on which the Commission will concentrate its work.

This paper lists a series of options which, at this time, appear to be among the best choices. The process by which the options were generated was described elsewhere. It has involved:

- \* the creation of a comprehensive map of the elements of Jewish education (see enclosed selection: the category of personnel).

- \* a listing of the hundreds of possibilities for intervention - from the comprehensive (e.g. deal with the shortage of qualified personnel for Jewish education) to the specific (e.g. deal with the shortage of bible teachers in supplementary junior high schools). Various sources - including the Commissioners and experts - were used in the compilation of the map and the possibilities. Then,

- \* preliminary criteria were developed and applied to the list in order to narrow it to a manageable and useful set of options.

The methodology for this process - including the sources for knowledge and information, the criteria applied for selection, - is spelled out in the memorandum of September 6. In this paper we have limited ourselves to spelling out some of the options. When reading the list, three matters should be kept in mind:

- a. This is a first list and should be seen as a basis for change.
- b. The list was prepared through a rational process that has - in our opinion - eliminated much of the arbitrary. That is: there is a rationale for each choice. That rationale is partly disclosed here and will be fully disclosed in future versions.
- c. The list includes more options than any commission could ever deal with. therefore the commission will have to choose.



## THE OPTIONS

### A. Listing the options:

1. To deal with the shortage of qualified personnel for Jewish education.
2. To deal with the community - its leadership and its structures - as major actors towards change in any area.
3. To focus efforts on early childhood.
4. " " " " the elementary school age.
5. " " " " the high-school school age.
6. " " " " the college age.
7. " " " " young adults.
8. " " " " the family.
9. " " " " adults.
10. " " " " retired.
11. To deal with the affiliated.
12. " " with the less affiliated.
13. To reduce or eliminate tuition.
14. To develop early childhood programs.
15. To focus on programs for the family and adults.
16. To develop programs for the college population.
17. To enhance the use of technology (the media, computers, ETC.) for Jewish education.
18. To focus efforts on developing informal education.
19. To develop integrated programs of formal and informal education.
20. To develop Israel Experience programs.
21. To improve the supplementary school.

22. To develop and improve the day school.
23. To develop curriculum and methods in specific areas (e.g. values, Hebrew).
24. To improve the physical plant (buildings, labn. nyman)
25. To generate significant additional funding for Jewish education.
26. To create a knowledge base for Jewish education ( research of various kinds)
27. 28. 29... Any combination of any of the preceding options.

#### B. Organizing the options

The above options can be divided into three categories:

1. Universal options (options 1 & 2)
2. Options by age groups (Options 3 to 10)
3. Options by topics (Options 11 to 27)

##### 1. Universal options

1. To deal with the shortage of qualified personnel for Jewish education.
2. To deal with the community - its leadership and its structures - as major actors for change in any area.

We call these two options "universal" options because they appear to be necessary for the successful implementation of change in any area chosen. They are inherent to the treatment of all other options and are necessary conditions for change. Without bringing about change in the community - as regards Jewish Education - we will not be able to secure commitments, decisions, funds etc. necessary for introducing change in any area. Without tackling the problem of personnel we will not be able to improve quality in any area or to undertake new assignments such as the media, training, the high school etc.).

The elaboration of what exactly is involved in these options (the community and personnel) will essentially be left to the mechanism of the commission (task force etc.) that will be mandated to explore the option.

In the process of choosing it may become clear to the Commission



that these two items could be combined with any other option to create new and perhaps more relevant choices. E.g. the commission could decide to limit its intervention in personnel to early childhood and to the supplementary school. Or it could decide that the community effort should be focused on achieving free tuition and on public relations to promote Jewish Education.

## 2.Options by age groups

3. To focus efforts on early childhood.
4. " " " " the elementary school age.
5. " " " " the high-school school age.
6. " " " " the college age.
7. " " " " young adults.
8. " " " " the family.
9. " " " " adults.
10. " " " " retired.

By focusing on age groups rather than on settings or on specific issues, this category offers a comprehensive, "client based", approach. The needs of any age group would be defined in all areas of Jewish Education (formal, informal, etc..) for all need-groups of that age (day-school population, supplementary school population, the less-affiliated, the learning disabled, the gifted, etc...). The Commission could decide to improve the situation throughout the age-group, or for selected segments only. One point is obvious: the Commission will have to select amongst these options (or across them), because of the magnitude of the task at hand.

## Selecting between age groups

At present the choice to be made between age groups - the ranking by importance, likely impact, feasibility - has to be arbitrary at least to some extent. There is no valid argument that can be marshalled by experts or commissioners in favour of the 3-5 year-olds against the 6-11 or the 12-14. All people, and all age groups are important. Yet the Commissioners will have to choose. However, because it will be ultimately necessary to choose amongst options that may have equal or nearly equal merit (importance, need), choices could be viewed as temporary e.g. "let us start with high-school age and reconsider next year if we can take on more". The deliberation among Commissioners will determine the final choice.



The following are illustrations of possible ways to choose

\* Eliminate by value judgement:

The educational needs of the retired can probably be seen as less important than the other groups. (Eliminate option 10)

\* Eliminate by feasibility :

State--of-the art knowledge regarding the family and possibly even adults is so undeveloped that the most the Commission should do now is to undertake a think-piece; a research project, a small experiment. Until we know how to deal with family the impact of a decision to act is likely to be limited. (Eliminate options 8 and 9)

\* Delay the decision

As regards the college age, Commissioners have presented two opposing views - best represented by Schorsch and Lipset. The option might be neither shelved nor selected for the time being. We might adopt Schorsch's view that the impact of Judaic studies programs should first be assessed and the matter should be brought up for discussion, when more knowledge is available. This might be a good case for further study by Commissioners - experts with or without lay-leaders - tackling the issue of Jewish Education for college age, flushing out the issue of the Campus. This might involve a sub-committee for the subject. (Puts option 6 in abeyance).

\* Giving priority

The above process if carried out, would leave options 3, 4, 5 and 7 as possible choices. Amongst these an argument might be made - for example - in favour of early childhood since this appears to be an area where there are strong views that impact could be derived quickly, providing there is a sufficient investment in personnel, (training and salaries). This option would also require careful consultation with the actual and potential sponsors of early childhood education: community centers, synagogues, day school, etc.

As we progress we will of course systematically apply agreed-upon criteria to all options.

It should be noted here that for each area of high priority the staff will prepare a background document for the commissioners - to allow for more informed decision. Thus if personnel, community and early childhood are likely options that might be selected, three separated working papers will be prepared to present the issue with data and implications. They would rely heavily on the map and the criteria.



### 3.Options by topics

11. To deal with the affiliated
- 12 . " " with the less affiliated
13. To reduce or eliminate tuition
14. To develop early childhood programs
15. To focus on programs for the family and adults
16. To develop programs for the college population
17. To enhance the use of technology (media, computers, etc.) for Jewish Education
18. To focus efforts on developing Informal education
19. To develop integrated programs of formal and informal education.
20. To develop Israel experience programs
21. To improve the supplementary school
22. To develop and improve the day school
23. To develop curriculum and methods in specific areas (e.g. values, Hebrew).
24. To improve the physical plant (buildings, labs, gyms).
25. To generate significant additional funding for Jewish education.
26. To create a knowledge base for Jewish education (research of various kinds)

This category has<sup>as</sup> its focus topics and issues, some specific and some rather comprehensive. It offers a different cut into the problems of Jewish education and overlaps to some degree for almost each option - with the first two categories -i.e. age and personnel + community. For example dealing with the supplementary school involves a significant segment of the elementary and high-school age-groups as well as the need to deal with the shortage of personnel for the supplementary school.

### Selecting between topics

The complexity of some aspects of choosing was described above. We would like to illustrate further the kinds of arguments that



need to be raised when selecting between options. (Of course in subsequent versions of this paper two elements will be added: 1) a spelled out list of criteria and 2) expert opinion - including staff, and consultants. Following those steps the list will be further refined for decision by the Commissioners.)

#### Deciding on the supplementary school

If there is a tendency to consider adopting this option it might be based on the following arguments. Selecting the supplementary school would involve a basic decision on whether this troubled institution can be rehabilitated. Since no serious experimentation was done in this area for the past 25 years, the Commission may choose to try. At the same time the argument would be advanced that since most Jewish children participate in this form of Jewish education and since this is likely to remain so for the foreseeable future the commission should deal with it. Criteria will have to be developed to decide on the feasibility of this option and the Commission might decide to:

A. invest very heavily in this area .

B. invest in selected experiments to further test the assumption that it is possible to rehabilitate the supplementary school.

#### Deciding on the day-school

This option: should involve a projection as to how many young people <sup>would</sup> enrol in the day school under the best of conditions (free tuition, recruitment and training of personnel)

This would have to be put through the screen of our criteria and in addition if adopted a multi-year incremental plan would have to be developed. The question of the impact of the day school without the addition of the high school would also have to be considered.

#### Some thoughts on consensus and disagreement

It may be possible to arrive at consensus if a clear case emerges for one set of options. This will depend in no small measure on the quality of the staff work and <sup>on</sup> the generosity of spirit of the commissioners.

It is more likely that there will be some topics that some commissioners feel should be treated despite the majority opinion.

In our October meetings we would like to put forward some suggestions that could respond to this situation when the topic is important for intrinsic or political reasons.



The "map" should be assembled according to the diagram below:

	④	⑤	⑥	⑧
PERSONNEL				
2. special educ.			4. Special Prog.	
1. learning disabled			⑦ b. Jewish- Israel	
all me prof. unqualified				

# I. PERSONNEL FOR JEWISH EDUCATION

## A. THE PEOPLE WHO EDUCATE

=====

Educator

Educator by Type

### 1. FORMAL

- 1. full-time professional - qualified
- 2. full-time professional - unqualified
- 3. full-time paraprofessional - qualified
- 4. full-time paraprofessional - unqualified
- 5. part-time professional - qualified
- 6. part-time professional - unqualified
- 7. part-time paraprofessional - qualified
- 8. part-time paraprofessional - unqualified

### 1. CLASSROOM TEACHER

- a. Jewish Subjects
  - 1. Hebrew
  - 2. Rabbinics
  - 3. Mitzvot (e.g. Customs and Ceremonies)
  - 4. History
  - 5. Social Studies (e.g. the community and institutions)
  - 6. Contemporary Jewry
  - 7. Israel
  - 8. Literature
  - 9. Jewish Thought (Philosophy, Hashkafa, etc.)
  - 10. Tefilla
  - 11. Ethics
- b. General Subjects
  - 1. basics (3rs)
  - 2. the disciplines (e.g. literature, history)
  - 3. integrated subjects (e.g. social studies)
- c. Skills - Jewish and General
  - 1. reading
  - 2. analysis
  - 3. reasoning
  - 4. interpersonal learning
  - 5. parshanut
  - 6. skills of observance

### 2. SPECIALIST

- a. the arts
- b. the media
- c. computers
- d. museum education
- e. special education:



(2)

learning disabled  
emotionally disturbed  
gifted  
f.parent education

3.SENIOR EDUCATOR

a.Schools

- 1.Superintendent
- 2.Headmaster/Principal
- 3.Associate/Vice/Deputy  
Principal
- 4.Assistant Principal
- 5.Department Head
- 6.Basic Specialists  
(e.g. Bible, Hebrew,  
Early Childhood)
- 7.Support Specialists  
(e.g. Arts, Special Educ.)

b.Communal Organizations

- 1.Director of National/  
Intnat'l Organization
- 2.Director of local  
communal organization
- 3.Deputy Director
- 4.Assistant Director
- 5.Staff person, planner,  
consultant

-----  
-c.University, R&D Centers

- 1.Dean, Professor of  
Jewish Education
- 2.Director of Jewish  
Education institute,  
training institute
- 3.Associate, Assistant  
Director
- 4.Teacher-training  
specialist
- 5.Curriculum developer,  
researcher

