



THE JACOB RADER MARCUS CENTER OF THE  
**AMERICAN JEWISH ARCHIVES**  
A DIVISION OF HEBREW UNION COLLEGE – JEWISH INSTITUTE OF RELIGION

**MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980-2011.**

Series F: CIJE Accrual, 1981-2011, undated.  
Subseries 2: Dan Pekarsky, 1981-2011, undated.

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Strategic Plan. Emerald City. Strigler data, 2000.

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Wednesday, March 8, 2000

Discussion with Carolyn Keller [LZS]

**Professional Development (pd) of Jewish Educators in Boston      Communal Picture**

The community has refocused on what are core skills and efficiencies for professional educators and sees professional development as an ongoing component of the work as a result of three initiatives:

[These are in-service programs, people are trained while doing the work.]

Family Educator initiative (She'arim)

Started 1993, only cohort required to be trained for positions. Program of four hours a week study. Certified after two years. Created a shock to the system, being treated in this way.

Youth Educator Initiative

Renaissance educator project

Full-time Jewish educators who fill a number of roles and functions.

CJP – BJE grant for them.

Clearly renewed interest in the field; looking seriously at people entering the field.

Meah project – 800 graduates. 250 at a time in 20 locations.

Has created a momentum in time.

In past three months begun to change the conversation on lay, communal and professional levels. Question about part-time workers – will always be some, even though trying to create more and more full-time educators.

Brandeis, Boston Hebrew College, BJE and the Commission have had discussions about collaborative p.d. how to recruit, train and mentor.

2 grants – from Covenant and Cummings.

Covenant – recruit, mentor, train

Cummings – Renaissance educators

Found that have increased through family and youth initiatives have more clearly re-envisioned strategic, comprehensive, a lot more work to do in the system.

So far full-time educators have been developed mostly in synagogue setting, but day schools are also interested.

Allows institutions to expand range of programming and intensify work with children and parents.

Where going now? Developing system of individualized development plans, registering plan through BJE and working with a mentor/advisor to draw upon community opportunities and resources to address areas of personal strengths and needs as well as 5 domains of core competencies for Jewish educators. Also use networks of Brandeis, Hebrew College, etc. So that every school will understand the need to incentivize for professional development.

Institutions will change understanding of what kinds of personnel needs there are.

Right now complicated, getting there.

Meant to be not a new initiative but an underpinning of the entire system to think of professional development of Jewish educators in this way.

Would love, like Avodah, to have a corps of 20 young Jewish Education Fellows.

Happy to have anything Mandel wants to give.

Covenant has a number of grants geared to this issue.

Who is training the senior level of professional in America? Seminaries, Hornstein?

Can bump right up after graduation, even if have not been trained for senior level.

END

**From:** "Leah Strigler" <lstrigler@mandelny.org>  
**To:** "Danny Pekarsky" <danpek@macc.wisc.edu>  
**Date:** 3/6/00 5:27PM  
**Subject:** Central Agencies and Planners

Dear Dan:

Subsequent to our conversation I looked at the JESNA Directory of Central Agencies. There are 65 listed, so 65 Directors or Executive Directors.

Personnel are also listed by job. There are 3 "Planning and Continuity Directors" in Denver, CO, Bergen County, New Jersey, and Suffolk, N.Y. Shellie Dickstein in Suffolk is in Cohort III of TEI and maybe could describe this aspect of her work.

Seven people are listed as "Planning and Research Consultants" including Susan Shevitz and Annette Koren in Boston. Others are in NY, LA, Pittsburgh and Denver.

Please keep in mind that these staff people may have other aspects of their jobs - in other words, this does not mean that they are full time in this capacity.

I hope that this is helpful.

Leah

**CC:** "Howard Charish" <hcharish@mandelny.org>

## Professional Education Survey

**Orthodox Moshe Sokolow 960-5266**

What # of positions exist? (Modern, Centrist)

What # are unfilled at this time, or as of the end of the year?

