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PLANNING GROUP BOOK
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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NOTE: The contents of each section are to be updated before each meeting of the Planning Group. A master copy with all accumulated documents will be kept at the Premier office.

MINUTES
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
DECEMBER 13, 1988
AT UJA/FEDERATION OF JEWISH PHILANTHROPIES
NEW YORK CITY
10:00 a.m. - 4:00 p.m.

Attendance

Commissioners: Morton L. Mandel, Chairman, Mona Ackerman, Ronald Appleby, David Arnow, Mandell Berman, Jack Bieler, Charles Bronfman, John Colman, David Dubin, Stuart Eizenstat, Joshua Elkin, Eli Evans, Max Fisher, Alfred Gottschalk, Arthur Green, Irving Greenberg, Robert Hiller, David Hirschhorn, Carol Ingall, Henry Koschitzky, Mark Lainer, Norman Lamm, Sara Lee, Seymour Martin Lipset, Haskel Lookstein, Robert Loup, Matthew Maryles, Florence Melton, Donald Mintz, Charles Ratner, Harriet Rosenthal, Alvin Schiff, Ismar Schorsch, Peggy Tishman, Isadore Twersky, Bennett Yanowitz.

Policy Advisors and Staff: David Ariel, Seymour Fox, Rachel Gubitz, Annette Hochstein, Stephen Hoffman, Virginia Levi, Arthur Naparstek, Joseph Reimer, Arthur Rotman, Carmi Schwartz, Herman Stein, Jonathan Woocher, Henry Zucker.

Guests: Jason Cury, Stephen Solender

Not Present: Maurice Corson, Lester Crown, Irwin Field, Joseph Gruss, Ludwig Jesselson, Lester Pollack, Esther Leah Ritz, Lionel Schipper, Harold Schulweis, Daniel Shapiro, Isaiah Zeldin.

I. Introductory Remarks

Mr. Mandel called the meeting to order at 10:15 a.m. He welcomed the commissioners and announced the addition of three new commissioners: Ronald Appleby, Joseph Gruss, and Lionel Schipper.

The importance of commissioner involvement in the process was emphasized so that the outcomes of the Commission's work truly reflect the views of commissioners. In its work the Commission is defining Jewish education in the broadest sense, to include both formal and informal education, and is looking at ways in which Jewish education can help to build a meaningful Jewish continuity.

Mr. Mandel reviewed several key points about the Commission process: It is a partnership between JESNA, JWB, CJF, a private family foundation, and carefully selected lay and professional leaders of the Jewish community in North America. He reiterated his resolve that the Commission belongs to the commissioners.

After the first meeting of the Commission on August 1, 1988, the Commission staff was charged with the responsibility of preparing methods and materials that would help the Commission narrow the focus of its work. In so doing, it would be necessary to carefully obtain the views of the individual commissioners, help define and coalesce the wishes of the Commission as a whole, and keep all policy options open for the commissioners themselves to decide.

It is expected that the outcome of the Commission's work will be very much more than a report--rather, there will be a set of recommendations that, when implemented, should promote positive change. Several commissioners, including the Mandel family, are committed to investing in Jewish education in response to an overall plan set by the Commission. It is hoped that other foundations, institutions, and communities will also respond to the Commission's recommendations by finding areas upon which to focus their support.

Mr. Mandel then reviewed the agenda and the background materials prepared for the commissioners.

II. Presentation by Annette Hochstein, Research Consultant to the Commission

A. Remarks

Ms. Hochstein elaborated on the background materials and the enclosed executive summary. She emphasized the distinction between programmatic and enabling options. The enabling options emerged as pre-conditions for any across-the-board improvements in Jewish education.

What characterizes the enabling options is that almost all the other options need them or can benefit from them. Upon analysis, we find that three enabling options emerge as pre-conditions to any across-the-board improvements in Jewish education. We find that almost all the options require a heavy investment in personnel; that they all require additional community support; and that most need substantial additional funding. These options--dealing with the shortage of qualified personnel, dealing with the community as a major agent for change, and generating additional funding--are also interdependent. Dedicated and qualified personnel will affect the attitude of community leaders. On the other hand, if the community ranks education high on its list of priorities, more outstanding personnel will be attracted to the field.

The interrelationship of these options, the dependence of other options on them, suggest that they may be the best way to affect the field of Jewish education in a significant, across-the-board manner.

B. Discussion

Support was generally expressed by commissioners for first dealing with enabling options, in view of the fact that all programmatic initiatives would also depend on the availability of personnel and community interest and support. At the same time, some commissioners felt that the broad overarching concerns for personnel and community should be applied to specific programmatic areas. Several commissioners felt that some of the programmatic options are of immediacy and importance, and should be dealt with at the outset.

Regarding personnel, there was wide agreement that this topic needs to be dealt with immediately. Issues were raised, such as whether there is sufficient knowledge about what is required to train personnel in Jewish education. Some professions have approached the issue of training through demonstration projects, developing one institution well so that others would follow. There may also be effective models in place today which should be analyzed and replicated. Research on case studies of successes or failures in this area could inform the work on the various enabling conditions.

Regarding community as a priority, the importance of the role of community leaders in changing the climate for Jewish education was emphasized.

The issue of research and evaluation was discussed. A number of commissioners spoke for the value of research. Others stated that research is not an immediate priority. A paper articulating a vision of the future of Jewish education was urged. Various other models for the Commission work were mentioned. These included commissioning one or more experts from within or outside Jewish education to describe the state of Jewish education.

After lunch, Mr. Mandel summarized the discussion. He noted that there was consensus to first explore the enabling conditions.

He noted the importance of describing successful programs at the same time that we are examining Jewish education critically.