2.INFORMAL

- a.full-time  
professional -  
qualified
- b.full-time

1.OFFICIALLY DESIGNATED

- a.Administrator
- b.Front-line Educator

- |   |  |
|---|--|
| professional -<br>unqualified                     | 2. NOT OFFICIALLY DESIGNATED   |
| c. full-time<br>paraprofessional -<br>qualified   | a. JCC counselors<br>(e.g. dance, music,<br>sports, etc.)                                    |
| d. full-time<br>paraprofessional -<br>unqualified | b. youth movement counselors   |
| e. part-time<br>professional -<br>qualified       | c. other   |
| f. part-time<br>professional -<br>unqualified     | 3. SENIOR EDUCATOR   |
| g. part-time<br>paraprofessional -<br>qualified   | a. Director of national<br>community center<br>organization                                  |
| h. part-time<br>paraprofessional -<br>unqualified | b. Director of network<br>of centers   |
|   | c. Director of national<br>Jewish camps network  |
|   | d. Director of national<br>youth movement  |
|   | e. Executive Director of<br>a community center   |
|   | f. Assistant Director of<br>a community center   |
|   | g. Educational Director of<br>a community center   |
|   | h. Education Specialist in<br>a community center   |
|   | i. Program Director in<br>a community center   |
|   | j. Branch Director   |
|   | k. miscellaneous (e.g.<br>Director of education<br>department of a<br>communal organization) |



## B.RECRUITMENT

=====

Educator by  
Student Age

Who to Recruit

a.early childhood  
b.elementary school  
c.junior high  
d.high school  
e.college  
f.university  
g.adult  
h.family  
i.retired

1.MEN  
a.high school  
b.college  
c.young adult  
d.adult  
e.retired  
f.from related fields  
1.Jewish Studies  
2.fundraisers  
3.community organisation  
4.Departments of Social  
Science, Humanities,  
Social Work, etc.

2.WOMEN  
a.high school  
b.college  
c.young adult  
d.adult  
e.retired  
f.from related fields  
1.Jewish Studies  
2.fundraisers  
3.Community organisation  
4.Departments of Social  
Science, Humanities,  
Social Work, etc.

(5)

SEP 15 '88 17:22

NATIV CONSULTANTS

972 2 699951

P.15/21

Where to Recruit

How to Recruit

a.schools  
b.youth movement  
c.trips to Israel  
d.universities  
e.JCCs  
f.other organisations  
g.synagogues

a.systematic effort  
b.sustained  
c.limited  
d.personal contact  
e.special structures  
f.media  
g.inducements  
h.special personnel  
i.other





## TRAINING

=====

iration

## Where to Train

Full-time -  
long-term

- 1.EXISTING INSTITUTIONS
- a.Jewish - USA
  - 1.Teacher Training Colleg
  - 2.Institutions of higher Jewish learning
  - 3.Yeshivot
  - 4.Special Programs

Full-time -  
short-term

- b.Jewish - Israel
  - 1.Teacher Training Colleg
  - 2.Institutions of higher Jewish learning
  - 3.Yeshivot
  - 4.Universities
  - 5.Special Programs

On-the-job -  
long-term

- c.General Institutions
  - 1.Schools of Social Work
  - 2.Schools of Education
  - 3.Departments of Judaica, Social Sciences and Humanities

On-the-job -  
short-term

- d.On-the-job Training
  - 1.Jewish
  - 2.General

- 2.NEW INSTITUTIONS
- a.Jewish - USA
  - 1.Teacher Training Colleg
  - 2.Institutions of higher Jewish learning
  - 3.Yeshivot
  - 4.Special Programs

- b. Jewish -Israel
1. Teacher Training Colleg
  2. Institutions of higher Jewish learning
  3. Yeshivot
  4. Universities
  5. Special Programs

- c. General Institutions
1. Schools of Social Work
  2. Schools of Education
  3. Departments of Judaica, Social Sciences and Humanities

- d. On-the-job Training
1. Jewish
  2. General

AMERICAN JEWISH  
ARCHIVES

3. NEW FORMS





## D.THE PROFESSION

## =====

## Elements

- 
- 1.Body of Knowledge
  - 2.Code of Ethics
  - 3.Collegiality
  - 4.Ladder of Advancement
  - 5.Status
  - 6.Salary
  - 7.Certification
  - 8.Retention



Draft for discussion -- September 14, 1988

## THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

### SUGGESTED NORMS FOR ALL COMMISSION DOCUMENTS

At the de-briefing sessions following the first Commission meeting, the planning group agreed that it might be useful to set down agreed-upon norms to guide the preparation and presentation of all papers to be written for the Commission.

#### Scope

The following materials are involved:

- a. Documents for the Commissioners -- e.g. the data pages for the first commission meeting
- b. Staff research papers -- e.g. the background paper on which the data pages were based; the personnel document to be prepared for the second meeting; the "map" of Jewish Education, etc...
- c. Commissioned research -- if and when needed and decided upon.
- d. Policy papers for the Commissioners. e.g. Summary of interviews; options' paper
- e. All future publications of the Commission. E.g. "Best Practice" document.

#### Goal

Our purpose is to reach agreement, and some amount of uniformity, as regards the Method by which documents are prepared, the Level of social science thinking and research involved, and guidelines for the written presentation of documents.

#### Rationale

The need for such agreement arises from two peculiarities of our work:

\*\* Materials are being prepared by different people in separate and distant locations. This makes it harder to ensure adequate communication of expectations and of the anticipated depth, reliability, and validity of the background work.

\*\* Ours is a multi-disciplinary endeavour. The unifying factor is the policy orientation of the Commission. This requires methodological agreement on the use of Social Science research<sup>1</sup> for policy making, and on the applicable research norms.



The major challenge facing research for public policy is to strike a correct balance between the research needs and the inherent characteristics of the decision-making world. Chief amongst these are time limitations (Commissioners will not wait to take their decisions); limitations of resources (what are adequate and relevant research parameters); and the need to translate policy questions into social science questions - and then to translate social science findings back into policy-relevant language.

### Some guidelines

These guidelines do not presume to relate to the individual methods of research, data-gathering, analysis and scientific reporting of the researchers. Rather they come to deal with one common aspect of all the Commission work.

1. All materials prepared for the Commission - irrespective of their depth or breadth - should represent state-of-the-art knowledge.
2. The use of state-of-the-art methods appropriate to policy-oriented research should be encouraged. Polling methods of various kinds (e.g. delphi) should be considered - as means of involving some or all commissioners and various publics in the analytic process and the learning that will lead to recommendations.
3. Every paper prepared should fit within the overall workplan and research design for the commission.
4. The methodology used in the preparation of materials should be disclosed - preferably before the paper is written - for critique by the planning group.
5. Consultations with the top experts in the various fields of relevance is probably our most effective means to overcome the time constraints inherent in the Commission work, while maintaining the quality level we seek. In order to ensure state-of-the-art knowledge no materials will be circulated beyond the planning group before the author has the opportunity to consult with experts, either individually or in group meetings. Hopefully, as work progresses, a group of experts may be identified for ongoing consultation.
6. In each case we will decide who is the relevant audience for the document. Documents for the commissioners must be prepared with the following elements in mind:

\* The pluralistic nature of the commission requires awareness of the diverse sensitivities amongst Commissioners. Is the document likely to offend such sensitivity? If yes, is it a necessary and worthwhile price to pay?

\* The presentation should meet the requirement of very intelligent, very busy lay-people.

7. We may decide to allocate oversight responsibility for these various elements to different members of the planning group

#### Notes

1. There is an extensive literature on these topics. The following article may be useful:

James Coleman: "Policy Research in the Social Sciences", 1972, General Learning Corporation.





Buy into procedural steps -  
Walk through procedural steps -





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no questions  
answered

ASW

Oct. 2, 1988

Dear Art,

Here is the next draft.

Please share it with Mort,  
Hank, Joe Reimer and Ginny.

The last part - descriptions of  
two of the options - are rough  
examples. We will need finished  
products for each option

Will call you on Tuesday for  
final schedule etc...

Best Regards

5

Oct.1, 1988

M E M O R A N D U M

Options Paper-Draft #2

This document contains background materials for the second meeting of the Commission for Jewish Education in North America. Alternative options for action by the Commission are analyzed and presented.

Our goal is to facilitate the work of the Commission as it decides what area of Jewish Education to select and focus its attention upon.

PROCESS

1. The Commission was chosen to represent the best collective wisdom of the Community concerning the problems and opportunities facing Jewish Education in North America. They considered the most urgent areas of need in Jewish Education and expressed their views as to what direction - what area of endeavour - should be selected for the work of the Commission.

Major issues were raised as to what should be done now in Jewish Education to make it a more effective tool in the Community's struggle for Jewish Continuity.

\* Many Commissioners expressed the view that the next step should involve narrowing the focus of deliberation to a manageable set of options for intervention.

\* It was agreed that the Commission would attempt to decide at its Second Meeting what option or options to undertake.

2. The professional staff of the Commission prepared these background materials to point out the implications of the various options (what is involved in each choice) and how the various possible choices of the Commission could be dealt with

3. In order to offer maximum expert responsiveness to the options suggested by the Commissioners, a comprehensive analytic effort was undertaken (see memo's of September 6 and 15). The analysis was aimed at exploring each relevant option in-depth so as to identify the elements it entails, the anticipated benefits, and evaluate its feasibility as well as other implications.



4. The following steps were taken :

a. A list of relevant options for action (possible areas of intervention) was generated. The sources for these options are:

- \* The Commissioners - options suggested at the First meeting of the Commission; in the interviews; in letters and conversations following the Commission meeting.

- \* Expert knowledge - literature surveys and the polling of experts has been undertaken to identify possible additional options that the commission may want to consider.

b. An inventory was compiled of the elements relevant to these options (see memo of September 15: Inventory of elements). This helps identify what must be taken into consideration for any given option.

c. Criteria were developed to aid the Commission in the selection of options.

d. Options were analyzed against these criteria and the results of the analysis are offered here for consideration and decision.

Note: Though this process attempts to offer a comprehensive analysis of options, it should not be seen as final and will always be added to or changed, when new ideas, views, or options are suggested.

## B. The list of options

(This list will probably be organised differently [in clusters by themes etc.] and each option will be briefly elaborated upon. We will explain what may appear as redundancies. They may be eliminated later. E.g. options 3 and 12).

1. To deal with the shortage of qualified personnel for Jewish education.
2. To deal with the community - its leadership and its structures - as major agents for change in any area.
3. To focus efforts on the early childhood age group.
4. " " " " the elementary school age.
5. " " " " the high-school age.
6. " " " " the college age.
7. " " " " young adults.
8. " " " " the family.
9. " " " " adults.
10. " " " " the retired and the elderly.
11. To reduce or eliminate tuition.
12. To develop early childhood programs.
13. To develop programs for the family and adults.
14. To develop programs for the college population.
15. To enhance the use of the media, technology (Computers, etc.) for Jewish education.
16. To develop informal education.
17. To develop integrated programs of formal and informal education.
18. To develop Israel Experience programs.
19. To develop and improve the supplementary school (elementary and high-school)
20. To develop and improve the day school (elementary and high-school)
21. To develop curriculum and methods in specific areas (e.g. values, Hebrew).



22. To improve the physical plant (buildings, labs, gymnasias).
23. To generate significant additional funding for Jewish education.
24. To create a knowledge base for Jewish education ( research of various kinds: evaluations and impact studies; assessment of needs; client surveys; etc....)
25. To focus efforts on the widespread acquisition of the Hebrew Language, with special initial emphasis on the leadership of the Jewish Community.
26. To encourage innovation in Jewish Education
- 27, 28.. Combinations of the preceding options.

