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January 6, 1990 8:50 PM

Dear Sal,

The work of the Commission on Jewish Education in North America -  
- our Commission -- is nearing completion. At this time I  
believe that a challenging vision for the future of Jewish  
Education in North America and a plan for the future are emerging  
from our work. A draft of our key recommendations, and of an  
extensive plan for action are outlined in the attached document.  
~~We will convene on February 14 to discuss these recommendations,~~  
~~the plan and our report.~~ Towards <sup>an</sup> ~~that~~ meeting I would like to  
summarize the emerging picture.

We convened this Commission and are participating in its work  
because of the conviction that together we could find ways to  
energize, (inspire) (excite) and give hope to the American Jewish  
Community in its attempt to make a serious frontal attack on the  
issue of its Jewish future.

We share the belief that the time is ripe for such endeavour.  
There is widespread concern that the commitment to important  
Jewish values, ideals and behaviour is diminishing. At the same  
time, we are finding that a great deal can be done, that  
opportunities, first steps and expressions of interest are  
emerging, that there are good ideas and that dedicated people are  
available to undertake the work.

What, then, is the program that we are deciding to undertake? What activities do we anticipate? What will happen when we adjourn in June? How do we plan to begin? Who will do the work? How will it be funded? Here are some of the elements:

#### A ten-year plan for change

The Commission will undertake the implementation of a ten-year plan for change. The plan is designed to meet the shortage of qualified personnel - so that in the future programs of Jewish education are designed and staffed by well-trained and qualified professionals (see data sheet p. ). We believe that, as a result, programs will be developed that can respond to the needs, interests and aspirations of today's Jews, and that can make them conversant with Jewish knowledge, values and behaviour.

We have assumed that change will only happen if the climate in the community as regards Jewish education can be changed. Therefore a process of communal mobilization for Jewish education will be undertaken: the best leaders will be encouraged to take leadership in this process and to recruit others to join in and take responsibility for setting policies for change and acquiring the funding needed. A training program will inform community leaders of the issues of Jewish education in North America and allow them to develop policies for intervention and improvement, to effect changes in funding priorities, to develop the structures of tomorrow.

With the ten-year program we hope that the following will be achieved:

- \* Dramatic improvement of the personnel in formal and informal Jewish education - to meet the needs of programs across the board.

One of our means will be:

- \* (Trebling) of pre-service training opportunities and major development of in-service training opportunities. This program will result in 500 graduates per year joining the pool of educators, and in the development of in-service training to gradually include all educators in the field. A national recruitment program will be set up to meet these targets. Existing and new training programs will be expanded and developed to meet the challenge.

- \* Development of major programmatic areas - such as programs for the College age; the improvement of the supplementary school; the use of the media for Jewish education; the teaching of the Hebrew language.

- \* A research capability in North America to provide the data needed for decisions and for development. This will include monitoring and evaluation as well as basic research.

When the Commission adjourns

The Commission will take the following two steps by the time it adjourns in June 1990: (..we will have...)

\*Funding: The establishment of a pool of \$ m for launching the program. The pool is being created by family foundations. Long-term funding efforts will be developed in concert with institutions, federations and communities involved.

\* Implementation: The establishment of an enabling mechanism for the implementation of recommendations. This mechanism will be charged with carrying out the plan decided upon by the Commission. It will design and revise development strategies and be a full-time catalyst for the development effort. It will facilitate implementation efforts, ensure their monitoring and evaluation and (act for) the diffusion of innovation.

How will we begin implementation?

1. Three to five communities will be selected for the first phase of the program. The educational personnel in these communities will be upgraded in all settings and across the board. The purpose will be to develop and demonstrate there excellence in Jewish education. Programs that have proven effective elsewhere will be brought to these communities, will be adequately funded and implemented there in a complementary way. Educators, rabbis, scholars and community leaders will be given

the opportunity to jointly experiment with new ideas. Local and national institutions will work together on designing and testing new approaches to the problems of Jewish education. The whole Jewish population of these communities will be invited to join in the demonstration program.

In these communities all teachers, administrators and informal educators will participate in in-service training programs. National and local training institutions will <sup>participate</sup> (join) in the training effort. In order to meet longer-term personnel needs a cadre of young people will be recruited and sent to training programs at the Institutions for higher Jewish learning and in Israel.

The terms and conditions under which educators work will be <sup>improved</sup> altered. Salaries and benefits will be raised, full time jobs will be created to meet the needs of programs and a ladder of advancement will be developed.

This, of course, is only one partial possible scenario for a community. Each community will tailor the program to its own characteristics and needs

#### Who will do the work in the communities?

In the communities a coalition will be convened of the key



actors in Jewish education - possibly similar to the several local commissions on Jewish education.

They will recruit a local planning unit to do the professional work. This unit will assess the community's needs and design the programs.

To facilitate this process the Commission will make available challenge grants to the communities involved. At this time a pool of \$m. has been set aside for this purpose. The mechanism for implementation will offer assistance as needed.

#### A long-term effort

Work with several communities, the availability of funding and staff are important initial steps for ushering in a new era for Jewish education.

However, for the significant across-the-board change that we seek to be implemented a long-term effort is required. If successful, Community Action sites will be replicated in many communities, gradually changing standards of programs throughout North America. The available pool of qualified personnel will be (gradually) increased. The profession of Jewish educator will be developed as the level of educators rise, as training programs

are developed and as job opportunities, terms and conditions for work are changing. (Gradually) major program areas will be addressed. A research capability will be developed.

For these and other changes to occur we need to issue a clarion call for change in Jewish education and we must offer long-term development and funding strategies.

In the attached documents and the suggested recommendations you will find the expression of our collective thinking on these matters.

I look forward to your participation in our deliberations on these (matters) at the next meeting of the Commission on February 14.





Redo of first meeting data:

Number of teachers

Qualifications

Participation

Etc...