How difficult is it to fill the positions?

How well are the positions filled?

Is this a big concern?

Are there or have there been serious efforts to redress the issue?

	<b>Headmasters</b>
What # of positions exist? (Modern, Centrist)	172
What # are unfilled at this time, or as of the end of the year?	None, when positions become available (or sometimes before) they are almost immediately filled.
How difficult is it to fill the positions?	See above
How well are the positions filled?	He can only speak to the modern & centrist orthodox (not haredi). In many cases, the positions are filled very well. In some cases, less well.
Is this a big concern?	
Are there or have there been serious efforts to redress the issue?	They are initiating a Day School Leadership Training Program this summer. The goal is to add new trained and talented people to the pool of leadership and reinforce the training of those already swimming in the pool. The program runs through 2 summers, 1 month each with continuing contact throughout the year. Attendance will be capped at 15.

**Comm. Day Schools Art Vernon 960-5266**

What # of positions exist?

What # are unfilled at this time, or as of the end of the year?

How difficult is it to fill the positions?

How well are the positions filled?

Is this a big concern?

Are there or have there been serious efforts to redress the issue?

	<b>Headmasters</b>
What # of positions exist?	70 – There are usually 2 people in charge at Community Day Schools. There is a principal and a second administrator. The principal usually has strong general education credentials and weak Jewish education credentials or background. The 2 <sup>nd</sup> administrator fills the role of Jewish Studies Coordinator and is usually responsible for the Jewish content.
What # are unfilled at this time, or as of the end of the year?	All the top positions are filled.
How difficult is it to fill the positions?	There are different views on why it's difficult to get qualified people. Art's opinion: Judaism is not central to most Jews' lives. Why would Jews consider Jewish education as a serious profession? The Orthodox community has no problem filling positions because their pool is filled with people interested in Judaism.
How well are the positions filled?	They are not well filled. "There's 3.9% unemployment. It's hard to get people for anything!" It is easier to fill the general education leadership needs.
Is this a big concern?	Enormous. If we want to continue as a people ... We have to get real serious about this problem. Big gobs of money must be used for training and salaries. The money would be used towards early identification of candidates, fully stipended training and the promise of indecent salaries at the end of the rainbow. Salaries must compete with those of Wall Street bankers and attorneys. Funders cannot just provide seed money and then walk away. This has to be a permanent effort and commitment – money must continue to be fed into the system.
Are there or have there been serious efforts to redress the issue?	Nothing specific to the Community Day School movement is in the works. The JESNA task force on Personnel for Jewish Education is addressing the issue.

**UJC Joel Daner 284-6500**

	<b>Executive Directors</b>	<b>Asst. Executive Directors</b>	<b>Campaign Directors/ Resource Dev.</b>	<b>Planning Directors (Dir. Of Allocation)</b>
What # of positions exist?	180	180	180	
What # are unfilled at this time, or as of the end of the year?	12	4	18	
How difficult is it to fill the positions?	It's a matter of location, sophistication of job and salaries. The competition for campaign directors is the greatest – i.e., from other non-profits.			
How well are the positions filled?	He said that it was a matter of opinion – he could really comment on the question. He mentioned that many think that there's a lot of mediocrity out there.			
Is this a big concern?				
Are there or have there been serious efforts to redress the issue?	Their people are talking to our people regarding possible initiatives – He mentioned Mort's name in that regard.			

**Conservative David Blumenfeld 533-7800, 2612**

	<b>Headmasters</b>
What # of positions exist?	100+
What # are unfilled at this time, or as of the end of the year?	Doesn't want to give out any numbers.
How difficult is it to fill the positions?	Very Difficult. It's more difficult to fill the General Education Leadership positions than the Judaic Studies Coordinator positions.
How well are the positions filled?	Very often, they make do with somebody already in the system because they can't find anybody else, i.e., the head teacher will serve as interim director for awhile.
Is this a big concern?	Yes. The challenge to fill positions is growing -- why? Because the number of schools has increased the schools already in existence are growing themselves, K-3 schools are starting middle schools and middle schools are opening high schools.
Are there or have there been serious efforts to redress the issue?	Joint Placement Commission convened by JESNA is considering the issue. One idea is to recruit from the Davidson school and the Rabbinic schools. Women Rabbis are the resource of the future in this area. They often don't want to take a pulpit job so Headmaster may be a viable option for them. Also – newly graduating rabbis who want to move into communities may take these positions as a good early opportunity.

