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Research papers. Planning notes and correspondence. Includes editorials of drafts and budget information, 1988-1989.

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TOWARDS THE SECOND COMMISSION MEETING

OCTOBER 4, 1988

"BEST PRACTICE":

CASE STUDIES OF OUTSTANDING PROGRAMS IN JEWISH EDUCATION

DRAFT PROPOSAL

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

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

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

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

THE PROCESS

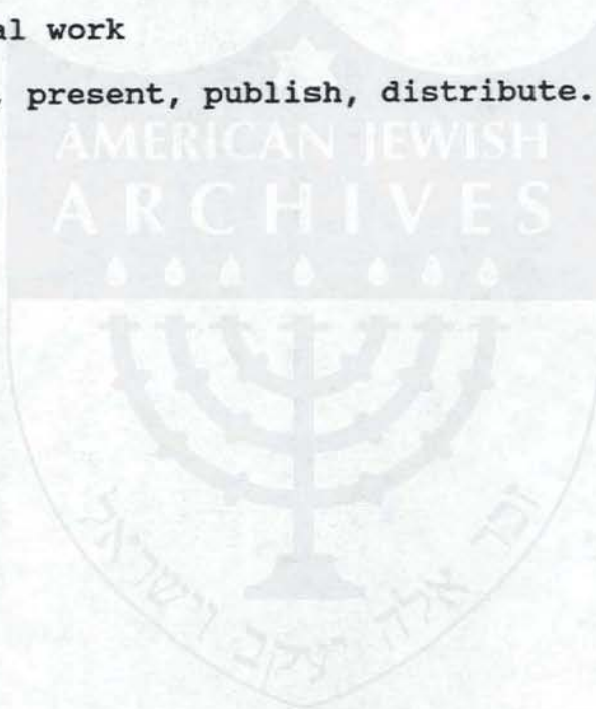
1. A steering group should be set up to guide the enterprise. Members of this steering group should include (not mutually exclusive):

- a. Commissioners
- b. People with the methodological know-how to guide such an endeavour
- c. People well acquainted with the field.

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

The "Best Practice" process will include the following elements:

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





TO: Art Naparstek

FROM: Joe Reimer

DATE: March 21, 1989

SUBJECT: Commissioning Papers

In our discussions in Jerusalem with Seymour and Annette, we agreed that the Carnegie Report might serve as a model for thinking about a final report for our Commission. Our attention was drawn to the background papers which the Carnegie Task Force commissioned which appear as an appendix to the report and are the basis on which the report is written. We were considering commissioning background papers in Jewish education to serve the same purpose. But papers on which topics?

Here is a first shot at thinking about possible topics for papers to be commissioned.

1. A changing Jewish community

There is a considerable body of demographic research on changing patterns within the Jewish Community which can be drawn upon to answer the question: What is the proper basis for a contemporary Jewish educational system?

2. The history of efforts at reform in Jewish education

This is a field which has been trying to reform itself almost from the moment of its inception. Dissatisfaction with the status quo and calls for change are a constant. Why have these past efforts not been successful and what would it currently take to make systemic changes?

3. An organizational analysis of the field.

Very few of us fully understand what the roles of central agencies, denominations, federations and local agencies are in the funding and managing of Jewish education. We need a clear analysis - at least in several locales - of what the system of Jewish education is and how these various organizations play their role in the system. Also, what are the openings for organizational change?

4. A program analysis of the field.

Why do programs of top educational quality co-exist with programs of low educational quality? What accounts for "effectiveness" and the lack thereof in schools, camps and programs on a local and a national level? What roles do personnel and community play in the question of program effectiveness?



5. Who are the personnel in Jewish education?

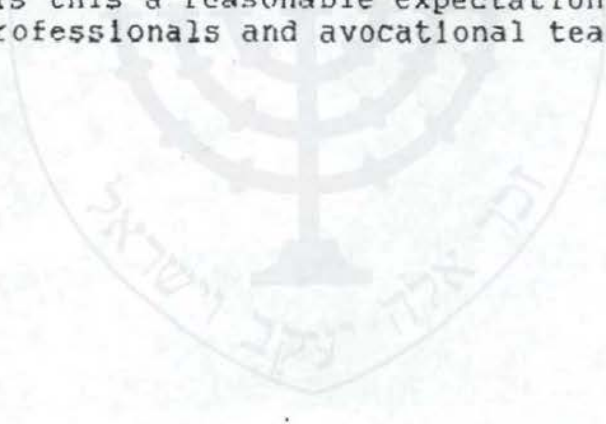
We need as clear an analysis as we can get - based on the limited data - on who are the personnel - at the difficult levels - in Jewish education today. What are the levels of training, the ways of entry into the field, the paths of advancements, the degrees of satisfaction, the opportunities for continuing education, etc. - available in the field today?

6. The role of the training institutions

What role have these institutions played and how can their roles be expanded to meet the future needs of this field? Why do they have so few students in the field? Are there larger markets they are not reaching? Are there models of effective outreach they could employ? Do they play an effective role in continuing education and how could that be improved? Is there a way for their pooling of resources to be more effective? Are there models of training outside the existing institutions which ought to be tried by the Jewish Community.

7. Standards for personnel in the field

For any field to achieve a professional status, the field has to have active standards by which it judges and qualifies its own numbers. Jewish education as a field once had a more effective licensure procedure for teachers which has fallen into disuse. What are several models by which reasonable standards could be re-introduced into this field to allow for greater professional status? For which personnel is this a reasonable expectation and how are we to think about paraprofessionals and avocational teachers in the field.





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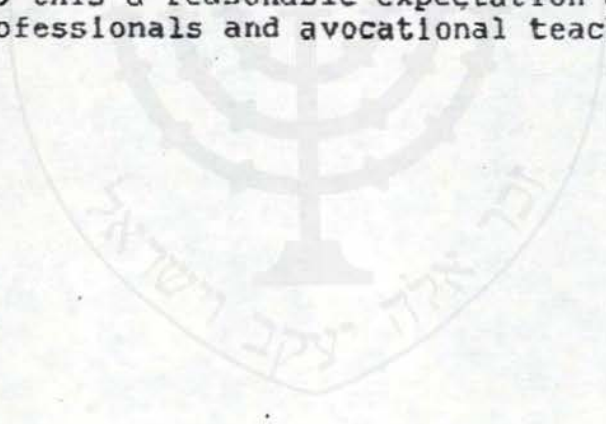
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April 13, 1987

TO: Annette Hochstein

FROM: Joe Reimer

RE: Our conversation in Boston

A whole week has flown by and been filled with duties of the heart (family) and obligations at the office. I trust your trip home and adjustment were smooth. I admire your strength and persistence.

It took me two days after our conversation to realize that I was in shock from it. You warned me, but since I was captivated by your ideas, I didn't realize how much was involved or how far it took us from the JE - where my mind was. I work slowly - because I do feel overwhelmed. But I listened carefully and am gradually unfolding what was said in an hour's conversation.

I'll be frank in declaring I cannot possibly do all that you asked of me. Much of the assignment is new to me - substantively and procedurally. I'm attracted intellectually, but scared emotionally. Also, I don't work at even half your pace and have a sixty percent commitment to Brandeis and very practical concerns about home and Pesach. I may not be the person for this job, I realize. But I will try to do the small part that I can - at a pace I can live with.

We were talking of five or six papers. Let me comment on each in a preliminary way.

1. State of the field. Let's build on the option papers and think of the field as being made up of clusters - such as day schools, supplementary schools, informal education, adult and family education, pre-school. Within each cluster we can generate a set of empirical, informational questions (who is serviced by whom in what contexts and ways) as well as directional questions (what are the recent trends, what are the descriptive worlds like). We may commission a paper for each cluster, with an editor to direct, synchronize and edit.

2. An organizational or institutional analysis of the field. As Wocher and Schiff claimed at our meeting, the "community" that encompasses Jewish education is complex. We need a carefully analysis of the institutional "system" of Jewish education: how the denominations, federations, RJE's, JCC's, schools and synagogues inter-relate, how that "system" has evolved over time and is changing, how it may differ locality to locality and what the implications are for a theory of change. We need to put on paper the complex maps that a Schiff carries in his head about these matters - in a historical and theoretical context.

Community  
\*




Annette Hochstein  
P. 2, April 13, 1989

3. Jewish continuity and Jewish education. There is both an empirical and a conceptual piece here. Empirically what is the evidence about the relationship between receiving a Jewish education and manifesting Jewish behavioral commitments. Conceptually what are our assumptions when we link these two: what sorts of relationships do we envision? I'd think here of a sociologist and a philosopher each writing a paper.

4. Best practices. Here I have yet to think about the issue of criteria of selection (e.g., The Good High School) to learn from.

*Community*  
\* 5. and 6. Enhancing the options papers on personnel and community. I think these are the crucial links because they begin to operationalize what we mean by the enabling options. I've yet to give it thought.

I'll be talking to people next week and communicating once before Pesach.





MAY 18 1989

VFL

May 16, 1989

TO: Art Naparstek, Seymour Fox, Annette Hochstein  
FROM: Joe Reimer  
RE: Commissioning Papers

Having discussed with Art, Seymour and a number of other colleagues the papers we might want to commission in preparation for the final report, I have an altered plan to propose. I enclose the piece from April 28 which reflected my previous thinking; you can compare before and after. I see these as steps towards decision-making, so I trust I'll receive your feedback and move forward.

1. "Jewish continuity at risk"

I still like the idea of beginning with a paper that

a) reviews the demographics of Jewish continuity in North America,

b) reviews data from studies on the relation of receiving a Jewish education to personal Jewish commitment,

c) conceptually analyzes the relationship between "Jewish education" and "Jewish continuity" to help us better understand the assumed link between them.

This may actually be two papers - one empirical and one analytic.

2. The State of the Field

I am backing away from thinking of this as a single paper. Rather, given the discontinuity between the sub-fields within Jewish education, I am thinking of this now as building upon and expanding the option papers; that is, as a series a papers on the state of the major sub-fields within the larger field.

We cannot do twenty-six options, but we can choose the places where we would want to put our emphasis. As I follow our discussions, I'd suggest the following five for state of the field analyses: a) supplementary schools, b) day schools, c) informal education and Israel programs, d) early childhood education, e) adult and family education. (A possible sixth would be Jewish education on the college campus.)

In each case we'd be asking the author to do the following: a) survey the field for topographic detail: what is the lay of the land, what are the types of programs out there; b) what are the strengths of this sub-field: what works most effectively in this area; c) what are the limitations of this sub-field: what do



most observers agree are the current weaknesses or limitations; d) what is the personnel picture in this area; e) what are the communal supports and involvements; f) what are the most needed and feasible areas of improvement or innovation.

Everyone with this assignment will face the lack of available data to do the needed descriptive and evaluative work. They will need to work with the available data, but as Annette has been suggesting, we also need to begin working towards the generating of more reliable data. At the least - each report needs to answer an additional question: what sorts of data do we need to collect in this area of Jewish education?

I like very much Seymour's suggestion that for each of the areas we select not only an author, but also an editorial board. The author would submit a proposal of his/her paper to the board who would check it for scope and depth. In turn, the board would be available for consultation throughout and would check and sign off on the finished product.

### 3. Best Practices

I am proposing that we fold "best practices" into the state of the field papers. I do not think we should get into a selection process for "best practices," but rather leave it to the author and the editorial board in each sub-field to select case studies of practices that illuminate the strengths and possibilities in that area. This would simplify and de-politicize the process, but still get out the examples of practice which are most helpful for an implementation process.