#### C. Criteria

The following criteria were applied to the options:

##### a. Feasibility

- I. Can the option achieve its targets?
- II. Can the option be implemented?
- b. What are the anticipated Benefits?
- c. How much will the option Cost?
- d. How much Time for implementation?
- e. The Importance of the option [to the entire enterprise]

##### a. Feasibility

- I. Can the option achieve its targets?
1. Can this option achieve its targets? (e.g. Is free tuition likely to increase enrolment significantly? Will increasing participation in early childhood programs increase these children's participation in Jewish Education in future years? Will it intensify the emotional involvement of the children participating?).
2. Is this option the optimal way to reach the targets or are there alternatives that should be considered? (e.g. is there a more effective way than free tuition to increase school enrolment?).
3. Criterion 1, ("will the option achieve its targets?") will require us to consider the options in terms of three levels of knowledge.

3a. Options for which we DO HAVE KNOWLEDGE as to how likely they are to achieve their targets.

3b. Options for which we have LITTLE OR NO KNOWLEDGE but we DO HAVE ASSUMPTIONS (informed opinion) as to how likely they are to achieve their targets.

3c. Options for which we HAVE NO KNOWLEDGE as to how likely they are to achieve their targets.

*Should be answer*

## II Can the option be implemented?

A. Are resources available? If not, how difficult would it be to develop them?

4. Do we have the KNOW -HOW? that is the professional knowledge available to successfully implement the option?

5. Is the manpower available? If not, how difficult will it be to develop?

6. Are materials (curriculum etc..) available? If not, how difficult will they be to develop?

7. Is the physical infrastructure available? If not, how difficult will it be to create?

8. Do the mechanisms - institutions for implementation exist? If not, how difficult will they be to create?

9. Are funds available? If not, how difficult will it be to generate them?

B. Will the communal and political environment support this option?

10. Will this option enjoy communal and political support? What are likely obstacles?

11. Is the option timely - that is: is it likely to be well received at this time?

## b. What are the Anticipated Benefits

How likely is this option to significantly affect the quality and quantity of Jewish Education?

12. What is the expected qualitative benefit or impact?

13. How many people are likely to be directly affected?

14. What additional benefits can be expected?



c. How much will the option Cost

15. How much will this option cost? (absolutely or per-capita or per expected benefit).

d. How much Time to Implementation

16. How long will it take until implementation? How long until results?

e. The importance of the option (to the entire enterprise)

How essential is this option to the success of the whole endeavour? Could it alone solve the problems of Jewish Education? Do other options depend on it? Is this option helpful to the success of other options?

The option could be classified according to the following criteria:

17. Is this option a sufficient condition? That is: if this option is selected and implemented will it be sufficient to solve the problems of Jewish Education?

18. Is this option a necessary condition? That is: does improvement in many or all areas depend on this option (e.g. the creation of an adequate climate of support for Jewish Education in the Community is a pre-condition for the success of almost any other option. We probably should not undertake any option without undertaking this one.)

19. Is this option an enabling or facilitating option? That is, it in itself may not directly affect the quality or quantity of Jewish Education. However it facilitates or enables the implementation of other options. (e.g. the generation of additional funding will enable the implementation of practically any other option - though it in itself may not significantly improve Jewish Education.)

#### D. Analysis of the Options

The Commissioners should be given maximum (but concise) useful information on each option. The richness and reliability of the information will be governed by the constraints of time and the available expertise.

The information will be presented two ways:

1. A comparative matrix (options versus criteria)
2. Individual discussion papers on each option

E. The matrix

The following matrix presents in a concise and simplified form the value of each option against each criterion. It allows us to get a quick overview of any option as well as a comparative picture.





Decision matrix - Draft 1 -- 27 Sept.1988

CRITERIA (*)	a.Feasibility				
	I. Will it achieve its targets?				
	TARGETS	ALTERNATE	KNOW	ASSUME	DON'T KNOW
OPTIONS (*)	1	2	3a	3b	3c
	=====				
1 PERSONNEL	Define(a)	No	Little(b)	Much	Some
2 COMMUNITY	Define	No	Much	Some	Some
3 EARLY CHILDHOOD	Define	No	Much	Some	Some
4 ELEMENTARY SCHO	Define	No	Some	Much	Some
5 HIGH SCHOOL	Define	No	Some	Much	Some
6 COLLEGE	Define	No	Little	Much	Much
7 YOUNG ADULT	Define	No	Little	Some	Much
8 FAMILY	Define	No	Little	Some	Much
9 ADULTS	Define	No	Some	Some	Some
10 RETIRED+ELDERLY	Define	No	Little	Some	Much
11 NO TUITION	Define	No	Much	Much	some
12 EARLY CH.PROGS	Define	No	Little	Some	Much
13 FAM.&ADULT PROG	Define	No	Little	Much	Much
14 COLLEGE PROGS	Define	No	Some	Some	Some
15 TECHNOLOGY	Define	No	Some	Much	Some
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26 INNOVATION	Define	No	Much	Much	Much

Notes:

- \*. See Definitions in "Options Paper"
- a. Define: see detailed descriptions of options
- b. Hyerarchy of values: 1.Little 2.Some 3.Much
- c. SH=short; M=medium L=long INCR=incremental
- d. Estimates or exact figures should be provided
- e. Blanks indicate missing data. To be researched.

Decision matrix - Draft 1 -- 27 Sept.1988

II. Can we implement?

	KNOW-HOW	PERSONNEL	MATERIALS	PHYS. INF.	INSTITUT	FUNDS	POL. SUPPORT
	4	5	6	7	8	9	10
=====							
YES	SOME POSSIBLE	SOME			SOME	(d)	YES+CONFLICT
SOME	NO	NO	SOME		PROB.		PROB.
SOME	NO		YES		SOME		YES+CONFLICT
SOME	NO	NO	YES		SOME		
SOME	NO	NO	SOME		SOME		YES+CONFLICT
SOME	NO	NO			NO		
NO	NO	NO	YES				
			YES				
YES			YES		YES		YES+CONFLICT
YES	NO	SOME			YES	NO	YES+CONFLICT
EASY	NO	WEAK	PROBABLY	YES			YES+CONFLICT
SOME	NO	NO	YES		PROB.	PROB.	YES+CONFLICT
SOME	NO	NO	YES		PROB.	PROB.	YES+CONFLICT
SOME	COMPETE	NO	YES		YES		YES+CONFLICT
YES	SOME	SOME	YES		YES		YES+CONFLICT
SOME	NO	SOME	YES		YES		YES+CONFLICT
YES	SOME		SOME		YES		YES+CONFLICT
YES	SOME	-----	----		NO		DOUBTFUL
YES							COMPETES
YES	-----	-----	-----		PROB.	-----	COMPETES
YES	YES	-----	-----		PROB.		NO
SOME	NO	SOME	-----		PROB.		DOUBTFUL
SOME	LITTLE				PROB.		



Decision matrix - Draft 1 -- 27 Sept.1988

	b. Benefits			d. Cost	d. Time
TIMELY	QUALITY	QUANTITY	OTHER	COST	DURATION
11	12	13	14	15	16
=====	=====			=====	=====
YES	YES	YES(d)	YES		SH-M-L(c)
YES	PERHAPS	YES	YES	SMALL (d)	SH-M-L
SO-SO	YES	YES	YES		M-L+INCR
YES	YES	YES	YES		SH-M-L
	YES		YES		SH-M-L
YES	YES	YES	YES		SH-M-L
	YES	YES	YES		
YES	YES	YES	YES		SHORT
YES	SOME	YES	SOME	SMALL	SHORT
YES	NO	YES	YES	\$1billion	SHORT
YES	YES	50,000+	YES		SHORT-INCR.
YES		YES	PERHAPS		MED
YES	YES	YES	YES		SH-MED
YES	YES	NA	YES		MED-LONG
YES	YES	50-70,000	YES		SH-MED
YES	YES	100,000+	YES		MED
YES	YES	NA	YES	HIGH	SHORT-MED-LO
NA	SOME	NA	YES		LONG
DOUBTFUL	DAYSCHOOLDAYSCHOOLS				SHORT
YES	YES		YES	-----	VARIES
DOUBTFUL	YES	YES	YES	REASONABL	SHORT-MED-LO
DOUBTFUL	YES	YES	YES	REASONABL	MED-LONG
	MAYBE	MAYBE	MAYBE		SH-M-L

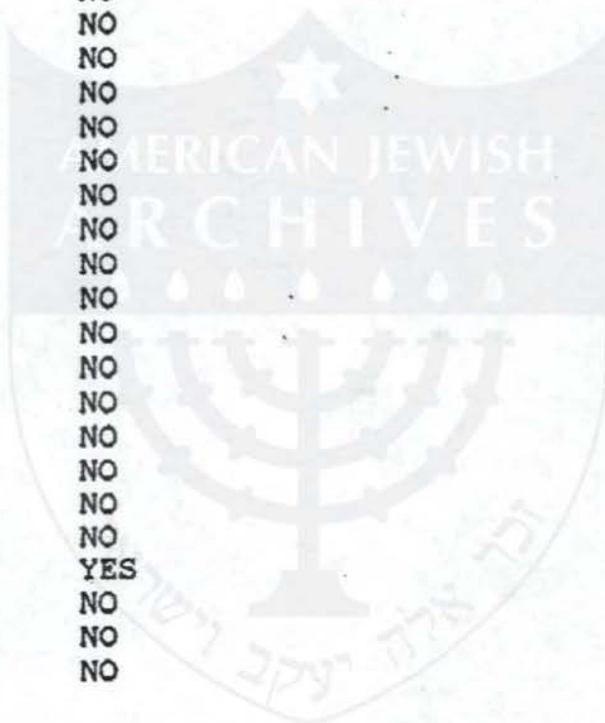
Decision matrix - Draft 1 -- 27 Sept.1988

e.Importance

SUFFICIENNECESSARYENABLING

17 18 19

	17	18	19
NO	YES	NO	
NO	YES	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	YES	YES	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	





Sept. 28, 1988

OPTION 12 - TO DEVELOP EARLY CHILDHOOD PROGRAMS.

TARGET POPULATION -- FROM 50,000 TO SEVERAL HUNDRED THOUSAND 2 TO 6 YEAR OLDS (DEPENDING ON THE EXTENT TO WHICH DAY-CARE IS DEVELOPED AS A JEWISH-EDUCATION PROGRAM.)

TARGETS: EARLY CHILDHOOD PROGRAMS SHOULD :  
PROVIDE GOOD EMOTIONAL AND INTERPERSONAL EXPERIENCES FOR CHILDREN  
IMPART APPROPRIATE KNOWLEDGE  
ENCOURAGE THEM (THEIR PARENTS) TO CONTINUE PARTICIPATING IN  
JEWISH EDUCATION IN THE ELEMENTARY AND HIGH-SCHOOL YEARS  
INVOLVE THEIR PARENTS

DO WE KNOW IF THE TARGETS CAN BE ACHIEVED? -- YES  
EDUCATORS AND PSYCHOLOGISTS HAVE AGREED THAT THIS IS A VERY SIGNIFICANT AGE FOR EDUCATIONAL INTERVENTION, AND THAT DEPENDING ON THE NATURE OF THE EDUCATIONAL PROGRAM, MANY IMPORTANT GOALS COULD BE ATTAINED: LANGUAGE ACQUISITION - HEBREW; THE RIGHT EMOTIONAL EXPERIENCES COULD HAVE AN IMPORTANT EFFECT FOR FUTURE EDUCATION; PARENTS ARE MORE INVOLVED WITH THEIR CHILDREN AT THIS AGE. IT COULD SERVE AS A NET TO ATTRACT CANDIDATES FOR DAY-SCHOOL AND SUPPLEMENTARY EDUCATION PROGRAMS.