**Pardes Bonnie Morris 480/991-7414**

	<b>Headmasters</b>
What # of positions exist?	
What # are unfilled at this time, or as of the end of the year?	
How difficult is it to fill the positions?	
How well are the positions filled?	
Is this a big concern?	
Are there or have there been serious efforts to redress the issue?	

Staff Meeting to Discuss Initiatives February 29, 2000

- comments on list:

JF block program is unlike the others – a strategy rather than a target population. Would not all of these programs likely be block programs?

Can include Bureau directors in educational planners

Can also add to initiatives list, in terms of who missing:

8. Israel Experience
9. Hillel Professionals

Who needs to be served? Is underserved?

City teams – does it need its own scenario?

Description of JF: mid-career rising stars, 30 – 45, working in Jewish Education, broadly defined, or interested in shifting into this arena.

Target populations will overlap with each other – confusing.

Could have core program everyone takes complemented by tracks related to specialty area or position.

Similar leadership questions and educational decisions.

Would not want to perpetuate bifurcation the community does.

If talk to each other potential impact on the community, can hear and learn from multiple perspectives.

Market niche.

Synagogue issue, could principals be training ground for day schools? Theoretically, but tricky issue. Jobs are very different. Some very senior people in synagogue positions.

ECE project of HUZC makes case for synagogue educator as member of senior team.

Early childhood educators. In city teams or communal?

Who counts as a senior professional?

- How should we define a senior leadership professional?

Length of experience                      where sits organizationally

Structure                      sitting in jobs said to be senior

what is called leadership by the community?

How many people work under the person?

Question: How to note people who may not fit in these categories but have a lot of influence?  
Ex. James Ponet or Michael Brooks in Hillel; Stuart Seltzer synagogue school director.

What of foundation professionals?            Heads of new organizations?  
Opinion makers, such as journalists?

Reaction to Questions:

What is the goal of any particular program? What trying to accomplish?

Are there over-arching goals?

Something special here? What changed or accomplished?

What's missing?

What happened to JCCA?

What are the existing organizations that would have to be partners if go this route?

Bureau directors – add to educational planners?

Issue of bringing in new people and of making current people better—quality.

What is the problem that needs to be addressed? #s? quality? Lack of Jewish or educational expertise?

What organizaing issues to deal with?

Other questions for sketches:

7. Who cares? Is this only a Mandel concern?
8. What is the ease or difficulty of mounting such a program?
9. Do we have in-house expertise? The people now connected to Mandel, can they play a role in launching the initiative?

Is there anywhere in the country where a city team takes place?

END

## Professional Development of Jewish Educators

There are already 150 positions in Jewish Education open this year, including camp directors and other agency positions, including 6 youth program positions.

A new JESNA Task Force is working on the whole area of personnel, covering recruitment, development, retention and placement.

Covenant is funding four programs aimed at new, young personnel: Detroit, NY, Boston, Columbus.

There is very little really being done across the board. A number of initiatives are geared towards recruiting new people into the field, focusing on younger people.  
No one is looking at the age cohort of 30s – 40s.

The JESNA Lainer Interns will have 80 students in Israel this year.

Who will put up the money for an advanced management training program?  
People will not attend unless paid. Need to convince people to fund.

There are local programs that train personnel at lower levels: Ex. SAJES Family Educators Program. Hartford, synagogue school principals.  
LA – program to retool general studies teachers to become Jewish studies teachers with M.A. in Jewish Studies.

