MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980 – 2008.

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CJENA correspondence, reports, and meetings, 1989.

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### FACSIMILE TRANSMISSION

### Nativ-Policy and Planning Consultants

Jerusalem

To: Mark Gurvis

From: Annette Hochstein

Date: November 6, 1989

Dear Mark,

Following our telephone conversation today, I will try to summarize the "programmatic agenda" assignment towards your conversations with CAJE leadership.

The purpose of the endeavour is to outline a broad general agenda in specific programmatic areas. By pointing out the content, scope, importance, likely impact and feasibility as well as pointing to key opportunities and challenges in each option, we believe that the case for undertaking the option could be made. The purpose is to intelligently convey the opportunities. It is not to offer a detailed plan - rather to offer knowledge that may lead someone to decide to initiate a planning and implementation process in a given programmatic area.

### a. What should the individual papers consist of?

Without presuming to dictate a format, I believe the following categories may be useful - though none of this should be binding:

- 1. A description and overview of the area including its scope based on the best available data.
- 2. Major challenges and opportunities for that area at this time.
- 3. Outline of an agenda: what should and could be done now.
- 1. A description and overview of the area including its scope based on the best available data.

(For example in the paper on "early childhood" the description might include the following kinds of statement (all the data is fictitious): There are approximately 400.000 Jewish children between the ages of 2 and 5 in North America; 65,000 are enrolled in 275 pre-school programs under Jewish auspices. Of these X are

in day-care centers that cater to 2-3 year olds and y in kindergarden programs. X % of the programs are located in JCCs, Y in synagogues, Z etc... A total staff of X etc.. In addition to these formal programs a wide array of informal programs is offered for toddlers in the areas of... The media - television, video films, movies, music, songs etc...

The content of these programs includes most often .. Jewish holidays... israeli songs...elementary Hebrew vocabulary... none of these

\*\*\* Mark all the data in this example and in those that follow is fictitious; moreover examples are offered as one of many possible way to describe the field. Of course it is by no means complete. The main point is that a brief description is needed, based on the best available quantitative and qualitative data. Joe's option papers offer a good basis from which to start the whole work. Moreover for many papers key experts were consulted or asked to respond. Relevant parts may be incorporated in the agenda papers - though the purposes of the two are quite different.

### 2. Major challenges and opportunities at this time

To continue with the early childhood example:

- Over the past decade there has been significant rise and enrolment and demand for programs due to the changing employment patterns of women. As a result...
- This creates major opportunities to expand programs etc...
- The quality of programs is often poor, in particular as concerns Jewish content.
- The staff for early childhood programs is generally underpaid (\$ X compared to \$Y in general programs).
- The staff is often poorly trained for the assignment. In fact X% of the staff are not jewish; Y% have never had any Jewish educational experience themselves and most are unfamiliar with
- Currently there is only one very minor training program, that can train only a fraction of the staff needed. JCC's are setting up a new and additional training program for pre-school educators in JCCs.
- etc..

### 3. Outline of an agenda:

The outline could include major general recommendations. These should be based on state-of-the-art knowledge and on a preliminary assessment of impact and feasibility.

To push the example one step further, an agenda on early childhood could include recommendation of the following kind:

There are significant opportunities for development in

the area of early childhood education today.

It appears that 30,000-50,000 (tens of thousands) additional children could be recruited to participate in formal programs, whereas almost the whole age group are potential clients for a variety of informal programs.

Therefore we recommend that the following be developed over the next decade:

- \* The number of formal programs (institutions) should be gradually increased by 40%, allowing to almost double the number of children enrolled in programs.
- \* Outreach efforts should be made to that population that will not enrol in formal programs. In particular:
- \* A major effort should be undertaken to produce quality programs for toddlers to be broadcasted in the general media. The programs (films, video strips, etc..) should be centered on ...
- \* Five training programs for early-childhood educators should be developed in various areas in North America. Together they should graduate annually at least 350 people during each of the next ten years.
- \* Existing materials... New materials...
- \* A policy for increasing salaries and benefits by an average of % will be developed nationally and implemented...

### b. How could this be done?

I envisage a three-step process:

- 1. Data gathering and informal consultations by the key person in the group. The purpose is to arrive in Cleveland with the necessary background materials and data so that work can proceed on substance. Since CAJF is likely to choose experts in each area to lead the group, state of the art thinking and existing data should be within his/her reach. I imagine that such a person will have access to major experts in the area for telephone consultation and collegial advice—seeking, and will find a way to communicate as needed with his/her team—members.
- 2. The group deliberative process in Cleveland. The groups will choose how to run their discussion. They may find it useful to use the option paper as a point of departure from which to differ or with which to agree.
- 3. Final analysis and writing by the key person. As we discussed, the idea that the writing could be done 8-12 days following the Cleveland gathering is certainly acceptable,

and it does make sense that one person do the written synthesis.

I hope this is useful to you - but more detail may be necessary - please let me know. I am sending this in a hurry so that your further conversations with Eliot not be held back. I will probably touch base with in the near future.

Best Regards,

# A Decade for Renewal\*

\* This title is not complete. A descriptive or qualifying clause and/or a subtitle explaining the purpose of the document will have to be added. See, as an example, the Carnegie Forum's Report:

"A Nation Prepared: Teachers for the 21st Century The Report of the Task Force on Teaching as a Profession"

# A Decade for Renewal

### Introduction

North American Jews—communal leaders, educators, rabbis, scholars, parents and young people—are searching for ways to engage more Jews with the present and the future of the Jewish people.

There is deep and wide-spread concern that the commitment to important Jewish values, ideals and behavior is diminishing. Jewish institutions and organizations want to ensure that Jews maintain and strengthen the beliefs that are central to the diverse conceptions of Judaism expressed in the North American Jewish Community. They want to guarantee that the contribution American Jews have made to the establishment and maintenance of the State of Israel, to the safety and welfare of Jews in all parts of the world, and to the humanitarian causes they support be continued. They are all concerned with the trends, with the number of unaffiliated Jews, with the rate of assimilation and intermarriage.

These are among the important reasons for the renewed and intensified interest in Jewish education—a Jewish education that will enable Jews of all ages to experience, to learn, to understand, to feel, and to act in a way that reflects their commitment to Judaism.

Responding to these challenges will require a richer and broader conception of Jewish education. It will require that North American Jewry join forces, pool the energies of its many components, and launch a decade of renewal—a common effort over the next ten years to raise the standards and quality of Jewish life on the North American continent.

The North American Jewish community will have to mobilize itself as it did for the establishment of the State of Israel, for the rescue of Jewish communities in distress and for the fight against discrimination and injustice of various forms. Beginning with the central organizations of Jewish communal life—CJF, the religious denominations, JWB and JESNA—and encouraged by the vision and generosity of private Jewish foundations, all Jewish organizations will be recruited to join this effort. Through the work of this Commission, we have learned that there is no Jewish institution that is not concerned about its future.

The Commission believes that if the appropriate people, energy and funds are marshalled, positive across-the-board change will be initiated.

The Commission believes that the following seven areas must be addressed and urges the North American Jewish Community to act on its recommendations.

### 1. The Community

The success of the Decade of Renewal will depend on the commitment and conduct of the Jewish community.

The community will have to recruit its top leadership for Jewish education, just as it has for other major challenges.

Following the example of the \_\_\_\_ family foundations, the community will have to change its funding priorities on the local and continental level.

It will have to create an environment that will allow for the enhancement of ideas and programs that have proven effective and, at the same time, encourage creativity and experimentation.

When these steps are taken, a new climate will emerge which will attract more and more people to devote their personal time or their professional careers to Jewish education.

### 2. Personnel

When it is clear that a new era for Jewish education is beginning, we will be able to build the profession of Jewish education.

Many people will want to join in this endeavour when they recognize that they can make a difference. If they see that they can play an important role in intensifying what works and developing what is needed to guarantee the Jewish future, they will consider it a privilege to devote their lives to the profession and to work with like-minded people who have chosen to do the same.

As the Jewish community recognizes the profession's contribution to the quality of Jewish life, it will grant respectable remuneration and appreciation to those who qualify for the emerging profession of Jewish education.

The community will then be able to:

- recruit many more educators;
- revitalize the training and continuing education of formal and informal educators;
- retain talented and dedicated educators for a life-long career.

### 3. Programmatic Areas

The Commission has learned that there are at least 12 areas which could be significantly improved through appropriate intervention.

Early Childhood Education and Child Care

The Supplementary School (elementary and high school)

The Day School (elementary and high school)

Informal Education

Israel Experience Programs

Curriculum

The Hebrew Language

The Use of Media and Technology

The College Age Group

Adult Education

Family Education

The Retired and the Elderly

Some of these can be acted upon immediately; others require several years of preparation, interventions in all of these areas must be carefully planned and closely monitored.

The Commission will identify opportunities in each of these areas and encourage foundations, philanthropists and institutions to concentrate their efforts in the area of their interest.

#### 4. Research

The Commission discovered that little is known about Jewish education. There is almost no empirical data available on the impact of Jewish education, the cost of Jewish education, the needs and desires of parents and students, the qualifications of teachers, and other important subjects.

Unless monitoring, evaluation and research accompany this endeavour, it will be impossible to expect the massive mobilization of community leaders and the significant infusion of funds that will be required.

The North American Jewish Community must undertake an ongoing research program and establish centers for research and development.

# The Way to Begin

The Commission will launch the decade of renewal by:

- establishing several Community Action Sites;
- establishing the \_\_\_\_\_Fund for Jewish education;
- establishing a mechanism to implement its recommendations.

### 5. Community Action Sites

In partnership with local communities, the Commission will facilitate the establishment of several Community Action Sites aimed at effecting and inspiring change throughout the field of Jewish education.

A Community Action Site will be an entire community or a network of institutions in several communities where excellence in Jewish education will be demonstrated for others to see, to learn from and, where appropriate, to replicate. It will bring together those programs and ideas that have proven effective, adequately fund them and implement them in a complementary way, thus significantly increasing their impact. Community Action Sites will provide an environment where educators, rabbis, scholars and community leaders—can jointly experiment with new ideas. Local and national institutions will work together in designing and field-testing approaches to the problems of Jewish education.

### 6. Funding

The	Fund for Jewish education has been	established in order to act	immediately or
the (	Commission's recommendations. The	Fund will offer chall	enge grants to
natio	onal and local institutions and to communitie	es prepared to undertake th	e establishment
of a Community Action Site or the implementation of a programmatic agenda.			
The	founders of this fund are committed to	the idea that local feder	ations, national
orgai	nizations and institutions will work intensiv	ely during the next five yea	irs to <u>(double?)</u>
the a	mount of money available for Jewish educa	tion. In establishing the _	Fund, the

following foundations and philanthropists are offering leadership and vision to the Jewish community.

### 7. The Mechanism for Implementation

The Commission has established a mechanism that will continue its work and facilitate the implementation of its recommendations. Among its functions will be facilitating the establishment of Community Action Sites; encouraging foundations and philanthropists to support innovation and experimentation; facilitating the implementation of strategies on the continental level and in Israel in areas such as recruitment and training of personnel; assisting in the planning and development of programmatic agendas; helping to develop the research capability in North America; and preparing annual progress reports for public discussion by the North American Jewish Community.

# 1. The Community

### I. Background

The quality and effectiveness of Jewish education in North America will improve if conditions are created in the community that support and lend credence to efforts for change. The energy, the will, the vast human and material resources needed will be found provided the community can be mobilized for Jewish education as it has for other major causes during this past century. At present, the limited support granted Jewish education does not permit it to effectively carry out existing programs. It certainly leaves little room for growth and improvement.

Many more top leaders need to be recruited to assume critical communal positions in Jewish education. A concerted effort to recruit them must be undertaken. Moreover, the definition of leadership and the concept of "the community" need to be enlarged to include Jewish academics, rabbis and educators as well as community leaders if Jewish education is to be guided and inspired by the best wisdom of the community.

The Jewish community has been searching for appropriate ways to harness the brain power of Jewish academics. The needs of Jewish education offer an ideal opportunity to involve them. They will be called upon to help deal with the content of Jewish education in its various forms, to elaborate on the values that must be the driving force for Jewish education and to help create the criteria for evaluating the impact of Jewish education.

If Jewish education is to realize its potential, a larger share of communal funds will have to be allocated to it. Funds are needed to raise educators' salaries, to create positions for faculty at training institutions, to offer scholarships to students of Jewish education, to allow for the development of new quality programs, to finance existing good programs, and more.

Recent developments have indicated the timeliness and feasibility of these objectives. A number of local commissions on Jewish education/Jewish continuity have been convened by local federations and are at work. Some have already demonstrated the possibility of recruiting outstanding leaders to the task and significantly increasing funding for Jewish education.

As new groups in the community become involved in Jewish education (leaders in federations and the UJA, scholars and others), the structures that are responsible for the governance and delivery of services in Jewish education will have to be reconsidered. The present structures maintain the sharp division between formal and informal education and

do not offer a forum where all actors can join together. To respond to the new challenges and opportunities, structures will have to be created that include the many institutions and organizations that can contribute to Jewish education. The federations, the denominations, the national and local organizations responsible for formal and informal education, JWB and JESNA and others will have to be involved. These structures will want to maintain the pluralism that the Commission is committed to and derive maximum benefit from the richness and diversity of the various elements in the community.

The Commission believes that, with the appropriate marshalling of people, energy and funds, systemic change will be initiated and the trends will be positively affected.

### II. Recommendations

1. The Commission recommends that more outstanding community leaders, scholars, educators and rabbis be recruited to take leadership and assume responsibility for Jewish education on the national and local level. Appropriate structures will have to be developed to meet the new challenges.

We will have to decide if Funding should be a separate section of the report, with separate recommendations and elaborations. In this case the topic will be removed entirely from this section.

2. The Commission recommends the establishment of a fund of \$\_\_\_\_\_ for Jewish education so that its recommendations can be acted upon immediately. The founders of this fund call on the organized Jewish community—local federations, national organizations and institutions to (double?) the amount of money available for Jewish education over the next five years.

### III. Elaborations

1. The Commission recommends that more outstanding community leaders, scholars, educators and rabbis be recruited to take leadership and assume responsibility for Jewish education on the national and local level. Appropriate structures will have to be developed to meet the new challenges.

This recommendation will involve:

### A. Leadership

The Commission recommends that an immediate effort be undertaken to recruit the outstanding community leaders, scholars, educators and rabbis to assume leadership in the realm of Jewish education on the national level and in their communities. They will be encouraged to engage in an ongoing dialogue on the key issues facing Jewish education.

National organizations—the federation movement, the community center movement, the denominations, Jewish studies organizations, rabbinical groups, and others are called upon to create educational programs that will inform their leadership of issues facing Jewish education/Jewish continuity so that these issues will become and integral part of the communal agenda.

### R. Structure

The Commission turns to the federation movement—on the national and local level—to assume responsibility for convening the appropriate actors for the implementation of its recommendations. Together with JESNA, JWB and the denominations, the organized Jewish community should invite all organizations concerned with Jewish continuity to join in taking responsibility for the decade of renewal.

2. The Commission recommends the establishment of a fund of \$\_\_\_\_ for Jewish education so that its recommendations can be acted upon immediately. The founders of this fund call on the organized Jewish community—local federations, national organizations and institutions to (double?) the amount of money available for Jewish education over the next five years.

The Commission is grateful to the following foundations and philanthropists for offering leadership and vision to the Jewish community by establishing the \_\_\_\_\_ Fund.

- 1.
- 2,
- 3.
- 4.
- 5. 6.
- 7.
- 8.
- 9.
- 10.

This fund has been established so that the Commission can act immediately on its recommendations. The fund will offer challenge grants to national and local institutions and organizations, and to communities prepared to undertake the establishment of Community Action Sites or the implementation of a programmatic agenda.

The Commission calls on the federations to reconsider their priorities and ensure adequate funding for Jewish education.

All purveyors of Jewish education are called upon to <u>(double?)</u> their allocations to Jewish education in order to implement these recommendations. This will make it possible for them to undertake the necessary training of educators, to release teachers for training periods, to send young people to Israel, and more.

The Commission turns to all Jewish organizations concerned with a meaningful Jewish continuity to join it and undertake specific assignments. This will require the education of their leadership and membership as well as reconsideration of their programmatic and funding priorities.

### 2. Personnel

### I. Background

In North America there are over 40,000 people working in the field of Jewish education, formal and informal. Of these, some 5,000 hold full-time positions; the remainder work part-time. A significant percentage of the educators are unqualified for their jobs, with a large proportion having minimal Jewish knowledge and professional training.

There is a serious shortage of qualified personnel in all areas of Jewish education in North America. The shortage is both quantitative—there are fewer people to be hired than positions to be filled—and qualitative—many educators lack the qualifications, the knowledge, the training needed to be effective. The studies that have been undertaken document this shortage (e.g. Della Pergola, New York BJE's study of supplementary schools; L.A. teacher study; Miami teacher survey; Isa Aron's analysis of the state of the profession). They reveal that many educators lack knowledge in one or several of the following areas: the Hebrew language, Jewish sources, Jewish practice, teaching and interpersonal skills, and more. The shortage is not limited to specific institutions or programs, geographic areas or types of community; it exists across the board. [For documentation, see Chapter X and Appendices YYY.]

The shortage of qualified personnel is the result of the following:

- 1. It is difficult to recruit qualified candidates for work in the field and for training programs because of the reputation and realities of the profession.
- 2. Current training opportunities for Jewish educators do not meet the needs of the field.
- 3. The profession of Jewish education is underdeveloped; it offers few rewards and lacks norms and standards. Salaries and benefits are low and educators are not empowered to affect the field.
- 4. There is a high rate of attrition among Jewish educators.

In competition with other professions to attract talented young Jews, Jewish education fares poorly. Why should the brightest and the best choose Jewish education when it is perceived as a low-status profession in a field that is frequently failing? Remuneration is low. Educators work with little opportunity for professional growth, a feeling of isolation from their colleagues and a sense that their work usually does not make a significant difference.

The key to meeting the shortage of qualified personnel for Jewish education resides in building the profession of Jewish education. The profession will be strengthened if talented, dedicated people come to believe that through Jewish education they can affect the future of the Jewish people, and therefore choose to become educators. These people must believe that a new era is beginning for Jewish education, that dedication will be rewarded and that creativity will be given a chance.

If educators are given an opportunity to try out new ideas, are encouraged to grow as they work, and are recognized by the community for their successes, they will be able to better affect the lives of children and their families.

### II. Recommendations

The Commission recommends that a ten-year plan to build the profession of Jewish education in North America be undertaken. The plan will include the development of training opportunities; a major effort to recruit appropriate candidates to the profession and improvements in the status of Jewish education as a profession.

### This plan will require that:

A. The North American Jewish community undertake a five-year program to significantly increase the quantity and enhance the quality of pre-service and in-service training opportunities in North America and in Israel. The plan will raise the number of people graduating from training programs from "x" to "y" per year and will expand the availability of in-service training from "x" educators to "y" educators per year.

B. A nationally co-ordinated recruitment plan to increase the pool of qualified applicants for jobs and for training programs be prepared and implemented. The plan will seek to significantly expand the pool from which candidates for training and re-training are recruited, and develop methods and techniques for recruiting them.

C. The profession of Jewish education, including creating the conditions that are likely to attract and retain a cadre of dedicated, qualified educators, be developed.. In particular, the plan will implement continental policies to improve the status of educators, their salaries and benefits, grant them empowerment and improve their working conditions.

### III. Elaboration

A. The North American Jewish community undertake a five-year program to significantly increase the quantity and enhance the quality of pre-service and in-service training opportunities in North America and in Israel. The plan will raise the number of people

graduating from training programs from "x" to "y" per year and will expand the availability of in- service training from "x" educators to "y" educators per year.

This will require investing significant funds in the development of existing training programs to enable them to rise to their full potential, and developing new programs within training institutions or at general universities in North America and in Israel.

These funds will be used to:

- Develop faculty for Jewish education programs, including the endowment of professorships and fellowships for training new faculty.
- Create specializations in various institutions to meet the needs of the field (e.g. specialization in pre-school education, in informal education, in the teaching of the Hebrew language, in the use of media for education, "fast-track" training programs for career-changers, etc.).
- Improve the quality of training opportunities by creating partnerships between training institutions in North America and Israel, research networks, consortia of training programs.
- Establish training program for geographic areas that do not have any at this time (e.g. the South-East—see maps, Appendix X).
- Develop elite training for leadership in Jewish education in North America (see the Jerusalem Fellows and Senior Educator programs in Jerusalem as possible models).
- Support specialized programs at general universities (e.g. George Washington University, Stanford University, York University) and consider the establishment of new programs where they are desirable.
- Provide a significant number of fellowships for students who want to become Jewish educators.
- Develop models of, and norms and standards for, the training and in-service training of Jewish educators.
- Develop a variety of in-service training programs throughout North America and in Israel that will accommodate many more educators. The programs will be designed to fulfill a variety of in-service needs:

On-the-job training programs, either at existing training institutions or at education departments and Judaic studies departments at general universities.

Specialized programs for the various content areas and for specific positions (e.g., curriculum writers, Israel Experience educators, teacher trainers).

Programs that use Israel more extensively as a resource for educators.

B. A nationally co-ordinated recruitment plan to increase the pool of qualified applicants for jobs and for training programs be prepared and implemented. The plan will seek to significantly expand the pool from which candidates for training and re-training are recruited, and develop methods and techniques for recruiting them.

#### This will involve:

- Undertaking a survey to identify new pools of candidates (e.g. Judaic studies students at universities; dayschool graduates; rabbis; career-chargers; general educators who are Jewish; members of large Jewish organizations such as Hadassah and the National Council of Jewish Women; etc.).
- Identifying the conditions under which talented potential educators could be attracted to the field (e.g. financial incentives during training; adequate salaries and benefits; possibilities of advancement and growth, challenging positions).
- Developing a systematic marketing and recruitment program based on the findings of the survey.
- C. The profession of Jewish education, including creating the conditions that are likely to attract and retain a cadre of dedicated, qualified educators be developed. In particular, the plan will implement continental policies to improve the status of educators, their salaries and benefits, grant them empowerment and improve their working conditions.

#### This will involve:

- Developing appropriate salary scales and benefits for all Jewish educators and assuring their funding (see Appendix).
- Creating a comprehensive career development program for educators which will allow for professional advancement and personal growth.

- Mapping out the positions that need to be created and filled in order to meet the current challenges of Jewish education (e.g. specialists in early childhood, family education, adult education, special education, the teaching of Hebrew, and the many positions for the education of educators).
- Developing both linear and non-linear ladders of advancement for education, ranging from avocational positions to senior academic and executive positions. The ladder of advancement will be accompanied by the appropriate criteria for advancement and related salaries and benefits.
- Encouraging collegial networking through conferences, publications and professional associations, as a way of maintaining standards, exchanging ideas and facilitating innovation and experimentation.

# 3. Programmatic Areas

### I. Background

The Commission has learned that there are at least 12 programmatic areas that offer clear opportunities for intervention.

Early Childhood Education and Child Care
The Supplementary School (elementary and high school)
The Day School (elementary and high school)
Informal Education
Israel Experience Programs
Curriculum
The Hebrew Language
The Use of Media and Technology
The College Age Group
Adult Education
Family Education
The Retired and the Elderly

A good deal of work has been done in some of these areas, whereas in others work is just beginning.

The Community Action Sites will offer an important opportunity to learn how to act upon many of these programmatic areas. Examples of best practice will be assembled there and will be carefully studied. Local taskforces will probably be established for specific programmatic areas in Community Action Sites.

The Commission was reminded that though programmatic areas are at the very heart of the educational endeavour, the history of general education and of Jewish education offer many examples of important ideas that were acted upon prematurely. It wants to avoid this pitfall for programmatic areas.

For these reasons—the opportunities inherent in programmatic options; the readiness and interest of institutions, foundations and philanthropists to undertake specific areas; the need of Community Action Sites to work through programs—the Commission has decided to design an agenda for programmatic options. The agenda will form the basis for further work by the mechanism for implementation.

### II. Recommendations

The Commission has identified the following 12 programmatic areas, each of which offers promising opportunities for intervention.

Early Childhood Education and Child Care
The Supplementary School (elementary and high school)
The Day School (elementary and high school)
Informal Education
Israel Experience Programs
Curriculum
The Hebrew Language
The Use of Media and Technology
The College Age Group
Adult Education
Family Education
The Retired and the Elderly

The Commission believes that these areas can form a challenging agenda for the next decade and urges communities, communal organizations, foundations and philanthropists to act upon them.

The mechanism for implementation will offer its services to those who want to concentrate their efforts in a programmatic area and help in research, planning and monitoring.

The mechanism will continue to develop the programmatic agenda towards implementation in Community Action Sites and will diffuse the results of work in these areas throughout the North American community.

### 4. Research

### I. Background

There is very little research on Jewish education being carried out in North America (see Appendix A). As a result, there is a paucity of data; little is known concerning the basic issues and almost no evaluations have been undertaken to assess the quality and impact of programs.

Because of this, decisions are made without the benefit of clear evidence of need; major resources are invested with insufficient evaluation or monitoring. We seldom know what works in Jewish education; what is better and what is less good; what the impact of programs and investments is. The market has not been explored; we do not know what people want. We do not have accurate information on how many teachers there are, how qualified they are, what their salaries are. There are not enough standardized achievement tests in Jewish education, we do not know much about what students know.

Various theories and models for the training of educators need to be considered as we decide what kinds of training are appropriate for various types of educators. The debates in general education on the education of educators need to be considered in terms of their significance for Jewish education. A careful analysis of the potential of the existing training institutions will help us consider both what is desirable and what is feasible.

We are also in need of important data and knowledge in areas such as the curriculum and teaching methods for Jewish schools. For example, the teaching of Hebrew needs to be grounded in research. The various goals for the teaching of Hebrew should determine the kind of Hebrew that must be taught: the Hebrew of the Bible, of the prayer book, spoken Hebrew, Hebrew useful on a first visit to Israel, and so on. These decisions in turn would determine the vocabulary to be mastered, the relative importance of literature, of Jewish sources, of grammar; etc.

The potential for informal education has also not been researched. Summer camping appears to make a difference. Is this really so? If it is, how can its impact be increased by relating it to the education that takes place in the JCCs and in schools?

The role of Israel as an educational resource has not been studied adequately. It plays too small a role in the curriculum of Jewish schools and there is a shortage of educational materials. There is little literature about teaching methods for this topic.

We need research in order to allow decision-makers to make informed decisions. We need it, too, in order to enrich our knowledge about Jewish education and to promote the creative processes that will design the Jewish education of tomorrow.

### II. Recommendations

The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations, and at specialized research facilities that need to be established.



# 5. Community Action Sites

### I. Background

A Community Action Site is a place—a whole community or a network of institutions—where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. The Community Action Site will engage in the process of re-designing and improving the delivery of Jewish education according to state-of-the-art knowledge. The focus will be on personnel and the community, with the goal of effecting and inspiring change in the various programmatic areas in the field of Jewish education.

### Assumptions

The concept of the Community Action Site is based on several assumptions.

### 1. LEARNING BY DOING

The notion of a Community Action Site assumes that it is possible to demonstrate effective approaches to problems in a specific community which can then be replicated elsewhere. Significant questions concerning innovation and implementation, such as what elements should be included and how they should be combined, can only be resolved in real-life situations, through the dynamics of thinking about implementation, and in the process of implementing.

#### 2. LOCAL INITIATIVES

The initiative for establishing a Community Action Site must come from the local community and the key stakeholders must be fully committed to the endeavour. The community must be willing to set for itself the highest possible standards and guarantee the necessary funding for the project. The community selected will have to develop a local mechanism that will play a major role in the initiation of ideas, the design of programs and their implementation.

#### 3. BEST PRACTICE

Best practice will be an important resource for the work of the Community Action Site. Examples of best practice in Jewish education, suggested by the national denominational bodies, their training institutions, educational organizations and other relevant groups,

together with the staff of the mechanism for implementation, will be brought to the site, integrated in a complementary way, and adequately funded, thus significantly increasing their impact.

### 4. ENVIRONMENT

The Community Action Site will be characterized by innovation and experimentation. Programs will not be limited to existing ideas, but rather creativity will be encouraged. As ideas are tested they will be carefully monitored and will be subject to critical analysis. The combination of openness and creativity with monitoring and accountability is not easily accomplished, but is vital to the concept of the Community Action Site.

#### 5. CONTENT

The philosophy, values and content of the education offered in a Community Action Site will be a central issue. The denominations, working with the local institutions, JWB, JESNA, the national mechanism for implementation and others invited to participate, will produce background papers on the philosophy that should guide the work being done. These papers should address the problem of translating the particular philosophy into curriculum, as well as describe the texts to be studied and the methods to be used. They will also help guide the evaluation of the program.

#### 6. EVALUATION

The work of the Community Action Site will have to be monitored and evaluated in order to discover what can be achieved when there is a massive and systematic investment of thought, energy and funding in Jewish education. The results of the evaluation will serve as the basis for diffusion.

### 7. DIFFUSION

The results of work in a Community Action Site, and lessons learned from projects demonstrated there, will be diffused throughout the North American Jewish community and to other interested Jewish communities in the world. This will require thorough documentation of all aspects of the work.

### The Scope of a Community Action Site

The scope of a Community Action Site has not yet been decided. Below are two possible models.

- 1. The Community Action Site could be an entire community where all the institutions involved in Jewish education are invited to join. One to three such comprehensive sites could be established. Each site would have to guarantee the participation of a minimum number of its institutions. It might be determined that 80% of all the Jewish educational institutions in the community (e.g. the early childhood programs, the supplementary schools, the day schools, JCCs, Judaic studies programs in the local university, adult education programs, etc.) would be needed to build this version of a Community Action Site.
- 2. Several Community Action Sites could be established with each of them taking different cuts into Jewish education. This could be a cut by ages (e.g. elementary school age), by institutions (e.g. all the day schools), or some combination of these approaches. If, for example, three Community Action Sites decided to concentrate on early childhood and the supplementary school, three others on the high school and college age groups, and three more on JCCs, summer camps and Israel Experience programs, a good deal of the map of Jewish education would be covered.