### 4. Personnel

While personnel could also be folded into state of the field papers, I'd recommend a separate treatment building upon option paper #20. The reason is that I think we need a systematic look at the current literature on educational personnel as well as a separate analysis of the issues of training, salaries, retention and profession-building. This may be too big for one paper and require several small papers with an over-all editor and editorial board.

### 5. Community and Institutional Analysis

In order to develop the ideas contained within the option paper on "community," I believe we need a paper that analyzes the major communal institutions that have a stake in Jewish education and the working relationship among them as that has evolved over this century. We know that BJE's, synagogues and denominations have played a long-term role and that federations and JCCs are becoming more actively involved. We know that there are local and national organizations at work, but how do they interact and what does this analysis teach us about the levers for systemic change.

6. Vision and IJE

As before, Seymour and Annette are working on these.

I think if we can agree on the nature of the papers to be written, we can begin working quickly on authors and editorial boards.

nb





TO: Art Naparstek

FROM: Joe Reimer (5/31/89)

RE: A Year's Work: Toward the final report.

I. Let's begin by spelling out our working assumptions.

1. By June 1990 (or so) we want to have ready a final report of the Commission based on the model of the Carnegie Report.
2. We already have the basic outline or features of the final report.
  - a. We'll begin by focusing on the crisis in Jewish continuity in North America.
  - b. We'll suggest Jewish education is <sup>a major</sup> ~~the best~~ means available to respond to the crisis.
  - c. We'll want to present an overview of the state of the field.
  - d. We'll want to focus on the crucial roles of the enabling options: personnel and community.
  - e. We'll want to offer hope by presenting a vision and view of effective practice in the field.
  - f. We will propose a set of recommendations to make the vision become a reality.
  - g. We will propose an implementation plan for those recommendations.
3. We want to commission papers to be the background for each of the seven key parts of the final report. They are to be authored, edited between June, 1989, and February, 1990.
4. We are looking for ways to involve commissioners in this process (as well as other "experts" in the field).

## II. Papers to be Commissioned

1. Following the suggestions of my latest memo (5/16) -- We'd be commissioning at least 11 papers to enumerate:
  - a. Jewish continuity at risk--the demographics reviewed
  - b. connection between Jewish education and Jewish continuity
  - c. state of the field: day schools
  - d. state of the field: supplementary schools
  - e. state of the field: early childhood education
  - f. state of the field: informal education, Israel programs
  - g. state of the field: family and adult education
  - h. personnel in Jewish education
  - i. community: an institutional analysis
  - j. a vision paper
  - k. on the implementation mechanism(s)
2. Remembering that each of the five state-of-the-field papers also include case studies of effective practice, examination of personnel in that area as well as how the community interacts with and supports that area's programs, we would have from these a multiple of perspectives on the central issues our report will be dealing with.
3. We need to generate for these 11 papers:
  - a. a list of possible authors
  - b. a list of possible "experts" in that particular area who could serve as editors/consultants for a given paper
  - c. a shorter list of prominent people to serve as overall editorial board for the full collection of papers--which we might think of as a volume to be published.
4. We need a chief editor to oversee the whole process--including selecting the others involved, contracting work, setting up fees schedule, keeping work on time, facilitating meetings and communication between all the parties.



### III. Commissioner Participation

1. There is no question that for certain commissioners added participation would be a real plus to their involvement in the Commission. Also, they would have real insight into issues that need to be fed into the "papers" either as part of the writing itself or as an addendum to the papers.
2. As in the past, there is a question of: are we speaking of small group meetings that bring commissioners together around a given issue (call it a taskforce, panel, or small group) or individual meetings with commissioners. I'd want to leave this question open.
3. What topics might be foci for such groupings? It cuts two ways. There are the obvious personnel, community, and implementation. But there also are the "programmatic" foci. There's no less reason to organize commissioners around day schools, informal education than around the enabling options. It serves the same benefit: involvement and input to a topic about which we are writing.
4. If we are serious about initiating this participation, it definitely involves the time of our staff to coordinate meetings and visits. It is a serious investment and should be considered as such: better not to start than to do it half way.
5. I'd see trying to set up a small group of commissioners who'd be the core of the "panel" and who would receive drafts of a paper and react--as well as investigate aspects of a problem they think should receive particular attention. In this case, our educators on the Commission can be especially helpful, but it is equally important to involve those with real programmatic interests (Bronfman or Koschitzky or Ackerman)--because this is where we can give legitimate voice to their concerns and ideas. Each grouping needs a staff coordinator to visit, interview, set up meetings, and direct feedback to the author.



July 3, 1989

CAJE -- OPTION PAPERS

Upon reading Sarah Lee's wonderful report on the planning meeting with CAJE we would like

1. to endorse the proposed plan for the 15th of August
2. to suggest the following additional idea:

In order to further engage CAJE and give educators ownership in the work of the Commission we suggest asking their active involvement in the preparation of expanded options papers for the final report - as follows:

- a. at the CAJE conference workshops should be set up by topic of option paper. Educators whose field of practice, interest or research is that of the option should be invited to participate in the workshop. Thus a workshop should be convened on the media, another on early childhood, yet another on supplementary schools, on college students, etc...
- b. The existing option paper should be presented, critiqued and expanded upon. A CAJE member (staff or participant) should be appointed to draft an expanded version with the help of the workshop members.
- c. A Commissioner, Senior Policy Advisor or staff member should staff each workshop to give information and guidance as needed. However the paper should be a product of CAJE - representing the collective wisdom of its members.
- d. We will appoint a researcher (a person such as Barry Holtz) to be in charge of the project, co-ordinate it and insure its editorial policy and quality.
- e. The new option papers will be appended to the Commission report and sent to all CAJE members as their contribution to the work of the Commission.



Dear Hank and Ginny,

It was good speaking to you on the phone and I appreciate your immediate and thorough fax. Now that I have had the weekend to think, I feel better prepared to respond to the suggestions and decisions that were made on July 5th.

I believe that we all made a wise decision that the research to be done and the background papers to be written should emerge from the conception of the final report. That is, research should be commissioned which will illuminate and substantiate the policy issues raised and the recommendations that will be included in the final report. For example, it is important to conduct research on the state of training and on the status of the profession because we plan to make recommendations on how to improve the training capacity and how to enhance and promote the professionalization of Jewish education.

The approach of the Commission, the particular cut taken into any one of the issues to be addressed in the final report, will have to guide the researcher as he prepares a background paper. Thus, the author of the paper on the state of the field (a topic which involves numerous issues and could be approached from several different angles), will focus on the specific questions which directly relate to the Commission's concerns. Interestingly, when we met with the possible authors (Isa Aron, Walter Ackerman, Aryeh Davidson, Hannan Alexander, Joe Lukinsky and Jack Beiler) they raised this issue. Their view could be summarized in the following way:

The Commission has determined a series of issues to be dealt with. The staff should be able to list, in at least a preliminary way, some of the recommendations that are likely to emerge from the Commission's deliberations and appear in the final report. Please tell us what those issues are, and what the recommendations might be, and translate them into a series of questions that you need answered in order to proceed with integrity. We, the researchers, will then be able to respond to your approach and the questions which flow from it. We will be able to tell you whether we can undertake the assignment and how long it will take.

The preparation of the rough draft of the final report which we sent to you on July 3rd was, therefore, an important and useful exercise, as it forced us to do exactly what the researchers asked us to do. We are now correcting this rough draft and preparing the research design which will include the questions we believe should be answered in each paper.



We agree with the process you suggested for the preparation of the papers (point 3 of the summary of July 6th telephone conversation) and will work out the exact manner of following those instructions with you in our next phone conversation. We would, however, like to be able to finalize arrangements with as many of the authors as possible before July 24th and make every attempt to meet with them individually and as a group when we are in the States. The CAJE meeting in Seattle could be a good place to meet with them as a group.

We are pleased with the news about Mark Gurvis and hope that you will consider him as a coordinator of much of the work that we will be generating and supervising.

As I reread the material we sent to you and your response, I realized that we left several matters unclear and they may have lead to some confusion. I refer particularly to the relationship of the background papers to the body of the final report. What we had in mind was a format similar to that of the Carnegie Report (I believe you have several copies in the office). In this report, the background papers (which they call commissioned papers) are listed on page 125 but do not even appear in the final report. Obviously, the report is based on the background papers, as well as on the various workshops listed on pages 127 - 129. It was our thought that the research we would commission, as well as the papers by Annette and Seymour, Hank, Joel Fox and Joe Reimer would appear in a thick appendix as background papers. In addition to the background papers, the appendix would include the list of commissioners and biographies, credits and acknowledgements (see page 10 of our July 3rd fax) and possibly a list of the consultations that we have had and will have before the Commission finishes its work.

It is our opinion that the Commission report, as we described it in pages 2 - 10 (which will develop into something quite different during the next few months), should be written by one author who can faithfully represent the thinking of the Commission. It will be difficult enough for one author to produce a coherent and inspiring report reflecting the will of the Commission. We think it would be impossible for the report to be inspiring, coherent and consistent if it were to be the work of several authors.

As we read the minutes of the July 5th meeting, it appears to us that you are thinking of a report that has an executive summary, then a section on findings and recommendations to be followed by individual chapters by various authors. We would like you to consider our suggestion and we would like to discuss it with you.

We are still thinking about an appropriate fee for the authors and hope to formulate a concrete suggestion soon.



We knew that this assignment was going to be challenging and complex, and our meeting with the researchers confirmed this. We must figure out, as much as possible and as soon as possible, what the substance of the report is going to be so that the researchers can begin their work. At the same time, we have to leave room for the input of the commissioners and the surprises that will emerge from the fourth and fifth meetings of the Commission.

We need all the time we have - and more - before our trip to the States to finish this assignment, plus others:

1. Draft MLM's address to the CAJE Conference
2. Develop a plan for the CAJE assignments on the options papers - if it appears to be feasible
3. Formulate first thoughts on the outcomes of the fourth meeting and preparations for it
4. Continue our individual assignments with commissioners.
5. Prepare for the consultations with experts - both here and in the U.S. - on the research design and the final report

\*\*\* I would like to discuss our workload in relation to the suggested meeting dates in the United States in our next phone conversation.

On a different note, thank you for speaking to Sara Lee. We received a good fax from her regarding CAJE, which we are enclosing. Annette will be speaking in a preliminary way with Elliot Spack today.

Is Wednesday 10:00 a.m. Cleveland time a good time to call you? Another possibility is 11:30 a.m. Thursday July 13th.

Warm Regards,

P.S. I had an excellent meeting with Charles Bronfman on Sunday.

Most of our next Senior Pol. Adv. mtg. (7/30) should be on final report - ~~can~~ outline, content, questions, etc.



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July 7, 1989

Professor Seymour Fox  
The Melton Center for Jewish Education  
in the Diaspora  
Mount Scopus, Jerusalem 91905

Dear Seymour:

Today, I spoke with Hank Zucker and he suggested that I be in touch with you in regard to the CAJE evening with Mort Mandel. I hope that you have received a copy of the letter which I wrote to Mort after the meeting with the CAJE people. If not, I am sending a copy, since I will make reference to it. Hank told me that you will be preparing the background material for Mort's presentation, and I wanted to point to some of the thinking behind the plan for the evening.

In regard to points 1 and 2 of Part I, it is important that Mort will talk personally about what has brought him to this point in time and this Commission. The expectations for its achievements should give hope to the CAJE conference participants without raising their expectations too high. It will be helpful in regard to point 3 to retrace the thinking of the Commission to this point, including the process, as well as the product. Given the audience, you can readily understand why we think personnel as an issue needs to be emphasized. I think it will be important to share the many points of view on how we can get - and keep - Jewish educators, as well as how we can contribute to their professional growth.