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# A Decade for Renewal

*Introduction*

## Executive Summary

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

There is a deep and wide-spread concern that, for too many, the commitment to basic Jewish values, ideals and behavior is diminishing. There is a growing recognition that better ways must be found to:

1. ensure that Jews maintain and strengthen the beliefs that are central to the diverse conceptions of Judaism expressed in North American Jewish communities;
2. 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*;
3. deal 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 major effort over the next ten years to raise the standards and quality of Jewish life in North America.

The North American Jewish community will need to mobilize itself as it has for the building of the State of Israel, for the rescue of Jews in distress, for the fight against discrimination and injustice, and for the support of its health and human services. Beginning with the religious denominations, CJF, JWB and JESNA, local federations and service agencies, and

encouraged by the vision and generosity of private Jewish foundations, Jewish organizations everywhere will be recruited to join this effort. Through the work of this Commission, we have learned that there are almost no Jewish institutions that are not concerned about the Jewish future.

The Commission believes that if the appropriate people, energy and funds are marshalled, positive ~~across-the-board~~ change will be initiated ~~that can lead to major systemic changes.~~

The Commission ~~believes that the following six areas must be addressed and~~ urges the North American Jewish community to act quickly and vigorously on its recommendations.

### **1. The Community**

The success of the Decade of Renewal will depend on the commitment and action of 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 associated agencies, and the synagogues and the religious movements of which they are a part.

The community will need to recruit its top leadership for Jewish education and Jewish continuity just as it has for other major challenges.

The community will need to review its funding priorities on the local and continental level.

It will need 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 help attract larger numbers of 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.

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

### **3. Areas for Programmatic Initiatives**

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 educational content, resources and methods. (also)

Among the important arenas for such initiatives are:

#### **Target populations**

1. Early childhood education and child care
2. Education for college age youth
3. Adult education
4. Family education
5. The retired and elderly also
6. New immigrants

#### **Settings and frameworks**

7. The supplementary school (elementary and high school)
8. The day school (elementary and high school)
9. Informal education
10. Camping
11. The Israel Experience

#### **Content, resources and methods**

12. Curriculum
13. Hebrew language education
14. Media and new technologies

In all of these areas, new programmatic efforts have been launched in recent years. Some 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 these areas, and will encourage foundations, philanthropists and institutions to pursue programmatic initiatives in areas of interest to them.

#### **4. Research**

The Commission discovered that too little is known about Jewish education, formal or informal. 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 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 Commission will launch the decade of renewal by:

- establishing several Community Action Sites;
- obtaining increased funding;
- establishing a mechanism to help 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 and enrich existing programs. Local and national institutions will work together in designing and field-testing approaches to the problems of Jewish education.

## **6. 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 progress reports for public discussion by the North American Jewish community.



# **1. The Community**

## **I. Background**

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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

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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

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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 an integral part of the communal agenda.

### *B. 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.

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 (double?) 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

*next:* In North America there are <sup>in the U.S.</sup> 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:

- 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. Salaries and benefits are low and educators are not empowered to affect the field.
- Current training opportunities for Jewish educators do not meet the needs of the field.
- The profession of Jewish education is underdeveloped ~~(it lacks norms and standards.)~~
- 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? Educators work with little opportunity for professional growth, a feeling of isolation from their colleagues and a sense that their work <sup>usually</sup> does not make a significant difference.

*John*

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. These people must believe that their dedication will be rewarded and that creativity will be given a chance. If educators are encouraged to grow as they work and are recognized by the community for their successes, they will be able to positively impact the lives of children and their families.

## II. Recommendations

The Commission recommends that a <sup>ten year</sup> long-range plan to build the profession of Jewish education in North America be developed and immediately launched. 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 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 <sup>165</sup> ~~165~~ to <sup>400</sup> ~~400~~ per year and will expand the availability of in-service training to "z" educators per year. Abby

B. A nationally co-ordinated recruitment plan to increase the pool of qualified applicants for jobs and for training programs be 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 the conditions that are likely to attract and retain a cadre of dedicated, qualified educators, be developed. In particular, the plan will recommend continental policies to improve the status of educators, their salaries and benefits, grant them empowerment and improve their working conditions.

## III. Elaboration

Increasing and improving training opportunities 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 specialized tracks 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 programs for geographic areas that do not have any at this time (e.g. the South-East – see maps, Appendix X).
- Develop leadership training for leadership in Jewish education in North America (e.g. 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 similar 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.

~~A national recruitment plan~~ will involve:

- Undertaking a survey to identify new pools of candidates (e.g. Judaic studies students at universities, dayschool students, youth group graduates, rabbis, career- changers, general educators who are Jewish; members of large Jewish organizations, 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.

Creating the conditions to attract and retain educators will involve:

- Developing appropriate standards for salaries and benefits, and strategies for implementing them in communities, 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, and 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. Areas for Programmatic Intervention

#### I. Background

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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 educational content, resources and methods.

Among the important arenas for such initiatives are:

##### *Target populations*

1. Early childhood education and child care
2. Education for college age youth
3. Adult education
4. Family education
5. The retired and elderly
6. New immigrants

##### *Settings and frameworks*

7. The supplementary school (elementary and high school)
8. The day school (elementary and high school)
9. Informal education
10. Camping
11. The Israel Experience

*Content, resources and methods*

12. Curriculum
13. Hebrew language education
14. Media and new technologies

In all of these areas, new programmatic efforts have been launched in recent years. Some 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 these areas, and will encourage foundations, philanthropists and institutions to pursue programmatic initiatives in areas of interest to them.

The Community Action Sites will offer an opportunity to learn how to intervene in 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 be presented for further consideration by the mechanism for implementation.

## II. Recommendations

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

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

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.

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#### I. Background

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*see pp 6-7*



## II. Recommendations

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

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

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

*basic issues and*

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 is. The market has not been explored; we do not know what people want. There are not enough standardized achievement tests in Jewish education; we do not know much about what students know. We do not have accurate information on how many teachers there are, how qualified they are, what their salaries are.

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 would help us determine 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 to 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 grammar, etc.

The potential of 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. There is a shortage of educational materials and literature about teaching methods for this topic.

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

## II. Recommendations

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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.