### A Community Action Site at Work

After establishing criteria for the selection of a Community Action Site, the board of the national mechanism will consider several possibilities and choose from among them. The community that is selected will create a structure to work in partnership with the national mechanism for implementation. If a local commission already exists, it might serve as that structure. Together they will conduct a study of the community to learn about the market for Jewish education (e.g. how many people are involved); the nature and status of the personnel; the lay leadership of Jewish education, the current level of funding for Jewish education; etc. A preliminary plan would then be developed. Below are some of the elements of the plan which serve as examples of the work that will be undertaken in a Community Action Site.

### A. PERSONNEL

The study might show that there are currently 1,000 filled positions (formal and informal, full-time and part-time) in all areas of Jewish education in the community. The study would also identify the gaps that exist—the positions that need to be created and filled. The denominations (organizations and their training institutions) and others will be invited to join in developing a plan for recruiting, training and retaining personnel.

#### 1. RECRUITMENT

All of the recommendations related to recruitment in the Commission's report, and the results of the national recruitment study that will have been undertaken, will be reviewed and the Community Action Site would act on those recommendations. Some examples:

- a. Recruiting appropriate college students (good Jewish background, commitment to Judaism) from the local universities, and hiring them for several years of work in the supplementary schools, day schools and JCCs in the community.
- b. Recruiting people interested in changing their careers.
- c. Encouraging general educators in the community to retool themselves for positions in Jewish education.
- d. Bringing a number of outstanding educators from outside the community to assume key positions (e.g. three Jerusalem Fellows, four Senior Educators, etc.). Five supplementary schools could offer full-time positions for principals, to be filled by local part-time principals or by people recruited from other communities.
- e. Recruiting personnel from among the membership of organizations like Hadassah, the National Council of Jewish Women, ORT, etc. and building a program to prepare them to work in the field.
- f. Canvassing the retired population in the community to recruit appropriate candidates for work in Jewish education.

#### 2. TRAINING

In addition to preparing people who are new to the field, training would involve some of the following elements.

- a. In-service training for every person in the educational endeavour. All avocational teachers would be assessed in terms of their current knowledge and their potential and a program to advance them would be designed.
- b. All professional teachers, principals, and informal educators would be involved in some form of ongoing training planned jointly by the national and local mechanisms.
- c. Special fast-track programs would be developed for retraining general educators or career-changers who are moving into the field of Jewish education.

d. The Community Action Site might be adopted by a consortium of training institutions, with each institution undertaking a specific assignment. The national training institutions, the local universities, institutions in Israel, and any other relevant players would be invited to participate.

#### 3. PROFESSION BUILDING

As a result of the community study, a new map of the Jewish educational needs in the community would be developed. This map might include three full-time positions for special education; several positions for experts in early childhood education; two teacher-trainers; specialists in the teaching of Bible, Hebrew, History; an expert on the use of Israel Experience programs; consultants on Jewish programming for the JCCs; several adult educators; several family educators; etc. To respond to these needs, it might be determined that a 10% increase in the number of positions in the community is required. This could include introducing more full-time positions for people currently working part-time. This map would be the beginning of a new conception of the profession and would grow with time.

Accompanying the map would be a description of the training, salary, benefits and status appropriate to each position. Thus, a Bible expert might earn the same salary and be granted the same status as a principal. This would expand the possibilities of advancement in Jewish education beyond the conventional linear pattern of teacher, assistant principal, principal.

#### 4. RETENTION

The issue of retention would be addressed in light of the results of the community study. The study might have pointed to the need for improving the relationship between lay boards and educators; the need for sabbaticals, trips to Israel and more on-the-job training for teachers. The local mechanism will have to determine the elements that are necessary to retain good people in the field and deal with them accordingly.

#### B. COMMUNITY—ITS LEADERSHIP, FUNDING, AND STRUCTURES

From the onset of the Community Action Site, the appropriate community leadership will have to be engaged. These leaders, either the board of a local commission and its staff or newly recruited leaders, will have to be involved in developing the plans of the Community Action Site, oversceing them, monitoring them and responding to feed-back. The community would have to either create its own evaluation program or subscribe to the national mechanism's evaluation program so that success could be measured and appropriate decisions could be made.

Unless the community leadership is informed and committed, the necessary funding will not be obtained for the work of the Community Action Site.

### C. AN INSTITUTION WITHIN A COMMUNITY ACTION SITE

The supplementary school is offered below as an example of how the national and local mechanisms would work together to implement appropriate recommendations for a specific community. Over time, such an approach could be introduced for all of the institutions in a Community Action Site.

A taskforce, composed of the top experts of the Conservative, Orthodox, Reform and Reconstructionist groups, would be created to examine the supplementary school. It would search for examples of best practice and invite those who have developed them, as well as thinkers or theoreticians in the area, to join in deliberations on the supplementary school. Together, they would begin to plan an approach to improving the supplementary school which could include the following:

- the elaboration of the educational philosophy of the supplementary school;
- the supplementary school's relationship to the synagogue, to informal education, to summer camping, to trips to Israel, to family education and to adult education;
- legitimate educational outcomes of the supplementary school;
- the curriculum, the content that should be offered in the supplementary school;
- the methods and materials currently available that should be introduced;
- the crucial problematic areas for which materials must be prepared e.g., methods for the teaching of Hebrew. In such a case, one of the national institutions or research centers might be asked to undertake the assignment immediately.

Each of the denominations would be given the opportunity and appropriate support (e.g. funding, expert personnel) to develop a plan including all of the elements listed above. The local and national mechanisms would review, modify and adopt the plan. Funding and criteria for evaluation would be agreed upon. The appropriate training institutions would be asked to undertake responsibility for training the personnel and would accompany the experiment as a whole. For example, for the Conservative supplementary schools, the faculty of the Jewish Theological Seminary and its Melton Research Center might work with the staff of the mechanisms, helping them decide what materials should be taught and developing a training program for the teaching of this material. JTS and Melton faculty would be involved with the local supplementary schools on a regular basis, to monitor progress and to serve as trouble-shooters.

Although they would have to work individually with their Conservative, Orthodox, Reform and Reconstructionist schools, there are some areas where all of the denominations could work together. On issues such as the integration of formal and informal education, the use of the Israel Experience, family education, and possibly even in certain content areas such as the teaching of Hebrew, combined effort would yield significant results.

Within a few years, we could learn what can be achieved when proper thinking, funding and training are invested in a supplementary school. We could also see how informal education, the Israel Experience, family education and other elements could be combined to increase the impact of the supplementary school. The extent of the success and the rate of introduction of new ideas will only become apparent when the Community Action Site is functioning.

The national mechanism, in addition to its role in planning, evaluating and overseeing the entire project, would, as quickly as possible, extrapolate principles from the experience of a Community Action Site to feed the public debate, leading to the development of policies on issues such as salaries, benefits, the elements of professional status, sabbaticals, etc. These policies, as well as specific lessons learned, would be diffused to other communities in North America.

### II. Recommendation:

The Commission recommends the establishment of several Community Action Sites, where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. Community Action Sites will be initiated by local communities which will work in partnership with the mechanism for implementation. The mechanism will help distil the lessons learned from the Community Action Sites and diffuse the results.

# 6. Funding

A decision will have to be made as to whether there should be a separate section and a separate recommendation in the final report on funding, or whether the issue of funding should be part of the section on community. At present, funding is treated as a separate topic in the introduction, but it is written into the paper on the community (see page 8). If it is decided that it should be treated separately, the section on funding can be taken out of the community paper, elaborated upon and re-written as a separate chapter.

# 7. The Mechanism for Implementation

# I. Background\*

The Commission on Jewish Education in North America decided, at its meeting on October 23 1989, to undertake a plan of action aimed at significantly affecting the impact of Jewish education in North America.

The plan includes the following elements:

- Mobilizing the Community (leadership, structure, finance) for implementation and change.
- 2. Developing strategies for building the profession of Jewish education, including recruitment, training and retention.
- 3. Establishing and developing Community Action Sites to demonstrate what Jewish education at its best can be, and to offer a feasible starting point for implementation.
- 4. Implementing strategies on the continental level and in Israel in specific areas—such as the development of training opportunities or recruitment programs to meet the shortage of qualified personnel.
- 5. Developing an agenda for programmatic options and an approach for dealing with them.
- Building a research capability to study questions such as the impact and effectiveness
  of programs.
- 7. Designing a mechanism for implementation that will continue the work of the Commission, as well as initiate and facilitate the realization of the action plan.
- \* This introduction will not be appropriate in the final report. It will be covered in the chapters on the history and process of the Commission.

### II. The Challenge

The challenge facing the Commission at this time is to create the conditions for implementation of its plan and to launch the process that will bring across-the-board change. Briefly stated the Commission needs to decide Who will do all of this and how will it be done.

The action plan, the implementation of the recommendations of the commission, will require that some mechanism be created to continue the work of the Commission after its report is issued.

The mechanism for implementation may be a new organization or part of an existing organization. It will be a cooperative effort of individuals and organizations concerned with Jewish Education, as well as the funders who will help support the entire activity. Central communal organizations—CJF, the JWB and JESNA—will be full partners in the work. Federations will be invited to play a central role and the religious denominations will have to be fully involved.

The relationship between this central mechanism and local communities or individual institutions involved in the implementation of the recommendations of the Commission—in particular the implementation of Community Action Sites—will be based upon a number of principles:

- Ready-made plans will not be offered or imposed upon communities. Rather the
  mechanism will act as facilitator and resource for local initiatives and planning.
  Commissioners have warned against "top down" planning
- The mechanism will act when invited by a community that wishes to become a Community Action Site.
- Participating communities and institutions will set up their own local planning and implementation mechanism, that will take responsibility for the work.
- The work will be guided by agreed-upon criteria such as pluralism, accountability and the highest professional standards.

### III. The Suggested Mechanism for Implementation

### A. Mission

- The mechanism will be charged with carrying out the Action plan decided upon by the Commission, and bring about implementation of the Commission's recommendations. It will be a free-standing unit 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 driving force for implementation and change, a source of ideas, characterized by an atmosphere of ferment, search and creativity. It will be the driving force for systemic change.
- 2. It will design and revise development strategies—generally in concert with other persons, communities and institutions. It will be a full-time catalyst for development efforts for Jewish education. It will not deliver services, nor will it compete with existing organisations. Part of its mission will be to help institutions and organisations rise to their full potential.

### B. Governance and Relationship to the Commission

The issue of the continuation of the work of the Commission and of the governance of the mechanism for implementation was addressed by Commissioners and a number of alternative suggestions were offered for consideration.

### 1. GOVERNANCE

- a. The mechanism will have an active Board, which will determine policy and accompany the decisions and work of the mechanism on an ongoing basis.
- b. The mechanism will have a small outstanding professional staff to carry out its mission.
- c. The work of the mechanism will be guided on an ongoing basis by the vision, the educational content and the philosophy contained in the final report of the Commission. In addition, the work of the mechanism will be enriched through consultations with institutions, scholars, rabbis, educators and community leaders throughout the world. A Professional Advisory Team will be established to stimulate this activity.
- d. The authority of the mechanism will derive from the ideas that guide it, and the prestige, status and effectiveness of its Board and staff.

### 2. CONTINUATION OF THE WORK OF THE COMMISSION

Many Commissioners have expressed an interest in retaining an active involvement in the work of the Commission after the final report is issued.

Three possible scenarios have emerged to date:

- a. The mechanism could be viewed as heir to the Commission—as its successor in charge of implementation. In this case the Board of the mechanism would be composed of some of the Commissioners interested in being actively involved in implementation, in addition to other members—be it as funders, representatives of relevant institutions or communal representatives.
- b. Many Commissioners have expressed the desire that the Commission continue to exist. In this case, the full Commission would continue to work in addition to the mechanism. The Commission would convene twice or three times a year to discuss the work of the mechanism, review its agenda and consider progress on implementation.
- c. A third possibility, similar to the second, would have the Commission convene once a year—possibly in an enlarged format, and become a major communal forum on Jewish education. This forum would review progress on implementation, might be accountable to by the mechanism, and review reports on the state of the field of Jewish education in North America.

### C. Tasks & Functions

The mechanism will undertake the following tasks:

- a. To initiate and facilitate the establishment of several community action sites. This may involve developing criteria for their selection, assisting communities as they develop their site, lend assistance in planning, ensure monitoring, evaluation and feed-back. Each site will have its local mechanism—whether this be a commission, a planning unit or some other suitable structure—that will plan and implement the community action site and undertake responsibility for it.
- b. To facilitate implementation of strategies on the continental level and in Israel. This may mean encouraging institutions that will plan and carry out the development efforts. For example: the mechanism may commission the preparation of a national recruitment plan or a national training plan; it may lend planning assistance to existing training institutions as they undertake expansion and development of their training programs; it may help secure funding for these.

#### Draft Draft Draft

- c. To offer assistance as required for the planning and development of programmatic options by others. The mechanism will serve as consultant, help design a development process, recruit staff, gather experts who might bring best practice and other knowledge and data to the planning process for programmatic options. It will thus assist foundations, institutions and organizations that want to undertake work in a programmatic area.
- d. To help develop the research capability needed in North America for the development of more informed policies concerning Jewish education.
- e. To prepare annual progress reports for public discussion of the central issues on the agenda of Jewish education.
- f. To facilitate the development of a network of existing Commissions for Jewish education/Jewish continuity, local mechanisms of the various Community Action Sites and other relevant organisations, for the promotion of change and the diffusion of innovation.
- 2. In order to meet these complex tasks, the mechanism will undertake the following functions.
- a. research, data collection, planning and policy analysis;
- b. community interface (mainly for demonstration sites);
- c. funding facilitation;
- d. monitoring, evaluation and feedback;
- e. diffusion of innovations.
- a. Research, data collection, planning and policy analysis
- This may be viewed as the research and planning arm of the mechanism. It will improve and maximize the knowledge-base upon which decisions are taken for the implementation of the report. The work may be commissioned, performed in-house or other institutions 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. inventories of Jewish educational resources may be developed; analyses of needs and wants in the community will be undertaken; the work on setting norms and standards for training will be initiated; the quality of existing training will be assessed and alternative models considered; 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 Community Action Sites? Who are the stakeholders and how can they be involved? What are the financial and funding possibilities?)
- To provide the knowledge and planning support needed and wanted by the Community Action Sites; to work with the local mechanism in 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 mechanism 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. It is a different activity from that of facilitating the setting up of a North American research capability—but it may provide some of the initial impetus.

#### b. Community interface (for Community Action Sites)

 The mechanism will work extensively with the communities where Community Action Sites are located. This complex function will included negotiation over criteria, modes of operation, the establishment of local structures for planning and implementation, funding and more. It will be undertaken in cooperation with the local mechanisms that will be established in Community Action Sites.

The community interface function may deal with:

- Initiation of negotiations with relevant stakeholders and community leaders who want to establish a Community Action Site.
- Help the local community establish a mechanism for its Community Action Site and assist in recruiting staff for such mechanism.

#### Draft Draft Draft

 Carry out ongoing facilitation during implementation—as needed (e.g. assistance in negotiations with national training institutions, universities, organizations, etc.). The mechanism staff will be pro-active in its support of the local management of the Community Action Sites. Relevant mechanism staff will maintain ongoing contact with the local team.

## c. 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 assist funders in moving ahead with programmatic options in which they have an interest, acting as a consultant, and providing professional assistance as appropriate.
- To develop long-term funding strategies with all relevant stakeholders.

#### d. Monitoring, evaluation and feedback

The purpose of this function is threefold:

- To monitor activity of each Community Action Site and all other elements of the implementation plan.
- To evaluate progress—in whatever form or forms deemed most useful.
- To create and activate feedback loops to connect practical results with a process of re-thinking, re-planning and implementation.

#### e. 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 in North America by initially dealing with the areas of personnel and the community. The mechanism will deal with the complex issue of the diffusion of innovation from one or more Community Action Sites, from programmatic undertakings and from Continental developments, to many or all communities. Strategies will be devised to maximize change throughout the community.

#### IV. Recommendation

The Commission recommends the establishment of a mechanism that will undertake the implementation of its recommendations. It will be the driving force in the attempt to bring about across-the-board, systemic change for Jewish education in North America.

The mechanism will facilitate the establishment of Community Action Sites, encourage foundations and philanthropists to support excellence, innovation and experimentation; facilitate the implementation of strategies on the continental level and in Israel; assist in the planning and development of programmatic agendas; help to develop the research capability in North America and prepare annual progress reports for discussion by the North American Jewish community.

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#### Items for possible inclusion on agenda of Senior Policy Advisors Wed., 12/6/89

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- 1. Minutes and assignments
- 2. Report on meetings of 12/4 and 12/5 (researchers, programmatics)
- 3. Discussion of draft document recommendations for final report
- 4. Discuss design of IJE and draft of director position description

  Develop process for identifying director
- 5. Outreach update
  - a. report on GA
  - denomination meetings: Gottschalk, Lamm, Schorsch, Green, Schindler
- 6. Update on meetings with funders
- 7. Commissioner interviews
  - a. assignments
  - b. interview format
  - c. building attendance for 2/14 who needs special attention?
- 8. Upcoming meetings
  - a. Tues., Jan. 23 Cleveland Hopkins 12:00 noon 5:00 pm
  - b. Tues., Feb. 13 JWB pre-Commission planning time?
  - c. Wed., Feb. 14 UJA/Federation Commission 9:00 am 5:00 pm
  - d. Thurs., Feb. 15 JWB post-Commission 8:30 am 12:00 noon

### THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA FOURTH COMMISSION MEETING -- OCTOBER 23, 1989

Chairman: Folks, I'd like to welcome all of you to the Fourth Meeting of the Commission, and if you look at your watches, it's exactly 10:00 o'clock — and I don't know if your watches are all accurate, but I do appreciate — I guess we all do — prompt attendance. There's no one around this table that hasn't chaired at least 100 meetings. And we'll think of a suitable prize for those of you who are here on time.

There are some people who are here for the first time. I'd like to recognize them and welcome them for being with us. And first we're very pleased to have Susan Crown here, who is a member of Lester's family — Lester — is that a suitable introduction for Susan, or do you have a little more?

L. CROWN: ... introduce it the other way.

CHAIRMEN: Lester Crown is Susan's father. But I know that Susan has taken a leadership role in the philanthropic efforts of the family and we're very pleased to have you with us Susan.

I'd like to welcome Marty Krear, who is the incoming Executive Director, Executive Director Elect I guess, of CdF. And Marty is a member of this group by ... I might say, but also volunteered and joined our Senior Policy Advisory Committee before he had to — so Marty we appreciate that very much. And welcome.

I'd like to introduce two members of the staff who have joined us since the last time, joined the team you might say, since the last time we were here. First, Mark Gurvis, who is right there, who is on the -- actually on the staff of the

Cleveland Jewish Community Federation as Assistant Planning Director. He was heavily involved in a project, ongoing project — now it's been 2-3, 4 years old perhaps in Cleveland — the Cleveland Commission on Jewish Education. And he is on loan to this Commission on a part-time basis, and we welcome his contribution greatly.

Another part-time, you might say, staff member that we've just put on to work on what you might call public relations, getting our message out to our constituents and so on, Keni Meyers, who is a Cleveland free-lance writer of some experience and who will be helping us on that, in that area.

And lastly, I'd like to welcome Kathleen Hat in the far corner who works with Mona Ackerman on the Riklis Foundation Program. Mona is an interested commissioner, not able to be with us today, and asked us if it would be O.K. for Kathleen to sit in today, and we're very pleased to have you with us.

I think those are all the special guests. And I'd like at this time, if you would pull our your agenca which is at the very last page — if you haven't had a chance to look, at it already — I want to go over the day, the logistics for today and give you some idea of what's in store for you.

Notice — Plenary Session no. 1 — we are in it; this is it.

There will be an introduction which I will go through with some assistance in a few minutes. And then we're going to throw the floor you might say, open for discussion in terms of the subjects that are contained in this folder that we sent you. Then, item 3 — we will break into separate discussion groups and the mechanics will be that there are 3 rooms on this floor. We will

be breaking into 3 groups. You see the chair and the co-chair of each of the groups and there will be a guide to help you find conference room "A" for Group "A". And Group B is conference room "C", which I hope is on your agenda. If not, be sure it says C. And then group C is in the Wiler Room -- we'll show you where that is; they're both within 50 feet of this room. And we've asked Charles Bronfman and Ben Yanowitz; Lester Crown and Lester Pollack; Esther Lea Ritz and John Coleman to kind of lead the discussions, which is sort of the way we did it last time also.

Notice it includes lunch right next to roman numeral III — and the way that seems to work out the most efficiently here, is that we will all go into one room, which is right across the hall. Which is — there will be a buffet and get our lunch and move to the appropriate room where there will be beverages. So you won't have to bring your beverage. And I guess that's the most efficient set-up.

Then at approximately 2:15, we'll reconvene here and get the reports of each member, each chair you might say of the 3 groups. And then we'll have an open discussion and presumably we will have covered the, thought through the items on our agenda for today. And that at the very end, as we have done now for each of our prior 3 meetings, we've asked someone to make concluding comments. At the last meeting it was Rabbi Gottschalk; and we've asked Arthur Green, Rabbi Arthur Green to conclude the meeting this time.

Those are the logistics. Are there any questions about any of that?

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Plenary Session -- 4th Commission Meeting

Now I'd like to take you through the book; a lot of this was sent to you. The first divider is of course the listing of our

who have made major contributions really to our process; background material is our fourth report to you. We've had a background material at each of the prior meetings. And this essentially is where we need your reactions, your input, your changes. And hopefully I know most of you I am sure have had a chance to read it and there are some interesting questions here and some of it is controversial. And the process we've followed up till now, interviews, coupled with mailing this in advance, coupled with a very serious look at the logic and the points — has brought us this far. We've made lots of progress. I believe many of you share that feeling. Since we started looking at this whole, somewhat confusing perhaps picture. How do you cut into it? And we're ready to talk today about now to cut into it.

And then behind that, what essentially will be the -- what we'll talk about today you see another tab, which is the minutes of the last meeting, which were sent out to all the commissioners just in case you want to refresh your memory about what we talked about and did last time.

The background information will be the basis for our meeting today, reviewing that, talking about it, digesting it and so on.

A couple of comments about what some of the things that have happened between now and the last meeting we had — and let me say first that the participation by the commissioners, by many of you, perhaps not all of you, but by many of you — and the senior policy advisors — has been outstanding. I guess it's a nice

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Plenary Session -- Ath Commission Meeting

thing to say, even if it weren't true -- it's true. And it's brought us to where we are today, ready to sort of cut into this, the pieces of the puzzle sort of seem to be coming together.

you, commissioners particularly -- there is a healthy impatience. I think it's healthy. There are so many of us that have been exposed to commissions before and maybe disappointed subsequently. I think so many of us have deep concerns about what's happening to the Jewish people, and it's a subject that's been on our agenda maybe for years. But there's some, maybe even frustration as to -- you know, is this thing doable, can you get anywhere with it, can we in fact change the trend line, can we do something about enhancing the likelihood that future generations of Jews will choose to be proactively Jewish, and feel good about working for the whole of the Jewish people? And so that impatience, which really is I think reflects an actionorientation that so many of you have has helped us. And I remind you that we agreed at our very first meeting that this would just not be another report. That we -- even a beautiful, wonderful, distinguished report -- that we were going to somehow hang together until we moved from report to implementation, which is no small manoever -- that's sort of the way we felt about it. And so I think that healthy impattence has been good.

I think today you have, and we have available for discussion, what an action plan could be. It's perhaps not the only formulation. I'm sure there are other formulations; no doubt there are other formulations equally as good. But this is a

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formulation by I believe a very hard-working and committed group of people — us. And we've all had ... input at one way or another through our personal interviews and ... work that's been done. So, and today should be a very important day in the life of this Commission.

I remind you. As is stated in seco there in a

course a final report, not a report for the sake of a report, but a report that spells out what our findings have been, what our recommendations are for the future. A report that is based on the research reports you'll hear more about today that are underway; what their findings and conclusions and recommendations are. And in a sense, depending on how this works out, what — and this may sound a little overblown — and I don't mean to — what our vision for Jewish education is for you know the next period — the next 10 years or whatever. So that's one, the final report. And hopefully it will be what I said earlier — a distinguished piece of work.

And secondly an action plan. And this is what so many of us — and I'll personalize — what I have an anxiety for. To actually invest myself along with all of you or many of you in pieces of work that will be under the unbrella you might say of our coordinated effort that will move us closer to where we want to be. And the action plan is how we will go about implementing the recommendations. So when this is all over, next June, although there is some reference to a continuing mechanism and we'll have to talk about that; there a even some reference to some of your feeling that maybe the Commission ought to stay

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alive and meet once a year. And we'll have to think that through together. But when this is over, we will have a final report and presumably important programmatic options, important thrusts underway because of the interest that some of us have in doing that.

I remind you that again our plans call for 2 more meetings: February -- and that date is February 14th I believe, that's out been set. In February, our plan is for us to look together at the findings and recommendations. And it will be our first look at what you will call — what we should call a "first draft" of our findings and recommendations. And after that meeting, presumably we will be wrapping up, moving toward the meeting on June.

So today when we are looking at an action plan, a possible action plan, and by 4:00 o'clock when we adjourn today that plan, as has been the case in 3 other meetings, will be enriched because of our deliberations and changed no doubt, we will have our -- I believe an action plan. And at the next meeting we will look at the final draft.

Two other things, and that concludes my introduction. I want to talk to you a little bit about outreach first. We've begun to reach out to various constituencies. Federations — there are local commissions, as the Cleveland commission — there's one just starting in Boston and i.A. and Philadelphia and I don't know where else. We've begun to reach out to educators and to the denominations. And just some of the little laundry list of what we've done. We've met twice with key federation planners, the

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professionals who are involved in federation planning. Last September I met at the CJF Quarterly with federation execs and presidents. On November 17th at the General Assembly, the CJF General Assembly, the President Bill Berman and the Exec Carmi Schwartz — of course Marty Kraar will be in there. We've invited about 400 people at the G.A. which will include federation presidents and executives, chairs of endownment funds, budget and planning chairs, to hear the story. In September I went out to Seattle along with some of you to meet with CAJE. There were, at the CAJE group, there were several bundred educators.

got same very good feedback. I have met with the presidents of three of the seminaries -- Dr. Gottschalk, Dr. Lamm and Dr. Shorsch already -- and we want to engage in further dislogue with the demominations. It's this - the delivery of Jewish education, is heavily involved with congregations as we all know, and we need the marriage of all the powerful forces in Jewish life to make this work. So we're engaged in this continuing dialogue and sharing of ideas and experiences. I will say that the reaction from the denominations, and I guess we have 3 of the 4 here today, has been -- of the ones -- meetings we've had -- have been very very upbeat. I personally have felt very pleased. In this case it's Dr. Lamm and Dr. Schorsch that I have had a chance already to meet with, who are here today. Those were wonderful meetings. I told you that privately, I will tell you that again publicly. Very supportive, very much in tune with our larger objectives and so I feel very good about that.

The last thing I want to touch about is financing. Obviously, to all of us here — there's nonody in this room who

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was quote "born yesterday" end quote — to make the kind of impact we want to make that would satisfy us, to hopefully in the long run produce systemic change — and make the whole process of Jewish education, formal and informal, as it leads to a better connection between the Jewish people and Jewish life, young people, maybe even in particular, it's going to take new dollars. This whole field I suspect it's fair to say has been undernourished for years. Maybe now is the time to change that. And there are two major sources that sort of pop up real quickly. I will say to you that in terms of federations, federation leaders — my experience, probably yours — increasingly

and the process

with federations to explore alternatives will be — has really begun. And Bill Berman and Marty and Carmi, all three, have been very supportive. This is all ahead of us, but certainly we expect that to be in the long run very important.

Then, private foundations — I have been in touch even before this began with some of you in this room and other substantial private foundations — lead by families who care a lot about this subject. And we'll start to meet with them in a more official way, you might say, to really do two things: first determine what their areas of interest are; and to fino out what their willingness to participate is. And we nope to be able to report back to you in February as to where we stand on that.

I will share with you my own gut feeling, backed up only by wisps and conversations and so on -- nothing official -- I'm

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really very optimistic about our ability to get very substantial sums of money moving into Jewish continuity, Jewish education from substantial private foundations. And I don't have enough hard data to quantify anything yet, except to tell you that I believe it's proper to use the word important sums, significant sums, and I believe that it's proper to say that there is interest, evidence already in those areas. So, very important assignment which I will take on with some of you in this room, and some not in this room, to really explore more fully this whole process.

That is the Chairman's introduction. There's one more thing that I'd like to do, and that's to have Annette Hochstein run 3 or 4 slides, which kind of will give us all a very quick overview of the prints in the discussion suids. Poton in the first science of the prints in the discussion suids.

you to turn to the inside front cover. I believe there is discussion guide tucked in there, if you haven't already pulled it out; there should be two sheets of paper. And that's the discussion guide that we will be using together in our 3 groups. And it picks up a lot, not everything, it picks up a lot of the background material. You'll need to take your books with you because the background material is really more complete and it has got the rationale, and a lot of the commentary and so on.

Before I do that however, I'd like Annette Hochstein to come up here and go through these slides. I think maybe some of us here are going to have to move.

AH: Mr. Chairman, ladies and gentlemen, the focus of the background materials that you have received is a proposed plan for action. In the next 10 minutes or so, 1 will try to formative

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the plan and highlight its main points.

I would like the first slide. We tried to illustrate on this slide two items. On the left-hand side, the work done by the Commission since its first meeting; and on the right-hand side, the anticipated products of the work. If you follow the left-hand side from the top going down, the process followed by the Commission led from the generation of ideas at the first meeting to the development of numerous options for intervention — options were under two categories: enabling options and programmatic options. A decision was taken to focus on the dealing with the shortage of qualified personnel for Jewish education and on the resources of the community — leadership, structures, finance — to bring about change in Jewish education.

At the same time, many commissioners urged that programmatic options also be dealt with. At the meeting of June 14th, the last

discussed community action sites as a way to demonstrate with several local communities what Jewish education at its best can be, and at the same time to develop local solutions to the problem at hand. Commissioners pointed to the need for a number of simultaneous methods of intervention.