Last, but not least, point 4 should convey to the group that the Commission hopes to learn a great deal from them about their perspectives on the issues that have been raised, particularly the personnel issue. It appears now that Josh Elkin and I will be the two other participants on the panel.

I think that Part II is self-explanatory, and we are hoping to prepare a very helpful questionnaire that will get people to share some important information about themselves, their motivations, their problems, and their needs as Jewish educators.



Professor Seymour Fox  
Page two  
July 7, 1989

This questionnaire will not only introduce the questions listed under Part II, but will provide data that will be very useful to us after the program itself. If you have any questions about the background to Parts I and II, please feel free to be in touch with me.

I have been told that basically Merv is very comfortable with the program as outlined and that I am to meet with the CAJE people to work on the questionnaire and the format for the group discussions and the summary session. If there is any way in which I can be helpful to you as we approach this event, please contact me.

In closing, I believe that this will be an evening that will add to the thinking of the Commission as much as it will enrich the participants in the CAJE conference. I look forward to seeing you at the next meeting.

Sincerely,



Sara S. Lee, Director  
Rhea Hirsch School of Education

SSL/rj

Attachment



Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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FACSIMILE TRANSMISSION

TO: Mr. Hank Zucker & Ms. Ginny Levi

DATE: July 27. 1989

FROM: Prof. Seymour Fox

NO. PAGES: 3

FAX NUMBER: 001-216-361-9962

*Memo*

*& SPA*

*fr SF*

Dear Hank & Ginny,

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 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.

Existing papers:

There are four existing papers, some of which may need to be revised:

1. "Community Organization for Jewish Education in North America: Leadership, Finance and Structure," by Henry L. Zucker.
2. "Federation-Led Community Planning for Jewish Education, Identity and Continuity," by Joel Fox.
3. "Best Practice and Vision," by Seymour Fox and Annette Hochstein.
4. IJE/Community Action Sites, by Seymour Fox and Annette Hochstein.

After a conversation with Hank Levin it is clear that we are unable to commission a paper on the finances of Jewish education at this time.

I can only prepare a very rough budget at this time (see attached).

I don't remember whether I mentioned that it is important to have a photographer at the fourth and fifth meetings of the Commission.

I would like to call you both on Friday, July 28th at 8:30 A.M. Cleveland time. I hope that will be convenient for you.

Best regards,



P.S. Any news on the meeting with Lester Crown?

Exhibit A

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:

CAS  
ISE  
Community paper (HLZ)

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:

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- The training history of good educators in the field;
- Recruitment and retention of personnel;
- Salaries and benefits;
- Bibliography in the area of personnel.



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.) *Israel Sheffler*
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.

*- current situation (elements in place now); elements for gen'l education that apply*  
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.

*Data gathering*  
1. ✓ Original data.  
describe shortage  
2. Survey of school  
admin. - salaries & benefits  
3.

7. Programmatic options; CASE

8. Balance of original option papers



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.) *Israel Shetler*
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.) *Admonister thru indiv. Fed's by their boards*  
*Protect @ GA w/ presidents*
5. Approaches to training personnel and current training opportunities, by Aryeh Davidson. *diff author?*
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.



8/3/89

PROPOSED RESEARCH DEADLINES

Friday, September 22, 1989 - First draft of brief prospectus of research project due to Premier for immediate distribution to Fox, Hochstein and Reimer.

Monday, September 25, 1989 - Distribution of prospectus drafts to senior policy advisors.

Thursday, October 12, 1989 Meeting of Senior Policy Advisors - Final draft of prospectus due to Premier for immediate distribution to commissioners.

Wednesday, January 3, 1990 - First draft of research paper due to Premier for immediate distribution to Fox, Hochstein and Reimer.

Friday, January 5, 1990 - Distribution to panels.

Friday, January 19, 1990 - Redraft of research papers due to Premier for immediate distribution to Fox, Hochstein and Reimer.

Tuesday, January 23, 1990 - Distribution of research papers to senior policy advisors.

Tuesday, January 30, 1990 - Redraft of research papers due to Premier for immediate distribution to Fox, Hochstein and Reimer.

Thursday, February 1, 1990 - Distribution of research papers to commissioners.

The research schedule is geared to provide completed drafts to commissioners for the meeting tentatively scheduled for February 14, 1990. Questions:

1. Should both panelists and senior policy advisors review the prospectus drafts before the October Commission meeting? Perhaps we should send panelists the papers for individual comments in addition to a meeting of senior policy advisors in early October.
2. Can the first draft of the research papers be completed by January 3rd? This is a deadline we will have to push the researchers hard to meet.
3. Do we need both steps with the panelists and senior policy advisors on the research papers? When should a policy advisors meeting be scheduled in late January?
4. Does trio of Fox, Hochstein and Reimer need to see each draft at each stage?



TO: Hanan Alexander, David Ariel, Isa Aron, Aryeh Davidson, Josh Elkin,  
Mark Gurvis, Annette Hochstein, Sara Lee, Alvin Schiff

FROM: Seymour Fox

DATE: August 8, 1989

-----

This will confirm plans for a meeting to discuss research needs of the  
Commission on Jewish Education in North America to take place on Tuesday,  
August 15, 10 a.m. to 2 p.m. at the Meany Tower Hotel, 4507 Brooklyn Avenue,  
Seattle, telephone (206) 634-2000, in the Dean's Room. I look forward to  
seeing you there.





8/22/89

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Commission on Jewish Education in North America  
Proposed Panels to Review Papers

I. On Community/Financing

Possible additions

David Ariel  
Seymour Fox  
Robert Hiller  
Stephen Hoffman  
Martin Kraar  
Morton Mandel  
Arthur Naparstek  
Arthur Rotman  
Herman Stein  
Philip Wasserstrom  
Jonathan Woocher  
Bennett Yanowitz

*Bronfman*

*Crown*

*Haischhorn*

II. On Personnel

Seymour Fox  
Annette Hochstein  
Mike Inbar

Authors:

Walter Ackerman  
Isa Aron  
Aryeh Davidson  
Joseph Reimer  
Israel Sheffler

Commissioners:

Jack Bieler  
Josh Elkin  
Sara Lee  
Alvin Schiff

*Carol Ingall*

*David Dubin*

*Twersky  
Lipset*

Others:

Barry Chazen  
Sharon Feinman-Nemzer  
Alan Hoffmann  
Barry Holtz  
Zev Mankowitz  
Bernie Reisman

*Steven M. Lohr*

*Saul Greenfield*

*Paul Flepner*

*Lee Shulman*

*Gerry Wishe*

*Denny Margolis*



## COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

## CJF QUARTERLY AND GA STRATEGY

I. Introduction

The CJF Quarterly and General Assembly meetings represent an excellent opportunity for intensive interaction with federation lay and professional leadership. We should view these meetings as critical community organizing steps focused on building federation interest in, investment in, and commitment to the outcomes of the Commission process. We need to engage the federations at three levels--education as a planning priority, education as a policy priority on the Jewish communal agenda, and financing possibilities in Jewish education.

II. Objectives

- A. to involve federation lay and professional leadership in the Commission process;
- B. to stimulate and build upon Jewish education planning initiatives in local communities;
- C. to strengthen Jewish education as a policy priority on the Jewish communal agenda;
- D. to test the IJE and community action site concepts; and
- E. to define the roles of local and national institutions in an evolving national Jewish education system.

III. September Quarterly

There are two primary groups we should meet with at the Quarterly meeting--federation planners and federation executives. We may also want to meet with CJF's Commission on Jewish Continuity.

- A. Planners - this session should be a follow up to the July meeting with planners in Jerusalem. At that session reactions focused on local concerns about top down approaches which supersede local initiatives and priorities. Accordingly, the September meeting should provide an informal opportunity for input and participation in the process, and particularly to allow them to help shape the IJE and community action site concepts. Mark Gurvis would convene a small group of 10 to 12 planners for an informal session. Seymour Fox will develop a brief discussion paper which fleshes out the planning questions to be addressed, and which can be shared with the planners in advance of the meeting. Structure of the session:



1. Brief presentation on Commission goals, structure, process--five minutes.
  2. Update on current status (research projects, drafting of report, consultation with constituent groups)--five minutes.
  3. Outline IJE and community action site concepts--ten minutes.
  4. Discussion with focus on planners' input into various issues--one hour:
    - a. criteria for determining community action sites;
    - b. regional approaches to community action sites;
    - c. balancing national resources with local initiative and resources; and
    - d. balancing roles of national agencies with the independent Commission.
- B. Executives - An informal meeting with a small group of interested and influential executives would be a very helpful step towards our agenda-building objective. This group would help frame ways in which the Commission can achieve its goals with local communities. Steve Hoffman and Marty Kraar should convene this meeting.
- C. CJF Commission on Jewish Continuity - this committee is scheduled for a session during the September Quarterly. They already have a full agenda for their session (scheduled for 10:15 a.m. on September 11). Based on discussion with the Commission's staff director, Elaine Morris, and its chairman, Phil Wasserstrom, there could be a brief presentation updating the group on the Commission's progress.

#### IV. General Assembly

While the GA gives us the best shot at reaching a large gathering of federation leadership, it is a very busy gathering and we need to engage people in very targeted and focused ways. At that time we should be much further along in refining the IJE and community action site concepts, and should be laying the groundwork for implementation. Following are the various sessions we should be attempting to set up:

- A. CJF presidents and executives - we should ask for the opportunity to use this meeting to present on the Commission, its likely recommendations, and the opportunities that will exist for local communities. In particular, presentation and discussion should focus on:
1. Increasing local funding for Jewish education--include analysis of trend of federation support for Jewish education in last ten years;



2. IJE and community action site concepts as further defined;
3. possible funding partnerships between national and local communities. The best way to do this might be to lay out several scenarios of the ways in which IJE and community action site concepts could come to life.
4. Ample opportunity for questioning and discussion. This will be a key time to listen for potential problems among the federation constituency.

This agenda is very preliminary. This meeting with executives at the Quarterly should help us determine the agenda for this session.

- B. Forum session - we should reach a large general audience at the GA through one of the forum sessions. A high caliber presentation by MLM should generate excitement, enthusiasm for the Commission process and anticipated outcomes. We should particularly focus on the vision for the future, partnership among national organizations, and between national and local resources. The use of audio-visual supports (short video, overhead projection, etc.) would be an effective way to go beyond the usual G.A. presentation and rivet attention on the strength and seriousness of the Commission's process. The presentation should be followed by table discussions on the presentation, focused by key questions--(1) how can local communities respond to this national initiative; (2) what national resources are necessary to help local communities change priorities or succeed with local initiatives; (3) can regional approaches to these issues work.
- C. Planners - An opportunity for a third session with the full group of planners to share the refined IJE and community action site concepts and to talk through implementation issues.
- D. CJF Commission on Jewish Continuity - a possible opportunity for meeting again with this group. They generally do not meet as a commission at the GA, but rather sponsor a session open to all GA participants. We could convene a meeting by special invitation, in which case we could set the agenda as a time to review the IJE and community action site concepts with this group. We should determine the need for this after the September Quarterly meeting.