HOWEVER - WHILE WE KNOW A GOOD DEAL ABOUT EARLY CHILDHOOD PROGRAMS THERE ARE AREAS WHERE WE KNOW LITTLE (E.G. DO PARENTS WANT JEWISH EDUCATION FOR THEIR CHILDREN IN EARLY CHILDHOOD) AND QUITE A FEW WHERE WE ARE WORKING WITH ASSUMPTIONS (E.G. COULD WE RECRUIT AND TRAIN THE APPROPRIATE PERSONNEL?)

WHAT ARE ALTERNATIVES FOR REACHING THESE TARGETS?

DEALING WITH THE WHOLE AGE GROUP AND NOT ONLY THROUGH PROGRAMS.  
THE MEDIA  
BOOKS  
GAMES  
PARENTS AND FAMILY EDUCATION

WE KNOW LESS ABOUT THESE ALTERNATIVES AND THERE IS NO INFRASTRUCTURE TO INTRODUCE AND IMPLEMENT THEM.

DO WE HAVE THE KNOW-HOW?

WE HAVE SOME AND WHAT IS MISSING COULD PROBABLY BE ACQUIRED.

IS THE PERSONNEL AVAILABLE? ARE MATERIALS AVAILABLE? --NO  
THE QUALITY OF THESE PROGRAMS IS BY AND LARGE NOT VERY HIGH AND THUS IT WOULD TAKE A CAREFULLY PLANNED AND INTENSIVE EFFORT TO RECRUIT, TRAIN STAFF AND DEVELOP EDUCATIONAL MATERIALS FOR SUCH PROGRAMS.

THERE ARE PRACTICALLY NO EXISTING TRAINING PROGRAMS IN NORTH AMERICA FOR JEWISH EARLY CHILDHOOD PERSONNEL.

PHYSICAL INFRASTRUCTURE YES

INSTITUTIONS YES

A DIFFERENT STRATEGY IS PROBABLY APPROPRIATE FOR THE DIFFERENT SPONSORING AGENCIES.

1. CONGREGATIONS
2. DAYSCHOOLS
3. JCC'S
4. OTHERS

ANSWERS NEED YES

THERE IS EVIDENCE THAT THERE IS A GREAT DEMAND AND THAT THIS DEMAND INCLUDES BOTH AFFILIATED AND LESS-AFFILIATED PARENTS.

AVAILABLE FUNDS AND COST? UNKNOWN

SALARIES ARE BY AND LARGE EXTREMELY LOW. WE DO NOT KNOW WHAT THE COST OF EXPANSION - AND OF RAISING THE QUALITY (UPGRADING STAFF; SALARIES; AND PREPARATION OF EDUCATIONAL MATERIALS WOULD INVOLVE.

COMMUNAL AND POLITICAL SUPPORT

THOUGH IT HAS NOT BEEN RESEARCHED, IT APPEARS THAT THERE WOULD BE A GREAT DEAL OF COMMUNITY SUPPORT FOR THESE PROGRAMS, BECAUSE THERE IS GREAT PARENT DEMAND AND GENERAL AGREEMENT ABOUT THE POTENTIAL IMPACT OF EDUCATION FOR EARLY CHILDHOOD.

TIME

IF A DECISION IS TAKEN TO WORK IN THIS AREA A PLAN COULD BE IMPLEMENTED FAIRLY QUICKLY (WITHIN TWO YEARS) ON A SMALL SCALE. IT COULD THEN BE EXPANDED INCREMENTALLY.

IS THIS A NECESSARY CONDITION? NO

IS THIS AN ENABLING CONDITION? NO



OPTION 19 -- TO DEVELOP AND IMPROVE THE SUPPLEMENTARY SCHOOL  
(ELEMENTARY AND HIGH SCHOOL AGE)

TARGET POPULATION -- 250,000 TO A FEW HUNDRED THOUSAND 6-17 YEAR  
OLDS (DEPENDING ON THE EXTENT TO WHICH THE SUPPLEMENTARY SCHOOL  
IS DEVELOPED AND IMPROVED AS A JEWISH-EDUCATION PROGRAM.

TARGETS: SUPPLEMENTARY SCHOOLS SHOULD :

IMPART KNOWLEDGE  
CREATE EMOTIONAL ATTACHMENT  
DEVELOP A POSITIVE ATTITUDE TOWARDS FUTURE INVOLVEMENT IN  
JEWISH LIFE  
ENCOURAGE OBSERVANCE AND PARTICIPATION  
MOTIVATE FURTHER STUDY

DO WE KNOW IF THE TARGETS CAN BE ACHIEVED? --

WE KNOW A LITTLE - WE ASSUME A GOOD DEAL - DON'T KNOW A GOOD  
DEAL.

THESE TARGETS ARE NOT BEING ACHIEVED IN MOST SUPPLEMENTARY  
SCHOOLS TODAY. WE KNOW THAT THE CONDITIONS EDUCATORS AND SOCIAL  
SCIENTISTS LIST AS ESSENTIAL TO ACHIEVING THESE TARGETS, ARE  
MISSING IN THE SUPPLEMENTARY SCHOOL ( QUALIFIED PERSONNEL,  
ETC...).

EXPERT OPINION IS DIVIDED BETWEEN THOSE WHO VIEW THE  
SUPPLEMENTARY SCHOOL AS A HIGH-RISK POOR-INVESTMENT AND THOSE WHO  
BELIEVE THAT IT IS IMPORTANT TO INVEST IN MODEL PROGRAMS TO GIVE  
THE INSTITUTION A FAIR CHANCE.

WHAT ARE ALTERNATIVES FOR REACHING THESE TARGETS?

INFORMAL EDUCATIONAL PROGRAMS  
ISRAEL EXPERIENCE  
SERIOUS RECRUITMENT EFFORT FOR THE DAY SCHOOL

EACH OF THE ABOVE ALTERNATIVES ARE PROBLEMATIC:  
INFORMAL EDUCATIONAL PROGRAMS ARE NOT LIKELY TO IMPART THE  
DESIRED KNOWLEDGE AND SUFFER FROM A SHORTAGE OF PERSONNEL.  
ISRAEL EXPERIENCE PROGRAMS ARE GENERALLY NOT APPROPRIATE FOR THIS  
AGE GROUP.  
WE DO NOT KNOW HOW MANY YOUNGSTERS COULD BE RECRUITED FOR THE  
DAY-SCHOOL - AND WHAT WOULD HAPPEN TO THE DAYSCHOOL IF IT WERE  
DOUBLED IN SIZE. (PERSONNEL ETC..)

DO WE HAVE THE KNOW-HOW? -- IN SOME AREAS.

IS THE PERSONNEL AVAILABLE? NO

AT PRESENT THE LACK OF QUALIFIED PERSONNEL IS THE MAJOR PROBLEM.  
PERSONNEL COULD PROBABLY BE RECRUITED FOR MODEL PROGRAMS ON A  
SMALL SCALE. THERE ARE NO ACCEPTABLE PROPOSALS AT PRESENT.

ARE MATERIALS AVAILABLE? -- A GOOD DEAL

PHYSICAL INFRASTRUCTURE -- YES

INSTITUTIONS YES

ANSWERS NEED YES

OF THE MANY STUDENTS CURRENTLY ENROLLED AND THE MANY ADDITIONAL STUDENTS WHO COULD MOST PROBABLY BE RECRUITED IF QUALITY IMPROVES.

AVAILABLE FUNDS NOT AT PRESENT

COMMUNAL AND POLITICAL SUPPORT NO

AT PRESENT VERY LIMITED BECAUSE OF THE PERCEIVED FAILURE OF THE INSTITUTION.

PROBLEMS ARE ANTICIPATED IN THE COOPERATION BETWEEN COMMUNAL AND DENOMINATIONAL INSTITUTIONS THAT WILL BE REQUIRED IF THIS OPTION IS ADOPTED.

QUALITATIVE IMPROVEMENT YES

QUANTITATIVE INCREASE POTENTIALLY VERY SIGNIFICANT

COST? UNKNOWN

SALARIES ARE BY AND LARGE EXTREMELY LOW. WE DO NOT KNOW WHAT THE COST OF EXPANSION - AND ABOVE ALL OF RAISING THE QUALITY (UPGRADING STAFF; SALARIES; AND PREPARATION OF EDUCATIONAL MATERIALS) WOULD INVOLVE.

TIME MEDIUM RANGE

WOULD INVOLVE PLANNING, 3-5 YEARS OF MODEL PROGRAMS AND THEN LARGE SCALE IMPLEMENTATION.

IS THIS A NECESSARY CONDITION? NO

IS THIS AN ENABLING CONDITION NO



Oct. 2, 1988

Dear Art,

Here is the next draft.

Please share it with Mort,  
Hank, Joe Reimer and Ginny.The last part - descriptions of  
two of the options - are rough  
examples. We will need finished  
products for each option.Will call you on Tuesday for  
final schedule etc...

Best Regards



Oct.1, 1988

M E M O R A N D U M

Options Paper-Draft #2

This document contains background materials for the second meeting of the Commission for Jewish Education in North America. Alternative options for action by the Commission are analyzed and presented.

Our goal is to facilitate the work of the Commission as it decides what area of Jewish Education to select and focus its attention upon.

PROCESS

1. The Commission was chosen to represent the best collective wisdom of the Community concerning the problems and opportunities facing Jewish Education in North America. They considered the most urgent areas of need in Jewish Education and expressed their views as to what direction - what area of endeavour - should be selected for the work of the Commission.

Major issues were raised as to what should be done now in Jewish Education to make it a more effective tool in the Community's struggle for Jewish Continuity.

\* Many Commissioners expressed the view that the next step should involve narrowing the focus of deliberation to a manageable set of options for intervention.

\* It was agreed that the Commission would attempt to decide at its Second Meeting what option or options to undertake.

2. The professional staff of the Commission prepared these background materials to point out the implications of the various options (what is involved in each choice) and how the various possible choices of the Commission could be dealt with

3. In order to offer maximum expert responsiveness to the options suggested by the Commissioners, a comprehensive analytic effort was undertaken (see memo's of September 6 and 15). The analysis was aimed at exploring each relevant option in-depth so as to identify the elements it entails, the anticipated benefits, and evaluate its feasibility as well as other implications.



4. The following steps were taken :

a. A list of relevant options for action (possible areas of intervention) was generated. The sources for these options are:

\* The Commissioners - options suggested at the First meeting of the Commission; in the interviews; in letters and conversations following the Commission meeting.

\* Expert knowledge - literature surveys and the polling of experts has been undertaken to identify possible additional options that the commission may want to consider.

b. An inventory was compiled of the elements relevant to these options (see memo of September 15: Inventory of elements). This helps identify what must be taken into consideration for any given option.

c. Criteria were developed to aid the Commission in the selection of options.

d. Options were analyzed against these criteria and the results of the analysis are offered here for consideration and decision.

Note: Though this process attempts to offer a comprehensive analysis of options, it should not be seen as final and will always be added to or changed, when new ideas, views, or options are suggested.

## B. The list of options

(This list will probably be organised differently [in clusters by themes etc.] and each option will be briefly elaborated upon. We will explain what may appear as redundancies. They may be eliminated later. E.g. options 3 and 12).

1. To deal with the shortage of qualified personnel for Jewish education.
2. To deal with the community - its leadership and its structures - as major agents for change in any area.
3. To focus efforts on the early childhood age group.
4. " " " " the elementary school age.
5. " " " " the high-school age.
6. " " " " the college age.
7. " " " " young adults.
8. " " " " the family.
9. " " " " adults.
10. " " " " the retired and the elderly.
11. To reduce or eliminate tuition.
12. To develop early childhood programs.
13. To develop programs for the family and adults.
14. To develop programs for the college population.
15. To enhance the use of the media, technology (Computers, etc.) for Jewish education.
16. To develop informal education.
17. To develop integrated programs of formal and informal education.
18. To develop Israel Experience programs.
19. To develop and improve the supplementary school (elementary and high-school)
20. To develop and improve the day school (elementary and high-school)
21. To develop curriculum and methods in specific areas (e.g. values, Hebrew).