Following this discussion, and following interviews with commissioners, it became clear that the time has come to prepare an action plan that would respond to the goals of the Commission.

As Mort has just pointed out — I'm moving to the right-hand side of the slide — it appears that the work of this Commission will have two major products: a final Commission report and a method

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At our next meeting in February, we hope to reflect in detail the Commission report and the recommendations they make. Today's agenda is focused on the action plan.

The proposed plan calls for a variety of interventions and a method for their implementation. There are 7 points to this plan; the first point — I will run them one by one — mobilizing the community. Commissioners have told us that if we want significant change it will be necessary to mobilize the community for Jewish education. This would mean to recruit significantly more outstanding community leaders to take the lead in change for Jewish education in their communities; it would mean to improve community structures that deal with Jewish education and industry support systems; it would mean to generate significant additional funding to fund the recommended programs.

The second point: <u>building the profession</u>. This is the category under which we have subsumed all those elements that

been pointed out by commissioners and are emerging already from the preliminary data that researchers are collecting for this Commission. And I would like to give a few examples:

Already at this stage of our work, it is clear that there is a need to increase significantly the capacity of training programs to produce graduates, and to enhance the quality of training. It is clear that more and ... positions will have to be created for educators — the level of the ... Salaries and benefits for teachers will have to be increased. There is a need

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for a massive recruitment program geared at bringing more talented young people to the field.

The third point calls for demonstration of, and relates to the Community action sites. Community action sites will see a way to begin implementation. It will allow to demonstrate in one or more communities, what Jewish education can be when the shortage of personnel is addressed systematically and ... and when the community is mobilized to the endeavor. Some educators will be recruited from the site; training institutions will be engaged in the work of upgrading and developing adequate in-service training. What we've come to call "best practice", best programs, will be introduced in the community action site, and innovations will be encouraged there.

The fourth point: continental strategy. By this we mean that there will be a need to develop continental strategies to complement work at the local level. Training for example cannot be done solely on the local level but rather needs to be more centrally done in North America as well as in Israel. Policies to raise salaries and benefits will need to be set continentally;

others, have significant continental components in addition to
... local actions. Recruitment will require a continental
sefort.

The fifth point is the agenda for programmatic options.

Commissioners have urged that communal programmatic options —

What we propose to do and offer for discussion is to identify those options that can be acted upon in the near future, provided

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the knowledge and financial resources can be mobilized. We propose that for each of these options, a general overview of the needs, the problems, the scope be offered in the Commission's report. And that the key opportunities in this area be identified. Then individuals or institutions that may be interested or wish to undertake them will have a point of departure from which to work.

The sixth point is to create a research capability for Jewish education in North America. As we began to put together the data for the work of the Commission, it became clear the extent to which very little is known today in a systematic way about Jewish education. Issues of effectiveness, of cost — now much there are, what their salaries are, who they are — where their training has been — nave practically never been addressed in a systematic way. And there is no reliable data on which to build. Moreover, researchers are overworked — those researchers that ... clear movement to significantly increase that capacity so that decisions can be taken in informed ways.

The seventh and last point is that the mechanism for implementation. In order to ensure that the plans become reality, that we do not end with recommendations alone, no matter how good

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Commissioners have suggested to consider the kind of mechanisms that would be appropriate for the assignment. Such a mechanism could serve many functions.

This is the last slide. What could a mechanism for implementation, whatever its form be,  $do?\sqrt{The}$  mechanism could assist with the establishment of several community action sites.

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It could be a broker between continental and local expertise. It encourage foundations to support innovation. It could ... the implementation of continental strategies — for example the preparation of a national recruitment plan. It could assist in of programmatic options if asked to do so. It could help develop the research capability. And it could report annually on progress to this Commission or to any group that would receive accountability on the plans.

This then is a brief review of the suggested action plan. When considering them — the seven points — many questions arise. One of them is, are these the major elements that should be dealt with for significant change to occur? What should the emphasis be within each of the 7 categories? This is just what is being offered for discussion today. Thank you.

CHAIRMAN: Thank you Annette.

O.K. now you have to sit in the seat that has your name on it. So please be sure to read it.

Well welcome to those of you who have just come -- I know that some of our members will be a little late. What's your pleasure? We want to take this hour to give you a chance to react in a plenary session, and hear everybody else's reaction. I remind you we're going to break into smaller groups and then reconvene. So we'll have 3 really opportunities to think together

were a cress.

1. (Alway And the floor is wide open. John.

55HM: Has the staff looked at the question of "best practice" in terms of defining some issues for a community, or for the

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continental oversight group to consider what is "best practice" in the aggregate as opposed to "best practice" as to a specific project, adult education, kindergarten education, what have you?

When we started out earlier in the last Commission Mort we had a lot of discussion about best practices in selected areas. Does the staff have some views on how one defines best practice as one takes a community oversight --?

CHAIRMAN: I'm going to give you a quick reaction to that, and then allow any member of the staff who wants to add to that to say something.

we have not moved into best practices per se. We have identified the notion that there are best practices out there that out to be replicated, that if it's done well in one location it could be done well in other locations. That's point one.

And the only other point I want to say before calling on any member of the staff who wants to add, is that in discussing priorities at our very first meeting — I remind all of you that we decided not to try and set priorities, because priorities vary by group. They might vary within denominations; they might vary elsewhere. And commissioners have independent thoughts — some of you that you've shared with me — about what you feel is a high priority. And so we decided we would not try and set priorities. And then coming to best practices, that best practices also could be — that there might not be a single best practice in any given specific; there could be several kinds of best practices,

point from this subject.

Now is there any member of the staff — Seymour would you

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like to add something.

<u>SF</u>: We're in the midst John of undertaking that. And what we're going to be doing in the month of December is bringing together the best educators we can assemble to work with us on each of these programmatic options, as well as in the two enabling options. And point out to — what are examples of best practice and why is this the case. We've already begun negotiations with CAJE so that they would bring their enormous power to bear on this.

Now the problem is that if we had enough time, and when we have enough time, we will want to have developed criteria that can be shared by everyone, and have people look at these institutions — or if it's an afternoon school that's doing an usual job — and there's a reason that we can indicate why parts of it or all of it exemplify best practice — that we could share those criteria with all that would want to see them.

So what we hope to do for this Commission report, is at least in as many of the programmatic options as possible, bring to bear what the people who are most talented say is best practice; and offer that as step number one in developing a more systematic approach.

CHAIRMAN: AVAD. Albun

MIN: I may have an atypical view of that. First best practices might refer to the structures that have proven to be best. We have to qualify what the word "best" means. It may not be best to everybody. But in many many ways the dayschools ..., the supplementary schools -- you call that best practice? I think

that each of those institutions, or those mechanisms -- each of those instrumentalities has to be seen one in perspective of the other. That's one point.

The other is, I think that we have to be open to what the potential best practice is about. Our study in Greater New York of the supplementary schools shows that it cannot have best practices unless certain things happen. And we believe that one of those things has to be the introduction of family education into the supplementary school, where the synagogue has to change significantly in order that the schools for children be changed, transformed into an educational enterprise for the total family, including the children. The focus has to be much different. So the second point I want to make is that there has to be a view of what can potentially be the best practice, because we believe that there are very very few best practices without such an enterprise, without such an arrangement.

The third is that there has to in a potential best practice — is developing the kind of confluence between formal and informal that doesn't exist in either the formal or the informal enterprises. We've learned that you just can't divide them — whether it's in a synagogue setting, or whether it's in the JCC. You've had experience with your taskforce and commission in the JWB. And so that that also has to be considered within its potentiality rather its current application now.

And finally, the point I want to make — and I think Seymour touched upon that — is the whole question of transferability. I don't believe that we should spend so much time on developing best practices if those best practices aren't transferable. You

can generalize about that. But community "x" may not be ... I think that that caveat has to be consistently viewed in terms of what best practices are. And we came ... In the enthusaism of many persons, or people, or institutions who say — look how good that is — you can be swayed, and researchers can be swayed in terms of one institution's practice being so good. And I just make that as a third comment.

CHAIRMAN: Thank you. Fiorence.

F. MELTON: I think there's also — this particular issue — with best practices as one — that is so broad, that I would like to see our discussions start with short-term goals and develop long-term goals at a different time. Because there are some areas which I think all of you, American Jewish communities would agree are pressing. And one is the center for training and the quality of the trainers, and the way that the training takes place. The second is the recruitment of young students who, with a professional finding them, would be able to bring them into the training system. And to me this is the bulwark and the infrastructure of everything that this Commission is going to try to do in the future.

So I would say that short-term goals, investment and energy, investment of money, should be -- in my view -- to be invested in those who think.

CHAIRMAN: David.

<u>DAVID</u>: A question for clarification. A while back, it seemed in ... we ... that the priorities here are going be enabling options, as community leadership and personnel. And this action

plan is very comprehensive and very ambitious and it seems to be very inclusive. For example it includes these programmatic options.

But Annette did not mention, and it's not mentioned here, whether these programmatic options — because we all have pet programmatic options — I formally submitted one to Seymour — whether they must relate to these two other options. Because otherwise we're really all over the place here. Or are we saying that any programmatic option, if we stretch a little bit, is going to have to relate to personnel, or community? Or are we really ... to these ... Because otherwise, I think we're making a very democratic effort to be inclusive of all those people who still are into programs, and not sticking to this initial foci—the mobilization of community and personnel.

CHAIRMAN: Yes, well, let me react to that because that question has come up before. And again, I welcome any additions that anyone wants to add.

When we first started, we listed 26 options I believe, which probably will be shrunk if we sort them out a little more carefully to a small number — maybe 17, i6, i8, whatever. We decided that to make things happen, there were two things we had to deal with: one is personnel, which you've just heard the last speaker talk about; and the other was community ambiance — community support, federation leadership, community leadership, congregational leadership — all the environmental factors that would need to be in place to give the proper amount of — you might say nutrients — in the local community to Jewish education.

We picked those two as the big categories, which if we dealt with those, we would make a difference, we could produce systemic change.

We further said that in translating these broad categories into specific action, it would be true — it could be through or would be through — various kinds of programmatic options, like early childhood. We could have a very substantial investment in early childhood or family education as part of a community action site. As part of a way a community deals with a community action site. Service is local, people are reached locally. It could be supplementary school, day school, whatever the programmic option is. So what I'm saying to you — without speaking too long on this — is that these are mutually interdependent — not mutually exclusive. It is not confusing the issue; it is the way we will attack it. If that's not 100% clear, I wouldn't be surprised.

But does anybody want to add anything to that? Does that satisfy you David?

DAVID: Well it says you have a very flexible determination -- CHAIRMAN: Yes, yes, yes. D.K. good. Jack.

JACK: I'd like to react to Florence and Al's ... best practices. I think that they're concerned that best practice could be a limiting process as opposed to an opening process. And I think that issue of best practice — the way I view it is that it's a means by which you can raise the morale of the professionals and you can raise the expectations of the community.

If we are going to say — well, there are no best practices currently — I think that's very demoralizing. As someone who has

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been in that situation, where people say -- well, where is your

model? And I say I saily san't point to see wish.



inspires people to think well maybe it can't be built.

So in that sense I think it's very important that some form of best practice be established, that it be publicized and presented. The place where you can tinker is in the demonstration center. If you're saying well in order to make the supplementary school work, you need "x" points -- put it in the demonstration center and show how "x" makes the difference. But if we're going to avoid looking at things that can work, and that can make people say gee wiz that's something that we should try to do on some level, somewhere -- I think that we will not necessarily inspire the public confidence that these things are really something that is -- you know something to strive for.

So in that sense I think that it's very very important that this be an issue that's pursued and given very nigh profile.

CHAIRMAN: Sara Lee.

SARA LEE: It seems to me that behind this rather comprehensive list of things that need to be addressed is a question that's been touched on by a number of speakers, and that I've heard in previous meetings. And that is that there is a need perhaps to heighten the awareness of community leaders and institutions, and it relates to the best practices question about challenging some of our assumptions, about what kind of form Jewish education ought to take in the current state of the Jewish community; that is, ... what is the nature of the Jewish community today, and what kinds of forms of enculturation and education do we need?

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And it seems to me that in addressing all of these needs it will be important to have what I call a consciousness raising, or an educating function in terms of challenging existing

institutions — that's the self-interest; but in challenging us to — whether they be training institutions, the synagogue as Alvin mentioned, schooling — to think about, or to re-think what they have to be in order to really serve the needs of the contemporary North American Jewish community.

And 'there's kind a -- it's kind of hidden in there, but I think maybe we want to make it more explicit.

And I want to add one more thing. That's a very difficult task, and perhaps only a group that's prestigious and representative as this group is could raise that to a very explicit level of discussion in the American Jewish community. So far I think there have been isolated voices talking about, that aren't attended to I think very seriously. This might be a great contribution that such a Commission could make.

CHAIRMAN: Thank you Sara Lee. I think --

UNIDENTIFIED: Thinking about it a lot, in a world of general education we've had a marvelious example in the last couple of years — both in New York and in Philadelphia. I don't know if it has happened elsewhere as well. Where a single individual, a wealthy person that's a graduate of a particular elementary or high school takes a particular class in a school which is now of course a very poor generally black ghetto school — and announces scholarships through college for all kids in that case who manage

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to get their way through high school. It's been just marvellous.
And ... I would say a tremendous inspiration ...
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TAPE 1, SIDE Z

the way in that kind of dramatic fashion, for an example of what can be done. I care a great deal about training institutions. I work in one and that's what most of my effort goes into. But I would like to see us not focus exclusively on training institutions or centers that are remote from the general population. I think we need a roughe of obtains a centers.

there in the community which really show. If we infuse the right personnel and the right money and the right effort into a particular school — or a particular class — look what can be done! I wouldn't want us to skip that.

CHAIRMAN: Thank you ... Josh.

sharpen the point a little bit further. I like your terminology of challenging assumptions and increase the consciousness raising. But I think that we have to go back to when the Commission started — there was a very careful decision made, as I understand it, to stay away from getting into anything that was going to be divisive to a wall-to-wall coalition like what we have in this room.

CHAIRMAN: Absolutely.

JOSH: I think that's been one of the keys to ... the Commission thus far. However, as you listen to Sara Lee's point and hearing what Alvin has to say about you know there may be that there are certain institutions that we find from the research or from the data that really just work better than others — and where is that going to come out in the report — that really what we're

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talking about moves a little bit beyond challenging assumptions and consciousness raising and may even start inching us into something that could look very much like being restrictive. And my sense is that there's going to be a challenge to all of us, but certainly to the drafters of the report and certainly to cur discussion of the action plan — of finding the middle road between wanting to maintain a coalition of everyone assembled here, wanting to do something that's going to in fact be able to be received by the American Jewish community in the broadest

conclusions. And possibly even some "dos" and "don'ts" -- maybe not a lot of them, but I think maybe more than we think. And I think there's going to be a challenge of how to enable these community action sites to get underway with the research, but also to make sure that people are not going to be in a position where they're going to be doomed to repeat mistakes, or not be able to capitalize on a certain knowledge and use that is beginning to emerge from even the limited research that we have.

So I applaud the idea of challenging assumptions and consciousness raising. I think we're going to have to do at least that. I'm raising the question that maybe as we look at what's going to come out of the research, there may in fact be stronger statements that may be justified for the Commission to take in terms of trying to provide some guidance to communities that get involved.

CHAIRMAN: Yes, very good. Thanks Josh. Bennett?

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BENNETT: Josh at the conclusion of his remarks referred to research as a key element here. In looking at the last slide, I was troubled by the fact that research came at the very end of the list of programmatic actions. It seemed to me sort of the reverse of the process that one would expect normally as part of a design process.

In looking at --

CHAIRMAN: This is not a priority order. It's an accident.

BENNETT: But it struck me as strange — looking at it, it seems to me you know ... in Appendix 1 on page 9, we're talking about a Research Design and the work in process — looking at the framework for a report of this Commission. And I thought that was

a crucial element of the work as we look ahead toward the next meeting, and a very ambitious undertaking to describe what you've called "vision" of what education should be; and also the current state, holding together a host of information on some fairly fundamental research in a short time frame.

I personally would tend to think of the other, where we have used the term research as more analysis or evaluation of results, rather than fundamental research. Because we're looking a specific projects and how they have worked. And I look at that as evaluation, as a better description of that phase of it. Whereas research would be going into our report. I think that terminology may be significant for us.

CHAIRMAN: Bood thank you Bennett. We're going to have some comments on research this morning.

Harriet.

<u>MARRIET</u>: I have been thinking about what Sara Lee said and what

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Josh said and Alvin and the others. And what I am beginning to hear is a need to first set standards and to develop the curriculum — or a series of curricula — I'm not sure about my Latin plural to be correct — so anybody wishes to. But I remember that as part of the discussion in our work group last time when Isadore Twersky was bringing up the subject of curriculum. It seems to me that what we are now beginning to do is to describe a beginning set of standards, by which we wish to measure programs; that best practices becomes not the first ... last part of standards; that the possibility as David was saying at the beginning, that the need for the improvement in personnel and the backing of the community leaders for the implementation of that standard set. But somewhere along the line we may have to

what we consider to be good Jewish education, including the means to educate the family, the need to -- whatever it is that we decide.

CHAIRMAN: Thank you Harriet. Esther Lea.

ELR: The question of best practice relates to a problem I've been now calling for some time — the question is what kinds of Jewish education will help development and guarantee Jewish continuity? And step one in Jewish continuity means to enhance the Jewish identity of individuals and families, before we get to the community. And I recall back in the early days — if I can use a parochial reference — of the JWB Research Center — we attempted to develop a scale of Jewish identification against which to measure the Jewish educational effectiveness of a variety of

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And we read the literature; and there were many documents that dealt with identity. Many scales of identification. We couldn't find or devise — and I don't mean, that the whole research center did it — we had a number of researchers working on it — we could not find or devise a single scale, one scale, for saying this guarantees Jewish identification.

Which has led me over the years to the conclusion that Jewish identification, and therefore Jewish continuity, is pluralistic. There are many definitions.

When we look at the question of best practice therefore, it seems to me that we cannot look to a single standard. There are those who are so remote from Jewish life, that join them two steps or one step closer in a process that is best practice for that population. For those who have had an intensive day school experience, let's say through high school and continue to the steps of continue to the steps.

and they ... families and so on -- that's another level.

What I'm saying is that I would be very leary, worried about any single standard for testing the effectiveness of programs in terms of Jewish continuity and identification. Because I think we need to have a variety, and mulitiple levels if we're going to deal with the world as it is. Otherwise, we're going to have only yeshivot and leave the rest of the Jewish world to go down the drain.

CHAIRMAN: Thank you Esther Lea. Charles.

CHARLES: I want ... subject Mort and I think Florence wants to --

## AMERICAN JEWISH A R F H V F C

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FLORENCE: I just want to ... they said. Because it's so important. I don't know now many people in this room are familiar with ... Milner ... about ... There is in this country such a diversity of acculturation in American Judaism. The Southwest is different from the West; and Middle America is different from the East; and ... is totally different as well.

And I want to say that from the standpoint of using the terminologies that generalize about the American Jewish community — they generalize about best practices per se — would not lead to any kind of ... results in terms of how you work with individual communities.

And ... say is that this Commission, in my view, instead of using the word "intervention" which I fully take out of my vocabulary when it comes to Jewish education — that word does not belong in my view. What I mean to say is that we are going to research professionalism in Jewish education. We are going to research good Jewish educational programs in the various

professionals in developing. We will publish this material. We will make curselves available to your community, if you want us, and we'll give you whatever help you need so that we can work together to meet the needs and goals of your special community. Because every community is special. And even as Alvin says — that those kids who go to day school have the greatest, and those kids who go to ... afternoon schools don't have the greatest — I can tell you that I know day schools that went broke because they had lousy teachers.

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So you cannot generalize about day schools; you cannot generalize about afternoon schools; and you can generalize best practices — what I'm trying to tell you. What I'd like us ... for us to think about is what we can do in terms of helping that particular community to reach its goals and to try and help that community to teach them how to reach goals.

CHAIRMAN: Very good Florence. Charles.

BRONFMAN: Yes Mort, I'd like to get off on another subject.

Maybe this is almost going back to reishit. But if we read the outside — the briefing paper — it says convened by the Mandel Associated Foundations, JWB and JESNA in collaboration with CJF. Now we hear a lot about CJF and about Federation involvement. We haven't heard very much in the meetings I have attended about where JWB or the JCC — think that they're going through this commission, or what JESNA's role is.

Can we have a little bit of elaboration on that?

Or is it necessary -- maybe I wasn't -
CHAIRMAN: Well yes that's necessary, if you asked the question -
it's necessary.

well represented. Maybe I'll just throw that open to Art - you want to start -- would that be -- where JWB is with regard to this Commission and its own involvement -- is that a good place to start?

ART: Well, without going back to too far history -- certainly there has been an increase in the amount of ... involvement in JCCs over the past several decades. But it really came to a head

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in the early 1980s, when a commission on this very subject was set up in the Jewish Community Center movement. And as a result of the work of that commission on Jewish education in the JCCs, the JCCs... confident - have had a great number now of Jewish programs, a great amount of their staff have been involved in equipping themselves better... For example, there have been 42 different centers have sent a total of 550 staff members over the last couple of years to Israel for a 3-week program. And doing just that -- identifying their learning needs, learning what they had to learn Jewishly, at the Hartmann Institute -- with the various centers in Israel.

Lay boards have been doing that increasingly lately so that —
they can be in a better position when making decisions as they
nave ... in the context of what is needed Jewishly. We've had a —
— a study was done 6 years ago at the start of the commission, by
Bernie ... of the Brandeis University, where Prof. ... conducted
a study of all the centers; and then just completed 6 months ago
a similar study and an increase in Jewish identity ...
programming and increased dramatically. There were at one point
no staff people identified as Jewish education specialists; there
are now such specialists already competent in 13 of those centers

and on.

CHAIRMAN: Is that the kind of information you want?

BROWFMAN: Yes.

CHAIRMAN: Yes Lester.

L. CROWN: I could to add that just briefly relevant to our

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deliberations on community action sites — It seems to me the experience of the JWB in the Commission on Maximizing as well as the implementation created really in a specific form — community action sites, which became a very significant means and a catalyst for locally elevating the issue and the topic and of community action. So the centers engaged the community in the issue of Jewish education and the same for Jewish community centers in that role.

BRONFMAN: Perhaps one of the things I'm trying to find out — definition of community. Because I think in the last Commission there was partly "how do you define a community?" Are you talking about a physical location; or are you talking about the various communities be it the seminaries, or be it the day schools or the federations and JCCS. And trying to figure out in my own head — and getting back to the original question, we've heard about federation involvement — we haven't heard very much about the possibility of JCC involvement in the possible programming.

CHAIRMAN: At these meetings — yes. It might be a good idea to schedule that presentation. A number of us, including me, know that there is a very very ambitious program. And it might be worthwhile to have it on the agenda. Of course JESNA and CJF — that's their whole life. JESNA — that's its whole life really — Jewish continuity; and CJF, I don't know Harty whether it's appropriate to make any comment or not at this point.

MAKIYY: Yes it 15.

CHAIRMAN: O.K.

MARTY:: I think it's clear that federations around the country have put Jewish continuity as a high priority on their agenda. I

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don't think there is any question in our minds that the Commission is probably 3 steps ahead of what the communities are going to be in the coming 5-10 years ahead of us; but right now, there's some 13 commissions on continuity — called by different names, but they're operating, throughout Worth America —

CHAIRMAN: 13 local city commissions.

MARTY: i3 local communities are beginning to study Jawish continuity — they're calling it identity, they're calling it affiliation — but that's basically what they're studying. And communities are making more and more dollars available for innovation in that area.

The instruments for implementation is some system that is usually funded by the local community. Whether it be a bureau, or whether it be a commission, or whether it be a committee. So I think it's relatively clear that the agenda of the communities and the agenda of this Commission are being to coincide on parallel tracks. And that the challenge ahead of us is to figure out how to network it together so that we can move down that road together.

BROWFMAN: Could I ask just one more question?

CHAIRMAN: Please.

<u>BRONFMAN</u>: That is the relationship in either those cities that you're talking about or in other communities and the collaboration between the federations and the JCCs?

UNIDENTIFIED:: I think - I come by the way to this issue with a

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it's a mixed bag. As frequently the function of dual leadership and the nature of the relationship between the leadership of the communities. But there has been enormous respect in the federation field for the work of JWG in the area of Jewish continuity over the last several years -- ... since 1980. And the uniqueness of that process was that it was a collaborative process.

It wasn't the center studying themselves in a vacuum -- the centers studying themselves and carving out a new direction in concert with the community leaders. So as federation executive at the time ... started I was involved in the process from the local community perspective.

I suggest that the nature of the relationship between the centers and federations and between the bureaus of Jawish education and the federations are a function of the local community setting priorities with the agencies, and delivering those together. And that seems to be the model that seems to be working in most communities throughout the country.

CHAIRMAN: David.

DAVID: Yes referring to Charles Bronfman's question -- I think there are other national organizations that have been rather in the area of Jewish education and not identified specifically in our material to date; particularly organizations that have done research. I would identify those among them, there's the American Jewish Committee, there's the American Jewish Congress, and ADL - they have all done some rather important substantive work. And I think they need to be also brought into this, for this to be

" " "mountity endeavor.

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CHAIRMAN: Thank you. John -- you're the last of the troika. JESNA. Would you want to make any comments relating back to Charles' questions.

With JOHN: I think there's a fundamental congruence between what the Commission is about and what JESNA tries to do on a day-to-day basis. Essentially our role is to serve as the education arm of the organized Jewish community — meaning the federations and the agencies and institutions which federations have created, and/or support locally to implement their community education agendas.

And that means that we're involved, both in one-to-one relationships with federations and the central agencies of Jewish education, communally-sponsored schools, many of those communities that have undertaken planning ... in recent years — we've worked with directly with a federation in a variety of ways. And also means that we are kind of the bridge for the federations collectively and a whole staff of other actors on the Jewish education scene, both continentally and in Israel, to try to facilitate the communication between and among communities — and one of our major roles probably a third to a haif of our time is involved in helping communities and their instruments get the information they want and need about what is happening elsewhere and about how to apply that to their own local situation.

The other area that JESMA is very much involved with is the whole domain of community awareness, the development of consciousness around critical issues. For example, some of you are aware of the fact that we are in the midst of a series of leadership conferences on Jewish education that began last Spring

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in Chicago and the most recent one was in September in Metro-West New Jersey. Which are collaborative efforts of JESNA, the federations in the regions and the central agencies of JEWISH education in the region. And they are all pointing towards a continental leadership conference that will take place, coincidentally, in Cleveland in June of 1991. So that I think in terms of the work of the Commission, we see ourselves as being right there as a partner in whatever enterprises are emanating from the Commission — because this is our bread and butter, this is the kind of work that we do on a day—to—day basis with as many communities as we can effectively serve.

Generally

UNIDENTIFIED: You know, just institutionally JESNA has very much felt the part of the Commission on Jewish Education in North America. We report on it regularly at our Board meetings; we discuss it in terms of where it's at, and what the progress is. We've had members of the Commission come and discuss it with us. We are very much interested in the work, and looking forward ultimately to the implementation and involvement as the planning and coordinating body for Jewish education in North America — in the appropriate role in the implementation process.

CHAIRMAN: Folks, this might be a good time to call on David Hirschhorn. David for some months really has indicated a particular interest in making sure that we get enough facts about what's going on in general, and specifically about how effective what we're doing is. In other words — who says that a + b + c — which we think sounds good — really means anything, really works. And this whole business of accountability, evaluation, measurement, getting the facts, etc. is an area in which he has

brief thoughts on — David, on how you see this playing out our — just our general edification and interest and informat: <a href="https://documents.org/linear-statement">HIRSCHHORN:</a> Well Morton, I have come prepared to read statement, but having heard the comments made by a number of commissioners already this morning about the importance in the minds of — establishing some methodology for evaluation, goal setting, evaluation and monitoring — I feel that statement is probably somewhat superfluous.

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I'm reminded personally that when I was asked to join the Commission, the thing that primarily inspired me to say yes way concern about the fact that we are already spending versubstantial funds for Jawish education, but I've had an uneasteeling that we really don't know what works or what doesn work. I know my own experience in our — in the Baltimo community, where we have introduced a number of programs primarily in informal Jawish education. And it's very difficult to get from the various organizations which implement these programs, a recognition that there is a need for establishin objectives, for their own program; that there is a need for the evaluating what they've accomplished in relation to those objectives; and for the ongoing monitoring — it's taken for granted informal education is good, and therefore let's do more of it.

Now all informal education is not good; some is and some isn't. Or we don't know what is. There's been, for example, the

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suggestion that while everybody ought to have day school education — then everything would be solved. Well, I don't know if that necessarily follows. And the fact of the matter is, that

to go to day school. So therefore we have to assume that a large percentage of the population is going to be interested in using the vehicle of supplementary education. And obviously there are limits to what can be accomplished in supplementary education, given the time that's available. Therefore, isn't it important that we establish goals for what are practical objectives, what can be practically achieved. There are some things that may be more or less important to devote ourselves to in a period of time, J hours a week or whatever, for supplementary education.

So I — the reasons — these reasons I had intended to make a plea that we give — ... ideas and Bennett Yanowitz has already said — I too would have hoped — I realize it a not prioritized — but maybe it is — but that carry over —

CHAIRMAN: I guarantee it will be at the top of the list next time.

HIRSCHHORN: Because I think that we are all saying here — and we have I think presented a convincing picture — that there is a need for more funding. I recognize that there's a need for ... enhancing faculty salaries, there's a need for training, there's a need for making Jewish education a respected profession and so on — all that's going to take money. But money, by itself, we'll never have enough money, if we don't use our money responsibility and I do think we need to — I feel that this Commission probably

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among other things, has one service it can perform — and it's a difficult thing, I recognize and it's a sensitive subject — but one thing it can do is to help establish the methodology. And I recognize it's already been commented — standards are not the same. I would be oversimplifying to say — there's one standard

that's going to be established for everything around the country. That's one of the purposes of establishing proper objectives that are properly related to that local community, to the local situation, the local picture — that's part of it. And this is not a national standard that I am proposing. But the fact remains that we can inspire, be helpful in — helpful in working with local communities so those stairs can be set.