# Recommendations

## 1. The Community

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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

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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**

---

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**

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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.



MINUTES: Senior Policy Advisors, Commission on Jewish Education  
in North America

DATE: October 24, 1989

DATE MINUTES ISSUED: November 1, 1989

PRESENT: Morton L. Mandel, Chair, Seymour Fox, Mark Gurvis,  
Annette Hochstein, Stephen H. Hoffman, Martin S. Kraar,  
Ken Myers, Joseph Reimer, Arthur Rotman, Herman D.  
Stein, Jonathan Woocher, Henry L. Zucker, Virginia F.  
Levi (Sec'y)

COPY TO: David S. Ariel, Carmi Schwartz

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I. Impressions of the October 23 Commission Meeting

Senior policy advisors were asked for their reactions to the Commission meeting of the previous day. There was general agreement that the meeting went very well, that participants were involved and expressed their concerns openly. Some surprise was expressed at the lack of intensity or tension in the discussion of issues.

Commissioners were supportive of the action plan as presented, although they were not always clear on the specifics intended. Specific recommendations for the design of an implementation mechanism and definition of Community Action Sites will be important for the next meeting.

The significance of research to many commissioners was noted. Monitoring, evaluation, and analysis were used interchangeably in referring to research. This should be clarified for the recommendations.

It was suggested that the emphasis on research was indicative of the desire of the group to focus on the concrete. Commissioners are engaged and anxious to move ahead.

Assignment

Concern was expressed at the absence of certain commissioners. AH and VFL will chart the absences so that staff can recommend corrective action.

Commissioner interest in best practices was also noted. We may wish to consider presenting some concrete examples of best practices at the next meeting.

It was suggested that some of the terms which have been developed during the life of the Commission (e.g., community action site, research, continental body, implementation mechanism, and Jewish education) need to be clarified. This will be especially important as the final report is drafted.

It was generally agreed that commissioners left the meeting feeling positive about progress to date and ready to see concrete products.

## II. Follow-up to Meeting

### A. Action Needed

There was discussion about whether the Commission could conclude after one more meeting or whether two are required. An alternative of regional meetings was suggested, but discarded. Following discussion, it was concluded that we do need two more meetings-- one at which to present a draft of final recommendations for commissioner reaction, highly focused on decisions, and a final meeting for presentation of the final report and launching of the implementation mechanism.

It was suggested that the next meeting of the Commission be held in March rather than February and that a meeting of senior policy advisors be scheduled a month in advance of the meeting. At that time, senior policy advisors would have an opportunity to react to the document proposed for mailing to commissioners.

It was proposed that a new format be considered for the next Commission meeting. Commissioners should be presented with concrete issues to which to respond. There should be small group meetings with well-prepared group leaders. It was suggested that the meeting be held over a two-day period, beginning on a Sunday at 4 p.m. and going through dinner followed by a full day of meetings on Monday. There will be a major agenda with significant decisions to be made.

It was suggested that the senior policy advisors meet, as scheduled, on Wednesday, December 6, 10:30 a.m. to 3:00 p.m. in Cleveland. At this point, an outline of the recommendations for the final report will be presented, including an outline of the implementation mechanism.

A second meeting of senior policy advisors was tentatively scheduled for Thursday and Friday, February 1 and 2, possibly in Florida. At this meeting, the group will have an opportunity to review a first draft of the final report, including recommendations for action. Following this meeting, the draft will be revised for mailing to commissioners in advance of a Commission meeting tentatively set for Sunday and Monday, March 4 and 5. (This is currently under review and senior policy advisors will be notified as soon as possible.)

### B. Follow-up with Commissioners

The minutes and a carefully drafted cover letter will be sent to all commissioners as soon as possible. Senior policy advisors were encouraged to call or write their assigned commissioners, concentrating especially on those who were not present. A plan for communication with commissioners to take place between October and March will be developed and presented to senior policy advisors.

ignment  
ignment

ignment

III. Research Update

It was reported that Isa Aron and Aryeh Davidson are proceeding with their research and should be ready with some preliminary findings by December 6.

The proposed paper on the organizational structure of Jewish education in North America will be reconsidered.

It was agreed that programmatic options will be combined where feasible and that a three to four page overview of each will be completed for possible inclusion as an appendix to the final report. It was suggested that experts identified by CAJE and others be convened in Cleveland in early December to develop an agenda indicating basic data, trends, potential impact, problems, and recommendations for the programmatic areas. This agenda would be turned over to the implementation mechanism for further action.

This proposal elicited detailed discussion among the senior policy advisors. The two primary approaches under discussion were to develop each remaining option for presentation in an appendix or to do an in-depth analysis of a small number (1 to 3) of the programmatic areas and to indicate that the implementation mechanism would proceed in the same manner with the other areas. SF and AH will review the alternatives and recommend further steps.

IV. A. Outreach/Public Relations

It was reported that meetings have been scheduled or are being planned to inform or update critical constituencies about the progress of the Commission. These include presentations to the JESNA board, the JWB board, federation planners, federation executives and presidents, bureau directors, the training institutions, COJEO, and the three denominations.

It was reported that we are taking advantage of organization publications to disseminate news about the Commission and have submitted the first in a series of press releases to the Jewish press.

B. Hillel Involvement

It was suggested that Martin Kraar meet with Richard Joel, new international director of Hillel, to inform him of the activities of the Commission and to propose that he agree to consult with staff on the writing of the option paper on college youth.

V. Good and Welfare

A. It was agreed that a "process and an event" for the presentation of the final report to the public will be discussed at the December meeting of senior policy advisors. It was suggested that we review the approach taken to the publication of the Carnegie Report.

B. It was noted that the term "programmatic options" is no longer applicable and that a new term should be found.

C. It was suggested that a subcommittee or task force be established to work on an approach for developing federation support for the Commission product.