22. To improve the physical plant (buildings, labs, gymnasias).
23. To generate significant additional funding for Jewish education.
24. To create a knowledge base for Jewish education ( research of various kinds: evaluations and impact studies; assessment of needs; client surveys; etc....)
25. To focus efforts on the widespread acquisition of the Hebrew Language, with special initial emphasis on the leadership of the Jewish Community.
26. To encourage innovation in Jewish Education
- 27, 28.. Combinations of the preceding options. *e*

#### C. Criteria

The following criteria were applied to the options:

##### a. Feasibility

- I. Can the option achieve its targets?
- II. Can the option be implemented?
- b. What are the anticipated Benefits?
- c. How much will the option Cost?
- d. How much Time for implementation?
- e. The Importance of the option [to the entire enterprise]

##### a. Feasibility

- I. Can the option achieve its targets?

1. Can this option achieve its targets? (e.g. Is free tuition likely to increase enrolment significantly? Will increasing participation in early childhood programs increase these children's participation in Jewish Education in future years? Will it intensify the emotional involvement of the children participating?).

2. Is this option the optimal way to reach the targets or are there alternatives that should be considered? (e.g. is there a more effective way than free tuition to increase school enrolment?).

3. Criterion 1, ("will the option achieve its targets?") will require us to consider the options in terms of three levels of knowledge.

3a. Options for which we DO HAVE KNOWLEDGE as to how likely they are to achieve their targets.

3b. Options for which we have LITTLE OR NO KNOWLEDGE but we DO HAVE ASSUMPTIONS (informed opinion) as to how likely they are to achieve their targets.

3c. Options for which we HAVE NO KNOWLEDGE as to how likely they are to achieve their targets.

## II Can the option be implemented?

A. Are resources available? If not, how difficult would it be to develop them?

4. Do we have the KNOW -HOW? that is the professional knowledge available to successfully implement the option?

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9. Are funds available? If not, how difficult will it be to generate them?

B. Will the communal and political environment support this option?

10. Will this option enjoy communal and political support? What are likely obstacles?

11. Is the option timely - that is: is it likely to be well received at this time?

b. What are the Anticipated Benefits

How likely is this option to significantly affect the quality and quantity of Jewish Education?

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c. How much will the option Cost

15. How much will this option cost? (absolutely or per-capita or per expected benefit).

d. How much Time to Implementation

16. How long will it take until implementation? How long until results?

e. The importance of the option (to the entire enterprise)

How essential is this option to the success of the whole endeavour? Could it alone solve the problems of Jewish Education? Do other options depend on it? Is this option helpful to the success of other options?

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#### D. Analysis of the Options

The Commissioners should be given maximum (but concise) useful information on each option. The richness and reliability of the information will be governed by the constraints of time and the available expertise.

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2. Individual discussion papers on each option (27 of them?)

### E. The matrix

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=====						
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SOME	NO	NO	SOME	SOME	PROB.	PROB.
SOME	NO		YES	SOME		YES+CONFLICT
SOME	NO	NO	YES	SOME		
SOME	NO	NO	SOME	SOME		YES+CONFLICT
SOME	NO	NO		NO		
NO	NO	NO	YES			
			YES			
YES			YES	YES		YES+CONFLICT
YES	NO	SOME		YES	NO	YES+CONFLICT
EASY	NO	WEAK	PROBABLY	YES		YES+CONFLICT
SOME	NO	NO	YES	PROB.	PROB.	YES+CONFLICT
SOME	NO	NO	YES	PROB.	PROB.	YES+CONFLICT
SOME	COMPETE	NO	YES	YES		YES+CONFLICT
YES	SOME	SOME	YES	YES		YES+CONFLICT
SOME	NO	SOME	YES	YES		YES+CONFLICT
YES	SOME		SOME	YES		YES+CONFLICT
YES	SOME	-----	----	NO		DOUBTFUL
YES						COMPETES
YES	-----	-----	-----	PROB.	-----	COMPETES
YES	YES	-----	-----	PROB.		NO
SOME	NO	SOME	-----	PROB.		DOUBTFUL
SOME	LITTLE			PROB.		



## Decision matrix - Draft 1 -- 27 Sept.1988

	b. Benefits			d. Cost	d. Time
TIMELY	QUALITY	QUANTITY	OTHER	COST	DURATION
11	12	13	14	15	16
=====	=====	=====	=====	=====	=====
YES	YES	YES(d)	YES		SH-M-L(c)
YES	PERHAPS	YES	YES	SMALL (d)	SH-M-L
SO-SO	YES	YES	YES		M-L+INCR
YES	YES	YES	YES		SH-M-L
	YES		YES		SH-M-L
YES	YES	YES	YES		SH-M-L
	YES	YES	YES		
	YES	YES	YES		
YES	YES	YES	YES		SHORT
YES	SOME	YES	SOME	SMALL	SHORT
YES	NO	YES	YES	\$1billion	SHORT
YES	YES	50,000+	YES		SHORT-INCR.
YES		YES	PERHAPS		MED
YES	YES	YES	YES		SH-MED
YES	YES	NA	YES		MED-LONG
YES	YES	50-70,000	YES		SH-MED
YES	YES	100,000+	YES		MED
YES	YES	NA	YES	HIGH	SHORT-MED-LO
NA	SOME	NA	YES		LONG
DOUBTFUL	DAYSCHOOLDAYSCHOOLS				SHORT
YES	YES		YES	-----	VARIES
DOUBTFUL	YES	YES	YES	REASONABL	SHORT-MED-LO
DOUBTFUL	YES	YES	YES	REASONABL	MED-LONG
	MAYBE	MAYBE	MAYBE		SH-M-L

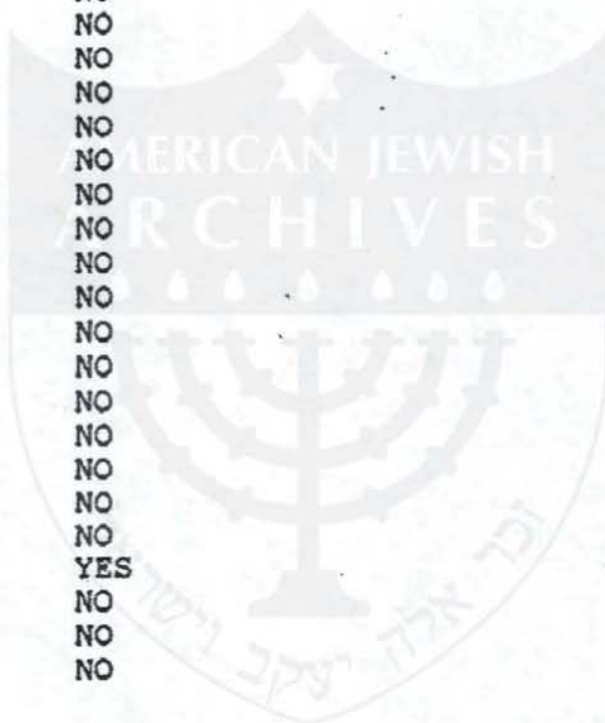
Decision matrix - Draft 1 -- 27 Sept.1988

e.Importance

SUFFICIENT NECESSARY ENABLING

17 18 19

17	18	19
NO	YES	NO
NO	YES	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	YES	YES
NO	NO	NO
NO	NO	NO
NO	NO	NO





Sept. 28, 1988

OPTION 12 - TO DEVELOP EARLY CHILDHOOD PROGRAMS.

TARGET POPULATION -- FROM 50,000 TO SEVERAL HUNDRED THOUSAND 2 TO 6 YEAR OLDS (DEPENDING ON THE EXTENT TO WHICH DAY-CARE IS DEVELOPED AS A JEWISH-EDUCATION PROGRAM.)

TARGETS: EARLY CHILDHOOD PROGRAMS SHOULD :  
PROVIDE GOOD EMOTIONAL AND INTERPERSONAL EXPERIENCES FOR CHILDREN  
IMPART APPROPRIATE KNOWLEDGE  
ENCOURAGE THEM (THEIR PARENTS) TO CONTINUE PARTICIPATING IN  
JEWISH EDUCATION IN THE ELEMENTARY AND HIGH-SCHOOL YEARS  
INVOLVE THEIR PARENTS

DO WE KNOW IF THE TARGETS CAN BE ACHIEVED? -- YES  
EDUCATORS AND PSYCHOLOGISTS HAVE AGREED THAT THIS IS A VERY SIGNIFICANT AGE FOR EDUCATIONAL INTERVENTION, AND THAT DEPENDING ON THE NATURE OF THE EDUCATIONAL PROGRAM, MANY IMPORTANT GOALS COULD BE ATTAINED: LANGUAGE ACQUISITION - HEBREW; THE RIGHT EMOTIONAL EXPERIENCES COULD HAVE AN IMPORTANT EFFECT FOR FUTURE EDUCATION; PARENTS ARE MORE INVOLVED WITH THEIR CHILDREN AT THIS AGE. IT COULD SERVE AS A NET TO ATTRACT CANDIDATES FOR DAY-SCHOOL AND SUPPLEMENTARY EDUCATION PROGRAMS.

HOWEVER - WHILE WE KNOW A GOOD DEAL ABOUT EARLY CHILDHOOD PROGRAMS THERE ARE AREAS WHERE WE KNOW LITTLE (E.G. DO PARENTS WANT JEWISH EDUCATION FOR THEIR CHILDREN IN EARLY CHILDHOOD) AND QUITE A FEW WHERE WE ARE WORKING WITH ASSUMPTIONS (E.G. COULD WE RECRUIT AND TRAIN THE APPROPRIATE PERSONNEL?)

WHAT ARE ALTERNATIVES FOR REACHING THESE TARGETS?

DEALING WITH THE WHOLE AGE GROUP AND NOT ONLY THROUGH PROGRAMS.  
THE MEDIA

BOOKS

GAMES

PARENTS AND FAMILY EDUCATION

WE KNOW LESS ABOUT THESE ALTERNATIVES AND THERE IS NO INFRASTRUCTURE TO INTRODUCE AND IMPLEMENT THEM.

DO WE HAVE THE KNOW-HOW?

WE HAVE SOME AND WHAT IS MISSING COULD PROBABLY BE ACQUIRED.

IS THE PERSONNEL AVAILABLE? ARE MATERIALS AVAILABLE? --NO  
THE QUALITY OF THESE PROGRAMS IS BY AND LARGE NOT VERY HIGH AND THUS IT WOULD TAKE A CAREFULLY PLANNED AND INTENSIVE EFFORT TO RECRUIT, TRAIN STAFF AND DEVELOP EDUCATIONAL MATERIALS FOR SUCH PROGRAMS.



THERE ARE PRACTICALLY NO EXISTING TRAINING PROGRAMS IN NORTH AMERICA FOR JEWISH EARLY CHILDHOOD PERSONNEL.

PHYSICAL INFRASTRUCTURE YES

INSTITUTIONS YES

A DIFFERENT STRATEGY IS PROBABLY APPROPRIATE FOR THE DIFFERENT SPONSORING AGENCIES.

1. CONGREGATIONS
2. DAYSCHOOLS
3. JCC'S
4. OTHERS

ANSWERS NEED YES

THERE IS EVIDENCE THAT THERE IS A GREAT DEMAND AND THAT THIS DEMAND INCLUDES BOTH AFFILIATED AND LESS-AFFILIATED PARENTS.