DRAFT

August 14, 1989

ORGANIZATIONAL CONTACTS FOR COJENA

ORGANIZATION

PROPOSED CONTACTS

- |   |   |
|---|---|
| 1. Bureau Directors Fellowship                        | Meeting with directors in Cincinnati (November 14);<br>Input into papers (allow directors to organize a process);<br>Input into rewriting of options papers (possibly by assigning directors to specific options)   |
| 2. Denominational education commissions / departments | (Contingent on meetings with Schorsch, Lamm, Gottschalk);<br>meeting with department directors and (if feasible) commission chairs; invitation to submit written statements on topics being addressed in report; Reform and Conservative departments to review and comment on draft of Reimer paper on role of synagogues |
| 3. Planners   | Consult with CJF on possibility of meeting at GA; invitation to planners group to review and comment on papers dealing with community and leadership, plus community action sites and IJE proposals (process to be worked out by planners and CJF)  |
| 4. AIHLJE   | Report and discussion of 10/23 meeting at AIHLJE meeting of 10/29-30; coordination of preparation of papers and Commission report sections on personnel with AIHLJE project on educator preparation (through Sara Lee); invitation to review and comment on papers dealing with personnel training                        |
| 5. COJEO  | Ask Alvin Schiff to report on Commission at COJEO meeting and seek general feedback   |



March 29, 1989

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DRAFT - FOR DISCUSSION ONLY -- NOT FOR QUOTATION

## **A Mechanism for Initiatives in Jewish Education**

**S. Fox & A. Hochstein**

### **I. BACKGROUND**

Between August and December 1988, the Commission on Jewish Education in North America engaged in a decision-making process aimed at identifying those areas where intervention could significantly affect the impact of Jewish education in North America.

A wide variety of possible options were considered. The Commission opted for focusing its work initially on two topics:

1. Dealing with the shortage of qualified personnel for Jewish education; and
2. Dealing with the community -- its structures, leadership and funding, as keys to across-the-board improvements in Jewish education.

At the same time, many commissioners urged that work also be undertaken in various programmatic areas (e.g. early childhood, informal education, programs for college students, day schools, supplementary schools).

### **II. THE CHALLENGE**

The wide consensus among commissioners on the importance of dealing with personnel and the community did not alleviate the concern expressed by some as to whether ways can be found to significantly improve the situation in these two areas. Indeed, a number of commissioners suggested that agreement that these areas were in need of improvement has existed for a long time among educators and community leaders. Ideas have been suggested; articles have been written; conferences have been held; some programs have been tried. Yet significant improvement has not come about. Some claim that we seem to know what the problems are, but have not yet devised a workable strategy for addressing them effectively in the field.



- The challenge now facing the Commission is to develop creative, effective and feasible approaches for dealing with the topics at hand (personnel, the community - and later programmatic options) and to launch the process that will bring across-the-board improvement and change.

### III. SOME UNDERLYING ASSUMPTION

1. To respond to the above challenge it is necessary to demonstrate that the personnel and community options can indeed be acted upon in the comprehensive manner that they were formulated. For personnel this involves recruitment, training, retention and profession-building. For the community this involves recruiting outstanding leadership, changing the climate and generating significant additional funding.

2. It is difficult to meet this challenge on the national level because it is too complex and too vast.

3. On the other hand there is good cause to believe that it could be undertaken on the local level, for the following reasons:

a. much of education takes place only on the local level

b. the scope of a local undertaking that would be comprehensive could be manageable. There is sufficient energy and there are enough people to undertake such a project.

c. The results of a local undertaking would be tangible and visible and could generate interest and reactions that might lead to a national debate on the important issues of Jewish education.

d. a local project could be managed in a hands-on manner. Therefore it could be constantly improved and fine-tuned.

e. there are ideas and programs (best practice) that if brought together, integrated and implemented in one site could have significantly greater impact than they have today when implementation is fragmented. The whole is greater than the sum of its parts.

f. visions of Jewish education could be translated and experimented with in a limited and manageable way.

g. national institutions and organizations could be mobilized for such experimental programs. They would view this as an



opportunity to test and develop new conceptions for Jewish education.

h. people could be recruited and mobilized for tangible local demonstrations. The pool could be expanded to include - in addition to the current cadre of outstanding educators :

1. Rabbis
2. Scholars of Judaica (Twersky, etc)
3. Federation executives
4. Jewish scholars in the humanities and sciences (Scheffler, Schon, Lipsett, Ginzburg, etc...)

4. Local sites could be networked for greater impact.

5. Working on the local scene could take advantage of working both from the "bottom-up" and from the "top-down".

#### IV. BRINGING ABOUT CHANGE

##### A. From Options to Community Action Sites

The theoretical basis for undertaking the personnel and community options has been debated by commissioners, staff and outside experts. Though the deliberation will continue throughout, the Commission decided the time has come to deal with the translation of these options into programs and projects.

A number of assumptions have guided our work as we have begun to consider implementation:

1. The community and personnel options are interrelated and a joint strategy involving both must be devised. Indeed, dedicated and qualified personnel is likely to affect the attitude of community leaders towards education. Similarly, if the community ranks education high on its list of priorities, more outstanding personnel is likely to be attracted to the field.

2. Dealing effectively with the personnel issue will probably require a comprehensive approach: recruitment, training, profession-building and retention will all have to be dealt with simultaneously.

3. In addition to the complex package of initiatives and interventions required by (1) and (2) above, the issue of the time necessary to introduce change will have to be addressed. This will require deciding on an appropriate balance between



4. All key stakeholders will need to be appropriately involved from the very beginning of this process. This includes commissioners, national organizations and institutions, local organizations and institutions, professionals (local and national), and funding sources.

5. Significant questions concerning innovation and implementation of the two enabling options - and of the programmatic options when they will be addressed - can only be resolved in real-life situations, through the dynamics of thinking for implementation, and in the actual act of implementing.





6. For all these reasons, we suggest that the Commission work with communities that wish to become Community Action Sites where we can deal with the community and personnel options.

7. By Community Action Site we mean a site (a community, a network of institutions, one major institution, etc.) where some of the best ideas and programs in Jewish education would be initiated in as comprehensive a form as possible. It would be a site where the ideas and programs that have succeeded, as well as new ideas and experimental programs, would be undertaken. Work at this site will be guided by a vision of what Jewish education at its best can be.

9. The assumption implicit in the suggestion of a Community Action Site is that other communities would be able to see what a successful approach to the community and personnel options could be like, and would be inspired to apply the lessons learned to their programs, in their own communities.

#### B. From Community Action Sites to a Mechanism for Initiatives in Jewish Education

1. As Community Action Sites were being considered, a number of questions and issues related to their implementation arose:

2. Implicit in the notions of change, innovation, new initiatives, demonstration, is the assumption that one knows what should and can be changed and demonstrated. However, at this time some of what should and can be changed, innovated, demonstrated in Jewish education needs to be developed or created.

3. Programs for implementation are seldom successful when they are "top-down" programs. Communities must play a major role in the initiation of the idea, they must be full partners in the design of programs and in their implementation.

4. Numerous questions need to be addressed in considering the Community Action Sites approach: Who will undertake the strategic thinking? Who will plan and ensure that the standards and goals of the Commission are maintained? Who will actively accompany the ideas through their stages of development and implementation? Who will deal with the unresolved issues as they arise in implementation? Who will see that things work, and that they can be replicated? Who will consider issues of change and replication of change throughout the universe of Jewish education?



5. A strong case exists for initiating change through Community Action Sites. However, as the above issues were being considered by the staff -- in extensive consultation with experts -- it became clear that a means, a mechanism, is needed to deal with Community Action Sites. A way to mediate between ideas and implementation needs to be devised.

6. The possible role of this mechanism can be illustrated by way of an analogy borrowed from industry: the mechanism will be analogous to the unit that designs, develops and builds the prototype of a new product, improving upon it until that product works. When problems and issues arise during the process of constructing the prototype, they are dealt with and resolved in the unit. Lessons learned from implementation are absorbed and used to change, adapt and modify the product; the product is adapted to specific local needs, etc.

7. It is therefore suggested that a mechanism for implementation be created to be called (for lack of a better name at this time) the mechanism for "Initiatives in Jewish Education" (IJE).

## AMERICAN JEWISH ARCHIVES

### IV. THE MECHANISM FOR INITIATIVES IN JEWISH EDUCATION (IJE)

#### A. The Mission

1. The IJE will be a free-standing mechanism for the initiation and promotion of change and innovation in Jewish education. As such, it should be a center guided by vision, together with rigorous work and creative thinking. If successful, it will be a source of ideas, characterized by an atmosphere of ferment, search and creativity. It will be the driving force for systemic change.

2. The IJE will design and revise development strategies - generally in concert with other persons and institutions. It will be a full-time catalyst for development efforts for Jewish education.

3. The IJE will undertake the assignment of creating Community Action Sites. These Community Action Sites will deal minimally with the two enabling options - where personnel will include: recruitment, training, profession building and retention, and community will include: bringing strong leadership into Jewish education, changing the climate and generating additional funding for education. Through personnel and the community, it will also be dealing with programmatic



options, e.g. as it recruits and trains personnel for early childhood programs, for the day schools, for informal programs, etc.

4. The goal of the Community Action Site is to bring about major change in the quality of Jewish education in that Site, through a successful approach to the options of personnel and the community. The importance of a site resides both in the possibility to effect and demonstrate change there, and in being the basis for inspiring change elsewhere.

5. The Community Action Site will be a joint endeavour of an interested local community and the IJE. The IJE will assist, if needed, in setting up the local mechanism (local IJE) that will undertake responsibility for the Community Action Site. Each Site will have its local mechanism. Together, the local mechanisms will network for the promotion of change and the diffusion of innovation. The IJE will act as facilitator to create a network of such local mechanisms.

6. Conditions are bound to change as a result of the work of the IJE. As work proceeds, existing institutions may want to respond to emerging needs. The IJE may cause new institutions to be established - when no viable alternative exists.

7. In addition to this initial focus on Community Action Sites, the IJE will assist funders, as appropriate, in moving ahead with programmatic options in which they have an interest by acting as a consultant and professional resource. The IJE will be a central address for funding sources and for institutions who wish to work cooperatively with the IJE in their own development efforts. It may also help local IJE's find funding for their initiatives.

8. Much of the definition of the IJE will evolve during the actual process of implementation.

#### **B. The IJE At Work**

The following is one possible scenario of the IJE at work:

##### **1. Staff and Governance**

a. The IJE will be a free standing mechanism. It will have a staff to perform multiple functions and will be governed by a Board of Trustees (see Appendix 1).



b. There will be a director, responsible for all of the work of the IJE. He/she will be an outstanding, high-level professional, committed to Jewish continuity, knowledgeable of the Jewish community of North America. He/she may be an educator, a manager, or both (to be determined.)

c. In addition to the director, a team of outstanding professionals will staff the IJE (size and composition to be determined).

d. Governance of the IJE will be in the hands of a board composed of lay leaders, scholars and professionals, blending experience, knowledge and financial strength.

e. The authority of the IJE will derive from the ideas that guide it and the prestige, status and effectiveness of its Board and staff.

## 2. Functions

a. In order to meet the complex tasks involved, the IJE will undertake various functions. They will be linked organically and will complement each other. They may include:

- i. research, data collection, planning and policy analysis;
- ii. community interface (for demonstration sites);
- iii. funding facilitation;
- iv. monitoring, evaluation and feedback;
- v. diffusion of innovations.

b. The work of the IJE will be guided on an ongoing basis by the vision, the educational content and the philosophy contained in the final report of the Commission. To insure the above ongoing inputs will be received from the staff of the IJE, consultants throughout the world, institutions, scholars and community leaders. A Professional Advisory Board will be established to stimulate this activity.

c. Some of the content and rationale for items i-v above include:

### i. research, data collection, planning and policy analysis

\* This may be viewed as the research and planning arm of the IJE. It will improve and maximize the knowledge-base upon which decisions for Jewish education are made. The work may be commissioned, done in-house or others may be encouraged to do various parts. The necessary data bases will be created here; major issues will be studied, key questions will be researched



(e.g. create inventories of Jewish educational resources; undertake needs analyses; set norms and standards for training; assess the quality of existing training; analyze community structures in relationship to Jewish education, etc.).