D. Participants were reminded that the next meeting of the senior policy advisors is scheduled for Wednesday, December 6, 10:30 a.m. to 3:00 p.m. at the Sheraton Hopkins, Cleveland.

ssignment



- ☐ ASSIGNMENTS  
☐ ACTIVE PROJECTS  
☐ RAW MATERIAL  
☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Mandel Assignments

ORIGINATOR VFL

DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to October 23 meeting.  - Max Fisher - Joseph Gruss - <del>Ludwig Jesselson</del>  Send summary of interviews to VFL for circulation to senior policy advisors.		MLM	10/24/89	2/1/90	
2.	Hold meeting with Twersky.		MLM	2/9/89	11/1/89	
3.	Recommend an author for the final report to SF.		MLM	7/30/89	11/30/89	
4.	Consider calling Herschel Blumberg and Paul Berger to interest <u>Moment</u> in the Commission.		MLM	3/30/89	TBD	
5.	Meet with Michael Albanese, HLZ and VFL to discuss developing monthly trend report and to discuss Commission budget.		MLM	4/4/89	TBD	
6.	Consider a trip to the west coast to meet with the local LA commission.		MLM	5/7/89	TBD	
7.	Consider attending a JESNA Board meeting to discuss Commission.		MLM	7/5/89	TBD	



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SUBJECT/OBJECTIVE Fox Assignments

ORIGINATOR VFL DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to October 23 meeting.</p> <ul style="list-style-type: none"> <li>- Mona Ackerman</li> <li>- Charles Bronfman</li> <li>- Lester Crown</li> <li>- Alfred Gottschalk</li> <li>- David Hirschhorn</li> <li>- Sara Lee</li> <li>- Seymour Martin Lipset</li> <li>- Charles Ratner</li> <li>- Isadore Twersky</li> </ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		SF	10/24/89	2/1/90	
2.	Prepare proposal for implementation mechanism (IJE).	TP	SF	2/9/89	1/15/90	
3.	Prepare draft of recommendations for final report.		SF	10/24/89	12/5/90	
4.	Prepare outline for a vision paper. (Part of IJE mission statement)	SP	SF	2/9/89	TBD	
5.	Prepare progress report for fifth Commission meeting.		SF	10/24/89	1/15/90	
6.	Share with senior policy advisors the design for a paper on the organizational structure of Jewish education in North America.		SF	10/24/89	11/30/89	
7.	Recommend approach to programmatic options, with AH.		SF	10/24/89	11/15/89	



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SUBJECT/OBJECTIVE Hochstein Assignments

ORIGINATOR VFL

DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow 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.		AH	10/24/89	2/1/90	
2.	Recommend an author for the final report to SF.		AH	7/30/89	11/30/89	
3.	Chart commissioner absences, with VFL.		AH	10/24/89	11/15/89	
4.	Develop new list of combined options.		All	10/24/89	11/15/89	



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SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR VFL DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to October 23 meeting.  - John Colman  Send summary of interviews to VFL for circulation to senior policy advisors.		HLZ	10/24/89	2/1/90	
2.	Develop a plan for follow up to federation-related meetings at which Commission presentations occur.		HLZ	4/3/89	ongoing	
3.	Work with <del>G. Schwartz</del> /M. Kraar to ensure that Commission reports are on agendas of groups he convenes or reports to.		HLZ	5/7/89	ongoing	
4.	Recommend an author for the final report to SF.		HLZ	7/30/89	11/30/89	
5.	Draft a community/financing paper with staff assistance of MG and VFL.		HLZ	7/30/89	1/15/90	
6.	Call Steve Solender for suggestion of a New York lay person to add to panel on community/finance.		HLZ	7/30/89	11/30/89	
7.	Work with Kraar, Hoffman, Gurvis to plan a presentation for the General Assembly in November.		HLZ	7/30/89	11/15/89	
8.	Consider establishing a task force to work on an approach to developing federation support for Commission outcomes.		HLZ	10/24/89	1/15/90	
9.	Recommend a plan for telephone contact to encourage commissioner attendance at the fifth Commission meeting, with MG and VFL.		HLZ	11/8/89	12/6/89	
10.	Establish and work with a subcommittee for the selection of the author of the final report.		HLZ	11/8/89	1/15/90	





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SUBJECT/OBJECTIVE Reimer Assignments

ORIGINATOR

VFL

DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to October 23 meeting.  - Jack Bieler - Josh Elkin - Arthur Green - Carol Ingall - Mark Lainer - Alvin Schiff - Lionel Schipper  Send summary of interviews to VFL for circulation to senior policy advisors.		JR	10/24/89	2/1/90	
2.	Draft paper on the synagogue as a context for Jewish education.		JR	6/15/89	1/15/90	
3.	Recommend an author for the final report to SF.		JR	7/30/89	11/30/89	
4.	Take responsibility for completing the original option papers.		JR	8/24/89	12/1/89	
5.	Work with Alvin Schiff on a Commission report for COJEO's upcoming meeting.		JR	8/24/89	TBD	



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SUBJECT/OBJECTIVE Rotman Assignments

ORIGINATOR VFL DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETION OR REMOVAL DATE
1.	Contact assigned commissioners for follow up to October 23 meeting.  - Stuart Eizenstat - Eli Evans - Donald Mintz - Daniel Shapiro  Send summary of interviews to VFL for circulation to senior policy advisors.		AR	10/24/89	2/1/90	
2.	Recommend an author for the final report to SF.		AR	7/30/89	11/30/89	
3.	Work with HLZ to arrange for a Commission presentation at February meeting of JWB Center executives.		AR	8/24/89	12/15/89	



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☐ FUNCTIONAL SCHEDULE

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SUBJECT/OBJECTIVE Woocher Assignments

ORIGINATOR VFL DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	<p>Contact assigned commissioners for follow up to October 23 meeting.</p> <ul style="list-style-type: none"><li>- Mandell Berman</li><li>- Maurice Corson</li><li>- David Dubin</li><li>- Irving Greenberg</li><li>- Lester Pollack</li><li>- Harriet Rosenthal</li><li>- Bennett Yanowitz</li></ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		JW	10/24/89	2/1/90	
2.	<p>Recommend an author for the final report to SF.</p>		JW	7/30/89	11/30/89	



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SUBJECT/OBJECTIVE Levi Assignments