AVAILABLE FUNDS AND COST? UNKNOWN

SALARIES ARE BY AND LARGE EXTREMELY LOW. WE DO NOT KNOW WHAT THE COST OF EXPANSION - AND OF RAISING THE QUALITY (UPGRADING STAFF; SALARIES; AND PREPARATION OF EDUCATIONAL MATERIALS) WOULD INVOLVE.

COMMUNAL AND POLITICAL SUPPORT

THOUGH IT HAS NOT BEEN RESEARCHED, IT APPEARS THAT THERE WOULD BE A GREAT DEAL OF COMMUNITY SUPPORT FOR THESE PROGRAMS, BECAUSE THERE IS GREAT PARENT DEMAND AND GENERAL AGREEMENT ABOUT THE POTENTIAL IMPACT OF EDUCATION FOR EARLY CHILDHOOD.

TIME

IF A DECISION IS TAKEN TO WORK IN THIS AREA A PLAN COULD BE IMPLEMENTED FAIRLY QUICKLY (WITHIN TWO YEARS) ON A SMALL SCALE. IT COULD THEN BE EXPANDED INCREMENTALLY.

IS THIS A NECESSARY CONDITION? NO

IS THIS AN ENABLING CONDITION? NO



OPTION 19 -- TO DEVELOP AND IMPROVE THE SUPPLEMENTARY SCHOOL  
(ELEMENTARY AND HIGH SCHOOL AGE)

TARGET POPULATION -- 250,000 TO A FEW HUNDRED THOUSAND 6-17 YEAR  
OLDS (DEPENDING ON THE EXTENT TO WHICH THE SUPPLEMENTARY SCHOOL  
IS DEVELOPED AND IMPROVED AS A JEWISH-EDUCATION PROGRAM).

TARGETS: SUPPLEMENTARY SCHOOLS SHOULD :

IMPART KNOWLEDGE  
CREATE EMOTIONAL ATTACHMENT  
DEVELOP A POSITIVE ATTITUDE TOWARDS FUTURE INVOLVEMENT IN  
JEWISH LIFE  
ENCOURAGE OBSERVANCE AND PARTICIPATION  
MOTIVATE FURTHER STUDY

DO WE KNOW IF THE TARGETS CAN BE ACHIEVED? --  
WE KNOW A LITTLE - WE ASSUME A GOOD DEAL - DON'T KNOW A GOOD  
DEAL.

THESE TARGETS ARE NOT BEING ACHIEVED IN MOST SUPPLEMENTARY  
SCHOOLS TODAY. WE KNOW THAT THE CONDITIONS EDUCATORS AND SOCIAL  
SCIENTISTS LIST AS ESSENTIAL TO ACHIEVING THESE TARGETS, ARE  
MISSING IN THE SUPPLEMENTARY SCHOOL ( QUALIFIED PERSONNEL,  
ETC...).

EXPERT OPINION IS DIVIDED BETWEEN THOSE WHO VIEW THE  
SUPPLEMENTARY SCHOOL AS A HIGH-RISK POOR-INVESTMENT AND THOSE WHO  
BELIEVE THAT IT IS IMPORTANT TO INVEST IN MODEL PROGRAMS TO GIVE  
THE INSTITUTION A FAIR CHANCE.

WHAT ARE ALTERNATIVES FOR REACHING THESE TARGETS?

INFORMAL EDUCATIONAL PROGRAMS  
ISRAEL EXPERIENCE  
SERIOUS RECRUITMENT EFFORT FOR THE DAY SCHOOL

EACH OF THE ABOVE ALTERNATIVES ARE PROBLEMATIC:  
INFORMAL EDUCATIONAL PROGRAMS ARE NOT LIKELY TO IMPART THE  
DESIRED KNOWLEDGE AND SUFFER FROM A SHORTAGE OF PERSONNEL.  
ISRAEL EXPERIENCE PROGRAMS ARE GENERALLY NOT APPROPRIATE FOR THIS  
AGE GROUP.  
WE DO NOT KNOW HOW MANY YOUNGSTERS COULD BE RECRUITED FOR THE  
DAY-SCHOOL - AND WHAT WOULD HAPPEN TO THE DAYSCHOOL IF IT WERE  
DOUBLED IN SIZE. (PERSONNEL ETC..)

DO WE HAVE THE KNOW-HOW? -- IN SOME AREAS.

IS THE PERSONNEL AVAILABLE? NO  
AT PRESENT THE LACK OF QUALIFIED PERSONNEL IS THE MAJOR PROBLEM.  
PERSONNEL COULD PROBABLY BE RECRUITED FOR MODEL PROGRAMS ON A  
SMALL SCALE. THERE ARE NO ACCEPTABLE PROPOSALS AT PRESENT.

ARE MATERIALS AVAILABLE? -- A GOOD DEAL

PHYSICAL INFRASTRUCTURE -- YES

INSTITUTIONS YES

ANSWERS NEED YES

OF THE MANY STUDENTS CURRENTLY ENROLLED AND THE MANY ADDITIONAL STUDENTS WHO COULD MOST PROBABLY BE RECRUITED IF QUALITY IMPROVES.

AVAILABLE FUNDS NOT AT PRESENT

COMMUNAL AND POLITICAL SUPPORT NO

AT PRESENT VERY LIMITED BECAUSE OF THE PERCEIVED FAILURE OF THE INSTITUTION.

PROBLEMS ARE ANTICIPATED IN THE COOPERATION BETWEEN COMMUNAL AND DENOMINATIONAL INSTITUTIONS THAT WILL BE REQUIRED IF THIS OPTION IS ADOPTED.

QUALITATIVE IMPROVEMENT YES

QUANTITATIVE INCREASE POTENTIALLY VERY SIGNIFICANT

COST? UNKNOWN

SALARIES ARE BY AND LARGE EXTREMELY LOW. WE DO NOT KNOW WHAT THE COST OF EXPANSION - AND ABOVE ALL OF RAISING THE QUALITY (UPGRADING STAFF; SALARIES; AND PREPARATION OF EDUCATIONAL MATERIALS) WOULD INVOLVE.

TIME MEDIUM RANGE

WOULD INVOLVE PLANNING, 3-5 YEARS OF MODEL PROGRAMS AND THEN LARGE SCALE IMPLEMENTATION.

IS THIS A NECESSARY CONDITION? NO

IS THIS AN ENABLING CONDITION NO



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Number of pages, including this sheet 12

J. Raimcy

Option #5- To Focus Efforts on high school age

1. What is the target population?

The population is Jewish students of high school age who are either not already affiliated or only tangentially affiliated with Jewish schools and/or youth movements.

2. What outcomes are to be achieved through this option?

1. To find alternative Jewish contexts to attract the many Jewish adolescents who do not continue any active affiliation after Bar or Bat Mitzvah.

2. To supplement and strengthen Jewish commitment of adolescents already having some Jewish affiliation.

3. To offer exposure and education to Jewish adolescents who did not attend Jewish schools as children.

3. Do we know if these outcomes can be achieved?

There have been a few successful outreach programs for this age group, but success has been limited to individual efforts. We do not have an accessible model for replication and hence have not widely tested this option.

4. Are there alternatives for achieving this outcome?

Yes. Greatly strengthening existing formal and informal educational programs for this age group.

5. Do we have the know-how to implement this option?

We know how to implement programs that might attract unaffiliated adolescents. Examples of such programs would include:

1. Social service projects through which young people would learn skills while offering needed service;

2. high-level interest groups in areas like computers, the arts, politics through which young people would meet others with similar interests;

3. internships in Jewish agencies which would offer experiences in problem-solving in the work-world;

4. subsidized programs in Israel designed especially for bright, mature, unaffiliated adolescents;

5. programs for adolescents with special needs;

6. Judaica courses for private schools with a high concentration of Jewish students.



J.R. #5

2

6. Is the personnel available?

To a very limited extent. This option would require recruiting and retraining outstanding high school and college teachers who would do this work during summer and other vacations.

7. Are the materials available?

To a limited extent.

8. Is the physical infrastructure available?

Yes, because no elaborate physical quarters are needed.

9. Are the institutional supports available?

Yes. Jewish outreach to adolescents is primarily in the hands of the denominational movements, JCC's and national movements like Bnai Brith. They would support their own outreach efforts, but have given little support to joint efforts to develop programs to appeal broadly to the non-affiliated teenager.

10. Is the funding available?

Not currently.

11. Is the political support available?

To a limited extent. Adolescence does not seem to be a top priority item on most communal agendas.

12. Is the option timely?

Not particularly, though worries about adolescents' behavior could make it more timely.

13. What needs does this option answer?

1. Adolescents' needs to belong to groups they can identify with (even while feeling ambivalent about their Jewishness).

2. Parents' needs to feel their children have some context in which to belong to the community and meet other Jewish teenagers.

3. Community's needs to provide more reliable Jewish continuity at a time in which personal identity is forming and attraction to conventional programs is low.

J.R. #5

(3)

14. What benefits can be anticipated?

1. Adolescents who would drift toward greater assimilation could be provided with new ways of affiliating.

2. High quality programs could be especially attractive to high-achieving high school students who are on their way to the better colleges.

3. High quality programs could stimulate existing programs to update their offerings and pool resources. It might also provide a group of entering college students who would contribute more to Jewish programs on campus.

15. What would the costs be?

The cost to initiate single programs could be low. The cost to develop a model and replicate widely, given lack of personnel and materials, could be more substantial.

16. How long would it take to implement?

Implementation of experimental programs could be in place in 1-2 years. Developing a model for replication and wide implementation could take 5-7 years.

17. How important is this for the field?

It is not a necessary or an enabling condition, but could become important if it helps to stem the dissatisfaction of this population from the community.



J. Remer

Option #19: To develop and improve the supplementary school (elementary and high school)

1. What is the target population?

The population is the families of children of school age who are enrolled in supplementary schools. In the U.S. there are close to 270,000 children currently enrolled; in Canada close to 9,700. There are about 2200 supplementary schools in N.A., primarily serving elementary grades, with a vast majority under the auspices of either Reform or Conservative synagogues.

2. What outcomes are to be achieved through this option?

1. To improve the quality of these programs by providing more highly-trained personnel, better consistency in use of curriculum, more support from families and community.

2. To enhance the children's and families' educational experience to come away with more Jewish knowledge and commitment.

3. To increase the numbers of children who choose to continue to affiliate Jewishly after their Bar Mitzvah.

4. To increase the numbers of families who would send their children to these schools for a Jewish education.

3. Do we know if these outcomes can be achieved?

There are a minority of supplementary schools that achieve many of these outcomes. We have experiential knowledge of what makes a supplementary school more effective and how to improve less effective schools. No sustained widescale effort has been tried to upgrade these schools; it remains untested as to whether these outcomes can be achieved on a national basis, but conditions that experts list as essential for effectiveness (qualified personnel, etc) are missing.

4. Are there alternatives for achieving these outcomes?

Some experts have put forward these alternatives to replace supplementary schools:

1. Improving recruiting for day schools
2. Increasing allotments for informal education
3. Starting Israel programs for younger children
4. Enhancing outreach directly to Jewish families

5. Do we have the know-how to implement this option?

When appropriate personnel is available, we know how to improve the quality and attractiveness of single supplementary schools. We have limited knowledge of how to change the culture of these schools for the whole population.

J.R. #19

(2)

6. Is the personnel available?

Currently there is a pool of mostly part-time and some full-time personnel. Improvement would require recruiting, training, and retention of far more qualified full-time personnel.

7. Are the materials available?

On an elementary level, yes. On a high school level, to some extent, but less so.

8. Is the physical infrastructure available?

Yes.

9. Are the institutional supports available?

Yes, as long as these schools remain under denominational auspices.

10. Is the funding available?

For current operations, yes; but not for a serious efforts of large-school improvement.

11. Is the political support available?

To a limited extent. The poor reputation of supplementary schools has made it difficult to rally support for a sustained effort to improve their quality and appeal.