Let's say I have prepared to read a statement — but I don't think it's necessary. I think what I'm expressing and what others have already expressed as well gives me confidence that we are going to give it priority.

CHAIRMAN: You should never read a statement. You should talk without notes. You did beautifully.

David?

ALUCU <u>DAVID</u>: I'm very delighted by the general direction ... your conversation so far. Mort, if you will remember, I wrote you a letter a couple —

CHAIRMAN: Yes.

<u>DAVID:</u> — of months ago that dealt with my concern about the need for evaluation. It seems to me that in spirit of all of the comments, most of the comments that have been made this morning — that we might want to consider adding another paper to the list

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of papers to be commissioned. And I would suggest it could be called something like The Pluralistic Evaluation Programs in Jewish Education.

CHAIRMAN: Bob Hiller.

HILLER: I was rather interested in David's comments, since I remember the first time that Seymour came to Baltimore and he sat and talked with David and myself in your office. And you're

rapid consensus on that.

I'd like to shift this just a little bit in terms of taking the same approach but to another piece of this. And that has to do with the whole area of programming. I think this Commission has done an outstanding job in avoiding the difficult task of dealing with the programmatic recommendations, because it's tought and it would be very difficult to get consensus. There — earlier, I'm trying to remember who made the comments — but I'm going to pick it up in just one moment — that if we are really serious about community action sites, this gives the concept gives a free hand to any community to do what you want; and everyone has that right. However, I think that this Commission probably should put some guidelines down, particularly in the area of programming.

When we talk about transferability, replication and so forth
-- it's great to transfer something from Sioux City Iowa to Des
Moines. I don't know what that's going to mean. And I think that
we have an obligation, certainly if there is an instrument for
implementation, to begin to talk about programs as it relates to

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a series of other things. Particularly program — community action sites, programs that may be dealing with best practice and their relationship to it, and certainly in terms of what we believe, not necessarily spelling out the program, but it is the preliminary to ultimate evaluation. And I think that we can do some of these things and I was going to bring this up in our later discussion, but since it seems so appropriate now — that the Commission should not try to side—step the aspect of programs by saying — you know, this is something we can't get unanimity

or consensus on — but we ought to begin to think about how to deal with programs, which ultimately if you're going to talk about community action sites is going to be coming back constantly to this.

CHAIRMAN: Very good, Alvin and then David.

ALVIN: I'd like to suggest that community action sites indeed — the whole concept as approached by staff — relates to research. I refrained in my earlier remarks from using the dirty word "experimentation" and when one does research, you can do it on a variety of levels ... you can collect data and analyze it; that analysis will provide us findings of how we should build that which we might want.

On the other hand, you can develop a methodology to evaluate what exists. And based on that evaluation, the criteria you use, the findings you get — you can continue and build what you want based on that. But there's another way to do it, and since we're going ... it doesn't require a facility.

When we're thinking of community action sites, we're

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thinking of developing from something that does exist, something better. That requires experimentation. So the two examples that I gave can be used within the community action site. The community action site using synagogues can try to involve family.

CHAIRMAN'S Sure.

ALVIN: In such a way that it will change the whole nature of supplementary education. And make it more viable, make it potentially more effective. That will require some experimentation that is not being done in the Jewish community; it is ... research and certainly action researchers not done in the Jewish community. And there's hardly any experimentation in

not far off when we talk about community action sites, from the implementation of the concept of research — if we can become pragmatic about it. And see how, based on the knowledge that we have, and direction we want to go — develop some experimental models based on experience that we have, in different types of communities.

NOw whether or not they can be demonstration from one community to another, and dissemination thereafter — in general education ... success. That's another question. And you can't always do that.

So I think we're on the right track if we consider the potential of using research methodology in a variety of our ... community action sites.

CHAIRMAN: David.

DAVID: Mort, I'd like to make a very non-scientific suggestion that perhaps could be considered for our next meeting. If it's

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totally rejected, I find that ... I want --

You know I teach a course to graduate school and I was ... training with my staff and I always try to get them to think conceptually first, diagnose me to them -- determine what are som ecf the ideas, the pragmatic models that ... from these ideas. And I like to sort of betray myself and suggest something else here.

Because I think we have a lot of great conceptualizers around the table and evaluators and researchers and so on. I think what would make this process even more helpful is if we could come up with, next time we meet, with perhaps a half a dozen live illustrations of some of the ideas of models that are created, dazzling, meet the criteria we talk about, that would

represent ideas that we may be able to suggest to communities—
not to suggest that ideas can't come forward from communities—
well in the process— and to see whether these illustrations
that we can flesh but meet some of these wonderful conceptual
thoughts, that they're evaluatable— if they're replicable, if
they're implementable, if they meet the two criteria of personnel
and community. To really take a look at what we could envision
down the road if we had some very pragmatic concepts to make some
real changes in terms of the structure in a given community, the
programmatic idea, lay leadership—— a new form of lay leadership
training. While I agree with Marty that lay leadership are more
involved in Jewish education now—— I also find that they're more
involved in Jewish education in relation to specific agencies,
not in the terms of the community problem of Jewish education.

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So I wonder if we could sort of flesh out this process a little bit, with some very non-scientific ideas of the kinds of things that would be live-action when this process is over. I think that's doable and I think it will help us get down to some of the practical realities. It will help me understand some of these deeper ideas that have been submitted.

CHAIRMAN: Right. We accept that and we'll see what we can do with it. I understand where you are coming from. Yes, please Lester.

L. CROWN: This is an old topic that I think — it may be an old topic, but I think it requires some update. And I thought it's the opposite part of the question that Charles asked in terms of the engagement of community and community organizations and the process.

And if we're about to discuss a mechanism for implementation and the briefing materials talk about the creation of an

was wondering if you reported on outreach to other institutions —

— whether the possibility of another organization, or this

committee having an ongoing life and dealing with implementation

in an ongoing way. And that that issue has surfaced in your

outreach, and whether you can comment on that?

CHAIRMAN: Yes, I can comment on it. It has — the outreach events were all different in nature. Some of them were more consultative than others. But, yes there seems to be an acceptance of the notion that either the Commission could stay alive, because of its unique — if that's the right word — acceptance by everybody, as being — as having the great possibility of doing something important. Or, some mechanism that is not at this stage

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of the game linked to any existing institution, so that the existing institutions in a sense — say national institutions, JESNA, JWB maybe even CJF — although l'm not sure about CJF — certainly the seminaries — all would be the kind sof institutions that would receive input, financial, ideas and so on. So some either commission or substitute of the commission might be indicated to keep this thing, this process — not JWB's — job, not CJF's job, not JESNA's job — but this process moving forward by someone who has impecable, you might say, credentials acceptable to all.

Yes. We — I personally have spent a large part of my life fighting new organizations. And with good cause I believe. So, but every once in a while you find a situation where maybe that's not true — and this may be one such situation. Whatever is envisioned would be very very small. It would have a board made up of the kind of people sitting around this room who could genuinely be open to all streams. Open to all acceptable

theoretically ideally everybody — and not either competitive or what have you. That would be — the Commission thus far — and I think it's for a lot of things that were said around this table — has remained staunchly pluralistic. And I can say that. The only — Arthur and I haven't had our session yet — but the other sessions that I've had, and I know there's politics within every stream and so on and so forth — but, I know Norman Lamm is comfortable here; I know Ismar Schorsch is comfortable here — and they can defend themselves if I'm quoting them wrong. And Fred Bottschalk is comfortable here. And I believe Arthur Breen

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is comfortable here from the pluralistic standpoint — let me put it that way. I don't want to speak for any issues for this gentlemen. And I think that's a value that's terribly important — that we have put a very high priority on. And probably have avoided tackling some pithy issues in order for this pluralistic effort to hang together.

I want every Jewish kid to get the best Jewish education he or she can get, whatever their belief is. I'm not going to interfere with their belief. And I think there's some — philosophically there's some points of view I don't agree with at all. So my kids don't have to be in that point, but somebody else who agrees with it — I think that's very legitimate.

So, does that -- yes Rabbi Corson.

<u>RABSI CORSON</u>; I just want to draw a line under — ... the comment that Bara Lee made earlier. We have not had any real extended conversation, at least while I've been participating, about the changing complexion of the North American Jewish community. So I think that it's very important in talking about strengthening vehicles of Jewish education to ... In some of the great waves of

Jewish community.

The incredible increase in single-parent families; the inter-marriage; the converted, the un-converted; joint custody children; the affiliated, the unaffiliated, the marginally affiliated; the hard-core of the committed; changing denominational patterns; the newly religious and so forth and so forth and so on

It seems to me that although educators tell me that the

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majority of Jewish children growing up in North America receive some kind of Jewish education at some point during their lives — the quality, the quantity of that education is very limited. We have to ask some fundamental questions therefore; are we trying to reach and to strengthen Jewish education for those children who are now receiving Jewish education? Yes, the answer is obvious. But the majority of the children are limited in the kinds of Jewish educations they receive to perhaps a few years before a bar- or bat-mitzvah. And ... are we going to do to try and reach that majority who are not receiving any significant Jewish education, whose parents probably are not affiliated in any significant way?

So if we talk about implementation, I think we need to understand the changing nature of the North American Jewish community and develop strategies for those who hithertofore have not been reachable.

CHAIRMAN: Thank you Maurice. Anybody else? O.K. I think it might be wise at this point to refer you to the background materials and I want to talk a little bit more about the implementation mechanism which Lester asked a question -- I gave some reaction

If you turn to page 7 of the background materials behind the divider headed "background materials," you'll see that item 7 itself, the heading says "one of the major objectives at this point" -- and this is for you to dissect -- any comments now will be welcome in this plenary session -- for you to dissect as carefully as you choose to, in the individual sessions. And then

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we'll come back again, as you know, at the conclusion for our third session — our second plenary. Designing a mechanism for implementation has been something that we have struggled with almost from the beginning, but certainly as we got into this. Because we all wanted — I would guess everybody in this room — and I don't mean to speak for you — but I would guess everybody in this room wants the Commission life to —

END OF SIDE OF TAFE

TAPE 2, SIDE 1

CHAIRMAN: ... through local initiatives and planning. A number of key statements were made today — I think Maurice Corson made a key statement about the unaffiliated — how are we going to deal with that. It's in my head, it's the local community that will reach the people; not us. It's the local community that change and improve Jewish education, with maybe national, continental organizations. But people are reached in local communities. And the community action sites, which theoretically would be a joint effort of all sorts of national continental bodies would be something that would be facilitated by the mechanism for implementation.

If you go to the next page -- I'm not going to read all of those, but it does list some of the functions of the mechanism -- could include community action sites, criteria for selection and so on; serving as a broker between expertise at the continental level - are inventory of national continental organizations, and local needs. To encourage foundations and philanthropists -- this would be a proactive organization after me to invest my family's money in Jewish education and others of you and those not present. Helping me do my thing. You know, what is it that we are interested in?

D. To facilitate implementation and strategies on the continental level and in Israel. We see that as a very important; Israel is a very important piece of Jewish education and Jewish continuity. This may mean encouraging institutions that will plan and carry out the development efforts and so on.

E. This mechanism might be available to work with and for private foundations, private families, as required or with other institutions for the planning and development of programmatic options.

F. This is where research, evaluation and so on might be housed.

And 0. Progress report.

Now if you edd to this small hopefully if we ever do it, high-grade staff governed by maybe a lot of the people or some of the people in this room and others -- it might fill a vacuum that is not instead of anybody else, but will help other players now in existence, including our partners to be the best they can be.

So that sort of --

MELTON: ... question. Maybe I'm not reading this ... but I don't see anything in here that indicates there will be initial research. That the local communities be involved as partners in research. And to try to get their cooperative input from the beginning in some terms of research help. In any case it's what their particular set of problems, don't help feel that they need ... from the Commission. Give them exactly you know the kind of an outline about what this Commission was established to do. And what we have done so far. And give them some background and structural on what we are and what we're hoping to do and will they need our help, and would they like our input, etc.

CMAIRMAN: Very good point - I think it's very --

UNIDENTIFIED: You say in number D -- to facilitate implementation of strategies on a continental level and in Israel -- what does that mean "and in Israel"? The Israeli experience and help the

Jewish education or to transfer our strategy is to help the Israelis get their --

CHAIRMAN: No, no, we're not going to help -- yes, let me just give you one case history -- Art Rotman has walked out of the room, but there are lot of JWB leaders here.

isst summer, I think is or if center executives went to Israel for 4 months for deep immersion really in Jewish ... This is not to educate the Israeli kids.

Yes, I think that writing could be tightened up.

Any other comments on this. Yes, please Jack.

<u>JACK</u>: I'd like to take Florence's comment and perhaps play the devil's advocate and be cynical or raise different point of views. Namely, that we're presuming that the communities are dissatisfied with the services they're providing right now. And that the communities will welcome some sort of you know suggestions — and maybe they could be better etc.

Let's even assume that they are dissatisfied — are they ready to pay the price? Energy, effort, work standards, all of the others? And therefore, you know, you're going to come up against the problem that whatever you know vision or suggestions — etc. we can come up with — or even taking what Maurice said before — there are all these people who are not reached — let's say that they don't want to be reached. To what extent does — egain, from a theological point of view, like ... view ... that they are you know — I have to go and help them. But if we want to preserve the pluralistic idea — is someone entitled — is a Jew in America today entitled to say — I'm really not interested in

Pienary Session Morning — Fourth Commission Meeting these kinds of services?

So in that sense I'm saying that we are presuming that there are many people out there who want what we have to offer in terms of the community, in terms of the institutions — and they're just waiting for someone to come and give them the key to how to do this.

I think there's a much more fundamental problem. That we are dealing now with very philosophical points of view. Namely, that every — you know everyone is just waiting for this kind of opportunity. And what point do you cross over the line between P.R. and taking on a certain pluralistic attitude, who are all of these different players that you know we're talking about?

CHAIRMAN: Yes, sure, that — you're going to keep us from being too arogant.

that in generalizing we err and it's not the right way to think. If there are people out there that have not been reached, I don't ... affiliated and unaffiliated — I like the word "unreached" because we have proven and I can show you numbers to prove it, that if you deal with a particularized problems of a particular ... Jewish community — the intermarried, etc. or the interfeith couples or ..., or those people who are scared to death to come near a synagogue because they don't know how to read the prayers and they feel alientated and estranged — if you take each one of the segments of a community that stays away — and you talk with them and find out what it is that they would accept — you will be able to develop programs, not only ... starving for ... They're hungry for them; but they won't study in the

synagogue — they may come to Jewish center — the Jewish center is the natural meeting place for people who are scared to death to come near a synagogue — and they are learning.

I can tell you that we have proven that there are people who even are not Jewish, who have come to the synagogue ... where they would never come to a synagogue education program. And we had one convert last year who just came to learn about Judaism and became a ... and we have many people who are inter-married who came to this Jewish center to learn and they're so thrilled. We have others who never went near a synagogue, who have studied a two-year program and asked for a third and a fourth. So don't tell me that they don't want it; I know they do.

CHAIRMAN: O.M. David.

DAVID: I know that it's not the intent that this group or this body be concerned or might be viewed as a big brother, telling the community ... must be done. But I think it's rather important that we verbalize in all our material very specifically that it is our intent to utilize the maximum existing resources.

CHAIRMAN: Yes, O.K.

DAVID: I mean I would rather like to see that very specifically stated so that --

CHAIRMAN: Where feasible, we would definitely -- yes.

<u>UNIDENTIFIED:</u>: No one doesn't like a big brother whose also a rich uncle.

CHAIRMAN: ... be both a big brother and a rich uncle.

UNIDENTIFIED: You can be both -- that's -- is what this is all about.

Plenary Session Morning — Fourth Commission Meeting CHAIRMAN: O.K. Bara?

S. LEE: This is probably going to contradict a lot of the sentiment that's been expressed in the room, but I feel a need to say it anyway.

And it relates to Jack's point. It appears to me that quite often in our history, the people or the institutions of life have not perceived the need for change, and have not necessarily had the desire to change. And that some force, influence, presence in the world stimulated a desire to change and to move in a new direction. I think that our premise is that everybody understands the need and has the desire — there's a ... about Jewish education — people don't understand it, they don't know what it has to do with Jewish identity, they can't figure it out. They know must people don't feel good about it. The students don't feel good; the parents don't feel good. So there's a very ... but I'm not sure that the community or institutions are so ready to jump on the candwagen.

I think unless we create a kind of an mystique and a kind of environment in which people feel stimulated and in which people feel that they want to look at themselves, they want to think about how they can do it better — that all of the ideas that have been expressed are not really going to be of great value. We may need to create the environment for thinking about change. The stimulus for change. Before we can simply give to people within that ... by all the work this Commission has done.

CHAIRMAN: Right, D.K. I think maybe at this point I should share with all of you what some of you may not know, or may not be aware of, or have forgotten, or maybe we didn't share it with you

about what's actually happening. We're not in a vacuum; this is not an ivory tower. A couple of months ago I received a call from I guess the immediate past-president of the Philadelphia Federation. He says, I heard about the Commission — how come we're not part of it; how do we get in on it? How do we join up? Recently the city of Boston started a commission on Jewish continuity, Jewish education. I know about the one in Cleveland the best, but there are different models out there. And not only did we get that phone call, but I got another phone call last week — I know you're meeting next Monday; can you possibly see that we are appointed a community action site, from Boston.

NOw, we're not appointing any community action sites and that's not the way our system works. But it's not like nobody has talked to us; it's not like we know nobody cares.

UNIDENTIFIED: Was that a community talking to you?

CHAIRMAN: It's a person in the community. Well, O.K. Jack — it starts there — you know, I mean dayens — for now. I'd rather that then the other.

The point is that I think you should be aware that federation leaders and you know federation leaders don't own their communities, the federation leaders are merely representatives of their communities — but it's clear they're talking about it. It's not like we know every city and every person in that city Jack wants this. But we're not deaf either. There is something new. And so if you figure that there's a large universe, and we can take the small slice we impact and double it — we still may be it's a big percentage increase, but it's not

Pleasry Session Morning — Fourth Commission Meeting everybody. We've got so much room with people I think who are anxious for something better for themselves and their kids. Even if we never get to some people who resent it, or don't want any part of it — there's — it's a big playing field. So that's the point I wanted to make.

Yes that will sort itself out. I think that will sort itself out.

<u>UNIDENTIFIED:</u> If I may for Just one moment --

CHAIRMAN: O.K. Norm.

NORM: ... very briefly — I sometimes get the feeling that we re trying to reinvent the wheel. And we're not. There is a malaise in Jewish education — obviously something is notten in the State of Denmark. But it's not altogether notten.

I mean American Jewry has really done some mervellous things in Jawish education, even if we failed in the ... and we failed in this city, in this island of Manhettan — we have done something. And I don't want to go into all kinds of statistics — at the higher level there is probably more Jawish scholarship taking — I'm sure Ismar will agree with me' — more Jawish scholarship of various kinds taking place on the highest level here than there was in the heyday of Podtz Jawry. I mean we're not exactly going to decide how to start Jawish education from scretch, it's not a zero sum game.

And I'd like to find out — whereas it's terribly important to get local input and find out what the customer wants — what has been done in American Jewry, some of the greatest things have been done by a few individuals who want out and sold the idea to everybody else. And without asking them their permission to do

it. I mean one group has ... educational summer camps — they didn't go around asking people — do you think it's a good idea; they thought it was a good idea, they went ahead and did it, and people bought it. The day school movement was not something that grew up by a kind of common consensus around the country that the time has come to have day schools. A small group of people decided we've got to do something; they went ahead and sent emissaries to community after community; they generally built against the will of the local community; and in fact I would say in all cases against the will of the local establishment; until they won out — you have day schools.

The reason I'm saying this is let's not worry too much about consensus out there — as much as possible yes — if this group is going to succeed in implementing its vision, its vision has got to have more self-confidence. We don't have to have everyone agreeing every place in the country with what we want to do.

And I think this is a historic chance we have and we shouldn't blow it by worrying too much about others.

CHAIRMAN: Very good statement. I've got 3 more speakers lined up and I'll tell you who they are and then probably we'll be hitting the break hour.

Harriet Rosenthal, Jack Shelkin and Steve HOffman.

Harriet Rosenthal -- you're hungry right. Well listen you can't get up until the food is ready. So you can't -- Jack

JACK: I'll be real brief -- I just want to build on Norman's point. I think that I would encapsulate where we're at right now as needing to generate significantly greater momentum going in

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the direction of these ... I'm not worried about the people in
the community accepting what's going to come out of it. My sense
is picking several community action sites — whatever those
action sites are going to be — they are going to have to be
people in those communities who are going to be in tune with what
this Commission — what it's going to be all about — we've got
to have a running headstart.

What I do want to put on the table is something for us to begin being conserned about, is what I would call -- and I use this term advisably in quotes "the unauthorized and unexamined use of this report." Unauthorized and unexamined -- meaning people who are going to, in other communities that are not initially designated as action sites -- picking up the report and saying: um, this looks good, take something from this chapter. something from that chapter. Experience and failure create a kind of a wave of feeling going in the opposite direction. And I think that that's something to begin thinking about. There's certainly plenty of examples in general education of when that happened. I think that being able to document what a going on in the action sites that are picked to have the momentum propel us forward, and to have it be ... and contagious and to document why it's working, so that other communities will go into it with an informed knowledge-base and not a kind of shooting from the hip thing -- which I worry about.

Because we're dealing with very complex stuff and the amount of support that's going to go into these community action sites is going to be so substantial that a community that tries to just jump in in a sort of a half-haphazard kind of way, may in fact

experience some success; may also in fact but themselves deeper in the hole. And I worry about that.

CHAIRMAN: That's a good point. Steve.

STEVE: Josh you worry ... and there's no stopping it ... a couple of good ...

Marty Krear and I have had the opportunity to talk to a number of large cities, in fact all of them at one or another, about the work of the Commission and the general acceptance out there, and to the degree that those professionals represent a cross-section of the ... in the larger cities in North America — the appetite is very big.

Everybody wants to go from here to there without categorizing what "here" is now, in terms of ... and not ... progress ... call it what you want — they all want to get up to there. And they're very excited about what might come from the work of this Commission to help them get there. And that ...

The beauty of the guts of the Commission's work, I think, is that they ... to address a lot of the issues that many people around the table are talking about, by focusing on community and personnel. We have to have the people that are going to do all the great things that we're talking about around the table. You can't get into the programmatic options that people are talking about, if we don't have the right people trained to attack them. I talked with Maurice a little bit about what he was saying — while someone else was talking — and ... personnel because what Maurice described ... really taking your market and segmented it or from the social work ... starting with where the client is at

Plenary Session Morning -- Fourth Commission Meeting and drawing them in and then taking them on to a higher level.

And we need trained people to do that.

The one thing I wanted to angle on better, Rabbi Lamm mentioned — it might sound curious — it had to do with the day school movement example. Coming out of my community organization background, I've lived and died by consensus. And yet I remember how the Solomon Schechter people beat their way into our federation. It's not so long ago. It may be, it may be that the Commission's successor doesn't provide all the time support for those kinds of institutions that are upsetting to the communal agenda. And there is still going to be plenty of room in North America for the people with the great idea who are going to just create facts.

My guess that where the Commission's successor is heading is going to be nooted in consensus approach, because of the kind of local linkages that are moving forward. I think what we have to agree — to what Rabbi Lamm says — is no mechanism is going to be all things to all people. My guess is we're simply going to try to take a systematic approach for change, and that requires consensus and broad kinds of support. That will rule out by definition, not by inclination, certain kinds of radical change. Others thank God will be around ...

CHAIRMAN: Thank you Steve. Folks, I'd like to remind you aboutr what's going to happen now.

If you look at your name tag which I hope you have one, there is a letter on there. And I remind you that's the group i which you are assigned. Let me tell you where they will meet. If you have an "A" -- conference room "A" is this way, as you walk

cut; it's back here, after you get your lunch. Conference room "C" and the Wiler Room and there will be guides out there — are both to the right near the escalator. They're both to the right near the escalator. Conference room "C" and the Wiler Room. So there's "a" which is back this way; and "c" and the Wiler room which is that way — after you help yourself to your lunch, except for the beverages which will be in your rooms.

Thank you all very much. Take the lunch with you.



21187

October 4, 1989

5 Tishrei, 5750

# From Decisions to Implementation: A Plan for Action

# I. Introduction

As the Commission approaches its fourth meeting, the outline of a plan for action is emerging.

The proposed action plan includes the following elements:

- 1. **Mobilizing the Community** (leadership, structure, finance) for implementation and change.
- 2. Developing strategies for building the profession of Jewish education, including recruitment, training and retention.
- 3. Establishing and developing Community Action Sites to demonstrate what Jewish education at its best can be, and to offer a feasible starting point for implementation.
- 4. Implementing strategies on the continental level and in Israel in specific areas—such as the development of training opportunities or recruitment programs to meet the shortage of qualified personnel.
- 5. Developing an agenda for programmatic options and an approach for dealing with them.
- 6. Building a research capacity to study questions such as the impact and effectiveness of programs.
- 7. Designing a mechanism for implementation that will continue the work of the Commission, as well as initiate and facilitate the realization of the action plan.

The plan that is emerging is based on ideas suggested by the commissioners and on their belief that, in the work of this Commission, the time has come to act.

# A. Background

The content of the proposed plan has been shaped by the decisions the Commission has made to date. When the Commission began its work, a complex set of problems and areas of need were identified and subsequently translated into options. The commissioners determined that the initial focus would be on the enabling options: dealing with the shortage of personnel for Jewish education, and dealing with the community—its leadership, structures and finance. At the same time, commissioners urged that programmatic options be dealt with. A principle that has guided the Commission is that its recommendations must be implemented. This lead to the adoption of the notion of demonstration and to the endorsement of the concept of the Community Action Site. This decision was accompanied by the realization that some problems could only be partially resolved on a local level and would require additional efforts on the continental level and in Israel. The commissioners recognized that a single approach—establishing Community Action Sites—would not address the complexity of the problems and, therefore suggested that additional strategies be considered.

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Guided by these decisions, the staff began to work on a plan for action. The proposed plan reflects the Commission's goal of effecting across-the-board change. It also meets the practical needs of offering concrete recommendations for implementation, initiating change simultaneously on a number of fronts, and suggesting a feasible way to begin.

As work on the plan proceeded, it became clear that some research would be needed. In order to base recommendations on the best available data and analysis, a research program was prepared and a number of papers commissioned (see Appendix X). Preliminary findings have already found their place in this report.

The work of the Commission will result in two major products:

- A final report, including an agenda for Jewish education for the next decade, and
- II. A process of implementation, including a detailed action plan.

Recommendations on the community, personnel and programmatic options are beginning to emerge. They are being developed on the basis of consultations with commissioners and other experts as well as on the current research. A draft of the findings and

education. Financial assistance will have to be provided for the expansion and improvement of existing training programs. It may be necessary to develop new and specialized training programs (e.g. for early childhood, for informal education, for special education). Judaica departments in North American universities should make their contribution to the enrichment of educators as part of their in-service training. The Community Action Sites will require on-the-job training for the educators who will be working in the many programs included in the demonstration projects.

# c. Building the Profession

We hope to learn more about what is required to develop the profession of Jewish education through the study that we have commissioned. (See page xxx) We already know that Jewish education does not offer sufficient opportunities for advancement, nor is there a well-developed map of positions and career lines.

We will probably need to develop a ladder of advancement that is not only linear (from teacher, to assistant principal, to principal), but one that makes it possible for talented educators to specialize in a variety of areas such as bible, early childhood, the Israel experience, special education, curriculum development, etc.

### d. Retention

We will want to learn what the turnover rate is in the various areas of Jewish education. A strategy to retain the most talented and dedicated educators must be developed. We will have to discover how to handle burn-out, particularly for experienced and creative administrators.

- 3. Establishing and developing Community Action Sites.
- a. Several Community Action Sites will be developed by local communities. They will be places (an entire community, a network of institutions, a single institution) where Jewish education at its best will be developed, demonstrated and tested. Ideas and programs that have succeeded, as well as new ideas and programs, will be developed there for other communities to see, to learn from, to modify, and where appropriate, to replicate. Community Action Sites will make it possible for local and national forces to work together in designing solutions to the problems of Jewish education. Personnel and the community will be addressed there simultaneously and comprehensively, integrating the various components: professionalizing Jewish education, recruiting, training, retaining educators. Because personnel will be developed in the Community Action Site for specific programs, the programmatic options will also be addressed (see p. 6 below).

structures include CJF, JWB, JESNA, the denominational and congregational bodies, training institutions and associations of educators who are engaged in formal and informal Jewish education. Existing and possible new structures need the support that will allow them to rise to their full stature and work towards major improvements in Jewish education.

c. To generate significant additional funding—both private and communal.

Within this Commission there is a belief that if we accomplish our mandate—offer a design for dealing with the major issues in Jewish education and suggest a feasible way to start work on a number of fronts—then the community will rise to the occasion and mobilize the financial and human resources needed to bring about significant change.

However, communal mobilization takes time and we cannot wait. The implementation of Community Action Sites, the expansion of training opportunities, the development of research capability, the attention to programmatic areas all require the investment of significant funds. Here the public/private partnership of this commission will yield results. While steps are being taken by the community to prepare itself and to build consensus, private foundations may take the leadership in providing resources and serve as catalysts to launch the process of change.

2. Developing strategies for building the profession of Jewish education, including recruitment, training and retention.

There is a shortage of committed, trained personnel in all areas and for all programs of Jewish education. Strategies for recruitment, programs for training and approaches for dealing with the problem of profession-building and retention will need to be developed.

#### a. Recruitment

We will want to discover what is required to attract the appropriate candidates to enter the field of Jewish education. We will need to identify the conditions under which talented people could be attracted to the field (e.g. the belief that they will have a significant impact on the future of the Jewish people, adequate salaries and benefits, financial incentives during training, possibilities of advancement and growth, empowerment.)

# b. Training

The centers of training will have to be developed. It is already clear that there is a serious shortage of faculty for the education of educators for both formal and informal Jewish

recommendations is being prepared and will be offered for consideration at a later meeting of the Commission.