\* To provide the analysis needed for informed decisions. (E.g. What are relevant criteria for the selection of Community Action Sites? What is the nature of the problem/s in that site? What are the political and institutional givens relevant to change in the Community Action Site? Who are the stakeholders and how can they be involved? What are the financial and financing possibilities?)

\* To provide the knowledge and planning support needed and wanted by the Community Action Sites; to work with the local IJE in the Community Action Sites and provide expertise that may be needed; to help ensure the level and quality of the work intended.

\* To be the arm of the IJE for planning and strategic thinking. It is here that development plans will be designed and strategies will be defined and revised on an ongoing basis. This work will extensively involve other persons and institutions.

#### ii. community interface (for Community Action Sites)

\* The IJE will work extensively with the communities where Community Action Sites are located. It will do so by means of local mechanisms that will be established.

The community interface function may deal with:

\* Initiation of negotiations with relevant stakeholders and community leaders about undertaking the process of becoming Community Action Sites.

\* Help the local community establish a mechanism for its Community Action Sites and assist in recruiting staff for such mechanisms.

\* Ongoing facilitation during implementation - as needed (e.g. assistance in negotiations with national training institutions, universities, organizations, etc.). The IJE staff will be proactive in its support of the local management of the Community Action Sites. Relevant IJE staff will maintain ongoing contact with the local team.

#### iii. funding facilitation

This function may include the following:

\* To undertake as appropriate, brokering between various possible sources of funding (foundations, national organizations,



local sources of funds, federations, individuals) and the Community Action Sites.

- \* To be a central address both for funding sources and for relevant institutions who will seek guidance in accomplishing their objectives.

- \* To seek to link high priority pieces of work with various funders and competent implementors.

- \* To assist funders in moving ahead with programmatic options in which they have an interest, acting as a consultant, and providing professional assistance as appropriate.

#### **iv. monitoring, evaluation and feedback**

The purpose of this function is threefold:

- \* To monitor activity of each Community Action Site.

- \* To evaluate - in whatever form or forms deemed most relevant - the progress of Community Action Sites.

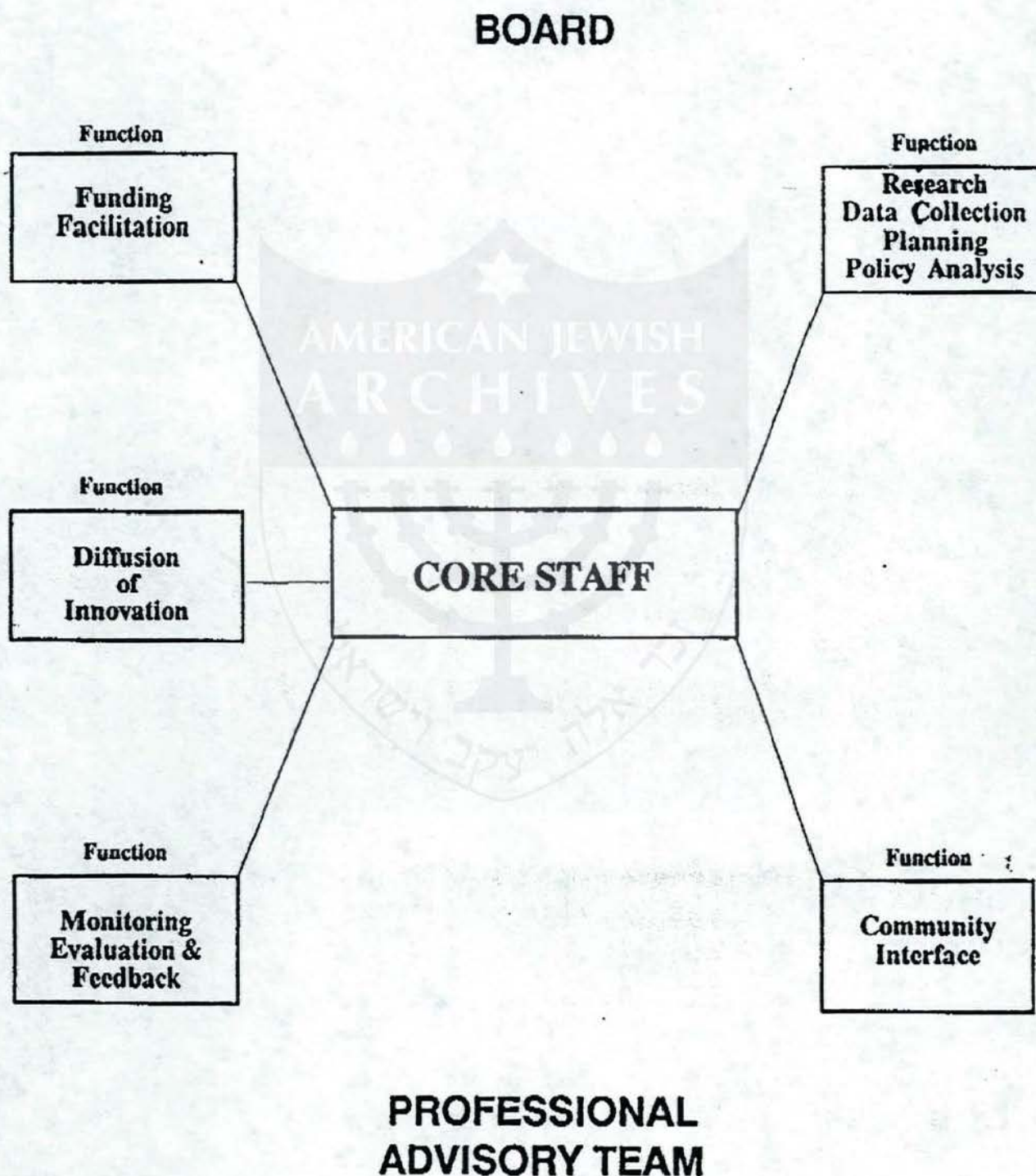
- \* To create and activate feedback loops to connect practical results with a process of re-thinking, re-planning and implementation.

#### **v. diffusion of innovation**

The goal of the Commission on Jewish Education in North America is to bring about across-the-board systemic change in Jewish education, by initially dealing with the areas of personnel and



The ii – Organizational Design





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2300 ✓

**Nativ Policy and Planning Consultants**  
Jerusalem, Israel

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ירושלים

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**FACSIMILE TRANSMISSION**

TO: Dr. Joe Reimer  
Hornstein Program

DATE: September 11, 1989

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 001-617-736-4724

Dear Joe,

I spoke with Seymour on the telephone today about your memo and we are pleased to see that you are covering all the bases. Seymour believes that we need the remaining option papers immediately, so that he and I can proceed with our work on the final report, the IJE, and the community action sites.

Please let us be in touch as soon as possible about how you would like to deal with the options papers.

Best regards,

✓ c.c.: Ginny Levi



Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

Tel.: 972-2-662 296; 699 951

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Henry L. Zucker and Virginia Levi

DATE: September 11, 1989

FROM: Seymour Fox and Annette Hochstein

NO. PAGES: 9

FAX NUMBER: 001-216-361-9962

Dear Hank and Ginny,

Attached is a status report on the research program for the Commission. We would like to discuss it with you during our next telephone conversation, particularly section B.1.

Best Regards,

*J. Annette*



### A. Research Projects Under Way

We received, reviewed and approved a proposal during the month of August and expect work to proceed as planned. We are in contact with Dr. Aron (her last call - 9/6).

- a. The state of the field: elaboration and improvement on the data we gathered for meeting of August 88
- b. The shortage of personnel and personnel needs.
- c. Data collection on salaries, benefits, recruitment, retention.

We have discussed these assignments with Dr Aron. She has begun work on them. A research assistant was hired and has begun to work. We have a follow-up call scheduled for 9/13 and expect to receive a detailed memo on progress within two weeks. At that time we will be in a position to determine how much will be available for use at the October meeting.

Seymour discussed the paper with Joe in Cleveland.

We have discussed, re-formulated, finalized and approved a proposal. Dr. Davidson has begun data collection (phone conversation of Sept.10) and we expect to receive a follow-up memo next week. At that time we will be in a position to determine how much will be available for use at the October meeting.

An elaboration on the paper prepared for the third meeting of the Commission. A proposed outline for the new version was



reviewed and discussed at the meeting of Senior Policy Advisors in Cleveland.

6. "Federation-Led Community Planning for Jewish Education, Identity and Continuity"  
Joel Fox

An elaboration of the paper prepared for the third meeting of the Commission. We have not discussed this with Joel and need to consult with Hank on this. It is our assumption that Hank will be guiding Joel on the next version of this paper.

7. The relationship between Jewish education and Jewish continuity  
I. Sheffler; S. Fox

Joint work on this paper will begin in October.

8. A mechanism for implementation  
S. Fox; A. Hochstein

An update and elaboration on the first version (March '89) of this paper. It will be part of the progress report for the October meeting, possibly an appendix.

## ARCHIVES

### B. Research projects for consideration and decision

1. Market study (client analysis; needs analysis.)

Little is known about the state of mind of actual and potential consumers of Jewish education in its various forms. What are their opinions and assessments of current performance of Jewish education? What is their assessment of programs? Are they concerned by the subject? What would they want? How do they perceive their own needs in this area - if at all? How do they perceive the community's current and future needs? What is the Jewish educational profile of various groups in the community (community leaders; general population by age groups; by affiliation; etc.). Do younger people intend to offer their children the kind of Jewish education they themselves have received? What are people willing to do or pay for Jewish education for themselves or their children? Are there trends the Commission ought to be alerted to that would affect its decisions?

A number of possible research avenues have been considered:

- a. To undertake a survey of a representative sample of the Jewish population. Such a survey could yield a profile of the population as regards its Jewish education as well as attitudes and opinions towards the subject in general. Potential needs and markets could be identified.



A survey of this kind would involve significant expense (ball-park figure: \$60,000 - \$120,000) and would require 6-12 months of work. Possibly longer for in-depth analysis. However it could possibly yield data of significant value to decision-makers throughout North America and is likely to spark extensive public debate on the subject of Jewish education.

b. To undertake a survey of attitudes and opinions as in (a) above, but with community leaders only.

A survey of this kind would focus on the community leaders and on their opinions as regards the community's needs in the area of Jewish education.

A suggestion to conduct such a survey by means of a questionnaire to participants at the November G.A. was considered impractical and has been shelved.

An alternative possibility is to conduct such a survey by mail. Lists of communal leaders and lists of rabbis in the three denominations are available to researchers. Such a survey would be less costly than the above (\$30,000 - 60,000) and could be completed in time for the report of the Commission.

## ARCHIVES

c. A third possibility involves the use of existing data from demographic studies of individual communities to answer some of the above questions. The data from several communities (see attached list) - available at CJF's North American Data Bank - would be analysed for relevant information concerning Jewish education and for facts relevant to policy making. Most demographic surveys have included a few questions dealing directly and indirectly with Jewish education.

Prof. S. M. Lipsett, who is a member of the Commission and a most prominent sociologist, has suggested that significant knowledge might be gathered from the analysis of this data. He would be willing to undertake it and complete it in time for the report, provided we could cover the cost of a research assistant's salary and expenses of the computerized data analysis. (Appr. \$20,000).

## 2. Expansion of option papers

Towards the preparation of an agenda on programmatic options, the original options papers need to be elaborated upon. We have discussed the possibility of CAJE turning to selected members of the organization and ask them to undertake some or many of these assignments. Two problems arose with this suggestion.



a. It is not clear that CAJE will be able to undertake the job. (Subsequent conversation with Barry Holtz strongly reinforced this view).

b. At the senior policy advisors' meeting objections arose to the notion of CAJE being turned to as an organisation - rather than as a source for suggestions of individual researchers to which the commission might turn.