In response to a question, the chairman indicated that every effort should be made to help commissioners pursue the areas of their own interest, within an overall plan for the improvement of Jewish education in North America.

III. Presentation by Dr. Seymour Fox, Consultant to the Commission, on the Option Paper on Personnel

A. Remarks

Dr. Fox provided an overview of the enabling option of personnel. He reported that no attempts have been made to approach the problems of

personnel from all four aspects that have been identified-- recruitment, training, retention, and profession-building. The potential impact of responding to these elements simultaneously could be very significant.

At present, there is no clear plan for recruiting personnel to the field of Jewish education. Training institutions suffer from a lack of teachers and funding. There are not twenty full-time professors of Jewish education in North America today. A first step on the road to more effective personnel would be to prepare the teachers of teachers. Such an effort could begin with little delay.

One key to improved retention would be to systematically increase salaries and benefits of those involved in Jewish education. In addition, a multi-directional ladder of advancement should be developed so that the most effective teachers have an opportunity to rise within the profession. Some might move into administrative positions but others would be encouraged to continue to teach while rising in the profession, possibly in the role of master teacher.

One possibility is to devise a plan for developing improved personnel and establish several demonstration centers through which to implement this plan. Then, when we have a better sense of what is effective, we could move to implement it in other areas.

B. Discussion

In discussing the scope of the personnel crisis, several views were expressed: While some felt that top management (i.e., the institution director) was the nerve center or critical area which should be addressed first, others felt that teachers were a higher priority. Others cautioned against an either/or approach in favor of finding the right persons for a variety of educational roles including professional and avocational teachers, family educators and others. The "lead-teacher" concept, recommended by the Carnegie Commission, might help alleviate the either/or dilemma. Innovative ideas such as laboratory schools, mentorships, peer coaching and field-based training were suggested. The problem of teacher shortages in smaller communities which do not have the resources of the larger communities also should be considered.

The following issues concerning professionalization were discussed. The question of why the field of Judaic Studies is attracting many more people than Jewish Education was raised. Judaic scholars should be brought into the enterprise through summer institutes and resident scholar programs. Regarding salaries, some felt that higher salaries, benefits and possibilities for professional development were primary. Some, citing the experience of communities such as Toronto, indicated that higher salaries alone, without improved recruitment, are not sufficient. Others felt that salaries for

teachers will never reach the levels of other professions. More full-time positions were recommended. On the other hand, better use of new technology was suggested to help make teachers more effective.

The suggestion was made to establish a national endowment fund for salary enhancement for teachers and a pension, or menu-based benefits program for Jewish educators, similar to programs for university faculty. It was also suggested that while empowerment of teachers could be achieved through the professionalization of the teaching field, this may cause a problem for some administrators.

A number of broad issues for the field were discussed. Training programs should also take into account new conceptions of roles for Jewish educators, including family education and the need for training in management and human resource development. Programs should consider the implications of eliminating the barriers between formal and informal education and between pre-school and elementary school. The role of Israel in training personnel was raised.

IV. Presentation by Mr. Henry Zucker, Consultant to the Commission, on the issue of Community

A. Remarks

Mr. Zucker noted that the following issues were synthesized in one option paper: "To Deal with the Community--Its Leadership and Its Structures--as Major Agents for Change in Any Area; and to Generate Significant Additional Funding for Jewish Education." This enabling option is significant in a number of areas: Greater involvement of high level lay leadership is indispensable to change the climate in each Jewish community and to increase support for Jewish education. Because funding drives the system of Jewish education, innovation depends on a major increase in funding. Mr. Zucker referred to the growth of Jewish community endowment funds and family foundations as possible sources for new funding. He also noted that the structure and networks of Jewish educational institutions and agencies could be re-examined in light of the new situation. This reflects a desire throughout the Jewish community to do more in Jewish education and to get better value for the money spent.

B. Discussion

In the discussion that followed, the issue of the community climate was considered from several points of view. Some felt people undertaking leadership positions should be encouraged to engage in Jewish learning. Examples of growth in Jewish leadership education were cited as support for the view that adult Jewish education is instrumental in improving community support for the enterprise. Jewish studies professors and Jewish educators were cited as resources in this area. Others felt that the dissonance between what

parents believe and what the schools teach must be addressed. The lack of grand visions in the manner of Franz Rosenzweig and Martin Buber within Jewish education was raised. It was noted that while identity is an important goal, measurable and substantive learning should also be a prominent goal.

The issue of whether better funding is the primary impetus to progress was discussed. One commissioner related that the large expenditure of funds for Jewish education in Toronto was not sufficient to enable the community to reach its goals. Another commissioner questioned whether Toronto's experience is illustrative. He suggested that while Toronto invested more in Jewish education, it did not pay teachers as much as in general education. In addition, other factors or variables might have been at work.

Mr. Mandel thanked Ms. Hochstein, Dr. Fox, Mr. Zucker and the commissioners for their contributions.

He announced that the next meeting will be held June 14, 1989, at UJA/Federation in New York.

V. Concluding Comments

The chairman made the following comments about procedure: The consensus which emerged throughout the meeting supports the approach of exploring the enabling options of personnel and community. The Commission is committed to exploring the enabling options without predetermining the outcome. The suggestions of the commissioners will be solicited and will be carefully considered between meetings. There have been a variety of suggestions for shaping the next stage in the Commission's work including task forces or other forms of small working groups of commissioners and other individuals. At the same time, it is important to preserve the ability of the Commission as a whole to reach its decisions. These issues will guide the work of the Commission in the next six months. The Commission staff will remain in close contact with the commissioners in formulating the next steps.

The meeting concluded with an inspirational D'var Torah delivered by a commissioner, Rabbi Ismar Schorsch, Chancellor of the Jewish Theological Seminary of America.