At the meeting of October 23, 1989, strategies for implementation will be offered for discussion and decision

## B. The Action Plan

The plan includes elements for action and a strategy for their implementation. They are briefly described below:

1. **Mobilizing the Community** (leadership, structure, finance) for implementation and change.

In order for significant change to occur, Jewish education must rise to the very top of the communal agenda, and the community must make resources available for the implementation of quality programs. A systematic effort to affect the climate in the community as regards Jewish education is needed to bring this about. A three-pronged approach is suggested:

a. To recruit top leadership to work for Jewish education.

This Commission has convened a group of outstanding leaders—some who were not previously involved in this area—to deal with Jewish education. This has provided leadership and wisdom for the Commission's work, lent status and credibility to its decisions, and increased the potential to mobilize the necessary financial resources for implementing the program. In some communities, local commissions for Jewish education/Jewish continuity have involved top leadership in their efforts, demonstrating that the task is feasible. Many more leaders will have to be recruited to meet the challenge. In addition, Community Action Sites will require the recruitment of outstanding leaders if they are to be successful. Commissioners will be asked to help recruit community leaders for work in Jewish education.

b. To develop and improve community structures for Jewish education.

Commission members appear to agree that we have not yet developed community structures adequate to effect the necessary improvements in Jewish education. On the local level, these structures include congregations, JCCs, camps, schools and agencies under communal sponsorship, Jewish community federations, bureaus of Jewish education and major Jewish-sponsored foundations. On the national level, these

munities as they develop their site; lending assistance in planning; helping to recruit personnel; ensuring monitoring, evaluation and feedback; and assisting in the diffusion of innovation.

- b. To serve as a broker between expertise at the national level and local expertise and initiative.
- c. To encourage foundations and philanthropists to support innovation and experimentation in the Community Action Sites.
- d. To facilitate implementation of strageies on the continental level and in Israel. This may mean encouraging institutions that will plan and carry out the development efforts. For example, if an existing training institution undertakes expansion and development of its training program, the mechanism may help secure funding and lend planning assistance as required.
- c. To offer assistance as required for the planning and development of programmatic options.
- f. To gather the data and undertake the analysis necessary for implementation; to help develop the research capacity in North America.
- g. To prepare annual progress reports for public discussion of the central issues on the agenda of Jewish education

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Some Commissioners have expressed the opinion that the process launched by this Commission should not end with the publication of its report in the spring of 1990. Various formats have been suggested for the continued involvement of the Commission with the implementation of its recommendations. A suggestion was made that the Commission should convene once a year, to discuss progress and implementation. Alternatively, all or some commissioners could remain involved in specific aspects of implementation. This might include a process, led by commissioners, to ensure monitoring and accountability, or active involvement of a group of commissioners in the implementation process—possibly as a board of the mechanism for implementation.

The Commission's report will strive to offer a vision and a broad agenda for Jewish education for the next decade. The agenda will include an approach for dealing with the programmatic options. For each option, a general overview will be provided, problems and opportunities will be identified, steps to be taken and what appears feasible will be pointed out. Based on these assessments, an institution, a foundation or a philanthropist may decide to pursue detailed consideration of the option.

6. Building a research capacity to deal, in particular, with impact and effectiveness of programs.

As the Commission's work progresses, the paucity of information, data and analysis on Jewish education becomes more evident. Decisions are often made without the benefit of clear evidence of need. Major resources are invested with little evaluation or monitoring. We seldom know what works in Jewish education; what is better and what is less good; what the impact of programs and investment is. The market has not been explored; we do not know what people want from Jewish education. We do not have accurate information about how many teachers there are; how qualified they are; what their salaries are.

As data is being gathered for the work of the Commission, a broad research agenda is emerging that must be addressed. The necessary research capacity for North America will need to be established.

7. Designing a mechanism for implementation that will continue the work of the Commission, as well as initiate and facilitate the realization of the plan.

The action plan, the implementation of the recommendations of the Commission, will require that some mechanism be created to continue the work. The mechanism may be a new organization or part of an existing organization. Its mission will be to facilitate implementation of the recommendations of the Commission. The proposed mechanism must be a cooperative effort of individuals and organizations concerned with Jewish education, as well as the funders who will help support the entire activity. Federations of Jewish philanthropy will be invited to play a central role and the denominations will have to be fully involved. JWB, JESNA, CJF will continue to be full partners in the work. The mechanism will carry out its assignments in a way that will encourage and assist local initiative and planning.

Some of the functions of the mechanism could include:

a. To help initiate and facilitate the establishment of several Community Action Sites. This may involve developing criteria for their selection; assisting com-

- b. Demonstration in the Community Action Sites of what Jewish education can be, may serve a number of purposes; promising ideas and program that already exist—"best practices"—could be brought together in one site, adequately funded, integrated and implemented in a complementary way. Thus, their impact would be significantly greater than when their application is fragmented. New programs could be developed, tested, assessed and modified in practice, on the local level—where education takes place—for all to see, learn from and replicate.
- 4. Implementing strategies, on the continental level and in Israel, in areas such as the development of training opportunities or recruitment programs, to meet the shortage of qualified personnel.

In addition to efforts that will be undertaken in Community Action Sites, a national support system for Jewish education must be developed.

- Training opportunities do not meet the need of Jewish education in North America. Though some training can be done locally, most will have to done in major centers, both in North America and in Israel.
- Salaries and benefits are a problem throughout North America. Improvements may be undertaken locally but answers to the financial and organizational issues involved will require continental policies.
- Candidates for the profession will need to be recruited from beyond any given community. New pools of candidates will have to be identified. A continental plan for recruitment needs to be prepared and undertaken.

These and other challenges will benefit from the involvement of institutions and organizations in North America and in Israel.

5. Outlining an agenda for programmatic options and an approach for dealing with them.

Throughout the discussions, some commissioners have emphasized the importance of dealing with specific program areas (e.g. the media, informal education, Israel experience, the day school, college age). While Community Action Sites will deal with personnel and the community, they will, of necessity, address programmatic options. Education takes place in programs, thus any personnel recruited will be personnel recruited for a specific program (personnel for early childhood, for the supplementary school, etc.). Community Action Sites will deal with programs as they resolve their personnel problems.

#### CHRCHOLOGY OF THE COMMISSION ON JEWISH EDUCATION

#### The Idea of a Commission

[When was the idea of the Commission first raised?]

Nov. 20, 1986

Mtg. in Cleveland: MIM, SF, HLZ, Steve Hoffman, Barry Shrage, Carol Willen (sec'y). Discussion centered on issue of shortage of qualified personnel and how a Mandel initiative could address it. An "informal, inside group" was proposed: Art Rotman (JWB), Jonathan Woocher (JESNA), Carmi Schwartz (CJF), Charles Ratner, HLZ, MIM, SF, Carol Willen. Suggested that by May 1987 a full commission be appointed. [18M]

HLT proposed cutline for the Commission's document:

- -The rationale: Jewish education is the principal tool for ensuring Jewish continuity.
- -Present the macro picture; list critical shortages and needs;
- -Recommend ways of remedving problems.

#### Towards a Design Document

Jan. 12, 1987 Discussion paper prepared by AH and SF:
"Sentor Personnel in the Field of Jewish
Education/Jewish Continuity - A Program for
the Mandel Associated Foundations".
Preliminary overview of the situation and the
possible response. [558M]

Jan. 22, 1987 Mtg. of "inside group" in New York. (get minutes from Cleveland)

Mar. 5, 1987

Meeting in Cleveland: MLM, Jack Mandel, Joseph Mandel, SF, HLZ, Steve Hoffman, Barry Shrage, Charles Ratner, Jonathan Woocher, Ann Klein, John Coleman, Carol Willen. Review of discussion paper on personnel. Discussion of composition of the Commission. SF, HLZ, Barry Shrage assigned task of writing first draft of design document, in consultation with Rotman, Schwartz and Woocher. [17M]

Apr. 1, 1987 Mtg. in Cleveland: SF, HLZ, BS, Carol Willen to discuss writing draft of the design document. Proposed composition of the Commission, proposed budget. [16M]

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May 4, 1987	SF sent first draft of design document to Cleveland, plus preliminary suggestions for papers to be commissioned and possible candidates for the Commission. [51BM, 53BM]
May 6, 1987	HLZ and Carol Willen respond to SF first draft of design document. [95C]
May 10, 1987	First full draft of design document, including list of papers to be commissioned and candidates for membership on the Commission. [47BM, 50BM]
May 29, 1987	Mtg. in Cleveland to discuss design document. Proposed lay leaders for Commission discussed. (Get minutes from Cleveland.) [22C]
June 5, 1987	Design document revised; list of candidates for director of study suggested; list of candidates for Commission membership revised. [48BM]
Sept. 5, 1987	Mtg. in Cleveland: MLM, SF, AH, HLZ, HDS, VFL(Sec'y). Decision to establish two commissions: MI-NA and MI-G. Stein invited to be director of MI-NA, but declined. SF named director of MI-G. Suggested that first MI-NA meeting take place shortly after January 1988. [15M]
Oct. 20, 1987	Design document revised. [57 BM]
Nov. 9, 1987	Design document revised. [58BM]
Nov. 11, 1987	Mtg. in Cleveland: HLZ, SF, AJN, VFL, Arthur Blum, candidate for director of the Commission. Discussion of design document; AJN proposed outline for document. [names of all four candidates]
Nov. 17, 1987	Mtg. in Cleveland: MLM, SF, AH, AJN, HLZ, HDS, VFL. Review design document. Discussion of MI-NA's goals. Review of MI-G document. Timetable for MI-NA and MI-G.
Nov. 30, 1987	Design document revised.
Dec. 4, 1987	Design document revised.
Dec. 10, 1987 M	(LM met with Perry Davis - interview for position of Commission Director.

Dec. 14, 1987 Mtg. in Cleveland: MLM, SF, AJN, HLZ, HDS, AR, CS, DA, JW, VFL, Bennett Yanowitz. Review of design document. Discussion about choosing a director - qualiites needed, candidates. Draft letters to boards of JESNA, JWB. First mtg. of Commission tentative for March 1, 1988.

Dec. 30, 1987 SF and AH consultation with Lee Shulman, Jerusalem: the MI-NA process, potential problems. Suggestion of a MI-NA simulation. Discussion about MI-G.

Jan. 5, 1986 AJN redraft of design document.

Jan. 14, 1988 Design document revised.

Jan. 18, 1988 Design document revised.

Jan. 24, 1988 JESNA board authorized JESNA's participation in the Commission.

[How do the documents relate to the reality that was?]

#### Establishing the Commission

Feb. 4, 1988 Mtg. in Cleveland: MLM, SF, AH, AJN, HLZ, HDS, SH, JW, DA, VFL, Charles Ratner. Review of design document - final changes. Discussion about selection of Director. Discussion of Commission Membership - should be no more than 40. Three lay leaders to every one professional. First mtg of Commission proposed for June 1, 1988. [24M]

[The "grid process"]

Feb. 25, 1988 Design document revised. [76BM]

Mar. 1, 1988 Official Launching of Commission? [107 C]
Design document revised. [73BM]

Mar. 2, 1988 Perry Davis appointed as Commission Director.
Began work immediately. [106C,75 BM]

Mar. 14...1988 Briefing PD [10PC,11PC]

Mar. 22-23, 1988 Meeting Perry - Cleveland [69BM,72 BM]

Mar. 24, 1988 Mtg. in Cleveland: MLM, SF, AH, AJN, HLZ, VL.
Review of potential commission members.
Concern abt. lay-professional ratio, abt.
which professionals to invite. Idea of liason representation. Decision to disband larger

planning group and to name Senior Policy Advisors. (Steve Hoffman? AH?) Review of design document. [23M, 25COM]

Mar. 30, 1988 Mtg. in N.Y.: MLM, PD, AR, CS, JW. "Formal Kickoff". June 23 tentative date for first meeting of Commission. Review list of Commissioners. [21M]

Apr.6,7 1988 Mtgs. in N.Y.: PD with JW, AR, CS to discuss an "improved design document", resources their agencies can offer, first Commission mtg.

Apr. 22, 1988 Mtg. in Cleveland: MLM, SF, AJN, HLZ, PD, VL. Selection of first 13 critical lay leader commissioners. Assignments for inviting them. Discussion of first meeting. [13M]

[when did actual inviting begin?]

. .

Apr. 28, 1988 Draft of Commission's budget by PD. [34 EM]

#### Planning the First Meeting

May 20, 1988 Mtg. in Cleveland: MLM, AJN, HLZ, VL. Date for first meeting of Commission set for August 1.
Draft of agenda. Discussion of budget, staff, PR. etc. [12M]

May 25-26, 1988 Mtg. in Cleveland: SF, AH, AJN, HLZ, VL. Discussion of goals for first mtg. Agenda, materials needed for mtg. Interviews assigned. [12M]

[when was idea of interviews suggested?]

June 6, 1988 Begin work on data sheet for first meeting. [81 C]

June 10, 1988 MLM sent letter to all Commissioners who had accepted, plus design document. [17COM]

June 15, 1988 Joe Reimer interviewed for assistant director.

June 1988

Interview Schedule for interviews of Commissioners [48I]. All commissioners interviewed during the months of June and July. [see Interview File]

June 20, 1988 Debby Hirshman interviewed for assistant director. [75C]

- . " June 22, 1988 Joe Reimer invited to be assistant director. [920]
  - June 26, 1988 Data paper revised. [362M]
  - July 5, 1988 First draft of Two-Year Plan [98 EM]
  - July 6,7 1988 Meetings of Senior Policy Advisors, Cleveland:
    MLM, SF, AH, AJN, PD, VFL, JR, DA, SH.
    Logistics for Aug. 1st. Each commissioner will
    be assigned to a staff person for ongoing
    contact. Goals of first meeting, agenda.
    [39M]
  - July 12, 1988 AJN's letter of invitation to first meeting to all commissioners, along with final version of "Design Document to Establish the Commission on Jewish Education in North America. [1620,1098M]
  - July 12-14, 1988 Mtg. of Sr. Policy Advisors [get minutes from Cleveland] Mtg. of MLM, SF, AH [38M]
  - July 18, 1988 AJN mtg. with JW, N.Y. Discussion about task forces. [1610]
  - July 22, 1988 Draft of MLM's opening statement for Aug. 1st. [110BM]
  - July 26, 1988 Final draft of "selection from interviews" paper. [107BM]
  - July 31, 1988 Pre-Commission meeting in N.Y.: MLM, AJN, HLZ, SF, AH, JR, VL, AR, CS.
  - Aug. 1, 1988 First meeting of the Commission. Presentation of summary of interviews with commissioners prior to the meeting. Six central topics: the people who educate; clients of education; settings; methods; economics fo education; the community. Comments by Mandell Berman (CJF), Donald Mintz (JWB), Bennet Yanowitz (JESNA). Overview of current data. Discussion of strategies. [31M,33M]
  - Aug. 1, 1988 Meeting of Sr. Policy Advisors: MLM, AJN, SF, AH, JR, AR, HLZ, DA, VFL, PD. Debriefing on first meeting. [36M]
  - Aug. 2, 1988 Meeting of planning group: MLM, AJN, HLZ, SF, AH, VL, JR. Assignments made for follow-up on Commissioners. Master list of Commissioners

to be reviewed at every planning group mtg. Discussion of major themes from first mtg., MO for Commission, items for next Commission mtg. Canadian representation. Communications plan. [34M]

Aug. 2-15, 1988 SF, AH, AR follow-up calls to Commissioners. [60-641, 151-153C]

Aug. 5-23,1988 Letters from commissioners [124-136C, 140-142C]

Aug. 6, 1988 Draft of press release. [155C] (get copy of what was published)

#### Narrowing the Focus of the Commission

Aug. 21, 1988 Draft of 4-month plan for Commission. [99BM]

Aug. 22, 1988 Draft of budget for MAF in Israel. [5FI]

Sept. 6, 1988 Consultation with Mike Inbar - planning the approach the Commission should take. [145C]

Sept. 6, 1988 Memo on Options paper. [98BM]

Sept. 14, 1988 JR's Cautionary Note on the Personnel Agenda. [97BM]

Sept. 14, 1988 Suggested Norms for all Commission Documents, prepared by AH. [96EM]

Sept. 15, 1988 First draft of Options paper. Map (inventory) of elements: Personnel, Clients, Settings, Curriculum and Methods, the Community. [95BM]

Sept. 28, 1988 Meeting of Educators Forum: Walter Ackerman,
Barry Chazan, Alan Hoffmann, Barry Holtz,
Avraham Infeld, Debbie Meline, David Resnick,
SF, AH. Discussion of how to choose options on
which to focus, criteria; the inventory. [29M]

Oct. 1, 1988 Second draft of Options paper with decision matrix. [80BM]

Oct. 4, 1988 Draft proposal of Case Studies of Outstanding Programs in Jewish Education. [92BM]

Oct. 4, 1988 Two Year Plan [90BM]

Oct. 10, 1988 Meeting of the Planning Group: MLM, AJN, SF, AH, VFL, HLZ. Discussion: Canadian representation, contact with commissioners, options paper, agenda for December 13th [28M]

Oct./Nov. 1988

Writing of the individual options papers by JR, SF, AH, HLZ, Barry Holtz, with input from commissioners and members of Educators Forum. [see Options File]

Oct. 12, 1989

1

Meeting of the Senior Policy Advisors: MLM, AJN, SF, AH, VFL, JR, DA, AR, HDS, JW, HLZ, Rachel Gubitz. Discussion: Options paper, agenda for Dec. 13th, outreach to constituencies, vision and case study papers. [26M]

Oct. 14, 1989 Meeting of Commission Educators, Boston: AJN, SF, AH, JW, Jack Beiler, Josh Elkin, Sara Lee, Alvin Schiff, Barry Shrage. Discussion of Options paper, inventory, criteria for choosing options, task forces. [30M]

Oct. 26, 1988 Interview schedule for interview of commissioners prior to second meeting of the Commission. [261]

Oct. 27, 1988 Meeting of Educators' Forum, Jerusalem: Walter Ackerman, Barry Chazan, Sol Greenfield, Sam Heilman, Barry Holtz, Alan Hoffmann, Zeev Mankowitz, David Resnick, Menachem Revivi, Don Sher, Jonathan Kestenbaum, SF, AH. Discussion of options, background materials for December 13th. [2M]

Nov. 16, 1988 Meeting of Steering Committee: MLM, HLZ, AJN, VFL. Discussion of possible task forces, final report. Letterhead approved.

Nov. 25, 1988 Background materials for the meeting of December 13th. [1BM]

Nov. 30, 1988 Memorandum on Task Force, agenda for Dec. 13th. [2C]

Dec. 8, 1988 Meeting of the Planning Group: MLM, AJN, SF, AH, JR, HDS, HLZ, VFL, Rachel Gubitz. Preparing for Dec. 13th. [10M]

Dec. 13, 1988 Second meeting of the Commission, Offices of

UJA/Federation, New York. Narrowing the focus

of the Commission: distinction between

programmatic and enabling options; decision to

focus on personnel and the community. [6M]

Dec. 14, 1988 Meeting of the Senior Policy Advisors: MLM, AJN, SF, AH, JR, VFL, HDS, HLZ, DA, SH, CS, Rachel Gubitz. Debriefing on third meeting: goal of developing a clearer focus

accomplished. Preliminary discussion of final report and "life after the Commission." Need for research, as expressed by the Commission, raised.[7M]

Dec. 19, 1988 Meeting of MLM, AJN, SF, AH: Staff tasks - planning for the third meeting. [24BM]

#### From Theory to Application: Developing Strategies

\* S. 1

- Jan. 3, 1989 Strategies for outreach to formal and informal educational institutions. [21BM]
- Jan. 10, 1989 JR literature search on "demonstration centers": problems of limited energy, difficult to replicate. [198BM] Literature search on educational personnel. [197BM]
- Jan. 17, 1989 Preliminary research plan in preparation of the third meeting of the Commission. [196BM]
- Jan. 27, 1989 Five Month Plan from second to third Commission meeting. [184BM]
- Jan. 30, 1989 Suggestions for a mechanism for implementation. [192BM]
- Feb. 1, 1989 Consultation with Mike Inbar, SF, AH.
  Discussion of the notions of a "prototype" and
  "workshop" for developing a demonstration
  project. [701]
- Feb. 7-9, 1989 Meeting of the Planning Group: MLM, SF, AH, VFL, AJN, JR, HDS, HLZ, Rachel Gubitz. Discussion of PR/Outreach: development of five-month plan; presentation of the instrumentality for implementation. [1878M, 50M]
- Feb. 22, 1989 Meeting of the Public Relations Committee:
  MLM, AJN, VFL, Paula Berman Cohen, Stephen
  Hoffman, David Ariel, Charles Ratner. [2080]
- Feb. 23, 1989 MLM's memo to SF: Suggestions for the II unit. [139BM]
- Mar. 2, 1989 AJN trip to Boston: meetings with JR, Barry Shrage, members of Brandeis Faculty. [202C]
- Mar. 7-10, 1989 Consultation in Jerusalem: SF, AH, AJN, JR. Objectives: building a team; clarification of

- the ii concept; preliminary outline for final report. [53M, 176BM, 195C, 193C]
- Mar. 15, 1989 Draft of Commission brochure [172BM]
- Mar. 13, 1989 Consultation with Mike Inbar: implementation; director for the ii. [15PC]
- Mar. 21, 1989 JR's memo on commissioning papers. [135C]
- Mar. 29, 1989 Meeting of the Planning Group: MLM, SF, AH, VFL, AJN, JR, HDS. ii paper reviewed. Decided on the terminology "initiatives for Jewish education" and "community action sites". [63M]
- March 29, 1989 "A Mechanism for Initiatives in Jewish Education," by SF and AH (in Cleveland) revised version of ii paper, reflecting comments of the planning group. [205BM]
- March 30, 1989 Meeting of Senior Policy Advisors: MLM, SF, AH, VFL, AJN, JR, HDS, DA, SH, AR, JW. IJE paper reviewed. Issue of denominations, PR discussed. Paula Berman Cohen hired to coordinate PRmefforts; committee established. (Regional meetings to be chaired by CRB and Crown were scheduled for April but later cancelled.) [69M]
- Apr. 5, 1989 Consultation with Commission Educators, N.Y.
  Discussion of enabling options; assumptions
  about the field; working through CAS. [145BM]
- Apr. 12, 1989 Interview schedule for interviews with commissioners toward the third meeting prepared. [203BM] Interviews began.
- Apr. 13, 1989 MLM's memo to SF concerning possible outcomes of the Commission: IJE; CAS; Building the Profession; Federation as a key; N. American Support System; Implementation of Programmatic Options; Research. [2190]
- Apr. 27, 1989 Draft of a public relations brochure prepared.
- Apr. 28, 1989 Memo by JR on papers that should be commissioned for the final report. [220C]
- Apr. 30, 1989 Educators Forum in Jerusalem
- May 2, 1989 Planning for the third meeting of the Commission. Desired outcomes: endorsement of the IJE concept, more active participation of

#### commissioners. [214C]

- May 7, 1989 Meeting of the Planning group: MLM, SF, VFL, AJN, JR, HDS, HLZ. Discussion about need to more actively involve JWB, CJF and JESNA leadership. Agenda for June 14th. [63M]
- May 11, 1989 AH's consultation with Mike Inbar re: research needed prior to launching IJE, and the imbalance between planning and implementation. [64M]
- May 12, 1989 Outreach strategies developed by AJN for contact with CAJE, CJF, JESNA, Bureau Directors Fellowship, Conference of Jewish Communal Service, Federation Planners. [223C]
- May 14, 1989 Meeting of MLM, SF, AH in Jerusalem. [200BM]
- May 15, 1989 "A Roadmap to the Denominations and Their Key Players in Jewish Education," prepared by Jonathan Woocher. [201BM]
- May 16, 1989 Revised proposal by JR for commissioning papers. [221C]
- May 25, 1989 Planning Meeting: MLM, HLZ, VFL, AJN. Agenda for June 14th discussed.
- May 31, 1989

  "Federation-led Community Planning for Jewish Education, Identity and Continuity," prepared by Joel Fox as an appendix to the progress report of June 14th. [216BM]
- June 1, 1989 "Community Organization for Jewish Education: Leadership, Finance and Structure," prepared by HLZ as an appendix to the progress report of June 14th. [215BM]
- June 6, 1989 Meeting of Steering Committee: MLM, SF, AJN, JR, HLZ, HDS, VFL. Planning for June 14th; assignments to small groups. Decision to merge Planning Group and Steering Committee, to be called the Commission Steering Committee and to include: MLM, SF, AH, SH, VFL, AJN, JR, HDS, HLZ. [83M]
- June 14, 1989

  Fourth meeting of the Commission, Herew Union College, N.Y. Small group discussions (led by CRB, ELR, DH). Presentation of possible strategies for action; endorsement of the Community Action Site concept and need for continuing mechanism. [code of minutes?]
- June 15, 1989 Meeting of the Senior Policy Advisors, NY -

#### Undertaking a Reseach Program

- June 26, 1989 Consultation on Data and Research, Jerusalem:
  SF, AH, Isa Aron, Hannan Alexander, Jack
  Beiler, Aryeh Davidson, Alan Hoffmann,
  Jonathan Woocher, Joe Lukinsky. [72M]
- July 3, 1989 Draft of outline of final report and research design prepared by SF and AH. [230,231 BM]
- July 5, 1989

  Meeting of Steering Committee, Cleveland: MLM,
  JR, HLZ, HDS, SH, VFL. Outline of final
  report reviewed; approval of structure.
  Research design reviewed; process for writing
  papers developed. Sara Lee identified as
  liason with CAJE. Mark Gurvis appointed to
  assist HLZ. [242EM]
- July 5, 1989 SF and AH addressed members of the CJF Planners Mission in Jerusalem. [238BM]
- July 11, 1989 Isa Aron submitted four research proposals:

  Teaching as a Profession; Analysis of Teacher

  Census Data; Information-Gathering in the Area

  of Personnel; "Snapshots" of Exemplary

  Practice. [2620]
- July 19, 1989 Aryeh Davidson submitted research proposal:

  The Professional Training of Jewish Educators
  on the United States. (later revised) [328C]
- July 1989 Walter Ackerman submitted research proposal:

  The Structure of Jewish Education in the U.S.
  [263BM]
- July 19, 1989 AH spoke with Betsy Katz re: CAJE's involvement in completion of the options papers. [244BM]
- July 20, 1989 Expanded version of research design, prepared by AH. [244BM]
- July 23, 1989 Revised version of outline of final report, prepared by SF and AH.
- July 26, 1989 Joe Reimer's submitted research proposal:
  Synagogues as a context for Jewish education.
  [264BM]
- July 30, 1989 Meeting of the Senior Policy Advisors: MLM, SF, HLZ, VFL, HDS, JR, JW, SH, AR, Mark Gurvis, Martin Kraar. Discussion of outline of

final report, research design and papers to be commissioned. Suggestion of combining some of the options in order to complete the writing of the options papers. Issue of funding/family foundations raised. [30M]

- July 1989 "Federation Agency Relationships in Jewish Education," prepared by Jonathan Woocher and Bennet Yanowitz. [272BM]
- July 30, 1989 Materials prepared by Sara Lee to be used at the CAJE conference: questionnaires to participants; interview schedule for group facilitators. [246,247BM]
- Aug. 15, 1989 CAJE Conference. Meeting on Research: SF, AH,
  Mark Gurvis, Isa Aron, Aryeh Davidson, Hannan
  Alexander, Josh Elkin, Alvin Schiff, David
  Ariel. Discussion of research to be
  commissioned for final report.
- Aug. 15, 1989 MLM's address to the CAJE Conference.

  Reactions by Elkin and Lee. Small group
  discussions. [270BM,337C]
- Aug. 16, 1989 Meeting with CAJE leadership to discuss CAJE's relationship with the Commission and the possibility of CAJE undertaking completion of option papers. SF, AH, MG, Betsy Katz, Ellict Spack, Ron Reynolds, Sara Lee, Alvin Schiff, Paul Flexner, Roberta Goodman. [86M]

#### Toward a Plan of Action

- 47 T

- Aug. 22, 1989 Recap of current thinking memo from AH to SF in preparation of meeting of senior policy advisors and meeting of Oct. 23rd. Detailed workplan: complete research program; write final report; develop funding; operationalize IJE and CAS. [362C]
- Aug. 24, 1989 Meeting of Senior Policy Advisors: MLM, SF, AH, MG, JR, HLZ, HDS, VFL, JW, SH, AR. Discussion of desired outcomes of the Commission: an action plan, with content for it (a research plan) and a final report leading to recommendations on community, personnel and implementation. Agenda for Oct. 23rd discussed. [87M]
- Aug. 30, 1989 Interview schedule for interviews with commissioners toward the fourth meeting of the Commission prepared. Interviews began. [45COM]

Sept. 9, 1989 Status Report on Research Program [269M]

- Same

Sept. 13, 1989 MG met with Federation Planners at CJF Quarterly. Issues of community process, evaluation/research raised. Planners see federations as crucial in developing CAS.
[352C]

Sept. 1989 MLM meeting with CRB re: funding. [350C]

Sept. 20, 1989 Draft of "From Decision to Implementation: A
Plan for Action," with revised research design
as appendix, prepared by SF and AH for fourth
meeting of the Commission. [43BM]

Sept. 21, 1989 CAJE's proposal to undertake the writing of several options papers. [197C]

Sept. 28, 1989 Freelance writer hired for PR. [361C]

Oct. 16, 1989 Preliminary job description for director of the IJE.

Oct. 1989 MLM meeting with Lester Crown re: funding.

Oct. 23, 1989 Fourth meeting of the Commission

## SUGGESTIONS BY COMMISSIONERS FROM THE 4TH MEETING (Taken from the tapes)

#### "Best Practice"

Coleman: Look at "best practice" in terms of defining issues for a community; look at it in the aggregate as opposed to in specific areas. How does one define "best practice"?

Schiff: Have to qualify what "best" means. Best for who, for where. Have to be open to what could potentially be best practice. Our study of suppl. schs. in NY showed that we can't have best practice without family educ. and that there must be confluence between formal and informal. We should only develop best practices that are transferable. CAS should experiment with family ed. in the synagogues.