ORIGINATOR VFL DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	Follow procedure for scheduling fifth and sixth Commission meetings.		VFL	5/7/89	12/1/89	
2.	Work with MLM to develop a list of commissioners whom MLM should call before next Commission meeting to urge their attendance.		VFL	10/24/89	1/15/90	



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SUBJECT/OBJECTIVE Stein Assignments

ORIGINATOR VFL

DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	Recommend an author for the final report to SF.		HDS	7/30/89	11/30/89	



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SUBJECT/OBJECTIVE Gurvis Assignments

ORIGINATOR VFL DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Coordinate development of a PR plan through 1990.		MG	7/5/89	ongoing	
2.	Work with David Ariel and Sara Lee on Commission report at a future AIHLJE meeting.	V	MG	8/24/89	11/30/89	
3.	Serve as contact person for researchers on administrative matters.	V	MG	7/30/89	ongoing	
4.	Develop plan for communication with commissioners between meetings	V	MG	10/24/89	11/30/89	
5.	Arrange for meeting of experts to develop programmatic areas.		MG	10/24/89	12/1/89	
6.	Review approach used to publicize Carnegie Report.	V	MG	10/24/89	2/1/90	
7.	Develop plans for involving key commissioners in representing the Commission to communities throughout North America for discussion with senior policy advisors on 12/6, with HLZ and VFL.	V	MG	11/8/89	12/6/89	
8.	Collect other Commission reports to use as prototypes.	V	MG	11/8/89	3/1/90	



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SUBJECT/OBJECTIVE Hoffman Assignments

ORIGINATOR VFL DATE 11/6/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	Contact assigned commissioners for follow up to October 23 meeting.  - Ronald Appleby - Robert Hiller  Send summary of interviews to VFL for circulation to senior policy advisors.		SHH	10/24/89	2/1/90	
2.	Recommend an author for the final report to SF.		SHH	7/30/89	11/30/89	



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Kraar Assignments

ORIGINATOR VFL

DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	Meet with Richard Joel of Hillel to inform him about Commission and to ask him to consult on college youth paper.		MK	10/24/89	11/30/89	
2.	Recommend an author for the final report to SF.		MK	7/30/89	11/30/89	



## Index of Key Papers

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16 EAST 28th STREET, NEW YORK, N.Y. 10010-1570

August 16, 1989

To: Henry Zucker

From: Arthur Rotman

Pursuant to the discussion at the last meeting of the Seniors Policy Advisors, Jon Woocher, Marty Kraar and Art Rotman had a Conference Call and have come up with the following definition of Jewish education.

Jewish education is a lifelong process of acquiring Jewish knowledge, skills, attitudes and values. Its goals are to help individuals develop and reinforce positive Jewish identity, participate intelligently in Jewish life and to create the conditions for meaningful Jewish continuity and a rich Jewish cultural life.

Jewish education takes place in the home, synagogue, classroom, Center and wherever efforts are made to awaken and deepen the sense of Jewish belonging, to motivate the pursuit of Jewish knowledge and to give expression to Jewish beliefs, practices and values.

AH Cleveland 12/89  
with Remarks

1 Staff meeting 4/12/89  
20 SPA 6/12/89

November 26, 1989

Mr. Henry L. Zucker  
Mandel Associated Foundations  
4500 Euclid Avenue  
Cleveland, OH 44103

Dear Hank,

We are enclosing the materials for the meeting of the Senior Policy Advisors on December 6, 1989. They include:

*1. An Introduction*

In the final report this will probably take the form of an executive summary, but as it is difficult to write the summary before we write the report, we offer it here as an introduction to place the recommendations in context.

*2. The Seven Recommendations*

In addition to the chapters in the final report (e.g. the history of the Commission) and the appendices (e.g. research papers) a separate chapter will probably be devoted to each of the recommendations. The chapter will be based on the input of commissioners and other experts, as well as on the research that has been done and the work on the programmatic options. It will trace the logic of the argument that led us to the recommendation.

At this time, we enclose a short paper on each of the recommendations (except for funding, because it is still not clear as to whether funding should be treated as a separate chapter or as part of the chapter on community — see our note on page 7).

H.L. Zucker  
O.H. Mandel  
no. 12/89

The purpose of these papers is to present some of our thinking to date and explain the rationale for each of the recommendations. The format of the papers is not uniform, nor is the level of detail, because:

- we have yet to add the results of the research (some of this will be done at the meetings with the researchers in Cleveland on December 4th and 5th);
- we will need to add the information and ideas from the CAJE teams and others who are working on the programmatic options;
- time constraints.

It is our understanding that these recommendations and the papers that accompany them will be discussed at the meeting of the Senior Policy Advisors. They will then be corrected and modified as a result of the interviews with the commissioners during the months of December and January.

On the basis of the above, and with additional information from the researchers and those writing the programmatic agendas, we will redraft the recommendations and the papers which will serve as the background material for the meeting of the Commission on February 14th.

Sincerely Yours,

Seymour Fox and Annette Hochstein

See notes on MCH's draft

illustrative  
only (M.H.)

A time for Renewal: Jewish Education and Jewish  
Continuity in North America

**A Decade for Renewal\***

(M.H.)  
also see  
other will  
expect

Report Title must be revising signature

- Ariel

\* 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

*new title*

*Executive Summary*

*This should be the Executive Summary*

*(- attach to the main report)*

## 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.

*add a Sec  
makes phrasing  
clear intention  
for Jewish  
values, ensure  
to be more  
comprehensive  
of life (AR)*

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.

*34 44*

subject  
 Not enough urgency  
 Not enough momentum (H.M.)  
 (mix Jewish Continuity)  
 Draft Draft Draft  
 Building on the good work... (JW)

The Commission believes that if the appropriate people, energy and funds are marshalled, positive across-the-board change will be initiated, that can lead to major systemic change (H.M.)