Whereas we may have committed ourselves to CAJE, it is not clear that CAJE will be able to undertake the job. We expect to hear from them in the coming days.

Should CAJE not do the job - or do it in a partial way only, the following path is suggested:

- \* Complete the original option papers (to be done in any case).
- \* Reduce the number of options by combining relevant options.
- \* Undertake consultations with experts for response and elaboration with the specific view of providing major agenda guidelines (e.g. Dealing with early childhood offers the following opportunities: it is anticipated that X children could be recruited to these programs. Today 45,000 are enrolled. The anticipated benefits are: involvement of parents; increased elementary school enrolments; etc. Dealing with this option will involve dealing with the following major issues: the Jewish qualifications of personnel (50% not Jews); the status and salaries of personnel (average pay for full-time teacher: \$10,500/year); the places available (125 centers in existence; waiting lists estimated at X); etc.

There are three possible candidates for this job:

1. SF/AH in Jerusalem. Drawback: we are overworked as is.
  2. J.Reimer: Joe did a lot of work towards the first round. However this required a lot of correction and guidance work from SF. Moreover J.R. lags behind on his current assignments and has not done too much in this area since that Fall '88 effort. We do not recommend this.
  3. Barry Holtz: we believe Barry would do an excellent job - should he be willing to undertake this. AH had a preliminary conversation with him in August and set the basis for further talks.
  4. Mix of 1 and/or 2 and/or 3.
3. The organizational structure of Jewish education in North America  
W. Ackerman

We have a meeting scheduled with Prof. Ackerman next week to further discuss this assignment.



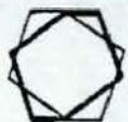
# NORTH AMERICAN JEWISH DATA BANK

The Center  
for Jewish Studies  
CUNY Graduate Center  
33 West 42 St.  
New York, NY 10036-8099

(212) 642-2176



Council  
of  
Jewish  
Federations



The Graduate  
School and  
University Center  
of The City  
University of New York

Cooperating institutions:  
Brandeis University and  
The Hebrew University of  
Jerusalem

## INVENTORY -- MAY 1989

<u>Community</u>	<u>Year of Study</u>
ATLANTA, GA	1983
ATLANTIC COUNTY, NJ	1986
BALTIMORE, MD	1985
BOSTON, MA	1965, 1975, 1985
CHICAGO, IL	1981
CLEVELAND, OH	1981, 1987
DENVER, CO	1981
HARTFORD, CT	1982
HOUSTON, TX	1986
KANSAS CITY, MO	1985
LOS ANGELES, CA	1980
MANCHESTER, NH	1983
METROWEST, NJ	1985
MIAMI, FL	1982
MILWAUKEE, WI	1983
MINNEAPOLIS, MN	1981
NEW ORLEANS, LA	1988
NEW YORK, NY	1981
PALM BEACH, FL	1988
PALM SPRINGS, CA	1986
PHILADELPHIA, PA	1983
PHOENIX, AZ	1983
PITTSBURGH, PA	1984
RHODE ISLAND	1988
RICHMOND, VA	1983
ROCHESTER, NY	1980
ST. LOUIS, MO	1981
SAN FRANCISCO BAY AREA, CA	1987
SARASOTA, FL	1981
TIDEWATER, VA	1982, 1988
TOLEDO, OH	1982
WASHINGTON, DC	1983
WORCESTER, MA	1986
CANADA-Census	1981



MEMO TO: Seymour Fox, Annette Hochstein, Virginia Levi, Morton L. Mandel,  
Joseph Reimer, Henry L. Zucker

FROM: Mark Gurvis *MGJ*

DATE: October 19, 1989

SUBJECT: Suggestion from Isa Aron

-----

In a recent conversation with Isa Aron, she revisited an issue previously raised with AH. Isa believes it would be worthwhile for Commission staff to focus, as part of the overall research design, on literature from general education on top-down planning and interventions. Apparently there is significant research based on responses to federal mandates with respect to how many localities respond, how to best implement community demonstration sites, how many are necessary, etc. She pointed to Susan Shevitz at Brandeis as the research expert in the Jewish community with the greatest expertise in this area. It might be worthwhile for AH or JR to talk or meet with Susan to get a sense of what that literature has to offer us.





Joseph ReimerDraft #1October, 1989Option #10: To Focus on the Retired and the Elderly1. What is the target population?

The target population is all Jewish adults who are of retirement age and beyond. The educational programs mostly assume a mobile population who can come or be brought to a center or synagogue. Among these, an emerging subpopulation is the elderly immigrants from the Soviet Union.

2. What are the desired outcomes of this option?

1. To keep senior citizens active, mentally alert and socially connected to fellow Jews.
2. To educate Jewish adults regarding their Jewish heritage.
3. To keep alive and validate their memories of their lives as Jews.
4. To increase their involvement in the Jewish community.
5. (For immigrants:) To integrate them into the North American Jewish community.

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

Professionals in the field strongly believe that these outcomes can be achieved and point to the generally strong, consistent attendance at programs as indicators of ongoing success.

4. Are there alternatives to achieve these outcomes?

No. Since social interaction and community feeling are central goals in educating seniors, it remains imperative to have programs to which they can come. Since time availability and living patterns often differ from the general adult population, there are likely to continue to be many programs designed specifically for the needs of the elderly, while not ruling out inter-generational programs for them.

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

Yes. There are professionals trained to work with the elderly who know how to run successful educational programs for them.



6. Is the personnel available?

Education for seniors draws from the existing personnel pool of social workers, rabbis and educators.

7. Are the materials available?

As with general adult education, the effort to curricularize materials is only beginning. Certain organizations like B'nai B'rith are investing in this effort. In the absence of curricular materials, programs rely on lecturers, basic texts (e.g. siddur), commercially-available books on Jewish subjects, and conversation in English, Yiddish, Russian and Hebrew.

8. Is the physical infrastructure available?

Generally yes. JCC's and synagogues are generally used.

9. Are the institutional supports available?

JCC's, synagogues, B'nai B'rith and the Federation movement supply much institutional support.

10. Is the funding available?

Yes, for basic programs. Funds are not sufficiently available for adequate staffing or training; for adequate outreach and transportation (which with this population is a major issue); or for development of educational materials.

11. Is the political support available?

Professionals in the field do not feel they receive much political support for educating this population. They report an attitude of this not being a communal priority.

12. Is the option timely?

Yes. With demographic trends showing the ongoing greying of Jewish Americans and with the population showing need and desire for continued and expanded programming, the option is timely.

13. What would the costs be?

Unknown.



14. How long would it take to implement?

With increased funding, more adequate staffing and transportation could be implemented in relatively short time. New programming, materials, and training would require a more moderate time span - 5 years.

15. How important is this to the field?

Viewed as the younger generations' link to the Jewish past, educated senior citizens could be seen as a vital resource to the community. Viewed in their own terms, senior citizens are a growing market for Jewish educational services.





Joseph ReimerDraft #1October, 1989

Option #25: To Focus Efforts on the Widespread Acquisition of the Hebrew Language

1. What is the target population?

The target population is all Jewish adults who would voluntarily take courses to acquire, maintain and improve a facility in Hebrew.

2. What are the desired outcomes of this option?

1. To teach people to read, write, speak and understand Hebrew.
2. To involve people more in Jewish study, practice and activity through greater facility and comfort in use of Hebrew.
3. To enhance ties to world Jewry through sharing of a common Jewish tongue.

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

Courses offered in universities and at local colleges and centers that rely on well-established principles of the Ulpan method (immersion in Hebrew) are believed to achieve their goals with students who follow through on their studies. Recently developed crash courses in learning to read (traditional) Hebrew offered at synagogues and JCC's claim good success in their limited goal, but are new and as yet, not fully evaluated.

4. Are there alternatives to achieve these outcomes?

1. More massive support for going to learn Hebrew in Israel.
2. More investment in self-learning at home through the use of tapes and books.

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

Knowledge of second language instruction is available and constantly improving. Knowing how to reach and motivate the many who do not know Hebrew to learn it remains illusive.



6. Is the personnel available?

Not to the extent required. While there are highly-expert professionals who teach Hebrew in the major urban areas and on university campuses, much Hebrew instruction, especially in synagogues, remains in the hands of untrained volunteers.

7. Are the materials available?

The availability of materials for instruction is improving, but there is still a great need for curricular materials designed for North American lay people at various skill levels in acquiring the language.

8. Is the physical infrastructure available?

Yes.

9. Are the institutional supports available?

There are many universities and colleges who support the teaching of Hebrew, and the newly-organized National Association of Professors of Hebrew provides additional support. The most prevalent instruction takes place in synagogues and centers, with added support from the newly-formed National Jewish Outreach Program and its Hebrew Reading Crash Course.

10. Is the funding available?

There is funding for the courses offered, but funding is lacking for outreach and recruitment, training teachers and developing materials.

11. Is the political support available?

Professionals in the field feel a lack of political support. Learning Hebrew in the community is not a priority on the agenda of most organizations.

12. Is the option timely?

With increased interest on many campuses in learning Hebrew and in many synagogues and centers for adults to become more Jewishly educated (for example, the phenomenon of adult Bar and Bat Mitzvah), there is a greater receptivity to learning Hebrew.



13. What would the cost be?

The most significant costs are in outreach to people and training and paying professional teachers.

14. How long would it take to implement?

Increasing utilization of existing services through greater outreach could begin immediately. Training professional staff and developing adequate materials would take longer - 5 years.

15. How important is this to the field?

Knowledge of Hebrew is often the gateway to greater Jewish study, practice and involvement. As a means to these ends, Hebrew instruction takes on added importance.





*file -  
Research*

October 31, 1989

Mark Gurvis  
Jewish Community Federation of Cleveland  
1750 Euclid Ave.  
Cleveland, OH 44115

Dear Mark,

Enclosed is a copy of the letter that I have been using to gather information from Bureaus, Boards and Central Agencies. In general, I do not send it out before making phone contact with somebody first. In most cases, if the organization does have information for us, they just send it right out. If a letter is requested however, this is what goes.

I'll call you on Monday, Nov. 13th to let you know whether anybody at the GA needs to be contacted specially.

Thanks for your help.

B'shalom,

*Debra*

Debra Markovic





COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

4500 Euclid Avenue  
Cleveland, Ohio 44103  
216/391-8300

Commissioners

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Arthur J. Naparstek

Staff

Virginia F. Levi  
Joseph Reimer

October 31, 1989

Rabbi Benjamin S. Yasgur  
Jewish Educational Services of Bergen County  
111 Kinderkamack Road  
River Edge, NJ 07661

Dear Rabbi Yasgur,

Thank you for taking the time to speak with me today.

In an effort to best determine how and where to direct its resources, the **Commission on Jewish Education in North America** is currently looking to Bureaus and Central Agencies for help. The Commission is particularly interested in information on salaries and/or salary scales, benefits, turnover rates, qualifications, recruitment/retention, prof. development and new configurations of teaching (i.e. "Jewish Communal Educators") with regard to the following populations:

1. Pre-School Teachers and Directors
2. K-12 Teachers (Day School, Synagogue School and Supplementary School)
3. Assistants and Specialists
4. Youth Group Workers
5. Administrators
6. Senior Level Personnel (Center and Bureau Executives)

Should your agency have conducted any surveys, reports or feasibility studies related to the above-mentioned categories and populations, we would very much appreciate receiving copies. If response rates and/or documentation for the studies are available, please send them along too.

In addition, we are interested in information on school budgets, operating costs, tuition ranges, scholarship availability and federation allocations to schools.