Bieler: Best practices should be established (don't exist now), presented and publicized to raise the morale of the field, inspire confidence.

Elkin: Writers of the report have to find middle ground between maintaining this coalition - writing something that'll be widely accepted - and being honest about the fact that some institutions work better than others. Some strong statements might come out of the research. Commission will have to provide guidance so communities don't make same mistakes again.

Rosenthal: Need for standards to measure programs.

Ritz: There can't be a single standard for best practice; there are many definitions of what is effective.

Dubin: For next mtg., six illustrations of model programs that we could suggest to communities.

#### Programmatic Options

Bronfman: We haven't heard enough about JCC involvement in programming.

Arnow(?): There are other nat'l orgs. active in Jew. ed. and not recognized in our material: AJCom, AJCong, ADL. Need to be brought into the process.

Hiller: Commission should set guidelines for programming - don't give each CAS complete free hand. We shouldn't avoid the issue of programming just because we can't get unanimity. Guidelines for programming are the basis of evaluation.

#### Research

Hirschhorn: Need for establishing objectives for programs, for evaluating accomplishments in relation to objectives and for ongoing monitoring. Don't need to set goals for what can be practically achieved. Must establish methodology. Help local communities establish standards that are properly related to their own community.

Arnow: Need for Evaluation: The Pluralistic Evaluation of Programs in Jewish Education.

Schiff: Research (experimentation and evaluation) can be done within the context of CAS.

Melton: Local communities should be partners in the research; get their cooperative input, help in the research on their particular problems.

#### CAS

Elkin: Have to generate more momentum in the direction of CAS; have to have a running headstart of the communities that are going to become action sites - have to know what a CAS is all about. Must carefully document what happens in CAS so that other communities who try to "unofficially" copy it won't just shoot from the hip. If a community tries to jump in, on its own (without external support) to a CAS, it might dig a hole for itself.

#### Miscellaneous

Melton: Develop short-term goals first; long-term goals later. Recruitment and training are the most pressing issues.

Dubin(?): We should verbalize in all of our material that it is our intent to utilize the maximum existing resources.

Lee: Not all institutions perceive the need for change; we have to create the environment, the stimulus for thinking about change. Need to heighten awareness of community leaders, challenge their assumptions about what kind of education should take place. Need an "educating function" to challenge existing institutions.

Lamm: Don't have to reinvent the wheel. Find out some of the great things that have been done in American Jewry. People who have had good ideas went out and sold them; didn't wait for concensus to develop. MINUTES:

Senior Policy Advisors, Commission on Jewish Education

in North America

DATE:

December 6, 1989

DATE MINUTES ISSUED: December 18, 1989

PRESENT:

Morton L. Mandel, Chair, David S. Ariel, Soymour Fox,

Mark Gurvis, Annette Hochstein, Stephen H. Hoffman,

Martin S. Kraar, Joseph Reimer, Arthur Rotman,

Jonathan Woocher, Henry L. Zucker, Virginia F. Levi

(Sec'y)

GUEST:

Professor Michael Inbar, Jerusalem

COPY TO:

Herman D. Stein

The minutes and assignments of October 24, 1989, were reviewed.

#### II. Research Update

It was reported that very useful meetings of researchers and CAJE consultants took place on December 4 and 5 in Cleveland. We will be receiving papers on program areas by the CAJE people within the next few weeks. Mark Gurvis was commended for an excellent job on the logistics of the meetings.

#### B. Status of Research

At the meetings of December 4 and 5, three researchers presented interim reports on their papers and received feedback to be used in preparing final drafts. It is anticipated that papers will be ready on schedule on (1) professionalism in Jewish teaching, (2) training opportunities, (3) the synagogue as a context for Jewish education. and (4) analysis of teacher surveys and data on the state of the field.

signment

It was suggested that these papers be distributed to commissioners and senior policy advisors as they are completed and approved. The first will go with a cover letter from MLM, including a report on the meetings of December 4 and 5.

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It was suggested that the papers follow a common format to bo designed by SF and AH, to maximize their usefulness with commissioners. MG will work with SF and AH to see that the papers are reviewed by senior policy advisors prior to their discribution to commissioners.

It has become apparent that the general research program is not adequate with respect to informal education. It was agreed that Bernie Reisman be invited to prepare a paper looking at the rosearch issues from the perspective of informal education.

It was noted that a paper on the relationship of Jewish education to Jewish continuity by I. Scheffler and S. Fox is underway and that a draft should be ready in early January.

- C. At the meetings of December 4 and 5, five of the program areas were developed. No decision has yet been made on how the other program areas will be addressed. Some may be developed by experts still to be identified. Others may be left for the implementation mechanism to develop. The final report will suggest how each program area should be addressed.
- D. It was reported that Gallup Israel is undertaking an "omnibus" survey of American Jews, which includes questions submitted by our Commission's staff. It is hoped that this pilot questionnaire will help to provide a data base for our use. Preliminary results should be available by January 15.

It was suggested that the outcomes of the Gallup study be reviewed in conjunction with data in CJF's North American data bank when analyzing results. It was noted that the questions for the Gallup survey were worded to make the results comparable to existing CJF data.

ignment

MG will contact Barry Kosmin at CJF about the design of the 1990 CJF survey of the Jewish population and how it might relate to the Gallup work.

#### III. Discussion of Draft Recommendations for Final Report

#### A. Introductory Remarks

The draft for the final report, prepared by SF and AH, had been mailed in advance of the discussion. Comments were limited to the substance of the document. Recommendations on language and structure are to go directly to SF and AH.

It was noted that the document under review would serve as the basis for the body of the final report. It would be accompanied by an executive summary, sections on the history and method of operation of the Commission, elaboration of each section into a chapter supported by data, and a final chapter indicating what has been learned during the Commission process. The concepts expressed in the introduction would become part of the executive summary of the final document.

Following discussion, it was agreed that no definition of Jewish education will be included in the document.

#### B. Title

The following two titles were mentioned: (1) A Time for Renewal: Jewish Continuity and Jewish Education in North America; (2) New Ideas, Energy, and Funding: Revitalizing Jewish Education in North America. A third suggestion was that the title resonate in some way with Jewish tradition by including a phrase such as "at a crossroads...," or "on the threshold..." David Ariel agreed to consult with SF and AH on this aspect of the title. Senior policy advisors were invited to submit their recommendations for a title to SF and AH.

## 1. General Remarks

- a. The introduction should transmit a sense of urgency and convey the importance of community as a key to change in Jewish education; throughout the document, adjectives should be interjected which convey this sense of passion and urgency.
- b. Throughout the document, it should be noted that we are building on progress made over the years rather than beginning in a vacuum.
- c. The "North American Jewish community" should be defined. JW will draft a definition.
- d. References should be made throughout the document to the goal of encouraging Jewish continuity through Jewish education.
- e. There was discussion about whether to refer to a single profession of Jewish education. Some participants believe might better be made to "professionalism" or to "Jewish education professionals." To others, the concept of "building a profession" is central to change. It was agreed that this is an issue to be considered further.

#### 2. Programmatic Areas

- a. It was suggested that the term "programmatic aroun" should be replaced by a more appropriate term. Senior policy advisors were asked to submit to SF ideas for tenaming what have previously been called programmatic options.
- b. It was suggested that a rationale appear for the selection of these program areas. In addition, JW agreed to propose new names for the areas to make them parallel.

Assignment

Assignment

Assignment

Assignment

- c. Camping will be added as a program area.
- d. We were advised not to lose track of the interrelatedness of these areas as we identify and review them individually.

#### 3. Subheadings

It was suggested that the subheading "the way to begin" was confusing and should be climinated. The document should reflect the understanding that the Commission will develop funding and launch a mechanism for implementation and that the mechanism will be responsible for developing Community Action Sites.

Care should be taken in choosing subheadings, as this will be all some people will read.

#### 4. Community Action Sites

It was agreed that the definition of Community Action Sites should be as broad as possible and that the board of the implementation mechanism will clarify specific goals later, as Action Sites are established.

#### 5. Funding

It was agreed that funding will be incorporated in the section on community being drafted by HLZ.

#### C. Community

#### Assignment

HLZ will draft the section on community. This section will include a definition of community and an emphasis on the importance of creating a climate conducive to the advancement of Jewish education. It will discuss funding as a high priority, referring to the importance of increasing traditional means of funding Jewish education, of community responsibility (by federations, where feasible, through their endowment funds and annual campaigns), and of private family foundations, which are in a position to provide substantial amounts of money at an early stage to initiate implementation of the Commission's recommendations.

It was noted that the most important long-range funding goal is to gain strong federation support. Federations will have to be convinced of the importance of this challenge. It is anticipated that Community Action Sites will be able to demonstrate successes and encourage other communities to invest in similar approaches.

#### D. Personnel

It was suggested that the importance of improving compensation for Jewish education personnel be emphasized. In discussing how salaries can be addressed on a continental basis, it was suggested that increasing salaries in a Community Action Site can demonstrate the impact on the attraction and retention of quality educators. It was suggested that reference be made to developing salary standards and strategies for encouraging their use.

It was suggested that the document give a sense of our expectations concerning involvement of existing bodies and their relationships to the implementation entity and Community Action Sites.

In a discussion on the proposed scope of recommendations for personnel, it was noted that the implementation entity will review the needs with potential funders and will facilitate action and prioritize on the basis of the availability of support.

#### E. Community Action Sites

A question was raised about the value of defining the content of Community Action Sites. The conclusion was that various approaches to content be suggested in order to guide the implementation entity in creating sites.

Assignment'

JW will suggest rewording for pages 24 and 25 to clarify the example of the supplementary school.

#### F. Implementation Entity

It was suggested that this section be made stronger by starting with a description of the mission of the entity. The description should convey the fact that the entity will be a small, catalytic institution whose method of operation will be primarily to enlist. and harness expertise in accomplishing its goals. It will be a catalyst, brokering relationships among entities in order to accomplish the recommendations of the Commission. While small, it can exercise enormous influence, because of the quality of its staff and board. It was suggested that a different name be selected.

#### IV. Editor of Final Report and Executive Summary

Early drafts of the final report will be written by SF and AH. When the substance has been agreed upon, an editor will be asked to organize and rewrite in popular language to appeal to the lay community and educators. It is anticipated that many readers will focus solely on an executive summary, a section of the report which should be carefully written in inspirational language.

It was suggested that an editor be appointed in time to attend the February meeting.

Assignment

Assignment

Following discussion, it was agreed that the next step is for SF to explore the possibility of David Finn serving as editor. If it appears that he is not a candidate, SF will get his reactions to Bill Novak and Gary Rosenblatt. In addition, M. Kraar will submit materials written by Rosenblatt to MG for distribution to senior policy advisors.

#### V. Commissioner Interviews

Assignment

It was agreed that the recommendations for the final report, as revised by senior policy advisors, should serve as the basis for conversation with commissioners. All will develop an interview schedule, which VFL will distribute to interviewers as soon as possible.

Assignment

Following is a list of commissioners to be called as soon as possible by the assigned individual to check on and encourage attendance at the February Commission meeting:

Mona Ackerman -- SF Mandell Berman -- JW Charles Bronfman -- SF

Lester Crown -- HLZ (invite Susan)

Eli Evans -- HLZ Alfred Gottschalk -- SF David Hirschhorn -- SF -- SF Henry Koschitzky Mark Lainer -- HLZ Hatthew Haryles -- AH Florence Helton -- AR Lester Pollack -- AR Charles Ratner - - SH

Ismar Schorsch -- AH
Daniel Shapiro -- HLZ
Bennett Yanowitz -- SH

Assignment

Those assigned to make calls are asked to let VFL know the outcome as soon as possible. HLZ will review the results and recommend any further action.

#### VI. Outreach

A. It was noted that recent meetings with bureau directors, the Jewish press, and federation leadership were very successful. It was suggested that a few bureau directors and planners be invited to meetings at which the next draft of the Commission's recommendations would be presented. MG will consider organizing such meetings and, if they are to take place, will work with JW to implement them.

Assignment

#### Assignment

It was suggested that D. Ariel do the same with the association of training institutions. MG will work with him to make the necessary arrangements.

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The following meetings have been scheduled for MLM:

- 1. Norman Lamm and orthodox educators -- January 25
- 2. Ismar Schorsch and his Education Cabinet -- January 26
- Alfred Gottschalk and approximately 10 educators from the Reform movement--February 15

MLM is working on arranging meetings with Schindler and Green.

#### Assignment

MG will draft a proposed agenda for these meetings and review it with the appropriate senior policy advisors.

#### C. Plans for Outreach

MLM will meet with the local commissions in Los Angeles and in San Francisco in April. MG has been to Philadelphia. Other such meetings will be arranged as the need arises. It was noted that a file is being established for each local community and that we will keep records of correspondence and interaction with each.

D. Communication will be stepped up with commissioners leading up to the February 14 meeting, to include research papers and a revised draft of the recommendations of the final report.

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#### lssignment

- AR will arrange for the JWB clipping service to clip articles on the Commission.
- 2. It was suggested that a photographer be present at the February meeting.

#### asignment

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#### VII. IJE Design and Director: Structure of February 14 Commission Meeting

It was agreed that these items will be discussed by senior policy advisors at their January meeting.

Senior Policy Advisors December 6, 1989 Page 8

1000

#### VIII. Upcoming Meetings

Senior policy advisors were reminded of the following scheduled meetings:

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- B. Tuesday, February 13--JWB.-pre-Commission planning-+1:30 5:00 p.m.
- C. Wednesday, February 14--UJA/Federation--Commission--9:00 a.m. -5:00 p.m.
- D. Thursday, February 15--JWB--post-Commission--8:30 a.m. 12:00 noon

Nativ Policy and Planning Consultants Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

DATE: 14/12/59

NO. PAGES: 7

FAX NUMBER: 216-361-9962

schedule/9mn-w

#### TOWARDS THE FIFTH COMMISSION MEETING

## INTERVIEW OF COMMISSIONERS SUGGESTED SCHEDULE

#### I. Purpose of the Interview

This interview is perhaps the most critical to date, as we are seeking the commissioners' response and input, for the suggested recommendations.

The interview should be aimed at ensuring that the commissioner has an understanding of the overall direction in which the Commission is moving:

Personnel and the community will be dealt with across-theboard, within the context of a number of communities. The process will be facilitated by a mechanism for implementation and will be adequately funded.

Individual commissioners may be particularly interested in specific areas (continental strategies; programmatic agendas; research).

#### II. Elements of the Interview

#### A. Briefly review the meeting of October 23.

You may want to remind the commissioner that the Commission is committed to two outcomes: a final report and a plan for implementation. At the fourth meeting the plan of action was endorsed (see page 3) and at the fifth meeting we will be presenting a draft of the recommendations for the final report.

#### B. The recommendations

Beyond the general thrust of the work, it may not be necessary to discuss every recommendation with each commissioner; you may choose to focus on those recommendations in which a commissioner has a special interest.

We are interested in the <u>specific</u> reactions of commissioners - questions that need clarification, suggestions for the recommendations, comments which may be incorporated (directly or implied) into the final report. Accounts of such comments in your interview report might be useful for quoting in the report.

Attached is a summary of the recommendations which can be used for reference (see pages 4, 6). However, it is suggested that you take along the complete document ("A Decade for Renewal") which contains elaborations of each of the recommendations.

#### Please Note:

The most significant divergence from the current list of recommendations and the full report is in the section on community. HLZ will draft a new recommendation on the community which will emphasize the importance of creating a climate conducive to change in Jewish education and discuss funding in more detail. The idea of a fund for Jewish education will not be included in the recommendation. Rather, the importance of federation funding (through their endowment funds and annual campaigns) and the potential contribution of family foundations will be stressed.

III. Check attendance for February 14th; remind commissioners of the longer hours.

## From Decisions to Implementation: A Plan for Action

### I. Introduction

As the Commission approaches its fourth meeting, the outline of a plan for action is emerging.

The proposed action plan includes the following elements:

- 1. Mobilizing the Community (leadership, structure, finance) for implementation and change.
- 2. Developing strategies for building the profession of Jewish education, including recruitment, training and retention.
- 3. Establishing and developing Community Action Sites to demonstrate what Jewish education at its best can be, and to offer a feasible starting point for implementation.
- 4. Implementing strategies on the continental level and in Israel in specific areas - such as the development of training opportunities or recruitment programs to meet the shortage of qualified personnel.
- Developing an agenda for programmatic options and an approach for dealing with them.
- Building a research capability to study questions such as the impact and effectiveness of programs.
- Designing a mechanism for implementation that will continue the work of the Commission, as well as initiate and facilitate the realization of the cathering action plan.

## Recommendations Before corrections

## 1. The Community

1. The Commission recommends that more outstanding community leaders, scholars, educators and rabbis be recruited to take leadership and assume responsibility for Jewish education on the national and local level. Appropriate structures will have to be developed to meet the new challenges.

We will have to decide if Funding should be a separate section of the report, with separate recommendations and elaborations. In this case the topic will be removed entirely from this section.

2. The Commission recommends the establishment of a fund of \$\\$\\$ for Jewish education so that its recommendations can be acted upon immediately. The founders of this fund call on the organized Jewish community-local federations, national organizations and institutions to (double?) the amount of money available for Jewish education over the next five years.

#### 2. Personnel

The Commission recommends that a ten-year plan to build the profession of Jewish education in North America be undertaken. The plan will include the development of training opportunities; a major effort to recruit appropriate candidates to the profession and improvements in the status of Jewish education as a profession.

### 3. Programmatic Areas

The Commission has identified the following 12 programmatic areas, each of which offers promising opportunities for intervention

Early Childhood Education and Child Care The Supplementary School (elementary and high school) The Day School (elementary and high school) Informal Education Israel Experience Programs Curriculum \_ 1 8

The Use of Media and Technology
The College Age Group
Adult Education
Family Education
The Retired and the Elderly
Camping

The Commission believes that these areas can form a challenging agenda for the next decade and urges communities, communal organizations, foundations and philanthropists to act upon them.

The mechanism for implementation will offer its services to those who want to concentrate their efforts in a programmatic area and help in research, planning and monitoring.

The mechanism will continue to develop the programmatic agenda towards implementation in Community Action Sites and will diffuse the results of work in these areas throughout the North American community.

#### 4. Research

The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations, and at specialized research facilities that need to be established.

## 5. Community Action Sites

The Commission recommends the establishment of several Community Action Sites, where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. Community Action Sites will be initiated by local communities which will work in partnership with the mechanism for implementation. The mechanism will help distil the lessons learned from the Community Action Sites and diffuse the results.

## 7. The Mechanism for Implementation

The Commission recommends the establishment of a mechanism that will undertake the implementation of its recommendations. It will be the driving force in the attempt to bring about across-the-board, systemic change for Jewish education in North America.

The mechanism will facilitate the establishment of Community Action Sites, encourage foundations and philanthropists to support excellence, innovation and experimentation; facilitate the implementation of strategies on the continental level and in Israel; assist in the planning and development of programmatic agendas; help to develop the research capability in North America and prepare annual progress reports for discussion by the North American Jewish community.



# Brandeis University

Philip W Lown School of Near Eastern and Judaic Studies

Benjamin S. Hornstein Program in Jewish Communal Service 617-736-2990

Waltham, Massachusetts 02254-9110

TO: SEYMOUR FOX AND ANNETTE HOCHSTEIN

FROM: JOE REIMER (12/13/89)

RE: COMMENTS ON A DECADE FOR RENEWAL

I hope you arrived home safely and well. I thought the three days in Cleveland last week were very worthwhile. Most of the comments on the Decade for Renewal were articulated in Cleveland. I'm simply putting them in writing, using page references.

- 1 Last paragraph: While I like the strength of language and specificity of example in the first sentence, I find the second and third sentences awkward. The idea of involving other-thanthe-usual organizations in this mobilization is a good one, but not "all" organizations and not because each is "concerned about its future."
- P. 2 The Community. The first sentence is an unnecessary truism. Line 4 ("It will have to ...) sounds like fiat. Better: "A community that creates an environment..." <u>Personnel</u>. Second paragraph. Instead of "Many people will" - which sounds vague and unreal, I'd say "increasing numbers of people." (So too on page 3: Not "recruit many more", but "recruit more highly qualified.")
- P. 3 Programmatic Areas. I agree with Herman Stein that the list of areas should be alphabetized and categories such as "The Hebrew Language" and "College Age Group" need to be changed to "Hebrew Language Instruction" and "Programs for College Youth."
- P. 4 Line 2. "Massive mobilization" sounds too much; "mobilization" is strong enough.

"The Way to Begin" - Even taking out this divider, I'd suggest the order is off. Community Action Sites should be #4 - following programmatics (since that is where they will be tried out) and preceding research (which will evaluate the trials).

P. 7 - Elaborations - The flow is broken by repeating "1. The Commission recommends ...". Each time a paragraph is repeated as here - it creates the feeling of redundancy. It would be fine to start this section with top of p. 8 (So too on p. 11, 16 (the list again).)

- P. 13 Two bottom paragraphs. "Salary scales" seems like a term that connotes a fiction. How would "scales" interface realistically with hiring practices? Does this actually refer to a Community Action Site? So too, "a comprehensive career development p. 23?
- b 10 Me suggested shove, shouldn't this section on Community Action Sites come earlier to make clearer how the recommendations in programmatics and research flow from the organizing concept of the CAS?
- P. 22 Recruitment. How does this list relate to or comment on the shorter recruitment list on p. 13? Are you suggesting two recruitment efforts - one local, one continental?
- P. 24 While I like using the supplementary school as a concrete example, the way the denominations are brought in raises two questions: (1) are you referring to the local rabbis and denominational authorities or national ones? (2) What role for the local BJE?
- Ponerally clear, the Machanism for Implementation is presented is
- (1) The small one: is the difference between task and function clearly explained so function doesn't simply repeat task?
- (2) The larger one: does the writing here suggest the extent to which the many tasks and functions will be fulfilled, not by the staff themselves, but by a larger range of players coordinated by this staff?
- I feel there remains the confusion: how can a small staff carry out so many complex tasks and functions?



## 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** 

Ginny Levi and Mark Gurvis

December 14, 1989

TO:

Annette Hochstein

DATE:

FROM:

001-216-361-9962

NO. PAGES:

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 It should be made clear to Bernie that the recommendations. 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,

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

Copy

50

# Nativ Policy and Planning Consultants • Jerusalem, Israel

Annette Hochstein

נתיב-יועצים למדיניות ותכנון ירושלים

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

Fax: 972-2-699 951

**FACSIMILE TRANSMISSION** 

Mr. David Finn, President

December 21, 1989

TO:

Ruder \* Finn

DATE:

1

FROM:

001-212-715-1507

NO. PAGES:

FAX NUMBER:

Dear David,

I would like to thank you very much for responding so kindly to my immediate request. It did indeed allow me to carry out my conversation with Mort in a much more informed and useful way. At the same time, I realize the very tentative nature of the information you gave me and would certainly not view this as contractually - or in any lesser form - binding.

I will try to arrange with your secretary a convenient time for a more leisurely next call.

I am scheduled to be in the United States from February 4 - 16 and will allocate as much time as you find necessary to our project. The next meeting of the Commission is scheduled for February 14.

Happy Hannukah.

Best Regards,

DEC 21 '89 16:38 PREMIER CORP. ADMIN. PAGE . 01 DATE REQUESTED SPECIFY HOW TO SEND MESSAGE PREMIER INDUSTRIAL CORPORATION REQUEST FOR TELEX/MAILGRAM/FAX TELEX NO \_\_\_ ☐URGENT - Time sensitive - must go at once 72343 (REV 2/88) PRINTED IN U.S.A. MAREGRAM, O 2000 ULAR - Send at time rates are most LAX NO \_OLL economical. NO. OF PGS. (INCL. COVER SHEET) TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY TO: FROM: OCHSTEIN NAME\_\_\_ NAME . STREET ADDRESS DEPARTMENT\_ COST CENTER PHONE NUMBER FAX NO.: 2103910027 TIME SENT: **TELEX NO.: 6873015 PREMI UW** MESSAGE:

MINUTES:

Senior Policy Advisors, Commission on Jewish Education

in North America

DATE:

December 6, 1989

DATE MINUTES ISSUED: December 18, 1989

PRESENT:

Morton L. Mandel, Chair, David S. Ariel, Seymour Fox, Mark Gurvis, Annette Hochstein, Stephen H. Hoffman,

Martin S. Kraar, Joseph Reimer, Arthur Rotman,

Jonathan Woocher, Henry L. Zucker, Virginia F. Levi

(Sec'y)

GUEST:

Professor Michael Inbar, Jerusalem

COPY TO:

Herman D. Stein

I. The minutes and assignments of October 24, 1989, were reviewed.

#### Research Update II.

A. It was reported that very useful meetings of researchers and CAJE consultants took place on December 4 and 5 in Cleveland. We will be receiving papers on program areas by the CAJE people within the next few weeks. Mark Gurvis was commended for an excellent job on the logistics of the meetings.

#### B. Status of Research

At the meetings of December 4 and 5, three researchers presented interim reports on their papers and received feedback to be used in preparing final drafts. It is anticipated that papers will be ready on schedule on (1) professionalism in Jewish teaching, (2) training opportunities, (3) the synagogue as a context for Jewish education, and (4) analysis of teacher surveys and data on the state of the field.

Assignment

It was suggested that these papers be distributed to commissioners and senior policy advisors as they are completed and approved. The first will go with a cover letter from MLM, including a report on the meetings of December 4 and 5.

Assignment

Assignment

It was suggested that the papers follow a common format to be designed by SF and AH, to maximize their usefulness with commissioners. MG will work with SF and AH to see that the papers are reviewed by senior policy advisors prior to their distribution to commissioners.

It has become apparent that the general research program is not adequate with respect to informal education. It was agreed that Bernie Reisman be invited to prepare a paper looking at the research issues from the perspective of informal education.

It was noted that a paper on the relationship of Jewish education to Jewish continuity by I. Scheffler and S. Fox is underway and that a draft should be ready in early January.

- C. At the meetings of December 4 and 5, five of the program areas were developed. No decision has yet been made on how the other program areas will be addressed. Some may be developed by experts still to be identified. Others may be left for the implementation mechanism to develop. The final report will suggest how each program area should be addressed.
- D. It was reported that Gallup Israel is undertaking an "omnibus" survey of American Jews, which includes questions submitted by our Commission's staff. It is hoped that this pilot questionnaire will help to provide a data base for our use. Preliminary results should be available by January 15.

It was suggested that the outcomes of the Gallup study be reviewed in conjunction with data in CJF's North American data bank when analyzing results. It was noted that the questions for the Gallup survey were worded to make the results comparable to existing CJF data.

signment

MG will contact Barry Kosmin at CJF about the design of the 1990 CJF survey of the Jewish population and how it might relate to the Gallup work.

### III. Discussion of Draft Recommendations for Final Report

#### A. Introductory Remarks

The draft for the final report, prepared by SF and AH, had been mailed in advance of the discussion. Comments were limited to the substance of the document. Recommendations on language and structure are to go directly to SF and AH.

It was noted that the document under review would serve as the basis for the body of the final report. It would be accompanied by an executive summary, sections on the history and method of operation of the Commission, elaboration of each section into a chapter supported by data, and a final chapter indicating what has been learned during the Commission process. The concepts expressed in the introduction would become part of the executive summary of the final document.

Following discussion, it was agreed that no definition of Jewish education will be included in the document.

#### B. Title

Assignment

The following two titles were mentioned: (1) A Time for Renewal: Jewish Continuity and Jewish Education in North America; (2) New Ideas, Energy, and Funding: Revitalizing Jewish Education in North America. A third suggestion was that the title resonate in some way with Jewish tradition by including a phrase such as "at a crossroads...," or "on the threshold..." David Ariel agreed to consult with SF and AH on this aspect of the title. Senior policy advisors were invited to submit their recommendations for a title to SF and AH.

#### 1. General Remarks

- a. The introduction should transmit a sense of urgency and convey the importance of community as a key to change in Jewish education; throughout the document, adjectives should be interjected which convey this sense of passion and urgency.
- b. Throughout the document, it should be noted that we are building on progress made over the years rather than beginning in a vacuum.
- c. The "North American Jewish community" should be defined. JW will draft a definition.
- d. References should be made throughout the document to the goal of encouraging Jewish continuity through Jewish education.
- e. There was discussion about whether to refer to a single profession of Jewish education. Some participants believe might better be made to "professionalism" or to "Jewish" education professionals." To others, the concept of "building a profession" is central to change. It was agreed that this is an issue to be considered further.

#### 2. Programmatic Areas

Assignment

Assignment

Asaignment

- a. It was suggested that the term "programmatic areas" should be replaced by a more appropriate term. Senior policy advisors were asked to submit to SF ideas for renaming what have previously been called programmatic options.
- b. It was suggested that a rationale appear for the selection of these program areas. In addition, JW agreed to propose new names for the areas to make them parallel.

1.

- c. Camping will be added as a program area.
- d. We were advised not to lose track of the interrelatedness of these areas as we identify and review them individually.

#### 3. Subheadings

It was suggested that the subheading "the way to begin" was confusing and should be climinated. The document should reflect the understanding that the Commission will develop funding and launch a mechanism for implementation and that the mechanism will be responsible for developing Community Action Sites.

Care should be taken in choosing subheadings, as this will be all some people will read.

#### 4. Community Action Sites

It was agreed that the definition of Community Action Sites should be as broad as possible and that the board of the implementation mechanism will clarify specific goals later, as Action Sites are established.

#### 5. Funding

It was agreed that funding will be incorporated in the section on community being drafted by HLZ.

#### C. Community

#### Assignment

HLZ will draft the section on community. This section will include a definition of community and an emphasis on the importance of creating a climate conducive to the advancement of Jewish education. It will discuss funding as a high priority, referring to the importance of increasing traditional means of funding Jewish education, of community responsibility (by federations, where feasible, through their endowment funds and annual campaigns), and of private family foundations, which are in a position to provide substantial amounts of money at an early stage to initiate implementation of the Commission's recommendations.