Mr. Mandel adjourned the meeting at 4:00 p.m.

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

DATE OF MEETING: December 14, 1988
DATE MINUTES ISSUED: January 10, 1989

PRESENT: David Ariel, Seymour Fox, Rachel Gubitz, Annette Hochstein, Stephen Hoffman, Virginia Levi (Sec'y), Morton L. Mandel, Arthur Naparstek, Joseph Reimer, Arthur Rotman, Carmi Schwartz, Herman Stein, Jonathan Woocher, Henry L. Zucker

I. Introduction

At an earlier meeting, Senior Policy Advisors set three goals for the Commission meeting of December 13:

- A. To develop a clearer focus for a Commission agenda.
- B. To develop a sense of how to organize in order to accomplish that agenda.
- C. For participants to continue to feel good about the work of the Commission.

In the discussion which took place on December 14, there was agreement that goals A and C above were accomplished at the December 13 Commission meeting. The focus of this meeting was to move toward a plan for organizing to accomplish the Commission's agenda. The pages which follow summarize the points made by Senior Policy Advisors at this follow-up meeting.

II. Format

The morning session of the Commission meeting was excellent. It was felt that more time might have been given to lunch, where constructive conversations were taking place and Commissioners were beginning to network. In the future we should consider varying the format for the afternoon.

III. Enabling Options

There was a mandate to pursue personnel and community, accompanied by a concern for finding ways to integrate programmatic options. It was suggested that we might look at each programmatic option as it relates to personnel and community. It was also suggested that a study of the two primary options should include a research component.

It was felt that the community option requires further clarification and definition. It may be that any lack of enthusiasm for the concept of community reflects an assumption that it is a "given," rather than less support for the option itself. A look at community should include input from the Bureau system and Federation planners. Some smaller communities might become laboratories to experiment with new approaches.

We have two parallel priorities -- one to address individual interests of commissioners and a second to pursue our main thrusts, personnel and community.

IV. Programmatic Options

In addition to developing an approach to dealing with personnel and community, we should work on a plan to examine programmatic options. In looking at programmatic options, we might wish to develop: (1) the road map concept; (2) the matchmaker concept -- finding people to finance initiatives; and (3) a means for evaluation on a continuing basis. Furthermore, we might look at good practices within a programmatic area and identify key factors for success.

V. Involving Commissioners

All commissioners who were present at the December 13 meeting should be contacted for debriefing as soon as possible. Those who were not present should be called and briefed on the outcomes of the meeting.

In light of the Commissioners' confidence in the work of the staff, commissioners might be inclined to rely too heavily on staff and to participate less themselves. We must work to retain the involvement of commissioners. We can accomplish this goal by continuing to listen to them through interviews, focus groups, forums and task forces.

It was noted that personnel and community are interrelated. If we establish task forces to study each area, we should ensure that there is a means of communication between them.

We might hold a series of meetings hosted by commissioners in various parts of the country to get additional input and provide an opportunity to stay involved. Each meeting might be on a different aspect of the Commission's work and each commissioner would be invited to participate in one of the meetings. It is suggested that MLM would chair these meetings.

We know that some commissioners have a specific agenda in mind. We might approach them and ask how the commission process can serve their goals, thus engaging them in the process.

With respect to possible representation of other groups on the Commission, it was felt that our general approach should be to include them in the research and writing process rather than adding more commissioners. Consideration will be given to replacing Rabbi Zeldin, possibly with Rabbi Sheldon Zimmerman, if Rabbi Zeldin continues to show minimal interest.

VI. Copyright

We will not copyright our working documents. We will either indicate on them that they may be reproduced with appropriate credit, or we will mark them "Draft. Do not reproduce."

The options paper series will be revised and completed. AJN will work on the matter of copyright.

VII. Commission Public Relations Strategies

We need a communications/PR strategy. We should identify publics and inform them about the Commission. A newsletter of highlights which actually quotes commissioners should be considered. All press releases should include a standard paragraph defining the Commission. We can use JWB, JESNA and CJF mailing lists for this. In addition, MLM should plan to meet with the CJF board in January, 1989.

VIII. How To Proceed

There is a need for research as expressed at the Commission meeting. The basic question of proof that there is a link between Jewish education and Jewish continuity should be studied. We might consider commissioning occasional papers on a variety of topics. When a vision paper is written, it should be useful to every denomination.

The Commission's purpose is to engage in producing change. We will need to address the strengths and weaknesses in the array of structures which currently comprise Jewish education. We need a paper on the status of Jewish education in North America, and possibly another which restates our goals as set forth in our design document and shows where we are one year after it was written.

We might take a dual approach to organizing the Commission process as follows: (1) Contingency approach -- temporary groups such as forums and focus groups which provide temporary leadership roles for some commissioners, parallel with (2) Non-contingency groups such as task forces which exist for the life of the Commission and provide more long-term leadership roles for others.

The nine local Federation commissions on Jewish education currently in existence could provide models to help advance Jewish education. Perhaps a position paper can be written which will suggest how to accomplish this. We should develop a plan within the context of JWB, JESNA and CJF that will define the roles of these organizations in our work. If we decide to add staff, we should hold a seminar for them so that everyone takes the same approach and understands the rules.

Life After the Commission:

We are committed to concluding in the spring of 1990. We should consider the possibility of a "successor mechanism" as a way of keeping initiatives going.

IX. Moving Toward a Final Report

It is not too soon to begin to develop an outline for a final Commission report, as a means of focusing the efforts of staff in the interim. The final report should include an assessment of the current state of American Jewish education and visions for the future, as well as a case history study which might be done as an independent document edited by a single individual or committee, but would be written by a number of authors.