Please send all information to:

Debra Markovic  
Hebrew Union College  
3077 University Ave.  
Los Angeles, CA 90007-3796

Thank you very much for your participation. We hope to hear from you soon.

Sincerely,

Debra Markovic





*Research*

11/13/89

Dear Mark,

Here is the list of Bureau and Director names, and the types of information that should be forthcoming from each. I've also added the dates on which the conversations took place.

Sorry I couldn't get this to you before you left work. Let me know who you manage to contact.

Thanks,  
Debra

1. Tucson: Dept. of Jewish Education of the Jewish Federation of S. Arizona  
Elizabeth Cowan  
-salary scale  
10/26

2. Hartford: Commission on Jewish Education  
Dr. Alfred Weisel  
-info. on salaries and Federation allocations to Day Schools  
10/31

\* 3. Atlanta: Bureau of Jewish Education  
Dr. Leon Spotts  
-1988-89 salary and tuition survey  
10/31

4. Kansas City: Jewish Education Council of Greater Kansas City  
Alan Edelman  
-info on teacher training, certification, ECE and allocations to Day Schools  
10/26

5. Boston: Bureau of Jewish Education  
Steve Chervin and Susan Shevitz  
-1985 study by Joseph Kolodner; study on teacher's needs  
10/19

6. Chicago: Board of Jewish Education  
Dr. Gerald Teller  
-salary scale and info on teacher mentoring program  
11/2

7. Omaha: Bureau of Jewish Education  
Susan Drazen  
-various materials  
10/31

8. Mercer and Bucks Counties: Commission on Jewish Education,



## Jewish Federation

- X Dr. Sandra Sterling Epstein  
-1987-88 teacher's and administrator's survey  
10/31

- X 9. Southern New Jersey: Bureau of Jewish Education  
Reuven Yalon  
-salary scale and info on teacher training program  
10/31

- X 10. Buffalo: Bureau of Jewish Education  
Marc Gozlan  
-salary scale, 1987 survey on Day School teachers, 1983-84  
statistics, per school  
11/2

- ✓ 11. Rochester: Bureau of Jewish Education  
Jan Katz  
-salaries, per school; notes on benefits, teacher training  
11/7

- X 12. Houston: Bureau of Jewish Education  
Elaine Kellerman  
-blank copy of teacher survey, salary/benefits info on six schools,  
1989 strategic planning report  
11/2

- X 13. Milwaukee: Association for Jewish Education  
Dr. Joshua Chorowsky/Margie Stein  
(My phone contact has all been with Margie Stein, although a letter  
was sent to Dr. Chorowsky through her.)  
-Report on Youth Groups, other materials  
10/19

Pitts - mat. was returned by HHC



*file research*

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Henry L. Zucker

Staff

Mark Gurvis  
Virginia F. Levi  
Joseph Reimer

November 14, 1989

*Sent to Ariel, Aron, Bieler, Davidson,  
Reimer, Schiff, Woocher  
with research schedule + background materials*

Dear :

Thank you for agreeing to participate in the meeting of researchers for the Commission on Jewish Education in North America. The meeting will take place in Cleveland from 6:30 p.m. Monday, December 4 until 10:00 p.m. Tuesday, December 5. Enclosed is a tentative schedule for the meeting.

All participants will be staying at the Bond Court Hotel, 777 St. Clair Avenue in downtown Cleveland (216-771-7600). A reservation has been made for you for December 4-6. The hotel runs frequent shuttles from the Cleveland airport. Dinner on Monday, and lunch and dinner on Tuesday are included in the scheduled program. Breakfast may be charged to your hotel room at the Bond Court.

The meeting will include an opportunity to review and discuss research projects undertaken on behalf of the Commission. Although the order is not yet set, the projects to be reviewed include the following:

1. Isa Aron -- Professionalism as it relates to Jewish education
2. Isa Aron -- Analysis of data on the field of Jewish education
3. Aryeh Davidson -- An inventory of current training opportunities
4. Joseph Reimer -- The synagogue as a context for Jewish education

The papers will be in various stages of completion by December 4th. We will share as much as possible with you about a week before the meeting. Enclosed now are background materials from meetings the Commission on Jewish Education in North America has held to date. I would particularly draw your attention to the appendix and the background materials for the October 23, 1989 meeting, which outlines the research program of the Commission.

Please feel free to call me at (216) 391-8300 with any questions you have about the meeting or its logistics.

Sincerely,

Mark Gurvis  
Commission staff



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Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurvis  
Virginia F. Levi  
Joseph Reimer

November 14, 1989

*Sent to Feinman-Hemmer, Alexander, A. Hoffman,  
Holtz  
with schedule design document, 3 background  
materials*

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COMMISSION ON JEWISH EDUCATION  
IN NORTH AMERICA

Nov. 14, 1989

Research Meeting Schedule

Monday, Dec. 4

Jewish Community Federation  
1750 Euclid Avenue

6:30 p.m.

Dinner

7:00-10:00 p.m.

Research presentation #1

Tuesday, Dec. 5

Jewish Community Center  
26001 So. Woodland Road

9:00-12 noon

Research presentation #2

12 noon-1:00 p.m.

Lunch break

1:00-4:00 p.m.

Research presentation #3

4:00 p.m.

Break

6:30-7:00 p.m.

Dinner - Bond Court Hotel

7:00-10:00 p.m.

Research presentation #4  
Bond Court Hotel



Hotel Reservations needed :

		<u>IN</u> - <u>OUT</u>
Hanan Alexander (213) 206-1207	-	Dec. 4-6
Isa Aron		Dec 4-6
Jack Bieler		Dec. 4-6
Angel Davidson		Dec 4-6
Sherrn Feinman - Nemer		Dec 4-6
Seymour FOX		Dec 3-7
Annette Hochstein		Dec 3-7
Alan Hoffman		Dec 4-6
Barry Holtz		Dec 4-6
Michael Inbar		Dec 4-6
Joseph Reimer		Dec 3- <del>7</del>
Alvin Schiff		Dec 4-6
Jonathan Wocher		Dec 4-6

DAVID ARIEL

MARK GURVIS

more to follow



COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

4500 Euclid Avenue  
Cleveland, Ohio 44103  
216/391-8300

Commissioners

Morton L. Mandel  
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Mona Riklis Ackerman  
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David Arnov  
Mandell L. Berman  
Jack Bieler  
Charles R. Bronfman  
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Maurice S. Corson  
Lester Crown  
David Dubin  
Stuart E. Eizenstat  
Joshua Elkin  
Eli N. Evans  
Irwin S. Field  
Max M. Fisher  
Alfred Gottschalk  
Arthur Green  
Irving Greenberg  
Joseph S. Gruss  
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David Hirschhorn  
Carol K. Ingall  
Ludwig Jesselson  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Sara S. Lee  
Seymour Martin Lipset  
Haskel Lookstein  
Robert E. Loup  
Matthew J. Maryles  
Florence Melton  
Donald R. Mintz  
Lester Pollack  
Charles Ratner  
Esther Leah Ritz  
Harriet L. Rosenthal  
Alvin I. Schiff  
Lionel H. Schipper  
Ismar Schorsch  
Harold M. Schulweis  
Daniel S. Shapiro  
Margaret W. Tishman  
Isadore Twersky  
Bennett Yanowitz  
Isaiah Zeldin

In Formation

Senior Policy Advisors

David S. Ariel  
Seymour Fox  
Annette Hochstein  
Stephen H. Hoffman  
Arthur J. Naparstek  
Arthur Rotman  
Carmi Schwartz  
Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Virginia F. Levi  
Joseph Reimer

November 9, 1989

Mr. R. Felix Posen  
Marc Rich & Company Limited  
49 Wigmore Street  
London W1H 9LE  
England

Dear Mr. Posen:

Morton L. Mandel thought you might be interested in receiving the enclosed copy of the most recent progress report of the Commission on Jewish Education in North America.

At its meeting on October 23, the Commission discussed a plan of action for implementing the findings of the Commission. We will keep you abreast as the work progresses and would be happy to receive your comments and reactions.

Sincerely,

Virginia F. Levi  
Commission staff

Enclosure



(M. Gurris)  
D. Ariel  
J. Fox

Researchers - ~~Room~~

A. Hochstein

J. Keimer

H. Alexander

I. Aron

J. Bieler

A. Davidson

S. Feinman - Nemer

A. Hoffman

B. Holty

M. Inbar

A. Schiff

J. Woocher



MEMO TO: Seymour Fox, Annette Hochstein, Marty Kraar, Henry L. Zucker

FROM: Mark Gurvis *mg*

DATE: December 8, 1989

I spoke with Barry Kosmin about the National Population Survey. According to Barry, their questionnaire is complete and they are past the point of considering any additions to the questionnaire. I will be checking with Joel Fox to look at the questionnaire and what it includes of interest in the area of Jewish education. Barry was quite clear that his end is the technical end and it seems that no one is taking the initiative in coordinating how the data is analyzed for a variety of purposes. Something the IJE might want to consider for the future is commissioning analysis of the data that relates to Jewish education. However, it does not seem that there is much that can be done right now.

Check Marty Kraar

Should something be done now?

" the I.J.E. be aware of this problem/opportunity?

— not in questions asked in Gallup poll

ROD of 100,000 US households

what is your rel.

if not

do you consider it  
raised the

just point  
for other household  
members

verify 2nd, later & get  
household inventory  
check over for May-June

May/June 1990

qualify 4% of households  
higher than expected

2500 of 4000 will  
be interviewed  
on random basis

attendance poll - very imp for comparative  
purposes.

what polling method using  
creating new database this is using  
size of sample existing pool  
of subjects  
do it exclude for CSF or

not for public dis -

not including any controversial question  
eg. edu. of intermarried children

data tape will be deleted

paying for time - several thousand

10,000

dissemination



CJF APPROVED QUESTIONNAIRE

JEWISH EDUCATION MODULE

Questions 1-15 asked for all Respondents.

1. Did you ever receive any formal Jewish education, such as Hebrew school, Sunday school or private tutoring?
  - 1) Yes
  - 2) No
  - 3) Don't know
  - 4) Refused
2. Where did you receive most of your formal Jewish education?
  - 1) United States
  - 2) Europe
  - 3) Israel
  - 4) Elsewhere
  - 5) Don't know
  - 6) Refused
3. Did you have a Bar or Bat Mitzvah celebration or confirmation when you were young?
  - 1) Yes
  - 2) No
  - 3) Don't know
  - 4) Refused
4. What was the major type of schooling you received for your formal Jewish education? (Read if necessary)
  - 1) Day School, Yeshiva or other full-time Jewish school
  - 2) Afternoon School, Talmud Torah, Heder, or other part-time Jewish School that met more than once a week.
  - 3) Sunday school or other one-day-a-week Jewish educational program
  - 4) Private tutoring
5. Was the private tutoring solely for Bar or Bat Mitzvah training, or did it involve other Jewish subjects?
  - 1) Solely Bar/Bat Mitzvah training
  - 2) Involved other subjects
  - 3) Don't know
  - 4) Refused
6. Did you ever attend a Jewish high school after Bar or Bat Mitzvah age?
  - 1) Yes
  - 2) No
  - 3) Don't know
  - 4) Refused



7. Please tell me how many years, if any, you attended the following types of Jewish educational programs after Bar or Bat Mitzvah age:
  - 1) Day school, Yeshiva, or other full-time Jewish school
  - 2) Afternoon school, Talmud Torah, Heder, Confirmation classes, or other part-time Jewish school that met more than once a week
  - 3) Sunday school, Confirmation classes, or other one day a week Jewish educational program
  - 4) Private tutoring
8. After high school, did you ever attend a full-time Jewish school or seminary?
  - 1) Yes
  - 2) No
  - 3) Don't know
  - 4) Refused
9. After high school, did you ever attend a part-time Jewish school, college of Jewish studies, or take university Jewish studies courses?
  - 0) No  
Yes: How many courses?
  - 98) Don't know
  - 99) Refused
10. Did you ever attend conversion classes?
  - 1) Yes
  - 2) No
11. Do you think the amount of formal Jewish education you received was
  - 1) Just about right
  - 2) Too little, or
  - 3) Too much
  - 4) Don't know
  - 5) Refused
12. How would you rate the overall quality of your formal Jewish education?
  - 1) Excellent
  - 2) Good
  - 3) Fair
  - 4) Poor
  - 5) Don't know
  - 6) Refused
13. Currently, how well can you read prayers in Hebrew?
  - 1) Very well
  - 2) Fairly well
  - 3) With difficulty
  - 4) Not at all
  - 5) Don't know
  - 6) Refused



14. During the last year did you participate in any adult Jewish education programs?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

During the last year did you participate in any of the following types of adult Jewish education activities?