It was noted that the most important long-range funding goal is to gain strong federation support. Federations will have to be convinced of the importance of this challenge. It is anticipated that Community Action Sites will be able to demonstrate successes and encourage other communities to invest in similar approaches.

#### D. Personnel

It was suggested that the importance of improving compensation for Jewish education personnel be emphasized. In discussing how salaries can be addressed on a continental basis, it was suggested that increasing salaries in a Community Action Site can demonstrate the impact on the attraction and retention of quality educators. It was suggested that reference be made to developing salary standards and strategies for encouraging their usa.

It was suggested that the document give a sense of our expectations concerning involvement of existing bodies and their relationships to the implementation entity and Community Action Sites.

In a discussion on the proposed scope of recommendations for personnel, it was noted that the implementation entity will review the needs with potential funders and will facilitate action and prioritize on the basis of the availability of support.

#### E. Community Action Sites

A question was raised about the value of defining the content of Community Action Sites. The conclusion was that various approaches to content be suggested in order to guide the implementation entity in creating sites.

Assignment

JW will suggest rewording for pages 24 and 25 to clarify the example of the supplementary school.

### F. Implementation Entity

It was suggested that this section be made stronger by starting with a description of the mission of the entity. The description should convey the fact that the entity will be a small, catalytic institution whose method of operation will be primarily to enlist and harness expertise in accomplishing its goals. It will be a catalyst, brokering relationships among entities in order to accomplish the recommendations of the Commission. While small, it can exercise enormous influence, because of the quality of its staff and board. It was suggested that a different name be selected.

#### IV. Editor of Final Report and Executive Summary

Early drafts of the final report will be written by SF and AH. When the substance has been agreed upon, an editor will be asked to organize and rewrite in popular language to appeal to the lay community and educators. It is anticipated that many readers will focus solely on an executive summary, a section of the report which should be carofully written in inspirational language.

It was suggested that an editor be appointed in time to attend the February meeting.

Assignment

Assignment

Following discussion, it was agreed that the next step is for SF to explore the possibility of David Finn serving as editor. If it appears that he is not a candidate. SF will get his reactions to Bill Novak and Gary Rosenblatt. In addition, M. Kraar will submit materials written by Rosenblatt to MG for distribution to senior policy advisors.

#### V. Commissioner Interviews

Assignment

It was agreed that the recommendations for the final report, as revised by senior policy advisors, should serve as the basis for conversation with commissioners. All will develop an interview schedule, which VFL will distribute to interviewers as soon as possible.

Assignment

Following is a list of commissioners to be called as soon as possible by the assigned individual to check on and encourage attendance at the February Commission meeting:

Mona Ackerman -- SF Mandell Berman -- JW Charles Bronfman -- SF

Lester Crown -- HLZ (invite Susan)

Eli Evans -- BLZ Alfred Gottschalk -- SF SF David Hirschhorn Renry Koschitzky -- SF Mark Lainer -- HLZ Matthew Maryles -- AH Florence Melton -- AR Lester Pollack -- AR Charles Ratner -- SH Ismar Schorsch -- AH - ~ HLZ Daniel Shapiro Bennett Yanowitz -- SH

Assignment

Those assigned to make calls are asked to let VFL know the outcome as soon as possible. HLZ will review the results and recommend any further action.

#### VI. Outreach

A. It was noted that recent meetings with bureau directors, the Jewish press, and federation leadership were very successful. It was suggested that a few bureau directors and planners be invited to meetings at which the next draft of the Commission's recommendations would be presented. MG will consider organizing such meetings and, if they are to take place, will work with JW to implement them.

Assignment

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#### Assignment

It was suggested that D. Arial do the same with the association of training institutions. MG will work with him to make the necessary arrangements.

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The following meetings have been scheduled for MLM:

- 1. Norman Lamm and orthodox educators .- January 25
- 2. Ismar Schorsch and his Education Cabinet -- January 26
- Alfred Gottschalk and approximately 10 educators from the Reform movement--February 15

MLM is working on arranging meetings with Schindler and Green.

#### Assignment

MG will draft a proposed agenda for these meetings and review it with the appropriate senior policy advisors.

#### C. Plans for Outreach

MLM will meet with the local commissions in Los Angeles and in San Francisco in April. MG has been to Philadelphia. Other such meetings will be arranged as the need arises. It was noted that a file is being established for each local community and that we will keep records of correspondence and interaction with each.

D. Communication will be stepped up with commissioners leading up to the February 14 meeting, to include research papers and a revised draft of the recommendations of the final report.

#### E. Publicity

#### Assignment

- AR will arrange for the JWB clipping service to clip articles on the Commission.
- 2. It was suggested that a photographer be present at the February meeting.

#### Assignment

 SF will talk with David Finn about a photographer to take photographs appropriate for inclusion in the final report.

## VII. IJE Design and Director: Structure of February 14 Commission Meeting

It was agreed that these items will be discussed by senior policy advisors at their January meeting.

Senior Policy Advisors December 6, 1989

Page 8

2000

#### VIII. Upcoming Meetings

Senior policy advisors were reminded of the following scheduled meetings:

- A. Tuesday, January 23--Premier offices--tentatively set for 12:00 noon 5:00 p.m. (SF and AH to participate through a conference call)
- B. Tuesday, February 13--JWB--pre-Commission planning--1:30 5:00 p.m.
- C. Wednesday, February 14--UJA/Federation--Commission--9:00 a.m. -5:00 p.m.
- D. Thursday, February 15--JWB--post-Commission--8:30 a.m. 12:00 noon

## COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Commissioners

Morton L. Mandel Claimm Mona Riklis Ackerman Ronald Appleby David Arnow Mandell L. Berman Inck Bieler Charles R. Bronfman John C. Colman Maurice S. Corson Lester Crown David Dolin Stuart E. Eigenstat Joshua Elkin

IN Evans win S. Field Max M. Fisher Altred Gouschalk Arthur Green leving Greenberg Juseph S. Gruss Robert L. Hiller David Hirschhorn Carol K. Ingall Ludwig Jesselson Henry Koschirzky Mark Lainer Norman Lamm Sara S. Lee Seymour Morrin Lipset Haskel Lookstein Robert E. Loup Matthew J. Maryles Florence Melton Donald R. Mintz Lester Pollack Charles Ratner Esther Leah Ritz farrier 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 Seymout Fax Annerre Hochstein Stephen H. Hoffman Marrin S. Kraar Acthor Rotman Carmi Schwartz Herman D. Stein Ionathan Woocher Henry L. Zinker

Henry L. Zucker

Staff

Mark Gurvis Virginia F. Levi Joseph Reimer

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

December 21, 1989

Ms. Joan Burstyn Chair, Think Tank on Jewish Education Syracuse Jewish Federation 101 Smith Street P. O. Box 510 DeWitt, New York 13214-0510

Dear Ms. Burstyn:

Thank you for your correspondence outlining the discussions your Think Tank on Jewish Education has held. It is clear . that the Syracuse community is approaching its planning in Jewish education in a very serious and thoughtful manner. I have shared your letter with the staff and leadership of the Commission.

As you may know, the Commission on Jewish Education in North America is primarily focusing its effort on two priority areas of personnel and community support and financing. Since the Commission was not created with a think tank type of format, the nature of our deliberations are very different. There are, of course, overlapping concerns and issues. What is most intriguing about your approach is that your model for lifelong learning may well prove to be a very important demonstration of how a community builds a supportive environment for Jewish education.

I am enclosing background materials on the Commission that you may find helpful. I hope that you will keep us posted on your developments in the coming months.

Sincerely,

Mark Gurvis Commission Staff

cc: Barry Silverberg

PAGE.03

Syracuse Jewish Federation, Inc.

101 Smith Street, P.O. Box 510, Dewitt, New York 13214-0510 • (315) 445-0161 • FAX: (315) 445-1559



November 3, 1989

Mr. Arthur J. Naparstek Commission Director Mandel Commission on Jewish Education Mandel Associated Foundations 1750 Euclid Avenue Cleveland, OH 44115

Dear Mr. Naparstek:

As you may recall, through its Jewish Education Forum, the Syracuse Jewish Federation set up a Think Tank in 1988 to examine the purpose and structure of Jewish education. I am writing now to give you a synopsis of our discussions.

In developing a model of Jewish education throughout the life span for the Syracuse Jewish community, we decided to take into account for each age category the following items: the processes through which we might develop an independent learner; the settings in which teaching and learning would take place; the forms of delivery that would be most desirable; and the content that would be most appropriate. Currently we are shaping our model after spending several months discussing the topics below. We expect to have a final document ready by Spring 1990.

All but two members of the Think Tank are lay members of the Jewish community. One of the two rabbis is currently working as a college professor not with a congregation. Several different occupations and discipline approaches are represented in the group.

We began our exploration by identifying what we believe it means to be a Jew in today's American society. We discussed in some detail the nature of our Jewish heritage and how it has been passed from We moved on to a one generation to another. discussion of the way that the individual and the community are expressed in Jewish spirituality. then discussed how .Tawish aducation might address issues of Jewish community. The next issue we discussed was the context of Jewish education within the Jewish community. Lastly, we had an extensive discussion of the process and content of an ideal Jewish education.

We concluded that:

 Jews have to interact with contemporary society whether they accept or reject aspects of it.

Helen Maccum President

ry Silverberg sculler Vice (Trailden)/ Secretary

Neal Bellow Victor Hershdorfer Philip Pinsky Malculm Smith Howard Weinberger Vice-Presidents

Frann Albert Tressurer

Campaign for Jewish Life Annual Fundralsing Overseas Study Missions Endowment Fund Community Development Community Planning Allocations lewish Education Forum Information and Referral Communications Invite Observer Jewish Journal ommunity Calendar altivities an Institute Schmeler Community Media Center Block Historical Archives Community Relations Jewish Community Relations Council Jewish Convenity Celebrations Pighting Projudice and Discrimination Intergroup Activities Bar/Bat Mittovah Twinning Pro-largel Activities larmell Independence Day Celebration Festival of Nations Israel Exhibit largell Teen Mission Holocaum Remembrance and Commemoration Speakers Bureau Loadership Development Young Leadership Program Jewish Community Leadership Caucus Youth Tredekah Program Career Women's Network Welcoming Newcomers Volunteer Recruitment, Training Placement

The Syracuse Jewish Federation, Inc. is the primary agency for fund rateing, community relations, planning and leadership development for the Central New York Jewish community. In addition to Federation program services, Sederation funds and supported Locally — Brust Ditth Hillel Swediment of Strates University a Jewish Community Center & Jewish Community Center & Jewish Federations Training (ETD Project & Jewish Family Service & Project Charges & Locally & Relations of Services & Religious Strates & Religious Strates & Services & Se

- Their heritage often leads Jews to a life of service and to a psychic bond with other Jews around the world.
- Jews pass on from one generation to another a culture code that provides each person with a sense of his or her identity as a Jew.
- A sense of incompleteness helps to build community because people then feel needed. Although this is not considered necessarily as desirable by the wider American society, we suggested that incompleteness is considered, among Jews, as a desirable individual attribute as well as a desirable community attribute.
- Many Jews in the United States seem to have lost the sense of spirituality. We explored ways that we might recapture it.
- Jewish experiences are often intensely personal, while schools emphasize learning that is impersonal; that boundaries for learning about Judaism are fluid, while schools contain learning within the classroom.
- Synagogue is not where most Jews are at today, and that to create an excitement about Jewish learning we would have to create new forms and new locales for it. We talked about the "Lehrhaus" in Germany in the 1920s and 1930s, and about today's Kallel, the Learning Annex, and distance education.
- People need guidance on how to study, where to find Jewish literature on topics of current concern to society. Adults need to be empowered to make their own interpretations using Jewish and non-Jewish sources.
- Jewish children and adults should be encouraged to apply the techniques of moral learning beyond Judaism to issues of world-wide concern.
- Jewish children are more often brought up to feel good about being smart than about believing the correct thing. At least in the past, Jews have been permitted to doubt even the existence of God. Jewish experience provides a strong sense of identity, of being loved and of belonging, and the freedom to explore dissonance.

#### In our extended discussion on Jewish education:

- We identified the need for Jewish education to address both affective and cognitive issues, community and individual issues, and for it to address issues in-depth rather than seeking to provide all students with an overview of Jewish culture.
- We examined the role of Jewish ritual and tradition in providing opportunity for transformational learning, whereby individuals put themselves in the shoes of others of another time and place. We felt that this style of learning should be emphasized in Jewish education.
- We spoke of three principles of learning the background one brings to it: the motivation one has to learn; and the strategies and tools needed to learn. We commented that sometimes tools are mistaken for goals, so that learning Mebrow, for instance, comotimes becomes a goal instead of a tool for communicating with people in Israel, reading and discussing the old and new narratives of our cultural heritage, and participating in services.
- We thought that it would be useful to develop a curriculum that looked at Judaism as though from the outside. That would take away the expectation that you know certain things if you are Jewish — that you learn them, as it were, by osmosis, and that if you don't know those things your family is in some way deficient.
- We explored the implications of the finding that as parents become involved with Jewish education for themselves their children become more involved with their own Jovish learning. We discussed ways that parents might be brought into the development of curriculum changes in their children's schooling.
- We acknowledged that the first years and the last years of life are times when the most differences seem to exist among individual capacities for learning. In those age groups, particularly, teachers and facilitators need to consider individualizing educational programs.

-4-

We hope that our deliberations may be useful to you and other members of the Mandel Commission. If you have addressed issues similar to the topics outlined above, we would be delighted to learn of your conclusions. Please feel free to contact me if you have any questions. I can be reached most easily at 315-445-0620.

Yours sincerely,

Joan N. Bustyn

Joan N. Burstyn

Chair, Think Tank on Jewish Education. Syracuse Jewish Federation, Inc.

Barry Silverberg, Executive Vice-President cc:

Neal Bellos, Vice-President, Community Development Rabbi Daniel Jezer, Chair, Jewish Education

Committee Lois J. Zachary

THE HEBREW UNIVERSITY THE SAMUEL MENDEL MELTON CENTRE FOR JEWISH EDUCATION IN THE DIASPORA Mt. Scopus, Jerusalem 91905 Tel. 882033 Facsimile 972-2-322-211 December 25, 1989 Facsimile Transmission FOR THE IMMEDIATE ATTENTION OF: Mr. Morton L. Mandel Pierre Hotel, Fax no.: 212-758-1615 From: Professor Seymour Fox Total no. of pages: 2 Dear Mort, I hope your flight was pleasant. We continue to bask in the afterglow of our meetings. I met with Gary Stock last night and he described in great detail how thrilled he was in being part of the group that is establishing the institute. I know that you are meeting with David Hirschhorn tomorrow and thought it would be useful for you to have a copy of my last interview with him, which I am enclosing. I also want to remind you that he made a very eloquent presentation at the meeting of October 23rd on the importance of research and evaluation. His remarks sparked the enthusiastic endorsement of research evaluation and monitoring as a high priority for the work of the commission and its successor mechanism. David has several times raised the problem of foundations being

David has several times raised the problem of foundations being more likely to be receptive to local causes than to national causes. I believe that a description of your experience in Cleveland and your own response to both the local situation and the national situation could be helpful. Your own sensitivity and response to the Cleveland commission as well as to the implementation of the outcomes of the North American commission, may help him in preparing his presentation for his foundation.

I'm sure you will enjoy your visit with David and I know that he will appreciate the time and effort you will be investing in the trip to Baltimore.

Good luck and best regards to Barbara.

Sincerely,

Seymour Fox

hirsch/2FOX-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE THIRD MEETING OF THE COMMISSION

#### INTERVIEW OF COMMISSIONER

1. COMMISSIONER: MR. DAVID HIRSCHHORN

2. INTERVIEWER: PROF. SEYMOUR FOX

3. DATE: AUGUST 22, 1989

4. SETTING: BALTIMORE, MD.

5. DURATION: TWO AND A HALF HOURS

6. SUMMARY:

Mr. Hirschhorn participated in this meeting despite the fact that his wife had recently undergone surgery.

I found David Hirschhorn's interest deepen with each meeting of the Commission. He raised the question of the politics involved in establishing a Community Action Site. Mr. Hirschhorn is concerned that the federation in many communities may not be the appropriate group to lead the building of a wall-to-wall coalition.

He quoted Bob Hiller who, despite his many years of association with the Federation Movement and CJF, also questioned whether many federations are now ready to place Jewish education very high on their list of priorities.

Mr. Hirschhorn again indicated how important he thought it was to undertake serious evaluation as well as discussion about goals before we proceeded too far.

I then began to discuss with him the fact that it was our intention to try and convince various individuals or foundations to develop areas such as evaluation, early childhood, etc. He thought that this was a very good idea and indicated that he looked forward to discussing this with Mr. Mandel.

I left the meeting with the feeling that David Hirschhorn is someone who can play a very important role in the future work of the Commission and any successor mechanism.

He will be attending the next meeting of the Commission.

## Nativ Policy and Planning Consultants • נתיב-יועצים למדיניות ותכנון Jerusalem, Israel

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

Fax: 972-2-699 951

**FACSIMILE TRANSMISSION** 

TO:

Stephen H. Hoffman

DATE:

December 21, 1989

FROM:

Seymour Fox and Annette Hochstein

NO. PAGES:

FAX NUMBER:

001-216-861-1230

DEAR STEVE,

MORT HAS TOLD US ON A HIGHLY CONFIDENTIAL BASIS OF YOUR WILLINGNESS TO FACILITATE A QUICK START.

WE ARE THRILLED BEYOND WORDS.

SEYMOUR FOX

ANNETTE HOCHSTEIN

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FAX SENT

# 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:

Dr. Jonathan Woocher

JESNA

FROM:

Annette Hochstein

DATE:

December 19, 1989

NO. PAGES:

FAX NUMBER:

001-212-529-2009

Dear Jon,

AMERICAN IEWISH

Mark Gurvis forwarded to us your memo of December 11th. Many thanks for taking the time to respond and to respond so promptly and effectively. The memo is extremely useful.

We will get in touch with you next week, since Mort's visit this week is keeping us rather busy right now.

Sincerely,

Take (are

nal posile &

Quiette

10/29/89

21

#### Commissioner Interview Assignments

#### Sr. Policy Advisor/Staff

#### Commissioner

Seymour Fox

Mona Ackerman
Charles Bronfman
Lester Crown
Alfred Gottschalk
David Hirschhorn
Sara Lee
Seymour Martin Lipset
Charles Ratner
Isadore Twersky

Annette Hochstein

David Arnow
Norman Lamm
Robert Loup
Morton Mandel
Matthew Maryles
Florence Melton
Esther Leah Ritz
Ismar Schorsch
Peggy Tishman

Stephen Hoffman

Ronald Appleby Robert Hiller

Morton Mandel

Max Fisher Joseph Gruss Ludwig Jesselson

Joseph Reimer

Jack Bieler
Josh Elkin
Irwin Field
Arthur Green
Carol Ingall
Henry Koschitzky
Mark Lainer
Haskell Lookstein
Alvin Schiff
Lionel Schipper
Harold Schulweis
Isaiah Zeldin

10/29/89

Page 2

Sr. Policy Advisor/Staff Commissioner

Arthur Rotman Stuart Eizenstat

Eli Evans Donald Mintz Daniel Shapiro

Jonathan Woocher Mandell Berman

Maurice Corson
David Dubin
Irving Greenberg
Lester Pollack
Harriet Rosenthal

Bennett Yanowitz

John Colman

Henry Zucker

PAGE. 10

PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 0.5 FOR SUIDELINES ON THE COMPLETION OF THIS FORM FOR A PURCTIONAL SCHEDULE

☐ ASSIGNMENTS

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☐ FUNCTIONAL SCHEDULE

**FUNCTION** 

Commission on Jawish Education in NA

SUBJECT/OBJECTIVE

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NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE	
1.	Contact assigned commissione up to October 23 meeting.	rs for follow		MLM	10/24/89	2/1/90		
	- Max Fisher - Joseph Gruss - Ludwig Jesselson							
	Send summary of interviews to circulation to senior policy					-		
2.	Hold meeting with Twersky.			MLM	2/9/89	2/1/90		
3.	Consider calling Herschel Bl Berger to interest <u>Moment</u> in			MLM	3/30/89	TBD		
4.	Meet with Michael Albanese, to discuss developing monthl and to discuss Commission bu	y trend report		MLM	4/4/89	TBD	. •	
5.	Travel to the west coast to with LA and San Francisco le			MLM	5/7/89	4/30/90		
6.	Consider attending a JESNA B to discuss Commission.	oard meeting		MLM	7/5/89	TBD		
7	Meet or talk individually wi David Hirschhorn, and Charle regarding funding.			MLM	11/8/89	1/1/90	4,500	
8	Hold individual meeting with	Wexner.		MLM	11/8/89	TBD		
9.	Submit to SF ideas for title and for renaming "programmat		5	MLM	12/6/89	1/5/90		

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Commission on Jewish Education in NA

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1.	Contact assigned commissione up to October 23 meeting.		SF	10/24/89	2/1/90				
	- Mona Ackerman - Charles Bronfman - Lester Crown - Alfred Gottschalk - David Hirschhorn - Sara Lee - Seymour Martin Lipset - Charles Ratner - Isadore Twersky								
	Send summary of interviews to circulation to senior policy								
2.	Explore the possibility of D serving as editor of final r executive summary.			SF	12/6/89	12/15/89			
3.	Contact assigned commissione encourage attendance at Febr - Mona Ackerman - Charles Bronfman - Alfred Gottschalk			SF	12/6/89	1/3/90			
	- David Hirschhorn - Henry Koschitzky Let VFL know outcome as soon	as possible.					:•		
41.	Discuss with David Finn a ph take appropriate pictures fo			SF	12/6/89	1/15/90			
1					[ ] }				

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SUBJECT/OBJECTIVE | Hochstein Assignments

ORIGINATOR DATE VPL. 12/18/89 DATE ASSIGNED STARTED ASSIGNED COMPLETED NO DESCRIPTION PRIORITY DUE DATE OR REMOVED TO. (INITIALS) DATE 1. Contact assigned commissioners for follow HA 10/24/89 2/1/90 up to October 23 meeting. - David Arnow - Henry Koschitzky - Norman Lamm - Haskel Lookstein - Robert Loup - Morton Mandel - Matthew Maryles - Florence Melton - Esther Leah Ritz - Ismar Schorsch - Peggy Tishman Send summary of interviews to VFL for circulation to senior policy advisors. 12/6/89 1/3/90 2. Design a format to be used by researchers AH for their final drafts of papers to commissioners, with SF. 1/5/90 3. Submit to SF ideas for title of final report AH. 12/6/89 and for renaming "programmatic areas." AH 12/6/89 12/15/89 4 Develop an interview schedule which VFL will distribute. 5. AH 12/6/89 1/3/90 Contact assigned commissioners to encourage attendance at February meeting. - Matthew Maryles - Ismar Schorsch Let VFL know outcome as soon as possible.

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RAW MATERIAL
<b>FUNCTIONAL SCHEDULE</b>
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Commission on Jewish Education in NA

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1.	Contact assigned commissioners for follow up to October 23 macting.		HLZ	10/24/89	2/1/90	
	- John Colman					
	Send summary of interviews to VFL for circulation to senior policy advisors.					i
2.	Develop a plan for follow up to federation- related meetings at which Commission presentations occur.		HLZ	4/3/89	ongoing	
3.	Work with M. Kraar to ensure that Commission reports are on agendas of groups he convenes or reports to.		HLZ	5/7/89	ongoing	
4.	Draft a community/financing paper with staff assistance of MG and VFL.		HLZ	7/30/89	1/15/90	
5.	Consider establishing a task force to work on an approach to developing federation support for Commission outcomes.		HLZ	10/24/89	1/15/90	;• <del>-</del>
6.	Invite Ackerman, Arnow, Evans, Fisher, Gruss, Jesselson, Koschitzky, Lainer, Melton, and Ratner to a group meeting of potential funders with MLM, Bronfman Crown, and Hirschhorn.		HLZ	12/6/89	1/31/90	
7.	Submit to SF ideas for title of final report and for renaming "programmatic areas."		HLZ	12/6/89	1/5/90	n e e e e e e e e e e e e e e e e e e e
8.	Draft section on community for final report.		HLZ	12/6/89	1/15/90	ı
9.	Contact assigned commissioners to encourage attendance at February meeting.		HLZ	12/6/89	1/3/90	1
	- Lester Crown (also Susan) - Eli Evans - Mark Lainer - Daniel Shapiro					
	Let VFL know outcome as soon as possible.					
.0.	Review results of phone calls and recommend further action.		HLZ	12/6/89	1/5/90	

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1.	Contact assigned commissi follow up to October 23 m			JR	10/24/89	2/1/90	
	- Jack Bieler - Josh Elkin - Arthur Green - Carol Ingall - Mark Lainer - Alvin Schiff - Lionel Schipper						
	Send summary of interview circulation to senior pol						
2 .	Draft paper on the synago context for Jewish educat			JR	6/15/89	1/15/90	
3.	Take responsibility for completing the original option papers.			JR	8/24/89	1/15/90	
4	Submit to SF ideas for ti and for renaming "program		ort 	JR	12/6/89	1/5/90	
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FUNCTION

Commission on Jewish Education in NA

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1.	Contact assigned commission follow up to October 23 mee			AR	10/24/89	2/1/90		
	- Stuart Eizenstat - Eli Evans - Donald Mintz - Daniel Shapiro							
	Send summary of interviews to circulation to senior policy							
2.	Work with HLZ to arrange for presentation at February mea			AR	8/24/89	12/15/89		
3.	Submit to SF ideas for title and for renaming "programmat		-	AR	12/6/89	1/5/90		
4	Contact assigned commissions attendance at February meet:			AR	12/6/89	1/3/90		
	- Florence Melton - Lester Pollack							
	Let VFL know outcome as soon	n as possible.						
5.	Arrange for JWB clipping ser articles on the Commission.	rvice to clip		AR	12/6/89	1/3/90		
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73890 (REV. 10/56) PRINTED IN U.S.A. ORIGINATOR DATE 12/18/89 VFL. DATE ASSIGNED ASSIGNED COMPLETED NO. DESCRIPTION PRIORITY TO (INITIALS) **DUE DATE** OR REMOVED DATE STARTED 1. JW 10/24/89 Contact assigned commissioners for follow 2/1/90 up to October 23 meeting. - Mandell Berman - Maurice Corson - David Dubin - Irving Greenborg - Lester Pollack - Harriet Rosenthal - Bennett Yanowitz Send summary of interviews to VFL for circulation to senior policy advisors. 12/6/89 12/15/89 JW 2. Draft a definition of the "North American Jewish community." 3. JW 12/6/89 1/5/90 Submit to SF ideas for title of final report and for renaming "programmatic areas." 12/6/89 12/15/89 JW 4. Propose new names for program areas to make them parallel. JW 12/6/89 12/15/89 Suggest rewording for pages 24 and 25 of 5. final report draft to clarify the example of the supplementary school. 1/3/90 12/6/89 JW 6. Contact assigned commissioner to encourage attendance at February meeting. - Mandell Berman Let VFL know outcome as soon as possible.

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**FUNCTION** Commission on Jewish Education in NA SUBJECT/OBJECTIVE Levi Assignments

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NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE	
1.	Work with MLM to develop a l commissioners whom MLM shoul next Commission meeting to u attendance.	d call before		VFL	10/24/89	1/15/90		
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	ASSIGNMENTS				- 1	ELE MADMERSHEDT MANN POM GLADGLINES OM IT THIS HORSE FOR A FUN	COMPLITION	
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1.	Submit to SF ideas for title and for renaming "programma	e of final roport tic areas."		HDS	12/6/89	1/5/90		
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**FUNCTION** Commission on Jewish Education in NA

SUBJECT/OBJECTIVE

Gurvis Assignments

73490 (MEV. 10786) PRINTED W. U.S.A. ORIGINATOR DATE VFL 12/18/89 ASSIGNED DATE ASSIGNED STARTED COMPLETED OR REMOVED NO. DESCRIPTION PRIORITY DUE DATE TO (INITIALS) DATE 1. Coordinate development of a PR plan MG 7/5/89 ongoing through 1990. 2. Work with David Ariel and Sara Lee 8/24/89 MG 2/11/90 on Commission report at a future AIHLJE meeting. 3. Serve as contact person for researchers 7/30/89 MG ongoing on administrative matters. 4. Develop plan for communication with MG 10/24/89 1/15/90 commissioners between meetings 5 Review approach used to publicize MG 10/24/89 2/1/90 Carnegie Report. 11/8/89 1/23/90 6. Develop plans for involving key MC commissioners in representing the Commission to communities throughout North America. 3/1/90 7. MG 11/8/89 Collect other Commission reports to use as prototypes. 2/28/90 MG. 11/8/89 В. Develop a log sheet on each of the top 30 federations, to record communication and evaluate the potential for their increased support for Jewish education.

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FUNCTION Commission on Jewish Education in NA
SUBJECT/OBJECTIVE Gurvis Assignments

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hoffman Assignments

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NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE	
1.	Contact assigned commissione up to October 23 meeting.	ers for follow		<b>SHH</b>	10/24/89	2/1/90		
	- Ronald Appleby - Robert Hiller							
	Send summary of interviews to circulation to senior policy							
2.	Submit to SF ideas for title and for renaming "programmat		•	SHH	12/6/89	1/5/90		
3.	Contact assigned commissione attendence at February meeti			   SHH 	12/6/89	1/3/90		
	- Charles Rather - Bennett Yanowitz			 	-		, *	
	Let VFL know outcome as soon	as possible.						
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	RAW MATERIAL
П	<b>FUNCTIONAL SCHEDULE</b>

SEE MANAGEMENT MANUAL POLICY NO. 8.5 FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A PUNCTIONAL SCHEDULE

FUNCTION Commission on Jewish Education in NA
SUBJECT/OBJECTIVE Kraar Assignments

73490 (REV. 16/86) PRINTED IN U.S.A.		ORIGINATOR VFL			D	8/89	
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Meet with Richard Joel of h inform him about Commission him to consult on college y	and to ask		МК	10/24/89	1/15/90	
2.	Submit to SF ideas for title of final repor and for renaming "programmatic areas."			мк	12/6/89	1/5/90	
s.	Submit materials written to to MG for distribution to sadvisors.			мк	12/6/89	1/5/90	
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PM	EMER INQUETRIAL CORPORATION
	ASSIGNMENTS
	<b>ACTIVE PROJECTS</b>
	RAW MATERIAL
	<b>FUNCTIONAL SCHEDULE</b>

SEE MANAGEMENT CLANCES POR THE CONFICTION OF THE CONFICTION OF THE FORM FOR A PANCHONAL SCHEDULE

FUNCTION

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FUNCTION

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Ariel Assignments **ORIGINATOR** DATE VFL 12/18/89 ASSIGNED TO (INITIALS) COMPLETED OR REMOVED DATE DATE ASSIGNED STARTED NÓ. DESCRIPTION PRIORITY DUE DATE 1. Consult with SF and All regarding title 12/6/89 1/15/90 DA of final report, 2. Submit to SF ideas for renaming DA 12/6/89 1/5/90 "programmatic areas." 3. Work with MG to organize meetings with the 12/6/89 DA 2/11/90 association of training institutions to present draft of Commission's recommendations.