X. Next Steps

1. A proposal for life after the Commission -- due by June.
2. A design for setting forth alternative approaches, including a definition of the issues and alternative solutions.
3. A paper stating the outcomes which we seek:
 - a. systemic change
 - b. published papers
 - c. a broker-process to link issues with potential funders
4. A public relations plan to include:
 - a. communications
 - b. a definition of each public and the outcomes we seek with each

5. Case studies -- models within Jewish education that could be adopted by all. This might include looking at individual aspects of programs rather than highlighting an entire program. It might be somewhat less politically sensitive than selecting a small number of projects and identifying them as the successful ones. This project might be done with an editor and multiple authors.
6. A plan to move ahead. In order to determine whether we require more staff, we should write a paper outlining outcomes and how we envision organizing to achieve those outcomes. This should be done by January 13.
7. Research -- this should be added to the list of desired outcomes. We will decide later what can be done.
8. Following the next Commission meeting, staff will meet for approximately one hour that evening to plan an agenda for the next day. Senior policy advisors will be asked to meet the next morning to evaluate and debrief. Staff will meet that afternoon and perhaps the next day to plan for the future.
9. Staff were encouraged to use their own judgment in sharing Commission materials with others.



MINUTES: Planning Group Meeting
Commission on Jewish Education in North America

DATE OF MEETING: October 12, 1988

DATE MINUTES ISSUED: October 27, 1988

PRESENT: Morton L. Mandel (Chairman), David Ariel, Seymour Fox,
Rachel Gubitz, Annette Hochstein, Virginia F. Levi
(Sec'y), Arthur J. Naparstek, Joseph Reimer, Arthur
Rotman, Herman D. Stein, Jonathan Woocher,
Henry L. Zucker

COPY TO: Stephen Hoffman, Carmi Schwartz

I. Introduction

Following the first meeting of the Commission on Jewish Education in North America which took place on August 1, 1988, feedback was extremely positive. As a result, expectations are high for the future of the Commission. The planning group faces the challenge of providing focus and clarity to future activities of the Commission.

We were reminded that the mission of the Commission is to effect change in Jewish education for the sake of Jewish continuity by identifying key, systemic issues and serving as a catalyst for active implementation of meaningful solutions.

II. Discussion of Draft Options Paper

Seymour Fox reviewed the process which he and Annette Hochstein followed in reaching 26 possible areas for review and study based on the comments of commissioners and others. He explained the checklist which might be used to assess each of these areas and the concept that the 26 can be divided into two subsets: enabling conditions and programmatic options. It was the sense of the entire group that two of the enabling conditions, personnel and community, transcend the other 24 options in their significance for change in Jewish education and that these might best serve as the primary agenda for Commission study and action.

It was suggested and agreed that a brief paper be developed describing and assessing each of the 26 options. While experts will be consulted, their names will not appear on the set of papers which will be distributed to commissioners. These papers will be available for review, as needed, at the December 13 Commission meeting, but will not all be discussed. The papers should serve to describe each option within a common framework.

The responsibility of the planning group is to work with commissioners prior to the December 13 meeting to review the data that has been gathered and developed, to give a sense of the two emphases which seem to be emerging, and to get their reactions to this direction.

III. Review of Possible Agendas for December 13 Commission Meeting

The goal of the December 13 meeting is to achieve some degree of consensus on Commission direction and to begin to organize along the lines of the primary foci which are identified.

Assuming agreement on task forces on personnel and community, we must still decide whether a third task force is in order to provide a roadmap for dealing with the programmatic options.

Another decision which must be made is whether task forces become either permanent groups for the life of the Commission, "floating groups" which change from meeting to meeting, or only a small nucleus of commissioners working with staff between meetings. If the task forces are to be standing groups, questions were raised as to whether logistics will permit meeting effectively between Commission meetings.

It was suggested that MLM meet to discuss the proposed agenda for the second meeting with as many as possible of the professional heads and presidents of JESNA, JWB, and CJF at the GA in November. (HLZ will set this up.)

The morning portion of the December 13 agenda will include a review of the 18-month timetable to provide a sense of urgency for moving ahead. The opening statement of the Chair could include the following:

- A. Update - activities since August 1.
- B. Definition of the task at hand - to narrow the focus.
- C. A review of staff actions on the Commission's mandate to conduct research and provide options for narrowing the focus, while still leaving decisions to the commissioners. Explain that staff:
 - 1. Was asked to help define a means to narrowing the focus.
 - 2. Looked at a comprehensive list of suggestions--inventory of criteria.
 - 3. Developed a checklist to assess how far each suggestion goes toward answering the concerns surrounding Jewish education.
 - 4. Reviewed the picture that emerged for each suggestion.

5. Came out with two groupings of suggestions: programmatic and "preconditions."
- D. MLM could then suggest the following:
1. There is no way to decide among the programmatic suggestions. All are valuable and should be dealt with. We should begin, however, by looking at the preconditions.
 2. It appears that two preconditions are enabling factors for all other options. These are personnel and community.
- E. The afternoon segment of the meeting will depend on the degree to which consensus has been reached on the topics for task forces. If there is relative agreement, task force groups will meet in the afternoon with pre-appointed temporary chairs and will reconvene to report to the full Commission prior to adjournment. If there is not consensus, discussion will continue with the hope that agreement on some set of task forces can be reached prior to the end of the day.
- F. It was suggested that each meeting be concluded with a D'var Torah and that it might be appropriate to ask Ismar Schorsch to do so for this next meeting.