12. Is the option timely?

Yes. Most observers agree the supplementary schools are in crisis and need to be either improved or replaced.

13. What needs does this option answer?

1. In the U.S.A. the 70% of the children enrolled in Jewish schools who attend supplementary schools need a better educational experience.

2. Most non-Orthodox synagogues spend a considerable portion of their budgets on these schools and deserve more for their money.

3. The many Jewish families with children enrolled in these schools need better-quality help from these schools to help sustain their children's Jewish identity.



(3)

J.R. #19

14. What benefits could be anticipated?

1. Better quality schools could better provide students with more Jewish knowledge, firmer Jewish values and more deeply felt Jewish commitments.

2. Better quality schools could attract and hold more students for more years.

3. Improved supplementary education could be a gateway for greater interest in informal, family and adult education as well as programs in Israel.

15. What would the costs be?

High. Without a sustained effort to improve the personnel picture, no sustained improvement is possible.

16. How long would it take to implement?

<sup>for developing model programs</sup>  
Pilot projects could be implemented in 2-3 years. Overall, systematic improvement could require 5-7 years.

17. How important is this to the field?

<sup>as a</sup> It is not a necessary condition. Some observers rank this as the most important programmatic options because it reaches the largest numbers of families. Other observers believe the outcomes will be hard to achieve and may not be worth the large investment.

## Option #8 and 13b

## To Focus Efforts on the Family

## 1. What is the target population?

The primary population is the family members of children who are of school age and enrolled in some form of Jewish education. A secondary population is senior adults and their grown children and grandchildren.

## 2. What outcomes are to be achieved?

1. Greater involvement of parents in the Jewish education of the children.

2. A second chance for adults to learn about and attach to Jewish practices.

3. Building reinforcement for children's learning by increasing Jewish learning and practice in the home.

4. Strengthening the cohesion of the Jewish family.

5. Building a sense of community among Jewish families and a collective attachment to sponsoring Jewish institutions.

## 3. Do we know if these outcomes can be achieved?

Family education is yet in an experimental stage. There have been a number of successful experiments that have achieved some of the objectives. These remain isolated examples; no programmatic models have emerged; no wide replication has been attempted.

## 4. Are there alternatives for achieving these objectives?

1. Parents can be involved in children's education through school participation (committees, fundraising, etc.) and more creative, involving homework.

2. A sense of community can be enhanced through social, political or religious activities for adults.

## 5. Do we have the know-how to implement this option?

We have the know-how on a case by case basis, but do not know how to implement it on a large scale.

## 6. Is the personnel available?

Family education draws from existing personnel pools—particularly rabbis, social workers and educators. To move forward requires retraining of personnel along these skill-lines.

## 7. Are the materials available?

Now materials are borrowed from other contexts. To move forward requires development of its own materials.



8. Is the physical infrastructure available?

Yes. Programs take place in synagogues, JCC's, camps. The only addition would be retreat centers.

9. Are the institutional supports available?

The idea is new, but has growing popularity in synagogues, JCC's, federations and camps (especially on the West Coast). More institutional support would be needed for widespread replication.

10. Is the funding available?

Funding for existing programs comes from host institutions and the families themselves. Replication requires material production and re-training of personnel. Currently funding for those are not available.

11. Is the political support available?

The political support is building in selected locations, but is yet untested in many other locations.

12. Is the option timely?

Yes. With worries about family cohesion and parental non-support for children's education, many feel this is a timely option.

13. What needs does this option answer?

The need to involve parents in children's Jewish education and in their own Jewish learning and practice. It answers educators' needs to feel supported by the home and the children's needs to have continuity between the school and the home.

14. What benefits could be anticipated?

a. Family education could enrich the whole ambiance of children's Jewish socialization.

b. Family education could increase amount and quality of adult participation in the Jewish community.

c. Family education could enhance chances that children would continue education beyond bar mitzvah.

d. Unintended consequences: it could raise the demand for more quality adult education and involve rabbis more fully in practice of Jewish education. It could help revive supplementary education.

15. What would the costs be?

The immediate costs of moving from local experiments to producing models for replication would be low. To move to full implementation would involve more substantial, but still moderate, costs.

16. How long to implement?

The next stage could be achieved in 2 years. Full implementation would require 5-7 years.

17. How important is this for the field?

Untested. It could prove to have a minimal ripple effect. Some experts expect it would have a maximal effect and become an enabling condition (especially for supplementary education).





## Option #20

To Develop and improve the day school  
(elementary and high school)

## 1. What is the target population?

The population is all Jewish families with children of school age who are interested or could be made interested in day school education. In 1982 110,000 students attended day schools in the USA; 16,000 in Canada. The largest concentration is in the lower, elementary grades. Of the 586 day schools in North America, 462 are Orthodox, 62 are Conservative, 44 are communal, 9 are Reform, 4 are secular.

## 2. What outcomes are to be achieved by this option?

1. Increase total number of day schools (d.s.) and enrollees.
2. Increase number of day high schools and enrollees.
3. Increase financial support for d.s. to raise quality of education and decrease tuition costs.
4. Improve d.s. through support for personnel training and retention, curriculum-development, family involvement and integration of formal and informal education.
5. Increase Jewish commitment and knowledge of d.s. students.

## 3. Do we know if outcomes can be achieved?

We have little hard data on day schools, either in terms of their educational effectiveness or their growth in numbers. Reasons for growth are multiple; we do not know how to maximize growth or what are its limits. We do not know if day high school is feasible beyond the Orthodox community, or if the elementary day school alone has long-lasting positive benefits.

## 4. Are there alternatives to achieving this objective?

1. Many assume that the day school (especially when used together with informal education and Israel programs) is the single most effective form of Jewish education, for which we know of no alternative. That's an untested hypothesis.

To some day increasing quality of secular education will increase numbers.

2. Need for total school ambiance to support message of Jewish socialization.

3. Need for viable alternatives to failing supplementary and public schools.

4. Need of some parents for increased Jewish identification.

14. What benefits could be anticipated?

1. Larger numbers of Jewish students would be involved in more intensive Jewish study.

2. Quality of Jewish knowledge and commitment would be elevated across the community.

3. Create a larger pool for future lay and professional leadership in the community.

4. Intensify Jewish identification for the family of children attending.

15. What would the costs be?

Given needs for new buildings, tuition reduction, personnel training and retention, and materials production, the costs would be high.

16. How long would it take to implement?

Some steps (tuition-reduction) could be implemented in short time. Other steps (curriculum production, enrollment drives) could be implemented in 3-5 years. Other steps (personnel recruitment and training) require 10 years.

17. How important is this for the field?

Some experts argue it is the most important programmatic option because it has the highest yield. Others wonder if day schools will ever be attractive to more than a small minority of non-Orthodox Jews and see it as less important.



5. Do we have the know-how to implement this option?

Yes, we know how to run successful day schools along all the ideological lines. No, we do not know how to recruit and train the needed personnel to meet expanding enrollments and raise quality of education.

6. Is the personnel available?

Not in North America. Day schools rely on Israeli teachers to fill many of the Judaica slots. There is a need for North American teachers and principals.

7. Are the materials available?

Only to a limited extent. There is a general lack of first-rate curriculum at all levels for teaching Judaic subjects.

8. Is the physical infrastructure available?

For existing schools, yes. For expansion, no.

9. Are there institutional supports available?

In the Orthodox community, definitely yes. In the Conservative movement, mostly yes. In the Reform movement, it is newer, but gaining support. So too in the federation world.

10. Is the funding available?

High tuitions put a squeeze on many families and may limit attractiveness. Federations have increased support, but still account for a small percentage of the funding. Day schools must raise funds for themselves. Added support needs to come from outside sources.

11. Is the political support available?

Certainly in the Orthodox community. Otherwise, the support is increasing, but is by no means universal. Opposition, though, has greatly decreased.

12. Is the option timely?

Yes. Judging by 83% increase in enrollments between 1962 and 1982, and continued growth across ideological lines, d.s. education is timely.

13. What needs does this option answer?

1. Need for sufficient time to study Jewish tradition in depth.



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TO: Arthur J. Naparstek  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 11/10/88  
 REPLYING TO  
 YOUR MEMO OF: \_\_\_\_\_

SUBJECT: OPTION #2 - "TO DEAL WITH THE COMMUNITY, ITS LEADERSHIP, AND ITS STRUCTURES AS MAJOR AGENTS FOR CHANGE IN ANY AREA"; AND OPTION #23 - "TO GENERATE ADDITIONAL FUNDING FOR JEWISH EDUCATION"

These two options are closely related and should be treated as a single option.

1. What is the target population?

The target population is the leaders of the American Jewish community who relate to planning for and financing of Jewish education. The chief organization targets are the local Jewish community federations, particularly in the large and intermediate cities, major Jewish-sponsored foundations, and the national CJF, JWB, and JESNA.

2. What outcomes are to be achieved through this option?

The Commission is committed to being proactive in the effort to improve Jewish education. Specifically, it should attract the highest level of community leadership in order to create a climate which will attract maximum community support and will offer educators professional satisfaction and fulfillment. It should encourage a substantial increase in federation and foundation funding for Jewish education. It should encourage communitywide planning to promote maximum cooperation and coordination between formal and informal Jewish education.

3. Do we know if these outcomes can be achieved?

We believe that there can be major achievements, because of the widespread concern for Jewish continuity and the improved climate for Jewish education; the impetus for forward movement which will be generated by the Commission and by local committees on Jewish education; and the availability of substantially increased community financial resources which could be made available for this purpose.

4. Are there alternatives for achieving this outcome?

The alternatives to an aggressive program now would likely be much slower improvement. The purpose of pursuing the community and financing options is to speed up the desired improvements in Jewish education.

5. Do we have the know-how to implement this option?

We know how to organize community to carry out the purposes of this option. There are good opportunities for collaborative action and there are organizations through which our message can be transmitted and actions taken.



6. Is the personnel available?

The necessary personnel is available in the lay and professional leadership of the Commission, of the federation movement, of the Jewish-sponsored foundations, and of the CJF, JESNA, and JWB.

7. Are the materials available?

This question is not applicable.

8. Is the physical infrastructure available?

No physical infrastructure is necessary.

9. Are the institutional supports available?

Yes, in the person of the Jewish community federations, the Jewish-sponsored foundations, and the national Jewish agencies.

10. Is the funding available?

The obvious purpose of this option is to see that the necessary funding become available. Funding is potentially available in the form of federation and foundation endowments, and possibly in re-allocation of annual federation fund-raising efforts.

11. Is the political support available?

Jewish leaders understand that the continuity of the Jewish people and of the Jewish community of North America depends greatly upon major improvement in Jewish education. This sentiment should lead to recognition of the need for substantially greater support for Jewish education.

12. Is the option timely?

This is the best time in our generation to pursue this option. There is widespread concern for constructive Jewish continuity and the preservation of the Jewish value system. In the past year or two, there have emerged major committees to plan for improved Jewish education in nine communities, committees which could be vehicles through which to follow up on the Commission's findings and recommendations.

13. What needs does this option answer?

This option is basic to carrying out the whole purpose of the Commission to ensure Jewish continuity through a vastly improved system of Jewish education.

14. What benefits can be anticipated?

A general and major improvement in the Jewish education product of the Jewish community.

15. What would the costs be?

It is very difficult to give a specific figure. However, it is clear that the cost will be high, perhaps on the order of doubling the community's investment in Jewish education rather than modest increases.

16. How long would it take to implement?

Some of the improvements can be accomplished within a few years after the Commission reports. Substantial improvement should be realized in a five to ten year period.

17. How important is this for the field?

It is crucial to the purpose of the Commission. Without a commitment by community leadership and greatly increased financing, the recommendations of the Commission will be simply one more study of Jewish education which makes good reading but has little result. On the other hand, real community leadership commitment and substantially increased financing can make a major impact on the Jewish education product and on its positive influence for Jewish continuity.