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

→ define somewhere saying exactly (see H.L.2 definition)

## 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. *(and Jewish Continuity)*

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. *Integration, dissemination & dissemination (A.R.)*

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 *Activity Targets (AT) Program Areas (AR) Need*

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

*CAMPING*

*added as separate area*  
*considerable (ATN)*

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;  
*obtaining increased funding (MCM)*
- 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 on the Commission's recommendations. The \_\_\_\_\_ Fund will offer challenge grants to national and local institutions and to communities prepared to undertake the 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 federations, national organizations and institutions will work intensively during the next five years to (double?) the amount of money available for Jewish education. In establishing the \_\_\_\_\_ Fund, the

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

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**6. 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

*Nick: HIL 2*

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.

*working 100  
HIL 2*

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**

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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**

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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 an integral part of the communal agenda.

### B. 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.

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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 (double?) 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

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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

*hold on to and immediately launch*

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. *if not time plus*

This plan will require that:

*systematic*

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

*uph! white charge*

*Requirements: (MI)*

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 *George 20 years*



add sentence  
2 - bringing in  
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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.

qualify

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:

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- 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~~ <sup>Leadership</sup> 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-changers; 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

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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

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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

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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

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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

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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, overseeing 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.

*Community Leadership - essential*

### *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:**

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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.





November 21, 1989

## 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 :

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 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. } p

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. *add to be a free standing (MCM)*

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.

*Detailed assignment  
without specific reference  
to the way relates to  
organizations*

### III. The Suggested Mechanism for Implementation

#### A. Mission

*Facilitator.  
Mechanism*

1. 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:

*one scenario*

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.

### 4 e. 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.

- 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 include 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.

- 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*

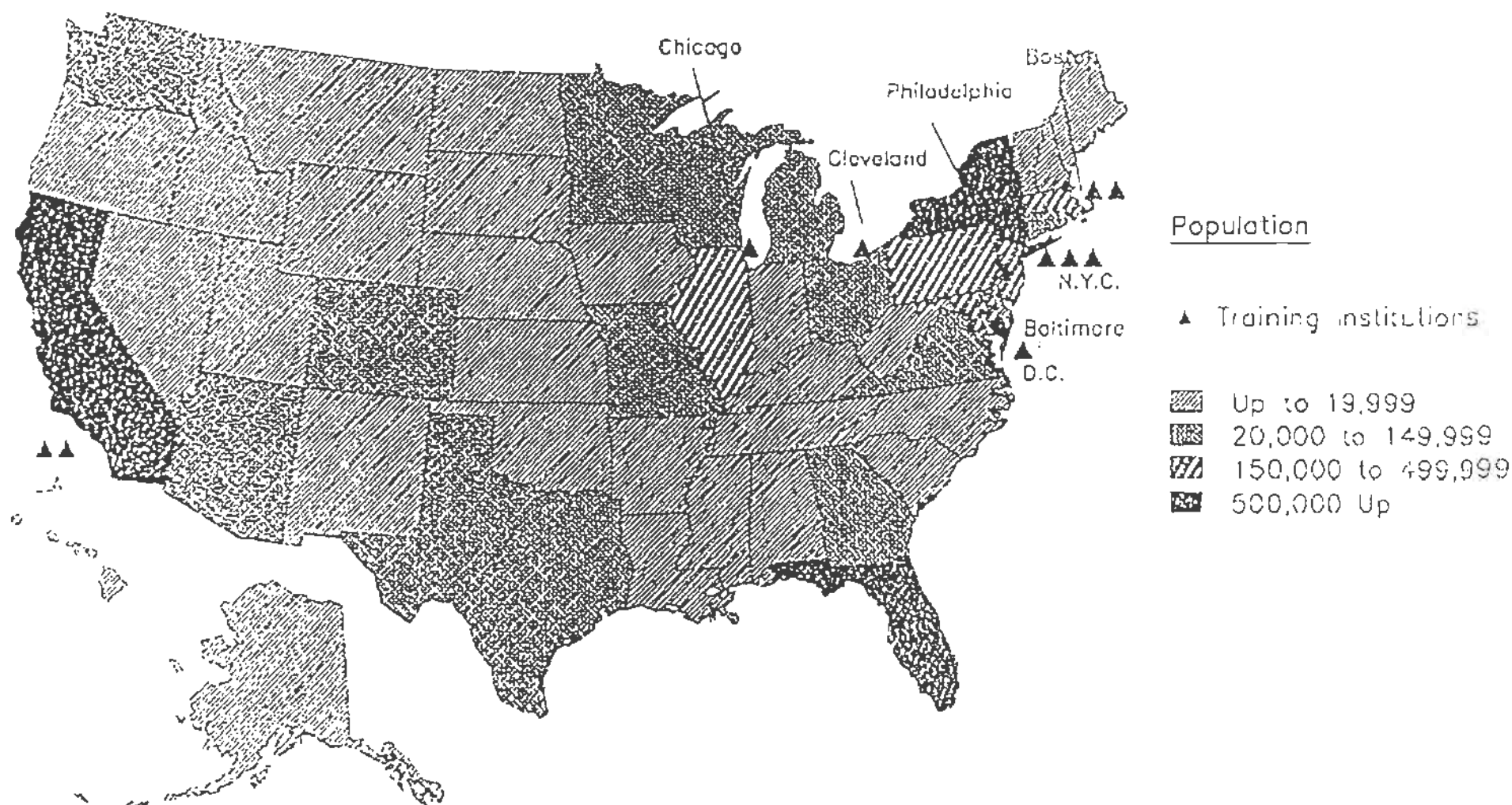
The goal of the Commission on Jewish Education in North America is to bring about across-the-board, systemic change in Jewish education in North America by initially dealing with the areas of personnel and the community. The mechanism will deal with the complex issue of the diffusion of innovation from 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.

# Training Institutions in the United States & Estimated Jewish Population 1987



Source for Population: *American Jewish Yearbook 1988*

INTER-OFFICE  
CORRESPONDENCE

TO: Morton L. Mandel  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 10/16/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

Annette Hochstein has faxed to us her suggested job description for the director of the mechanism for implementation.