No one working with synagogue school principals or Central Agency personnel to be trained specifically for their jobs.

There are more people who are local, not as mobile because of spouses and families. Becoming a bigger issue.

Think this is the most important issue in Jewish Education today. Without the personnel the system won't work.

<b>Paul Flexner, JESNA, (212) 284 – 6950</b>	<b>Central Agency Personnel</b>
What # of positions exist?	65 Agency Directors 3 Directors of Planning and Continuity 2 Planner based at Federation
What # are unfilled at this time?	1 agency directorship 1 has an interim 1 is waiting for a Federation exec to be hired 8 were open last year
How difficult is it to fill the position?	
How well are the positions filled?	

Is this a big concern?	There is little being done. Some would say a lot is being done.
Are there or have there been serious attempts to redress the issue?	<p>TEI is one of the few serious programs that exists. Serious = on-going, multiple meetings. Others: Jerusalem Fellows and Melton and Lookstein Senior Educators Programs.</p> <p>If you look at the people in the most senior positions a very high % are graduates of JF, SEP or ATP. These programs have staying power in terms of their graduates remaining in the field.</p> <p>ATP was run 1972 – 1985 by AAJE, JESNA’s predecessor. It was a two year program with summers at NYU and independent study during the year. Of the 35 – 40 grads a high # are still in the field. Paul is a grad of ATP.</p> <p>In the early 90s CJF ran an Executive Training Program with Family Services that had a tremendous impact on people.</p> <p>Brandeis and JESNA together ran a new principals institute.</p> <p>Some people return to school. But there is no developed program and a great need.</p> <p>Could ID people in early 30s terrific who may not go to Israel because of family concerns. They need a program that will work around their schedules and needs. Summer in Israel is OK, but need connections, group involvement and follow-up during the year as well.</p> <p>JTS program for future high school principals – not such a success?</p>

Paul Flexner, JESNA, (212) 284 – 6950

Education Planners

What # of positions?	None really. [LS directory lists 3 “Planning and Continuity Directors”] Very few Federations: Milwaukee, NY (open), Boston, Cleveland had but not anymore.

<b>Paul Flexner, JESNA, (212) 284 – 6950</b>	<b>Day School Heads and Lead Educators</b>
What # of positions exist?	Pointed out that in a sizable number of schools the Head of School is General, and there is a separate Lead Jewish Educator, as Assistant or Head of Jewish Studies. This is almost the most common model. Noted that 10 years ago the heads were all Jewish educators. The current situation is a result of not having people prepared and ready to take these positions. Guesses that in 5 – 10 years the cycle will turn back and the current Jewish Educators will take the top positions.
What # are unfilled as of this time?	Head: 3 high school 7 conservative heads of school 3 community high schools 4 new day high school positions  Judaic Studies: 8 Conservative 2 Reform  He noted that some do not let JESNA know that they are looking. Some positions are filled by local people, without looking on the national level. In some cases lay people may be problematic and cause candidates to turn down jobs.

Responses to List of Initiatives

Leah Strigler

February 23, 2000

These are my comments and clarifying questions about the list of initiatives that Howard presented at the February 8<sup>th</sup> staff meeting and subsequently shared with me.

OVERALL:

1. If the "focus group" model is useful then there are two populations of younger professionals that Howard has connections to and may consider polling or interviewing:

- A. Attendees and alumni of the Sherman Seminar, Hornstein Institute, Brandeis University.
- B. Alumni of the Wexner Graduate Fellows. ( I do not include current Fellows as they are not yet in the field full-time and are currently in graduate training programs. I do think that they may have interesting things to say about the strengths and weakness of their respective programs and as well about what they feel the Wexner program provides them in the way of professional development that their school colleagues are not receiving.)