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December 15, 1989

TO: Seymour Fox, Annette Hochstein

FROM: David S. Ariel

I am writing to remind Seymour that I am looking forward to your recommendations on the name of candidate for Director of the Cleveland Fellows. I can be reached through Thursday evening, December 21, at 216-464-4050 (office) or 216-921-2111 (home). I am leaving Friday morning, Dec. 22, for two weeks vacation and will return January 7.

The following are my notes on the recent document entitled "A Decade For Renewal." I hope they reach you in time for consideration. Page references are to the numbers at the bottom of the page. The document is in itself a major accomplishment by clearly bringing together the loose strands into a coherent whole. It is a superb foundation for the final document and reads well.

- 1. Title page: The title should be catchy enough so that the report will stand on its own as a document as with "A Nation Prepared." It should also have some Jewish resonance or aderary allowing for Action/Acting "The landson," ('binyan adei ad'); "A Time for Action/Acting" The landson, the land is play on Zechariah's 'yom ketanot'; or "you is the Time" (based on Reconguety's letter to Hermann Cohen). Possible subtitle: "A Program for Improving Jewish
- 2. Introduction [p. 1]: This section should better articulate the hopes and vision for renewal as well as highlight the depth of the problem. It should be stronger and clearer about why Jewish education, what Jewish education means about the future of Jewry, and why now. I assume that many of the comments on style, clarity and expression will be handled later by the writer.
- 3. Programmatic areas [p. 3]: This section should begin by stressing that these are not isolated approaches but elements which constitute a comprehensive approach to educational innovation. Improvement must involve linking together all elements into a comprehensive approach to educational improvement.

The twelve areas should be grouped into (1) population groups: early childhood, elementary and high school, college youth, adults, families and the elderly; (2) structures and programs: supplementary school, day school, nonformal educational settings (community centers, camps, retreat

4. Community (p. 6): This section should also address the community's deep ambivalence about Jewish education, the importance of a community's Jewish educational goals being consistent with the values of the community, the relationship between Jewish education and transmitting Jewish values and traditions as each community or subcommunity defines them, and rising community expectations in the wake of declining trends in affiliation.

The section might also address the issue of partnerships between federations and congregations, the need for shared governance between lay leaders and educators, and the importance of Jewish learning and role modeling of Jewish community leaders.

The recommendation on p. 7 might be changed to read: "1. The Commission recommends that more outstanding and knowledgable..."

Something more should be said about the human resources in the academic fields of Judaic studies and how they can be helpful in addressing the needs.

5. Personnel (p. 10): Even as we spell out the dimensions of the problem, the introduction should also say something positive about the people in the field, their dedication and motivation. The more I see people who have been working in the field for years, the more I regret that these efforts have not come in time for them to see the changes. But, we do have to credit the good people in the field and say something nice!

The recommendation on recruitment [p. 11] [B.] should include beginning recruitment efforts in high school by identifying, supporting and encouraging young men and women enrolled in youth groups, UJA campaigns, summer camps, Israel program alumni.

6. Community Action Sites (p. 19) [3. Best Practice]: The reference to the denominations and "their" training institutions is the first of several comments about training institutions. In general, the document seems to have a blus toward training in denominational contexts [e.g. p. 24, bottom]. There are two issues: First, it is important to acknowledge that training goes on in a variety of settings including communal [my preferred term], denominational and university-based programs. Second, it is equally important to conceptualize the different roles of different types of training institutions.

For example, why not think of the communal Jewish education training institutions as regional resources? If there is a need for assistance in educator training in Pittsburgh, Detroit, or Columbus, wouldn't the proximity of the Cleveland College be a resource, especially as our faculty increases? This is only an example of another model besides denominationally based training in communities. The issue is that, in describing best practices [p. 19] or training models [p. 24], we should not be guided by exclusive models but should think of ways of utilizing the range of training institutions in new ways.

I hope that these suggestions are useful. I look forward to working with you in any further area of preparing the document.

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DATE

# Nativ Policy and Planning Consultants • נתיב-יועצים למדיניות ותכנון Jerusalem, Israel

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

Fax: 972-2-699 951

**FACSIMILE TRANSMISSION** 

TO:

Mark Gurvis

DATE:

December 14, 1989

FROM:

Annette Hochstein

NO. PAGES:

FAX NUMBER:

001-216-361-9962

Many thanks for the CJF questionnaire. We should discuss it next time we talk.

#### CJF APPROVED QUESTIONNAIRE

#### JEWISH EDUCATION MODULE

# Questions 1-15 asked for all Respondents.

- Did you ever receive any formal Jewish education, such as Hebrew school, Sunday school or private tutoring?
  - 1) Yes
  - 2) No.
  - Don't know
  - 4) Refused
- 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
  - 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 unviersity 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
  - 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) Pairly well
  - 3) With difficulty
  - 4) Not at all
  - 5) Don't know
  - 6) Refused

- 3 -

- 14. During the last year did you participate in any adult Jewish education programs?
  - 1) You
  - 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?
  - l) 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
  - 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

#### - 4 -

## 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.
  - Too young (under 5 years of age)
  - 4) Don't know
  - Refused
- 23. Where did ### receive most of his/her Jewish education?
  - 1) United States
  - 2) Europe3) 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
- Has/will ### ever attended/attend a Jewish high school?
  - 1) Yes
  - 2.) No.
  - 3) Don't know
  - 4) Refused
- 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

- 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

- 5 -

## 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
- In what type of Jewish school do you expect ### to be enrolled? 29.
  - 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
  - Schools are too expensive
  - 7) Schools are too far away8) 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?

Yes: How many times (summers)?

- 98) Don't know
- 99) Refused
- Did you over attend a Jewishly sponsored Overnight Camp?

Yes: How many times (summers)?

- 98) Don't know
- 99) Refused

- 6 -

- 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

  - Yes, an overnight campBoth day camp and an overnight camp

  - 5) Children too young
  - 6) No children
  - 7) Don't know
  - 8) Refused
- 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

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Fax: 972-2-699 951

#### **FACSIMILE TRANSMISSION**

TO:

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Ginny Levi

DATE: December 11, 1989

FROM: 1

Debbie Meline

NO. PAGES:

FAX NUMBER:

001-216-361-9962

Dear Ginny,

Annette asked me to relay to you her suggested corrections for the minutes of the Senior Policy Advisors Meeting.

- pg 1 GUEST: Prof. Michael Inbar, Jerusalem
  [Ginny, for your information, Prof. Inbar is retired; he's no longer teaching at the Hebrew University]
- pg 1 II. A. ". . . took place on Dec. 4 and 5 in Cleveland. We will be receiving papers on programmatic areas by the CAJE people within the next few weeks."
- pg 2 top (4) "analysis of several teachers censi and data on the state of the field will be ready on time."
- pg 2 par. 2 ". . . distributed to commissioners as they are completed and deemed suitable for publication. The first will hopefully be sent out before the February meeting with a cover letter from MLM, including . . . "
- pg 2 par. 5 ". . . by I. Scheffler and S. Fox . . . . "
- pg 3 par. 3 "It was suggested that the outcomes of the Gallup study be reviewed in conjunction with data in CJF's North American Data Bank when analyzing results. It was noted . . . comparable to existing surveys."
- pg 3 par. 4 "MG will contact Barry Kosman at CJF about the design of the 1990 CJF survey of the Jewish population and how it . . . ."

- pg 4 par. 2 ". . . method of operation of the Commission, elaboration of each section into a chapter supported by data, and a final chapter indicating what has been learned . . . ."
- pg 5 par. 1 This paragraph is unclear. You might want to rewrite it or delete it.
- pg 5 1. a. "importance of community as a key to change in Jewish education . . . "
- pg 6 e. ". . . profession of Jewish education. Some participants believe that there is not a single profession and that reference might better be made to "professionalism" or to "Jewish education professionals". To others, the concept of "building the profession" is central to change. It was agreed that this is an issue to be considered further.
- pg 6 2. a. "The term "programmatic areas" should be replaced by a more appropriate term. Senior Policy Advisors were asked to submit to SF ideas for renaming what have previously been called programmatic options."
- pg 7 5. ". . . as a separate heading, and that HLZ will re-draft the recommendation."
- pg 8 6. Delete "(one to three professionals)"
  - ". . . recommendations of the Commission. A different name ought to be selected."
- pg 10 par. 1 Delete this paragraph: "JW will . . . is working."
- pg 10 D. "JW will suggest rewording for pages 24 . . . . "
- pg 11 IV. "appeal to the lay community and to educators."
- pg 12 Add Charles Bronfman -- SF
- pg 13 A. " . . . directors and planners be invited to meetings and the next draft of the Commission's recommendations be presented to them."
- pg 15 VII. ". . . discussed by senior policy at their January meeting."

Annette also asked me to let you know that Norman Lamm will be bringing Rabbi Robert Hirt to the February 14th meeting.

That's all for now . . . .

Right Sublut.

**JESNA** 

December 11, 1989

MEMO

HWESTS ATEN-SERVETON SORTH ANDREA SSC

בעפון ממריקה

TO: Mark Gurvis

בחברה לפען החינוך היתורי

FROM: Jonathan Woocher

REI

Assignments from SPA meeting

Here are some materials in response to the assignments I was asked to undertake at the SPA meeting last week in reference to the draft recommendations of the Commission. They include:

740 RECADWAY NEW YORK, NY 10035-9540 Torrand 413 Lafryche Steed (217) 529-2000

A working definition of "the Jewish community" (for use in conjunction with the first reference, p. 2);

OF JONATHAN'S WOXXHER Presume Vice President Suggested language to use in discussing the "Programmatic Areas" (pp. 3 and 15f.);

3) A redrafting of the example of a community action site in operation (p. 24).

In addition, I've appended a general comment on the implementation mechanism.

# 1) "The Jewish community"

"By 'the Jewish community' we mean the entire set of agencies and organizations operating locally, nationally, and continentally through which North American Jews seek to meet their individual and collective social, religious, and cultural needs and aspirations. We especially refer to the two great institutional complexes of North American Jewish life: the Jewish federations and their obsociated agencies, and the eynsgogues and the religious movements of which they are a part."

# 2) "Programmatic areas"

I suggest that we use as a title "Arenas for Programmatic Initiatives."

The summary section on p. 3 would read:

"The Commission has become convinced that there are many arenas in which specific programmatic initiatives can lead to significant positive improvements in Jewish education. These initiatives would address specific target populations, settings and frameworks, and

PAGE, 05 Dec.12.89 10:30 P.03

2

Among the important arenas for such initiatives are:

#### Target populations:

JESNA

Early childhood education and child care Education for college age youth Adult education Family education The retired and elderly New immigrants

#### Settings and frameworks

The supplementary school (elementary and high school) The day school (elementary and high school) Informal education Camping The Israel experience

### Content, Resources, and Methods

Curriculum Hebrew language education Modia and new technologies

In all of these areas, new programmatic efforts have been launched in recent years. Many of these appear to be achieving positive results. Yet there is clearly much more that can and should be done in each of these arenas. Additional initiatives must be encouraged, carefully planned, and closely monitored.

The Commission has identified opportunities for further action in many of those areas, and will encourage foundations, philanthropists and institutions to pursue programmatic initiatives in areas of interest to them."

The section on p. 15f. would be rewritten accordingly.

"An Institution Within a Community Action Site" 3)

# I suggest the following:

"To illustrate how the local and national implementation mechanisms would work together to address a specific institutional framework in a Community Action Site, we may take the hypothetical example of a project aimed at strengthening supplementary schooling in the community. Over time a similar number would be utilized one when theiliting in the

3

A taskforce, comprised of representatives of the local schools/synagogues and bureau of Jewish education, would be created under the auspices of the local implementing entity to undertake planning for the improvement of the supplementary schools. The national implementing mechanism would in turn assemble an advisory team of top experts from the several religious movements to work with the local taskforce. In addition, the national implementing mechanism would search for examples of "best practice" in supplementary schooling and invite those who have developed them to join with the movement experts and the local taskforce in the collaborative planning effort focused on the supplementary schools in the Community Action Site,

The planning effort would address such issues as:

- the elaboration of an appropriate aducational philosophy for each of the supplementary achools;
- the supplementary schools' relationship to the synagogue, informal education, summer camping, trips to Israel, family education, and adult education;
- . desired educational outcomes for each school;
- the curriculum of each school and how it can be strengthened;
- the methods and materials that can be introduced to enhance the educational programs of the achools;
- problematic areas in which special initiatives must be undertaken, e.g., the development of Hebrew language instruction programs. For these areas, one or more of the national institutions or research centers might be asked to take on the assignment of developing the programs and materials.

Each school, together with the denominational institutions with which it is associated and the local central agency, would be given the opportunity and support (e.g., funding, expert personnel) to develop a specific improvement plan within the framework of the collaborative planning effort. The local and national implementation mechanisms would review, modify (if necessary), and adopt the plans. Funding necessary for implementation and criteria for evaluation would be agreed upon.

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implementation together with the local supplementary schools and central agency. These national resources might, e.g., assume responsibility for providing specialized training for the local school personnel, assistance in curriculum development, and trouble-shooting. They would also monitor the progress of the improvement program regularly.

The local community Action site implementing mechanism would monitor the progress of all of the local efforts, with special attention to issues of interporganizational and community-wide scope. Together with the national mechanism, the local implementing entity would take steps to insure that what is learned through the process is disseminated to other communities."

#### 4) General comment on the implementing mechanism

In a memo written quite a few months ago, I noted my concern that we not ask more of a relatively modest implementing mechanism than it will be able to deliver effectively. That concern arises from hands-on experience in seeing how much time and effort must be expended on what appear to be relatively simple tasks at the national level (e.g., gathering and disseminating information, advising local communities, assembling groups to address problems). In order that we not create expectations that can't be realized or launch a mode of operation that may be self-defeating, I think it is important that the section on the implementing mechanism use the language of facilitation and accountability as much as possible. I.e., we should frame the role of the implementing mechanism in terms of what will happen as a result of its catalytic and coordinative work, rather than on what it will do per se.

In terms of specific functions/tasks envisioned for the implementing mechanism, I would urge that the focus be on those directly supporting the community action sites and the facilitation of continental strategies. Offering assistance for the planning and development of programmatic initiatives could be a mine-field in view of the number of areas in which the communation is incommunating action, the action of action and assistance which a single project can require, and the potential for overlap with existing denominational, communal, and professional organizations that work in the various areas. As I noted at the meeting, the language on p. 16 ("The mechanism will offer its services. . .") is particularly problematic in my view. The other functions -- research, policy analysis, diffusion and dissabination -- mean ideal for being "contracted out" to various

JESNA

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Please let me know if there are additional items you need from me. All the best.

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

FROM: Mark Gurvis NW1

DATE: December 8, 1989

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.

Transport Proj

MEMO TO: Seymour Fox, Art Rotman, Henry L. Zucker

FROM:

Mark Gurvis MI

DATE:

December 8, 1989

The attached articles happened to cross my desk at Federation, coinciding with our most recent policy advisors meeting. I thought you might find them of interest.

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AMERICAN IEWISH ARCHIVES MINA File.

# Erev Rosh Hashana 5750



To exist in an authentically Jewish way in a world beckening one and all to savor of its manifold enticements and pleasures is a monumental achievement indeed. The contemporary Yeshiva has an awesomely critical role to play in that achievement. To use Rabbi Yitzchak Hutner's formulation, the Yeshiva must serve as both ark and sanctuary. (See his article in Jewish Action, Spring 1987, Page 40).

There is much to be proud of in the magnificent growth of the Yeshiva movement in this country. The sheer volume of learning and learners is totally unprecedented. The many thousands of wonderful Yeshiva products give us all hope and encouragement.

ERSPECTIVE ON CURRICULUM

But the Yeshivas' very success and the critical role they must play, impel us to take stock and strive to pinpoint some problems and make some suggestions as to their solution

# Fresh Challenges, Fresh Solutions

# TO HAVE AND

A young man once informed a great sage that he had gone through the entire Talmud; to which the sage responded, "But has the Talmud gone through you?" In previous generations a debate raged as to the importance of studying Aggada (here used in its broadest sense to encompass all aspects of non-halachic thought) in addition to Halacha. (See R. Moshe Tsuriel in Hamayan, Volume 18, Numbers 1 and 2). Those fortunate enough to have had contact with true Gedolim know that all their actions reflected Torah values. They were Torah personalities, resonating with sanctity and sublimity. It would seem that in our day we cannot produce such personalities by the accumulation of Torah knowledge alone. A contemporary thinker divides people into those who aspire "to have," that is to increase their possessions, and those who strive "to be" special types of people. A conscious attempt must be made 'to be, not just to have.' The acquisition of Torah

knowledge without attention paid to Musar and Hashkafo, the nishmas haTorah, doesn't seem to work in today's world, if in fact it ever did. There are fundamental values which are not being absorbed by too many of our students. The Israeli scene is witnessing the growth of a new type of Yeshiva which caters exclusively to American Yeshiva students of good homes and good schools who were never really 'turned on' to Yiddiskeit and learning. This writer knows of five such Yeshivot in Jerusalem. Imagine how many more such students there are who don't make the trip to Jerusalem! At least part of the cause of this development is the ubiquitous materialism which has long since seeped into our community. Related to the materialism is a too frequently encountered self-centeredness. A recent symposium dealt with the "Es Kumt Mir" generation exemplified in the story of the boy who accompanied his mother to the fruit market and proceeded to grab various fruits on display. His mother angrily rehuked him. Finally, the storekeeper perceiving the boy's plight offered him a banana. "What do you say," asked the mother? "Peel it," replied the boy.

The tremendous opportunities that our generation provides for "kiruv rechokim" make it that much more necessary that we foster a spirit of giving and caring for others.

### SELF-WORTH

In a traditional yeshiva setting, an individual's worth is mainly determined by his distinction in Torah learning. Those not distinguishing themselves, inevitably lack a sense of self-worth. On the other hand, in the *Hassidic* community, each person has a place and possesses worth for what he is.

# WHOLENESS

As pointed out by a number of contributors there are many areas which are presently neglected, to the detriment of the "wholeness" of our students. We must underscore the lack of knowledge of Jewish history, particularly modern Jewish history, which is so essential to understanding and relating to the world in which we all live.

These considerations make it crucial to carefully re-examine our current curriculum in the broadest sense of that term.

# CURRICULUM FLEXIBILITY AND OPTIONS

Is the present curriculum providing a satisfactory chinuch for the different types of students that our Yeshivas educate? Has the post-high school chinuch, which is addressed to the intellectually elite, taken sufficient note of the fact that we now have universal education for many years beyond what it was in Europe where the present method of study was developed? For example, one of our leading Yeshivas has developed a highly successful program of studying Gemara, Rishonim, Tur and Codes in an organized system so that each young man passing through that program can emerge proud of his achievements and armed with a system of study which he can use for a lifetime. Why is such a program not being

applied more widely? Shouldn't such an option exist in addition to the regular program for those students who do not thrive within the latter system? In the words of Isaiah, "All thy children shall be taught of the Lord." (54:13)

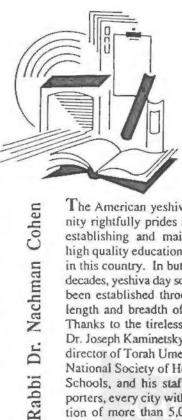
# A NATIONAL CURRICULUM COMMISSION

Rabbi Nachman Cohen has made a startlingly simple suggestion which cries out for implementation. Says Rabbi Cohen, we need people to be working full-time on planning and developing curriculum to meet the needs of today's We need a National Curriculum Commission "to generate the curriculum, syllabi, textbooks, workbooks... for any Orthodox Yeshiva day school .... ' The appalling paucity of attractive supplementary materials prepared in a professional manner is inexcusable for an affluent society such as ours. Our children frequently recite cute verterlach at the Sabbath table which have little meaning to them. Rabbi Yeruchem Levovitz of Lakewood, NJ recently began publishing attractive pamphlets (titled "Parents and Children") on each parsha, which highlight a principle or lesson relevant and applicable to the daily lives of the young students.

Each of the contributors to this issue has a unique vantage point and area of expertise. They all are, or have been, deeply involved in the nitty gritty of the educational process. As a result, their questions and answers, generalizations and theories spring from the churning and often confused stream of life itself.

Obviously, making the teaching field more attractive for our most talented and inspired young people should be given the highest priority. At the same time let us make sure that each child is provided with a curriculum during his and her school years which will provide him and her with the knowledge and spiritual depth necessary to live an authentically and creatively Jewish life in perhaps the most complex age of all time. By focusing on problems one may appear to be unappreciative of the positive and praiseworthy. In the present instance the opposite is the case: Because we cherish and admire our Yeshivas, we look forward to their attaining even higher levels of greatness and influence.





The American yeshiva community rightfully prides itself upon establishing and maintaining a high quality educational network in this country. In but four short decades, yeshiva day schools have been established throughout the length and breadth of this land. Thanks to the tireless efforts of Dr. Joseph Kaminetsky, long time director of Torah Umesorah, The National Society of Hebrew Day Schools, and his staff and supporters, every city with a population of more than 5,000 Jewish families has a Hebrew day school. Equally if not more impressive, is the system of Mesivtos, Bais Yaakovs, Chadarim, Batei Midrashios and Kollelim which presently adom our communities. Moreover, the administration and faculty members of yeshiva day schools are very bright and dedicated individuals who spend many hours "beyond the call of duty," analyzing how to reach every youngster, both intellectually and religiously. Principals and Roshei Yeshiva have done a fabulous job at their oftentimes multiple roles as administrators, purchasing agents, fund raisers, public

Indeed the period has been one of continued growth and expansion. Budgets have soared. Campuses have grown. Enrollment has swelled. Phase I, that of establishing an educational system, can truly be labelled a success.

relations agents, recruitment spe-

cialists, staff coordinators, extra-

curricular activity planners, staff

supervisors, building and ground

managers, and curriculum coor-

dinators.

SUCCESS LEADS TO CHALLENGE

Yet, from all quarters - educa-

tors, administrators, parents and observers of the Jewish educational scene — one hears a myriad of complaints about the system. As this issue of Jewish Action is concerned about curriculum, I will focus upon this area. The most common complaints about the curriculum are that:

I. There are many important areas, such as middos, siddur, Jewish history, basic "Yediyos," Tanach, The 13 Ikkarim, and halacha I'ma'aseh in contemporary issues that are not taught sufficiently, or at all.

2. There is no - or not enough flexibility in the system to deal with students of average ability who are unable to keep up with the "standardized" curriculum. Yet, as significant as this complaint is, it is but a symptom of a much more basic problem. It is a problem that few understand which explains why little has been done to rectify it. Before explaining the true problem, I will set down the present status of the curriculum in yeshiva day schools. Obviously, the picture portrayed does not hold for all day schools. but it does hold true for enough to make it significant.

Many schools do not have a written curriculum.

Item: A long time acquaintance, once confided to me that when he became principal of a once prestigious boy's yeshiva high school—which at that time had been in existence for close to forty years and has since closed its doors—and asked to see the school's curriculum, he was handed a one sheet memorandum. The point which immediately struck him was the Prophets curriculum for grades eleven and twelve which read, "In grades eleven and twelve

Navi is not taught."

While elementary schools, by and large, have a set pattern of what portions of Chumash will be studied in which grades and what mishnayos and chapters of Gemara will be introduced when, the curriculums of Mesivta High Schools are by far more nebulous

Far fewer schools have syllabi. Exceedingly few day schools have full blown syllabi. Often one will find a school curriculum which states: "Grade 5: Chumash, VaYikra ... Grade 7: Gemara: Arvei P'sachim," and beyond this no written statement is found concerning specifically what in this chapter should be taught, how it should be taught, what, if anything, should be omitted, which "Rashis" should be selected, what skill levels should be attained, what alternatives should be provided for the slower learner, or any other educational concerns. The lack of continuity.

The Talmud states in a number of places that it is good for a young child to be taught by one teacher. By this the Gemara means to emphasize that continuity is extremely important for a young student. One of the little realized drawbacks of not having proper syllabi is that school programs often lack continuity in the teaching of both materials and skills. Teachers of one grade are often not aware of what was taught in a previous grade and how the material was presented. In the secular realm, a teacher can look back at the Teacher's Manual of a graded textbook series to find out what skills students should have acquired, the level of the subject they have reached, and how this course fits into the greater picture. This does not exist in Limudei Kodesh.

The lack of a graded curriculum. Given the lack of a coherent curriculum, educators often fly "by the seat of their pants." They are too often motivated by inertia in determining what should be taught and when. In my many years in the field, I have found very few principals or school systems that deal with the pedagogical question of when in the student's growth it is best to introduce a certain mesechta, what is the best way to sequence the mesechtos, which Rishonim should be taught at which point, and which portions of Rishonim should be omitted. It is no secret that the situation presently in vogue is that in too many yeshivos there is no meaningful sequence of presenting the material and the material a particular student encounters is dependent merely on when in the curriculum rotation he enters the school. For many it works, but for too many it doesn't.

The lack of provision for those who lack basic skills.

Every principal and mostrebbeimy know that there is a prevalent national crisis in our school system, "Why can't Yosef read?" While we boast of the superstars who memorize and/or learn all of the Mishnayos in Shas by age twelve, a very large percentage of our high school students are functionally illiterate. They are not able to read on their own the texts of the courses they are studying. Some cannot read Rishonim, Gemara, or Rashi, and in all too many instances there are high school students who cannot even read and translate intermediate level verses of Chumash. This problem more than any other cannot be overlooked or minimized. Limudei Kodesh is text-oriented. A student - who might be very bright and excel in other academic areas but who cannot keep up with limudei kodesh texts sits in a classroom for twelve years or more and is unable to keep up with the work. While there are those who argue that yeshivas must be concerned about

the "1 in a 1000" who will grow up to be a "moreh hora ah," it is only because they have not truly felt the pain, anguish, frustration and anger developed by the youngsters who are put through this ordeal.

#### LACK OF A SUPERSTRUCTURE

Having leveled these serious charges against the Yeshiva Day School System, the obvious question is: Who is to blame for all of the above? Is it the school, the education committee, the faculty, the principal or the dean? Many would say. "Yes." to all of the above. I say, emphatically, "No." These problems go much beyond those of a particular school or principal. The problem is the structure, or in this case the lack of structure.

First and foremost, it must be realized that even were every principal an educator, which many are not, (some are very good administrators but poor educators) no principal of a public school creates his own curriculum. The creation of a curriculum requires curriculum experts. We have many gifted educators in our system who could have excellent input into curriculum development, but they cannot do so given their daily responsibilities. Moreover, textbooks are needed for many curriculum areas. Over the past 40 years, dedicated authors and pioneering publishers have come up with many innovative and substantive books, yet there is little profit in the publishing of these books and, therefore, little effort is put into refining these fledgling works to turn them into a substantial graded series which could carry the student through six or seven grades.

#### PHASE II

To rectify the situation it is imperative that a Curriculum Assistance Department for Yeshiva Day Schools be founded. The function of this service organization would be to generate curriculum, syllabi, textbooks, workbooks, teacher's aids and all necessary educational material for any Ortho-

dox yeshiva day school - be it Hassidic, "Yeshivish" or "Centrist" - or Day School system that it seeks to aid in accordance with that school's educational philosophy. It should provide technical information, testing and hornework materials, and gather data which will help enhance the level of Jewish education. This organization must also work hand in hand with the existing educational organizations, such as Torah Umesorah, and in no way seek to supplant them. For those who argue that this organization would be a duplication of existing structures, the counterargument is that these structures factually - if not theoretically -- assign curriculum development a very low level of priority.

The question now comes down to one of money, for the organization cannot be effective without sound financial backing. But it must be remembered that yeshiva education is now big business. It is commonplace for even moderate schools to have an annual operating budget which exceeds \$1,000,000. The system has real estate holdings which exceed \$1,000,000,000 and as such, may no longer be thought of as a fledgling system. It deserves and requires a superstructure which will provide for true curriculum planning and development to take place so that the problems enumerated above can be solved.

Rabbi Dr Nachman Cohen is the spiritual leader of the Young Isracl of North Riverdalel Yonkers. and the Director of Torah Lishmah Institute. The author of the highly acclaimed Master a Mesechta Series, Rabbi Cohen was the founder of the New England Academy of Torah, Providence, RI, and served as Principal of Mesivta Ohr Torah, Riverdale. NY. As an Educational Consultant for Torah Umesorah. he wrote several versions of the National Basic Achievement Examination and edited its Cammon Mesechta Praject.



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MESSAGE:  StA - Thanks you for your quick feedback on the minutes. I've incorporated all of the recommended changes except the one for p.z., par 2. Both HLZ + I believe that all 4 papers should go out before the feb. meeting. If you think this is unrealistic, we should discuss.  HLZ asks that I remind SF about a promised list of Jewish-sponsored foundations in Europe + Israel: the pressure just a reminder.  Regards, Linny	

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Annette is scheduled to see David Arnow at 10 a.m. and Norman Lamm at 1 p.m. on Thursday, November 30. She was scheduled to meet with Matthew Maryles at

4 p.m. on the same day. Please confirm that you want Maryles cancelled.

FAX 216 3918327