I have suggested to her that we should discuss in our staff meeting and again in the next meeting of the senior policy advisors, not only the job description but specifically when we should begin to seek a director. There is no harm in beginning to search now in a preliminary way. However, before we can have an open search, we have to put together the implementation governing mechanism, determine its auspice and financing and its budget.

Possibly, we should now be looking for a temporary leader, perhaps working part time to do the organization work and get the mechanism started. Following that, the new governing body would conduct the search and select the director.

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April 13, 1989

FROM: Morton L. Mandel

TO: Seymour Fox

Here are some more thoughts on possible outcomes of the Commission on Jewish Education. Let's discuss on April 18 telecon.

Outcome #1      The IJE (i.i.)

Outcome #2      Community Action Sites: From Demonstration to Implementation

Organized or assisted by IJE, these would be partnerships and coalitions of local and continental bodies, generally under the local Federation flag, to test programs, leading to diffusion.

Outcome #3      Personnel: Building a Profession

A permanent ongoing process led by IJE, with multiple demonstration and pilot projects, to develop and test methods that facilitate personnel recruitment, training, and retention (generally performed at Community Action Sites).

Outcome #4      Federation: A Key Factor for Jewish Continuity

An organized, long-term effort to achieve consensus that the local federation is the key convener and sponsor of local programs to enhance Jewish continuity (e.g., Cleveland Commission). IJE to work closely with CJF to activate federations to take up this cause.

Outcome #5      The North American Support System: A New Design

A permanent process led by IJE and CJF to harmonize all the continental players (JWB, JESNA, Seminaries, etc.), in a way that brings them to a high level of effectiveness, overall or in selected areas.

Outcome #6      Programmatic Options: Implementation

A permanent ongoing process led by IJE to work with "champions" of programmatic options, as they can be identified, to develop fully those options:

1. - Champion is Chair of a Commission (e.g., Eli Evans)
2. - Champion finances Commission (or obtains financing)
3. - IJE helps select and approves all Commission members
4. - IJE helps select and approves Commission staff
5. - IJE monitors and exercises quality control on each Commission

Outcome #7      Research, Publications, Etc.

A permanent ongoing element of IJE (to be designed).

## Job Description

### Introduction

The Commission on Jewish Education in North America has prepared an action plan and recommendations for dealing with the issues facing Jewish education in North America.

The action plan calls for major developments in the way that the community relates to Jewish education and allocates resources to it, and for steps towards developing the profession of Jewish education.

The plan also calls for the establishment of Community Action Sites to demonstrate what Jewish education at its best can be and for the development of national strategies in areas such as the training of educators, recruitment of qualified people to the profession and more.

### The position

We are now looking for the chief professional officer to lead this innovative effort in Jewish education. This person, together with lay and professional colleagues of the highest calibre, will act as a catalyst in bringing about the implementation of the plan.

The director will provide leadership to the promotion of change and innovation in Jewish education in North America. He/she will co-ordinate and manage the process that will lead to implementation of the recommendations of the Commission for Jewish Education in North America.

Specifically, the position will involve:

- developing a small, elite, professional unit that will act as a catalyst to bring about change;
- bringing about the establishment of Community Action Sites;
- assisting in the planning and development of programmatic areas;
- co-ordinating funding efforts;
- providing planning and research assistance as needed;
- setting up evaluation, monitoring and reporting mechanisms.

### Qualifications

The candidate must be a qualified, experienced, professional who has demonstrated leadership ability, is knowledgeable of the organized Jewish community in North America, preferably familiar with the universe of Jewish education, and able to work with a board of outstanding community leaders, scholars and professionals.

In addition he/she must have the following qualifications:

- a keen sense of lay-professional relations
- a clear understanding of the dynamics of the North American Jewish community and its finances
- a demonstrated ability for community relations
- a demonstrated ability to conceptualize complex matters
- a demonstrated ability for large-gift solicitation
- a demonstrated ability for management in the personnel and fiscal realms
- energetic, dynamic and articulate
- good writing skills

11/28/89

Commissioner Attendance Record

Commissioner	Assigned to	8/1/88	12/13/88	6/14/89	10/23/89
Mona Ackerman	SF	X	X		
Ronald Appleby	SHH	*	X		
David Arnow	AH		X	X	X
Mandell Berman	JW	X	X	X	
Jack Bieler	JR	X	X	X	X
Charles Bronfman	SF	X	X	X	X
John Colman	HLZ	X	X	X	X
Maurice Corson	JW	X		X	X
Lester Crown	SF	X			X
David Dubin	JW	X	X		X
Stuart Eizenstat	AR		X		
Joshua Elkin	JR	X	X	X	X
Eli Evans	AR	X	X	X	X
Irwin Field	JR				
Max Fisher	MLM	X	X		
Alfred Gottschalk	SF		X	X	
Arthur Green	JR		X	X	X
Irving Greenberg	JW		X		
Joseph Gruss	MLM	*			
Robert Hiller	SHH	X	X	X	X
David Hirschhorn	SF	X	X	X	X
Carol Ingall	JR		X	X	X
Ludwig Jesselson	MLM	X			
Henry Koschitzky	JR	X	X		

\* Not yet a commissioner



11/28/89

## Commissioner Attendance Record

Commissioner	Assigned to	8/1/88	12/13/88	6/14/89	10/23/89
Mark Lainer	JR	X	X	X	
Norman Lamm	AH	X	X	X	X
Sara Lee	SF		X	X	X
Seymour Martin Lipset	SF	X	X	X	
Haskel Lookstein	JR	X	X	X	
Robert Loup	AH	X	X		
Morton Mandel	AH	X	X	X	X
Matthew Maryles	AH		X	X	X
Florence Melton	AH	X	X	X	X
Donald Mintz	AR	X	X	X	
Lester Pollack	JW	X			X
Charles Ratner	SF	X	X	X	
Esther Leah Ritz	AH	X		X	X
Harriet Rosenthal	JW	X	X	X	X
Alvin Schiff	JR	X	X	X	X
Ismar Schorsch	AH	X	X	X	X
Harold Schulweis	JR				
Lionel Schipper	JR	*			
Daniel Shapiro	AR	X		X	
Peggy Tishman	AH	X	X	X	
Isadore Twersky	SF	X	X	X	
Bennett Yanowitz	JW	X	X	X	X
Isaiah Zeldin	JR				