IV. Discussion of Vision and Case Study Paper Concept

Using the example of "The Future is History" presentation by the Carnegie Commission, it was suggested that work begin on the development of a vision paper to create a context for innovation. In addition, there were suggestions by commissioners of the importance of recognizing the strength of some programs which already exist (i.e., "best practices"). It was suggested that perhaps there be a presentation of a successful program in Jewish education at each Commission meeting which could be written up later to provide examples in the final Commission report.

V. Public Information

It was suggested that there is a need to interpret the activities of the Commission in order to both inform and engage the Jewish community. For this purpose, AJN will develop a recommendation for bringing together a small group of public relations experts to map out an appropriate campaign.

In addition, it was agreed that it is important to develop ties with a variety of constituent groups. It was suggested that the following

senior policy advisors develop a plan on how to develop a main contact with the appropriate groups in their realms:

- A. Zucker, Hoffman and Schwartz - Federations
- B. Ariel and Woocher - formal education
- C. Rotman and ? - informal education

When anyone is aware of a meeting at which presentation of Commission goals would be appropriate, he should call it to the attention of AJN or VFL so that an appropriate presentation can be arranged.

VI. Concluding Remarks

- A. Senior policy advisors will meet at the JWB offices all day on Wednesday, December 14th as follow up to the December 13th Commission meeting.
- B. Reports on all interviews with commissioners and copies of all correspondence with commissioners should be sent to VFL as a central repository who then will see that they are circulated among senior policy advisors.
- C. Reference to Bureaus of Jewish Education should be expanded to include all bodies which coordinate Jewish education in their communities. Woocher and Levi will work together on determining the appropriate terminology for such bodies.
- D. A schedule of activities to occur between October 12 and December 13 will be developed and AJN will coordinate the involvement of the senior policy advisors in this process.

MINUTES: Minutes of the Planning Group for the Commission on
Jewish Education in North America

DATE OF MEETING: October 10, 1988

DATE MINUTES ISSUED: October 27, 1988

PRESENT: Seymour Fox, Annette Hochstein, Morton L. Mandel,
Arthur J. Naparstek, Henry L. Zucker, Virginia F.
Levi (Sec'y)

I. Commissioners

A. Canadian Representation

Lionel Schipper has been approached by Charles Bronfman and has informally agreed to serve. VFL will prepare a letter from MLM formally inviting him. A copy will be sent to Bronfman.

Ron Appelby has been suggested by Steve Ain as another Canadian commissioner. HLZ will check with Bronfman and, if he agrees, VFL will send the appropriate invitation letter.

B. Ongoing Contact with Commissioners

The importance of staying in close contact with commissioners was emphasized. It was agreed that a page would be developed for each commissioner indicating the contact person, strategy for contact, a summary of contacts to date, and plans for future contacts. This will appear in the books of the Planning Group at all future meetings for careful review and monitoring.

It was agreed that all commissioners should be contacted, by phone or in person, for an in-depth interview prior to the December 13 Commission meeting. AH will develop an interview schedule to be used in conversations with commissioners.

II. Options Paper

The options paper was reviewed in depth. SF and AH explained their approach: to be as comprehensive as possible in listing potential areas of focus for the Commission, to do a detailed analysis of each option, and to help the commissioners determine those few options which appear to have the greatest potential to impact on Jewish education in North America. The analysis will all be available to show how the proposed options were selected and to help in further assessment of others which may remain of interest to commissioners. The pre-meeting interviews with commissioners will help in the selection of which options to pursue in greater depth.

It was suggested that the number of options for review be cut down from the current 26. The following guidance was offered: "Be prepared to give up small losses for large gains."

It is expected that a number of issues which do not receive the primary attention of the Commission will be of interest to individual commissioners who will choose to pursue them independently.

III. Plans for December 13 Commission Meeting

It was suggested that the second meeting of the Commission should have two distinct segments:

1. 60% of the day to be devoted to agreement on 2-3 task forces -- community, personnel, a "roadmap." We will be prepared with a draft outline on task force function and timetable, will have chairs and co-chairs in mind and be prepared to appoint them at or after the meeting.
2. 40% of the day to discuss the issues of innovation and current best practices -- a presentation of the "vision" and outlines of papers highlighting best practices.

IV. Eighteen Month Plan

The draft 18-month plan was reviewed in detail. In that context, the following assignments were made:

- A. A file of all Commission-related correspondence will be maintained by VFL and circulated to the planning group.
- B. At a point mid-way between Commission meetings an update letter will be sent from MLM to all commissioners. A reminder of the 12/13 meeting and an indication that their staff contacts will be calling for interviews will be prepared to send out as soon as possible.
- C. SF, AH, and AJN are to develop a draft budget for the Commission.
- D. AJN will work on recommending a plan and possible subcommittee on public information to develop a PR strategy. He will begin by contacting David Finn and asking his assistance. This will be facilitated by SF.
- E. AJN will work with Ruth Reid to design Commission stationery which will include a list of commissioners (in formation) and senior staff.

- F. Assignment sheets will be circulated among the planning group bi-weekly.
 - G. A list of organizations which require regular contact will be developed and added to the planning group book for future meetings. The purpose is to insure that we are communicating with them effectively and that we are, from their perspectives, on the right track.
 - H. Staff will gather a list of carefully selected materials on Jewish education to be sent to commissioners. Perhaps a label should be designed to be affixed inside the front cover of materials sent from the Commission.
 - I. SF was assigned the responsibility for the "content" portion of the Commission's work. He and AJN will draft a job description spelling out his responsibilities, for approval by MLM.
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- ASSIGNMENTS
- ACTIVE PROJECTS
- RAW MATERIAL
- FUNCTIONAL SCHEDULE