2. If one thinks about the Mandel programs in North America in the long-term then one can build a case for cultivating a pool of contacts and future candidates for the Foundation's more intensive programs. I believe that certain programming can actually serve this purpose while it in itself constituting a program. The model I have in mind is of a study group of younger group of professionals who meet regularly to discuss issues related to Jewish education. A few years ago Gary Pretzfelder and I discussed starting such a group for young educators, but decided not to.

I have two other models in mind:

- A. CIJE Lunch Seminar. This program was in existence through spring 1997, I believe. Select education professionals were invited to lunches held bi-monthly by CIJE. An academic paper on Jewish educational issues was presented at each meeting.
- B. Mah Rabu. This book group met from 1993 – 1996. Rabbi Brad Hirschfield of CLAL was the facilitator of what originally began as a group of friends, students at the various denominational rabbinical schools, deciding to read together and discuss works of contemporary sociology of religion in order to enrich their own preparation as religious leaders. I joined the group in the Fall of 1994, one of a few women invited to diversify what had been an all-male group of rabbis-to-be.

ON MAPPING TRENDS:

I know that the traditional Mandel model, at least in Israel, has been to consider the pyramid of Jewish institutions and leadership positions as a means of mapping the field. While I believe that this is a useful structure, what does not appear on it are new initiatives, programs, fellowships or organizations. It is these new entities that may be more informative of how the field is developing, *i.e.* what may be its future, and also of what needs are being perceived and therefore addressed by these initiatives. (In another document I will share a sample description of such a program and some reflections on it.) It seems to me that in developing new initiatives in North America we can learn a lot by being aware of and studying these initiatives. Two examples of

File

but don't by-pass the Foundation emphasis!

causes addressed in recent initiatives are the combination of Jewish service with social justice and entrepreneurial strategies.

OVERALL QUESTIONS:

What research needs to be done in this year?

What independent identity will the Mandel Foundation in New York have?

- To what extent will MFNY partner with other institutions and to what extent will it launch its own programs?
- What will be MFNY's profile or identity in the field?
- To what extent will operations and programs here be similar or parallel to those at the Mandel School in Israel?

How do the list of initiatives build towards a "launch" approximately one year from now? What goals do we hope to reach by that point?

ON THE LIST OF INITIATIVES:

Numbers 1, 2, 3, 4 and 8 are explicit partnerships. The others might entail some form of partnership as well. This is why I asked the question about MFNY's independent identity.

1. JF block program

How will it affect the pool of potential candidates for the JF in Jerusalem? Will the target populations for the two programs be the same?

Will the two programs be the same in structure and/or content?

What will the program be called? {Jerusalem is a setting only Israel can offer.}

One interesting note: the JF program in Israel, and so I presume this block program, are open to Jewish educators from all settings and backgrounds. The rest of the initiatives, even though not completely clear, sound like they have more defined target populations, mostly from specific settings in each case.

2. - 4. , 8.

I do not understand enough about these programs. Will they be tailor-made for the institutions named?

5. Cleveland existence proof

Does this mean looking to Cleveland for evidence of success of prior programs? If so, this seems more a research piece than an initiative which moves forward.

6. + 7.

I am not clear on how these two groups are to be defined or identified.

9. Jewish education planners

Does this job exist in any organizations other than Federations or Central Agencies? If not, then this seems to be a partnership with JESNA and UJC.

<b>Name of the program</b>	THE INSTITUTE FOR NON-FOR-PROFIT MANAGEMENT FOR JEWISH COMMUNAL SERVICE
<b>Institution</b>	Wiener Educational Center UJA-Federation of New York and the Columbia University Graduate School of Business
<b>Target Population</b>	Jewish agency executives with an interest in formal management training
<b>Focus re Content</b>	Knowledge of management theory and practice, an informed approach to Jewish communal service issues and training in strategic planning, financial management etc.
<b>How similar or different compared to other programs</b>	
<b>Skills</b>	Strategic planning, financial management, administration, marketing, conflict management and negotiation.
<b>Duration</b>	Two 5-day retreats and 11 full days
<b>Context</b>	Participants attend program while working full-time