\* Not yet a commissioner

12/1/89

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Commission on Jewish Education in North America  
Suggested Calendar of Events  
12/6/89 - 2/14/90

- 12/6/89 - Senior Policy Advisors review draft recommendations and suggest revisions ✓
- 12/7/89 - Input to be sought from others, as selected ✓
- 12/15/89 - Any input from additional reviewers sent to Fox and Hochstein ✓
- 12/21/89 - Second draft recommendations faxed to Cleveland for distribution to Senior Policy Advisors ✓
- 1/10/89 - Senior Policy Advisors comments on second draft sent to Fox and Hochstein ✓
- 12/15/89 - 1/15/89 - Commissioner interviews conducted and reports submitted to VFL, who will send them to Israel as they arrive. ✓
- 1/19/90 - Third draft recommendations, incorporating suggestions from advisors and interviews, faxed to Cleveland for distribution to Senior Policy Advisors
- 1/23/90 - Senior Policy Advisors meet to review draft recommendations and suggest revisions
- 2/1/90 - Fourth draft recommendations in Cleveland for distribution to commissioners
- 2/14/90 - Commission meeting

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

List of Commissioners as of  
September 20, 1989

Mona Ackerman New York, New York	Arthur Green Wyncote, Pennsylvania	Florence Melton Columbus, Ohio
Ronald Appleby Toronto, Canada	Irving Greenberg New York, New York	Donald Mintz New Orleans, Louisiana
David Arnow New York, New York	Joseph Gruss New York, New York	Lester Pollack New York, New York
Mandell Berman Southfield, Michigan	Robert Hiller Baltimore, Maryland	Charles Ratner Cleveland, Ohio
Jack Bieler New York, New York	David Hirschhorn Baltimore, Maryland	Esther Leah Ritz Milwaukee, Wisconsin
Charles Bronfman Montreal, Quebec	Carol Ingall Providence, Rhode Island	Harriet Rosenthal South Orange, New Jersey
John Colman Glencoe, Illinois	Ludwig Jesselson New York, New York	Alvin Schiff New York, New York
Maurice S. Corson Columbus, Ohio	Henry Koschitzky Ontario, Canada	Lionel Schipper Toronto, Canada
Lester Crown Chicago, Illinois	Mark Lainer Encino, California	Ismar Schorsch New York, New York
David Dubin Tenafly, New Jersey	Norman Lamm New York, New York	Harold M. Schulweis Encino, California
Stuart Eizenstat Chevy Chase, Maryland	Sara Lee Los Angeles, California	Daniel Shapiro New York, New York
Joshua Elkin Newton, Massachusetts	Seymour Martin Lipset Stanford, California	Peggy Tishman New York, New York
Eli Evans New York, New York	Haskel Lookstein New York, New York	Isadore Twersky Cambridge, Massachusetts
Irwin S. Field Norwalk, California	Robert Loup Denver, Colorado	Bennett Yanowitz Cleveland, Ohio
Max Fisher Detroit, Michigan	Morton Mandel Cleveland, Ohio	Isaiah Zeldin Los Angeles, California
Alfred Gottschalk Cincinnati, Ohio	Matthew Maryles New York, New York	

COMMISSION ON JEWISH EDUCATION  
IN NORTH AMERICA

Morton L. Mandel, Chairman

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- Annette Hochstein - Consultant, Nativ Policy & Planning Consultants  
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- Stephen H. Hoffman - Executive Vice President, Jewish Community Federation  
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- Martin S. Kraar - Executive Vice President, Designate  
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- Henry L. Zucker - Consultant, Premier Industrial Foundation  
Executive Vice President Emeritus,  
Jewish Community Federation of Cleveland  
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Annette Hochstein

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Debbie Meline - Research Assistant,  
Nativ - Policy and Planning Consultants  
P. O. Box 4497, Jerusalem 91044  
02-662296

10/16/89

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  
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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

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

Henry Zucker

John Colman



12/1/89

Agenda  
Senior Policy Advisors  
9:30 a.m., Wednesday, December 6, 1989  
Sheraton Hopkins

		<u>Tab</u>	<u>Assignment</u>	
✓	I. Review minutes and assignments of 10/24/89	✓	1,2	VFL ✓
✓	II. Research update	✓		
	A. Report on meetings of 12/4 & 5	✓		AH/MG
	B. Status of research	✓		SF/AH
	C. How to address next 7 programmatic options	✓		AH
	D. Gallup poll	✓		AH
✓	III. Discussion of draft document - recommendations for final report	✓	3	SF/AH <i>includes</i> <i>annotated draft.</i>
	IV. Discuss design of IJE and draft of director position description		3	AH
	Process for selecting IJE director			MLM
	V. February meeting of Commission - What do we hope to accomplish? How to structure meeting.			MLM
✓	VI. Commissioner interviews			
<i>1 do by 12/14</i>	A. Assignments		3	VFL
	B. Interview format - Set dates immediately.			SF
	C. Building attendance for 2/14 - Who needs special attention?			MLM
✓	VII. Authors for Final Report and Executive Summary			HLZ
	VIII. Outreach update			
✓	A. Report on GA			MG
✓	B. Denomination meetings: Gottschalk, Lamm, Schorsch, Green, Schindler			AR/JW
	C. Plans for outreach: Los Angeles, San Francisco, Philadelphia, etc.			MG
	D. Communication with commissioners, now to 2/14/90			MG
	E. Publicity plans			MG

- IX. Update on meetings with funders MIM
- X. Calendar of events, 12/6/89 - 2/14/90 3 VFL
- XI. Upcoming meetings VFL
  - A. Tues., Jan. 23 - Cleveland Hopkins - 12:00 noon - 5:00 pm
  - B. Tues., Feb. 13 - JWB - pre-Commission planning - 1:30 - 5:00 pm
  - 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