7/890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION	Planning Group for Commission on Jewish Education in North America		
SUBJECT/OBJECTIVE	Assignments		
ORIGINATOR	Virginia F. Levi	DATE	1/24/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Update a page for each commissioner, indicating contact person, strategy for contact, summary of contacts to date, and future contact.		VFL	10/10/88		
2.	Consider establishing task forces.		Team	10/10/88		
3.	Maintain complete file of all Commission-related correspondence in Foundation office, and circulate to planning group.		VFL	10/10/88	Ongoing	
4.	Gather list of materials on Jewish education to be sent to commissioners; design a label for such collection. (Need adequate check system: JR, SF, AR)		Staff	10/10/88	Ongoing	
5.	Consider creating an executive committee-- part of organization.		Team	8/2/88		
6.	Draft vision paper for consideration after 12/13 Commission meeting.		SF	8/2/88		
7.	Draft case studies paper for consideration after 12/13 Commission meeting.		SF	8/2/88		
8.	Decide by phone on the need for a third task force to deal with programmatic options.		AJN/ SF/MLM	10/12/88		
9.	Decide on permanence of task forces, and issues of effectiveness connected with them.		MLM	10/12/88		
10.	Develop a plan for initiating and maintaining contact with constituent federations.		HLZ/ SH/CS	10/12/88		
11.	Develop a plan for initiating and maintaining contact with constituent formal education groups.		DA/JW	10/12/88		
12.	Develop a plan for initiating and maintaining contact with constituent informal education groups.		AR/?	10/12/88		



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

- ASSIGNMENTS
 ACTIVE PROJECTS
 RAW MATERIAL
 FUNCTIONAL SCHEDULE

71890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION	Planning Group for Commission on Jewish Education in North America	
SUBJECT/OBJECTIVE	Assignments	
ORIGINATOR	Virginia F. Levi	DATE 1/24/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
13.	Conduct debriefing interviews with commissioners.		SF/AH AJN/JR HLZ/AR	12/14/89	2/7/89	
14.	Talk with Rabbi Zeldin re: level of interest in Commission; decide whether to recommend replacing on Commission.		AJN	12/14/89		
15.	Research copyright requirements.		VFL	12/14/89		
16.	Prepare paper on life after Commission.		SF/ AH	12/14/89	6/89	
17.	Draft outcomes paper.		SF/AH	12/14/89	2/7/89	
18.	Establish PR plan.		AJN/ Team	12/14/89	2/9/89	
19.	Plan for organizing to achieve outcomes.		Team	12/14/89	2/9/89	

COMMISSIONER CHECK LIST

Name:
SARA S. LEE

Educator
Main info

Assigned to:
SF

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/8/88	Visit	Pre-8/1 meeting interview
8/15/88	Phone call	Follow-up of 8/1 meeting

Plans for future contact:

SF will see 10/14/88
JR will contact re education

COMMISSIONER CHECK LIST

Name:
MONA RIKLIS ACKERMAN

PA
Gantor 1
V

Assigned to:
AJN

Group:
1

re interest

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
9/8/88	Letter	Follow-up of 8/1 meeting

data

Plans for future contact:

JR will contact re early childhood

COMMISSIONER CHECK LIST

Name:
RONALD APPELBY

Assigned to:
AJN

Group:
*

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
-------------	-------------	----------------

Plans for future contact:

AJN will see if RA accepts

COMMISSIONER CHECK LIST

Name:
DAVID ARNOW

*Pst
granta 2*

Assigned to:
JR

Group:
2*

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/88	Phone call (AH)	Pre-8/1 meeting interview

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
MANDELL L. BERMAN

*from
influence*

Assigned to:
AJN

Group:
1

Contact log:

Date Type Purpose

Plans for future contact:

Will see in Detroit 11/1/88

COMMISSIONER CHECK LIST

Name:
JACK BIELER

Educator

Assigned to:
JR

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/5/88	AH visit	Pre-8/1 meeting interview
8/8/88	SF phone call	Follow-up of 8/1 meeting
8/15/88	JR phone call	Further 8/1 follow-up

Plans for future contact:

COMMISSIONER CHECK LIST

Name: CHARLES R. BRONFMAN *grants 1* Assigned to: MLM/SF Group: 1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/4/88	SF visit	Pre-8/1 meeting interview
10/6/88	SF visit	Follow-up 8/1 meeting

Plans for future contact:

SF will see in December before 12/13 meeting

COMMISSIONER CHECK LIST

Name:
JOHN C. COLMAN

Assigned to:
HLZ

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
-------------	-------------	----------------

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
MAURICE S. CORSON

*Werner
grants 1*

Assigned to:
HLZ

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/15/88	Phonecall	Follow-up of 8/1 meeting

Plans for future contact:

JR will contact: Expert on Options

COMMISSIONER CHECK LIST

Name:
LESTER CROWN

grants 1

Assigned to:
MLM/SF

Group:
1

Contact log:

Date Type Purpose

Plans for future contact:

SF will see before 12/13 meeting

COMMISSIONER CHECK LIST

Name:
DAVID DUBIN

Assigned to:
AR

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/1/88	AJN visit	Pre-8/1 meeting interview
8/10/88	Phonecall	Follow-up of 8/1 meeting

Plans for future contact:

JR will call re informal education

COMMISSIONER CHECK LIST

Name:
STUART E. EIZENSTAT

Assigned to:
AJN

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
-------------	-------------	----------------

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
JOSHUA ELKIN

Educator

Assigned to:
JR

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
6/13/88	AH visit	Pre-8/1 meeting interview
8/15/88	Phonecall	Follow-up of 8/1 meeting

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
ELI N. EVANS

Grant 2

Assigned to:
HLZ

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/15/88	Phonecall	Follow-up of 8/1 meeting

Plans for future contact:

JR will see re media

COMMISSIONER CHECK LIST

Name:
IRWIN S. FIELD

Assigned to:
AR

Group:
2*

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
-------------	-------------	----------------

Plans for future contact:

Should be seen by AR en route to Israel w/in 5 days. If not possible, AH should see in Israel. AJN to arrange.