15. Did you attend a Jewish studies class?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

16. Did you attend a public lecture on a Jewish topic?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

17. Did you study a Jewish text or subject on your own?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

18. Did you view a film or videotape on a Jewish topic?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

19. Did you listen to a tape recording or record on a Jewish topic?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

20. Did you listen to a radio program on a Jewish topic?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

21. Did you view a television program on a Jewish topic?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused



Questions 22-26 refer to all other household members

Now I would like to know about the formal Jewish education of the other members of your household.

22. Has ### ever received any formal Jewish education?
- 1) Yes
  - 2) No
  - 3) Too young (under 5 years of age)
  - 4) Don't know
  - 5) Refused
23. Where did ### receive most of his/her Jewish education?
- 1) United States
  - 2) Europe
  - 3) Israel
  - 4) Elsewhere
  - 5) Don't know
  - 6) Refused
24. How many years did/will ### attend any of the following types of Jewish educational programs (at any level):
- 1) Day school, Yeshiva, or other full-time Jewish school
  - 2) Afternoon school, Talmud Torah, Heder, or other part-time Jewish school that met/meet more than once a week
  - 3) Sunday school or other one day a week Jewish educational program
  - 4) Private tutoring
  - 5) Conversion classes
25. Has/will ### ever attended/attend a Jewish high school?
- 1) Yes
  - 2) No
  - 3) Don't know
  - 4) Refused
26. Did ### have a Bar or Bat Mitzvah celebration when an adolescent?
- 1) Yes
  - 2) No
  - 3) Don't know
  - 4) Refused

Question 27 ask for children under age 6

27. During the last year has ### been enrolled in a pre-school under Jewish auspices?
- 1) Yes
  - 2) No
  - 3) No child
  - 4) Too young
  - 5) Refused



Questions 28-30 asked for children under age 18 not currently enrolled

28. Do you expect to enroll ### to receive a formal Jewish education?
- 1) Yes
  - 2) No
  - 3) Don't know
  - 4) Refused
29. In what type of Jewish school do you expect ### to be enrolled?
- 1) Sunday or other one day a week school
  - 2) Afternoon school or other part-time Jewish school that meets more than once-a-week
  - 3) All day school or Yeshiva
  - 4) Confirmation classes
  - 5) Conversion classes
  - 6) Private tutor
  - 7) Other
  - 8) Don't know
  - 9) Refused
30. What is the major reason you do not expect to enroll ### in a program of formal Jewish education?
- 1) Too young
  - 2) Too old
  - 3) ### has had sufficient Jewish education
  - 4) Parent not interested
  - 5) Child not interested
  - 6) Schools are too expensive
  - 7) Schools are too far away
  - 8) Poor quality of schools
  - 9) Previous bad experience with Jewish schools
  - 10) Other
  - 11) Don't know
  - 12) Refused

Questions 31-34 are asked of R only

31. Did you ever attend a Jewishly sponsored summer day camp?
- 0) No
  - Yes: How many times (summers)?
  - 98) Don't know
  - 99) Refused
32. Did you ever attend a Jewishly sponsored overnight camp?
- 0) No
  - Yes: How many times (summers)?
  - 98) Don't know
  - 99) Refused



33. Have any of your children (has your child) ever attended a Jewishly sponsored summer day camp or overnight camp?
- 1) Yes, a day camp
  - 2) Yes, an overnight camp
  - 3) Both day camp and an overnight camp
  - 4) No
  - 5) Children too young
  - 6) No children
  - 7) Don't know
  - 8) Refused
34. Do you plan to send your child(ren) to a Jewish summer day camp or overnight camp in the future?
- 1) Yes, a day camp
  - 2) Yes, an overnight camp
  - 3) Both day camp and overnight camp
  - 4) No
  - 5) Child(ren) are too old
  - 6) No children
  - 7) Don't know
  - 8) Refused





Tel.: 972-2-662 296; 699 951

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

Ginny Levi and Mark Gurvis

December 14, 1989

TO: Annette Hochstein

DATE: 1

FROM: 001-216-361-9962

NO. PAGES: 1

FAX NUMBER:

Dear Ginny and Mark,

Prof. Bernard Reisman, the director of the Hornstein Program at Brandeis University, has agreed to write the paper on informal Jewish education. While he is familiar with the work of the Commission through Joe, he needs to be filled in on the details. Please send to him, as soon as possible, all of the Commission materials - from the design document to the recent draft of recommendations. It should be made clear to Bernie that the recommendations document is only a preliminary draft and is subject to much change, particularly in the section on funding. He should also receive copies of Isa's, Aryeh's and Joe's papers, again with a note that they are internal drafts not yet ready for publication.

Bernie's address is:

Hornstein Program in Jewish Communal Service  
Brandeis University  
Waltham, MA 02254  
Tel. 617-736-2990  
Fax 617-738-2070

Thank you.

Best Regards,

Annette

P.S. We had extended conversation  
with Bernie - and have more scheduled.



Tel.: 972-2-662 296; 699 951

Fax: 972-2-699 951

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Thank you.

Best Regards,

Annette

P.S. We had extended conversation  
with Bernie - and have more scheduled.



file Research



MEMO

DEC 28 1989

20 December 1989

TO: Mark Gurvis

CC: Don Feldstein  
Marty Kraar  
Henry Zucker

FROM: Barry A. Kosmin, Director of Research

Your memo of 8 December was passed on to me and I was disturbed by your statement that "no one is taking the initiative in coordinating how the data is analyzed for a variety of purposes." I have never suggested that this was the case, and my colleagues and I have not ignored the output side. In fact, on behalf of the Data Bank I have recruited 17 authors to write monographs analyzing the findings, and I attach the list.

What I suggested was required was coordination (shadchanut) to fund the analysis so that it is done in good time. This need is particularly necessary in the area of Jewish education since Harold Himmelfarb is now at the Department of Education in Washington. Sherry Israel of the Boston Federation is willing to take over some of this task but she requires support. Therefore, I would welcome your foundation's involvement in this vital area.

A handwritten signature in blue ink, likely belonging to Barry A. Kosmin.



# GUIDE TO MONOGRAPH AUTHORS FOR THE 1990 SURVEY

<u>Author</u>	<u>Affiliation</u>	<u>Working Title</u>
Chiswick, Barry R.	University of Illinois at Chicago	From Sweatshop Worker to Professional: The Learning, Working and Earnings of American Jewry
Cohen, Steven M.	Queens College	Jewish Identity
Fishman, Sylvia B.	Brandeis University	Study of American Jewish Women: An Educational and Organizational Profile
Glicksman, Allen	Philadelphia Geriatric Center	Jewish Elderly
Goldscheider, Calvin	Brown University	Social Stratification of American Jews
Goldstein, Sidney	Brown University	Jews on the Move: Implications for National and Local Community in the United States
Hartman, Harriet & Moshe	Ben-Gurion University	Gender Equality: An International Comparison
Himmelfarb, Harold	Ohio State University	The Education of Jewish Americans
Klauff, Vivian	University of Delaware	Comparison of U.S. Census and National Survey
Lazerwitz, Bernard	Bar-Ilan University	Jewish Denominational Changes between 1971 and 1990
Mayer, Egon	Brooklyn College	Intermarriage and America's Jews: 1990 and Beyond
Monson, Rela G.	Gratz College	A Study of Women in Conflict -- Balancing Career and Family in the American Jewish Community
Mott, Frank L.	Ohio State University	Marriage and Fertility Among American Jews: Implications for Future American Jewry
Phillips, Bruce	Hebrew Union College, Los Angeles	The Life Cycle and Household Structure
Sheskin, Ira M.	University of Miami	The Geography of American Jews: Regional Variations in Demography and Religiosity



GUIDE TO MONOGRAPH AUTHORS FOR THE 1990 SURVEY (continued)

<u>Author</u>	<u>Affiliation</u>	<u>Working Title</u>
Shmelz, U. & DellaPergola, Sergio	Hebrew University	The 1990 National Survey in Comparison with World Surveys
Tobin, Gary & Rimor, Mordechai	Brandeis University	Basic Trends in Jewish Philanthropy
Waxman, Chaim	Rutgers University	Baby Boomers and Fourth-Generation American Jews

Topics Still Not Allocated:

Children and Adolescents  
Apostasy





*file record m 6*

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

4500 Euclid Avenue  
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216/391-8300

Commissioners

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Director

Henry L. Zucker

Staff

Mark Gurvis  
Virginia F. Levi  
Joseph Reimer

December 15, 1989

Professor Bernard Reisman  
Hornstein Program  
Brandeis University  
Waltham, Massachusetts 02254

Dear Bernie:

Annette Hochstein has asked me to send you the enclosed material as background for your paper on informal Jewish education. Included are the following:

1. Design document for the Commission on Jewish Education in North America;
2. Background materials for December 1988, June 1989, and October 1989 Commission meetings;
3. First draft of background for the February 1990 Commission meeting--please note that this is only a preliminary draft and subject to significant changes in the weeks to come.
4. Initial draft of Isa Aron's paper on "Issues of Professionalism in Jewish Teaching," and data that Isa has been collecting from various communities, including an analysis of the Los Angeles, Miami, and Philadelphia teacher surveys.
5. Initial draft of Aryeh Davidson's paper on "Preparation of Jewish Educators in North America."
6. Background material from Joe Reimer for his paper on "Synagogue as a Context for Jewish Education."

The materials from Ira, Aryeh, and Joe are all undergoing further development, and I'll send you new drafts as soon as possible.

Please feel free to call me if there is any additional material or assistance I can provide.

Sincerely,

*Mark*

Mark Gurvis  
Commission staff

Enclosures



**Benjamin S.  
Hornstein  
Program in  
Jewish  
Communal  
Service**

Philip W. Lown School  
of Near Eastern  
and Judaic Studies

P.O. Box 9110  
Waltham, Massachusetts  
02254-9110

617-736-2990

617-736-3009  
(TTY/TDD)

December 22, 1989

Mark Gurvis  
Commission on Jewish Education  
in North America  
4500 Euclid Ave.  
Cleveland, OH 44103

Dear Mark,

Thank you for sending me the materials developed for  
the Commission. From a first glance these look quite  
impressive.

I guess I have some reading to catch up on.

Best regards.

Sincerely,

*Bernie*

Bernard Reisman, Director  
Hornstein Program

*May 5-7, 1990*

ng



*Twentieth  
Anniversary*

JAN 02 1990

*research  
file*



6. They are organizing for the January 23 teleconference, and she will review this with you as well on Tuesday. We should get a date from her on when we can expect to see the next draft of background materials for the February 14 meeting.