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FROM: Henry L. Zucker  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 11/11/88  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: FEDERATION RELATIONS

*Handwritten signature/initials*

The Planning Group of the Commission assigned me the task of developing a plan for maintaining contact with federations regarding the Commission's work. In connection with this assignment, I have been in touch with you and Steve Hoffman. Having in mind the work of the Commission, and its proactive post-Commission responsibility, the following is proposed:

1. Staff should make a continuing effort to keep in close touch with federation leaders who are on the Commission.
2. Staff and the Planning Group should keep federation executives informed about the participation of Commission members who come from their community.
3. Staff and the Planning Group should begin to inform federation executives on a one-on-one basis about the work of the Commission, solicit their reactions, and begin to prepare them for the follow-up of the Commission's recommendations. As a first step, you will go to the General Assembly of the CJF in New Orleans next week to meet with Howard Rieger of Pittsburgh, Wayne Feinstein of Los Angeles, Martin Kraar of Detroit, and several other federation executives. I will follow up by telephone with Barry Shrage of Boston. Later, you or I will see other federation executives.

We will try to keep in touch with these executives through personal correspondence and telephone. We may develop a monthly or bi-monthly letter for this purpose.

Special attention should be paid to the executives whose federations have established comprehensive education planning committees, of which I understand there are now nine. We should keep in touch with these local education committees, and encourage a relationship with the Commission. Joel Fox of Cleveland is preparing a paper on the work of these Jewish education committees.

4. Mort Mandel or you or I will invite a group of federation executives to a breakfast or lunch meeting (or, if necessary, a 5 p.m. meeting) during the April quarterly meeting of the CJF. Arrangements will be made through Howard Rieger, who is Chair of the big city group.

INTER-OFFICE  
CORRESPONDENCE

5. A plan should be developed to counsel with the executives of the intermediate community federations.
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We shall try to put on the calendar our follow-up work with the federation executives. In general, a first contact would convey information about the Commission and exchange ideas about its work. The second phase would be progress reports on the Commission's work, and warming up the executives for the follow up which is anticipated after the Commission reports. The third phase is to follow up the report and its recommendations.





cc: V. F. Levi

TO: Morton L. Mandel

NAME

DEPARTMENT/PLANT LOCATION

FROM: Arthur J. Naparstek

NAME

DEPARTMENT/PLANT LOCATION

DATE: 11/14/88

REPLYING TO

YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

This is the draft on the community options.

attachment



INTERNATIONAL OFFICE OF THE AMERICAN JEWISH ARCHIVES

TO: Arthur J. Naparstek FROM: Henry L. Zucker DATE: 11/10/88  
NAME NAME  
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

SUBJECT: OPTION #2 - "TO DEAL WITH THE COMMUNITY, ITS LEADERSHIP, AND ITS STRUCTURES AS MAJOR AGENTS FOR CHANGE IN ANY AREA"; AND OPTION #23 - "TO GENERATE ADDITIONAL FUNDING FOR JEWISH EDUCATION"

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DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 11/11/88  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: FEDERATION RELATIONS

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4. Mort Mandel or you or I will invite a group of federation executives to a breakfast or lunch meeting (or, if necessary, a 5 p.m. meeting) during the April quarterly meeting of the CJF. Arrangements will be made through Howard Rieger, who is Chair of the big city group.

INTER-OFFICE CORRESPONDENCE

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PAGES: 2

2329  
6

FAX TO: MR. HANK ZUCKER

FROM: SEYMOUR FOX

DATE: 16.11.88

DEAR HANK,

THANK YOU VERY MUCH FOR YOUR COMMUNITY OPTIONS. ALTHOUGH I WILL BE SPEAKING TO YOU ON THE PHONE, I THINK THIS RESPONSE BY FAX WILL BE HELPFUL.

BEFORE I RESPOND TO THE ACTUAL POINTS, I WOULD LIKE TO MAKE A GENERAL COMMENT. YOU TAKE THE POSITION THAT FOR THE PURPOSES OF THIS COMMISSION THAT THE COMMUNITY WILL BE VIEWED AS THE VERY TOP LEADERSHIP - THE DECISION MAKERS. I HAPPEN TO AGREE WITH THAT BUT SHOULD WE SAY IT? THERE ARE THE PEOPLE WHO HAVE BEEN WORKING IN JEWISH EDUCATION THROUGHOUT - WON'T WE INSULT THEM? THERE ARE ALSO THOSE IN ADDITION TO THE DECISION MAKERS WHO WILL CONTRIBUTE TO THE CLIMATE SUCH AS SCHOLARS, RABBIS, HEADS OF INSTITUTIONS OF HIGHER LEARNING, THE DENOMINATIONS. DARE WE EXCLUDE THEM IN THE DESCRIPTION OF THIS OPTION? COULDN'T WE INCLUDE THEM BUT FOCUS ON THE DECISION MAKERS.

SOME MORE SPECIFIC COMMENTS IN THE ABOVE SPIRIT FOLLOW - BY NUMBER:-

1. WOULD YOU CONSIDER INCLUDING THE LOCAL LEADERSHIP NOT ONLY THE NATIONAL LEADERSHIP. YOU MENTION THIS WHEN YOU SPEAK OF THE ORGANIZATION TARGETS. COULD YOU ALSO INCLUDE THOSE WHO CONTRIBUTE TO BUILDING THE CLIMATE SUCH AS THE LEADERS OF THE DENOMINATIONS, RABBIS, SCHOLARS ETC.
2. COULD YOU INCLUDE STATUS HERE AS WELL E.G. "OFFER EDUCATORS GREATER PROFESSIONAL SUBSTANCE, FULFILMENT AND STATUS."
6. WOULD YOU BE WILLING TO INCLUDE THE PERSONNEL OF THE DENOMINATIONS AND THOSE WHO ARE PRESENTLY OFFERING LEADERSHIP TO THE DAY SCHOOL MOVEMENT.

PAGE 2.....

11. SOME PEOPLE CLAIM THAT THE POLITICAL SUPPORT IS REALLY NOT AVAILABLE BUT ALL WE HAVE IS PUBLIC ANNOUNCEMENTS. I DISAGREE WITH THIS BUT DO YOU THINK THAT YOU WANT TO CONSIDER THAT POINT OF VIEW IN YOUR ANSWER?
14. THE IMPROVEMENT IN THE JEWISH EDUCATION PRODUCT CANNOT BE GUARANTEED BY COMMUNITY SUPPORT AND ADDITIONAL FUNDING IT ONLY SETS THE STAGE FOR IT THEREFORE YOU MAY WANT TO INDICATE THAT "A GENERAL AND MAJOR IMPROVEMENT IN THE JEWISH EDUCATION PRODUCT OF THE JEWISH COMMUNITY (and add to it:-) BECAUSE THERE WILL BE ADDITIONAL FUNDS AND ~~AND~~ ENCOURAGEMENT FOR APPROPRIATE PERSONNEL TO BE RECRUITED AND RETAINED FOR JEWISH EDUCATION."

IT WAS A PLEASURE TO READ THE OPTION AND I WOULD LIKE TO DISCUSS MY COMMENTS WHICH MAY OR MAY OR MAY NOT BE USEFUL.

WITH BEST WISHES,

SINCERELY,

  
SEYMOUR FOX



- right  
away*
1. To deal with the shortage of qualified personnel for Jewish education.  
Author - S. Fox, Annette Hochstein
  2. To deal with the community, its leadership, and its structures as major agents for change in any area.  
Author - Henry L. Zucker *~ 15 days*
  3. To focus efforts on the early childhood-age group.  
Author - Joseph Reimer
  4. To focus efforts on the elementary school age.  
Author - Joseph Reimer
  5. To focus efforts on the high school age.  
Author - Joseph Reimer
  6. To focus efforts on the college age.  
Author - Joseph Reimer
  7. To focus efforts on young adults.  
Author - Joseph Reimer
  8. To focus efforts on the family.  
Author - Joseph Reimer
  9. To focus efforts on adults.  
Author - Joseph Reimer
  10. To focus efforts on the retired and the elderly.  
Author - \_\_\_\_\_
  11. To reduce or eliminate tuition.  
Author - \_\_\_\_\_
  12. To develop programs for early childhood.  
Author - Joseph Reimer
  13. To develop programs for family and adults.  
Author - Joseph Reimer
  14. To develop programs for the college population.  
Author - Joseph Reimer
  15. To enhance the use of media, technology (computers, etc.) for Jewish education.  
Author - Joseph Reimer and others
  16. To develop informal education.  
Author - Joseph Reimer

17. To develop integrated programs of formal and informal education.  
Author - Joseph Reimer
18. To develop Israel experience programs.  
Author - Annette Hochstein
19. To develop and improve the supplementary school (elementary and high school).  
Author - Joseph Reimer
20. To develop and improve the day school (elementary and high school).  
Author - \_\_\_\_\_
21. To develop curriculum and methods in specific areas (e.g. values, Hebrew).  
Author - Barry Holtz
22. To improve the physical plant (buildings, labs, gymnasias).  
Author - \_\_\_\_\_
23. To generate additional funding for Jewish education.  
Author - Henry L. Zucker (Can this be included in the community?)
24. To create a knowledge base for Jewish education (research of various kinds: evaluations and impact studies; assessment of needs; client surveys; etc. ... ).  
Author - Joseph Reimer
25. To focus efforts on the widespread acquisition of the Hebrew language with special initial emphasis on the leadership of the Jewish community.  
Author - \_\_\_\_\_
26. To encourage innovation in Jewish education.  
Author - Joseph Reimer
27. Combinations of the preceding options.  
Author - The team



## REVIEWERS

### U.S.

1. Sara Lee
2. Alvin Schiff
3. Josh Elkin
4. Jack Bieler
5. Carol Ingall
6. Irving Greenberg (adults)
7. Haskell Lookstein (day)
8. Isaiah Zeldin (day)
9. Florence Melton (adults)
10. Eli Evans (media)
11. Martin Lipset (research)
12. David Dubin (informal)
13. Senior policy advisors
14. Relevant commissions

### Israel

1. Walter Ackerman
2. Barry Chazan
3. David Resnick
4. Don Sher
5. Barry Holtz
6. Sam Heilman
7. Mike Rosenak
8. Alan Hoffman
9. Avraham Infeld
10. Zev Mankowitz
11. Mike Swirsky (adult)
12. David Zissenwine





PREMIER INDUSTRIAL CORPORATION

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**TO:**

NAME

COMPANY

STREET ADDRESS

CITY, STATE, ZIP

PHONE NUMBER

ANNETTE HOCHSTEIN

SEYMOUR FOX &

WATIV JERUSALEM

**FROM:**

NAME

COMPANY

DEPARTMENT

COST CENTER

ART NAPARSTEK

PREMIER

FOUNDATION

090

**TELEX NO.: 6873015 PREMI UW**

**FAX NO.: 2163918327**

**TIME SENT:**

**MESSAGE:**

ATTACHED IS A MEMO FROM  
HENRY L. ZUCKER.



INTER-OFFICE  
CORRESPONDENCE

TO: Arthur J. Naparstek  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 11/21/88  
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2. What outcomes are to be achieved through this option?

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7. Are the materials available?

This question is not applicable.

8. Is the physical infrastructure available?

Not applicable.

9. Are the institutional supports available?

Yes, in the Jewish community federations, the Jewish-sponsored foundations, the national Jewish agencies, and the agencies engaged in Jewish education.

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The obvious purpose of this option is to see that the necessary funding become available. Funding is potentially available in the form of federation and foundation endowments, and possibly in re-allocation of annual federation budgets.

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TO: Senior Policy Advisors

FROM: Seymour Fox

DATE: 7/30/89

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

Papers to be Commissioned:

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

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

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