COMMISSIONER CHECK LIST

Name:
MAX M. FISHER

Gantor 2

Assigned to:
MLM

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/15/88	HLZ reported MLM letter	Follow-up of 8/1 meeting

Plans for future contact:

MLM will see before 12/13

COMMISSIONER CHECK LIST

Name:
ALFRED GOTTSCHALK

*major
influencer*

Assigned to:
MLM/SF

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/5/88	SF visit	Pre-8/1 meeting interview
8/15/88	SF phone call	Follow-up of 8/1 meeting

Plans for future contact:

SF will see in December before 12/13 meeting

COMMISSIONER CHECK LIST

Name:
ARTHUR GREEN

*Memo
w/fluencer*

Assigned to:
MLM?/JR

Group:
2*

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/15/88	JR phonecall	Follow-up of 8/1 meeting

Plans for future contact:

JR will see before 12/13

COMMISSIONER CHECK LIST

Name:
IRVING GREENBERG

*now
will*

Assigned to:
JR

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/5/88	AH visit	Pre-8/1 meeting interview

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
ROBERT I. HILLER

Assigned to:
HLZ

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/15/88	Phonecall	Follow-up of 8/1 meeting

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
DAVID HIRSCHHORN

grants 1

Assigned to:
HLZ

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
9/7/88	AJN Letter	Follow-up of 8/1 meeting

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
CAROL K. INGALL

Eduvato

Assigned to:
JR

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/4/88	AH visit	Pre-8/1 meeting interview
8/15/88	Phonecall	Follow-up of 8/1 meeting

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
LUDWIG JESSELSON

Memo Grantor?

Assigned to:
AH

Group:
1

Contact log:

Date

Type

Purpose

Plans for future contact:

AH will try to see 12/9 or 12/11

COMMISSIONER CHECK LIST

Name:
HENRY KOSCHITSKY

Assigned to:
JR

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/15/88	Phonecall	Follow-up of 8/1 meeting

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
MARK LAINER

grants 2

Assigned to:
AJN/JR

Group:
2

Contact log:

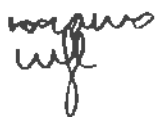
<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/8/88	SF visit	Pre-8/1 meeting interview
8/15/88	SF phone call	Follow-up of 8/1 meeting
11/1/88	SF visit	Pre-12/13 meeting interview

Plans for future contact:

JR will call

COMMISSIONER CHECK LIST

Name:
NORMAN LAMM



Assigned to:
MLM/AH

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/8/88	SF Phone call	Follow-up of 8/1 meeting
10/17/88	AH Phone call	Pre-12/13 meeting interview

Plans for future contact:

AH will see on December 9 for 12/13 meeting

COMMISSIONER CHECK LIST

Name:
SEYMOUR MARTIN LIPSET

Academic

Assigned to:
SF

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
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Plans for future contact:

JR will call

COMMISSIONER CHECK LIST

Name:
HASKELL LOOKSTEIN

*memo
hiff*

Assigned to:
AJN (Schiff)

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/8/88	SF phonecall	Follow-up of 8/1 meeting
9/8/88	AJN letter	Further 8/1 follow-up

Plans for future contact:

JR will call

COMMISSIONER CHECK LIST

Name:
ROBERT E. LOUP

Assigned to:
AH

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/8/88	SF phonecall	Follow-up of 8/1 meeting
10/19/88	AH Personal interview	Pre-12/13 meeting discussion

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
MATTHEW J. MARYLES

Assigned to:
AJN

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/1/88	Visit	Pre-8/1 meeting interview

Plans for future contact:

AJN will see

COMMISSIONER CHECK LIST

Name:
FLORENCE MELTON

grantor - 1

Assigned to:
AH

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/8/88	SF phone call	Follow-up of 8/1 meeting
10/19/88	SF phone call	Preliminary discussion for 12/13

Plans for future contact:

AH will see
JR will call

COMMISSIONER CHECK LIST

Name: DONALD R. MINTZ *has influence* Assigned to: AR Group: 1

Contact log:

Date Type Purpose

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
LESTER POLLACK

*How
influenced?*

Assigned to:
AR

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/15/88	Phonecall	Follow-up of 8/1 meeting

Plans for future contact:

JR will call re innovation

COMMISSIONER CHECK LIST

Name:
CHARLES RATNER

Giants 1

Assigned to:
SF

Group
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/6/88	Visit	Pre-8/1 meeting interview
10/19/88	Interview	Pre-12/13 meeting discussion

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
ESTHER LEAH RITZ

Assigned to: Group
AH/AR (after 12/13) 2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/8/88	AH phonecall	Follow-up of 8/1 meeting
10/19/88	AH Personal interview	Pre-12/13 meeting discussion

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
HARRIET L. ROSENTHAL

Assigned to:
AR

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/10/88	Phonecall	Follow-up of 8/1 meeting

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
ALVIN I. SCHIFF

*Educator
+
macro info.*

Assigned to:
AJN

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/8/88	SF phonecall	Follow-up of 8/1 meeting
9/8/88	Letter	Further 8/1 follow-up
10/18/88	SF personal interview	Pre-12/13 meeting discussion

Plans for future contact:

JR will call re Options papers

COMMISSIONER CHECK LIST

Name:
LIONEL SCHIPPER

Assigned to:
AJN

Group:
*

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
-------------	-------------	----------------

Plans for future contact:

AJN will see

COMMISSIONER CHECK LIST

Name:
ISMAR SCHORSCH

*Paul
Higgeness*

Assigned to:
MLM/AH

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/8/88	AH phone call	Follow-up of 8/1 meeting
10/18/88	AH phone call	Pre-12/13 meeting discussion

Plans for future contact:

AH will see on 12/9 for 12/13 meeting

COMMISSIONER CHECK LIST

Name:
HAROLD M. SCHULWEIS

Assigned to:
JR

Group:
2*

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
-------------	-------------	----------------

Plans for future contact:

JR will call

COMMISSIONER CHECK LIST

Name:
DANIEL S. SHAPIRO

Assigned to:
AJN

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
-------------	-------------	----------------

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
PEGGY TISHMAN

Assigned to:
AJN (Solender)

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/5/88	AH visit	Pre-8/1 meeting interview
8/8/88	AH phonecall	Follow-up of 8/1 meeting

Plans for future contact:

AH has appointment for 12/9/88; must cancel after AJN visit

COMMISSIONER CHECK LIST

Name: ISADORE TWERSKY *Has wife.* Assigned to: SF Group: 1

Contact log: *Academics*

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/5/88	Visit	Pre-8/1 meeting interview
10/13/88	Visit	Pre-12/13 meeting interview

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
BENNETT YANOWITZ

*ajns
will.*

Assigned to:
AJN

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
6/28/88	Visit	Pre-8/1 meeting interview
9/9/88	Letter	Follow-up of 8/1 meeting

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
ISAIAH ZELDIN

Assigned to:
JR

Group:
2*

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
-------------	-------------	----------------

Plans for future contact:

JR will contact before 12/13

COMMISSION CHECKLIST FOR SEYMOUR FOX

Date:

1. Charles R. Bronfman (514) 878-5201

2. Lester Crown (312) 372-3600

3. Rabbi Alfred Gottschalk, (PhD.) (513) 221-1875

4. Sara S. Lee (213) 749-3424

5. Seymour Martin Lipset (PhD.) (415) 723-4741

6. Charles Ratner (216) 267-1200

7. Rabbi Isadore Twersky (PhD.) (617) 495-4326

COMMISSION CHECKLIST FOR ANNETTE HOCHSTEIN

Date:

1. Dr. David Arnow (212) 869-9700 *See*
2. Ludwig Jesselson (212) 575-5900
3. Rabbi Norman Lamm, (PhD.) (212) 960-5280
4. Rabbi Haskell Lookstein (PhD.) (212) 427-1000 *See*
5. Robert E. Loup (303) 745-7000
6. Morton L. Mandel (216) 391-8300 —
7. Florence Melton (614) 224-5239 or 486-2690
8. Esther Leah Ritz (414) 291-9220 *See*
9. Rabbi Ismar Schorsch (PhD.) (212) 678-8072
10. Margaret W. Tishman (212) 980-1000

COMMISSION CHECKLIST FOR ARTHUR NAPARSTEK

Date:

1. Mona Riklis Ackerman (PhD.) (212) 888-2035

2. Mandell L. Berman (313) 353-8390

3. Stuart E. Eizenstat (202) 347-0066

4. Rabbi Irving Greenberg (PhD.) (212) 714-9500

5. Matthew J. Maryles (212) 667-7420

6. Dr. Alvin I. Schiff (212) 245-8200

7. Daniel S. Shapiro (212) 758-0404

8. Bennett Yanowitz (216) 696-3311

COMMISSION CHECKLIST FOR JOSEPH REIMER

Date:

1. Rabbi Jack Bieler (301) 649-3044

2. Rabbi Joshua Elkin (Ed. D.) (617) 332-2406

3. Rabbi Arthur Green (PhD.) (215) 576-0800

4. Carol K. Ingall (401) 331-0956

5. Henry Koschitsky (416) 781-5545

6. Rabbi Harold M. Schulweis (Th.D.) (818) 788-6000

7. Rabbi Isaiah Zeldin (213) 476-8561

COMMISSION CHECKLIST FOR ARTHUR ROTMAN

Date:

1. David Dubin (201) 569-7900

2. Irwin S. Field (213) 921-3567

3. Donald R. Mintz (504) 586-1200

4. Lester Pollack (212) 373-4904

5. Harriet L. Rosenthal (201) 762-7242

COMMISSION CHECKLIST FOR HENRY L. ZUCKER

Date:

1. John C. Colman (312) 835-1209

2. Rabbi Maurice S. Conson (614) 461-8112

3. Eli N. Evans (212) 935-3340

4. Max M. Fisher (313) 871-8000

5. Robert I. Hiller (301) 727 4828

6. David Hirschhorn (301) 347-7200

7. Mark Lainer (818) 787-1400

MASTER LIST FOR REGULAR REVIEW BY FULL PLANNING GROUP

DATE:

Mandell L. Berman

Charles R. Bronfman

Lester Crown

Max M. Fisher

Rabbi Alfred Gottschalk

Rabbi Arthur Green

Rabbi Irving Greenberg

Ludwig Jesselson

Henry Koschitsky

Rabbi Norman Lamm

Sara S. Lee

Donald R. Mintz

Lester Pollack

Dr. Alvin I. Schiff

Rabbi Ismar Schorsch

Rabbi Isadore Twersky

Bennett Yanowitz

See new list

2/89

Grantors

Major Influencers

INDEX OF KEY PAPERS

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1

OUTREACH STRATEGIES FOR FORMAL AND INFORMAL EDUCATORS

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

A comprehensive outreach plan for the Commission on Jewish Education in North America includes communication with organizations in both the "formal" and the "informal" spheres. The informal sphere includes Jewish community centers, federations, B'nai Brith Hillel organizations, summer camps and denominational youth organizations (NFTY, USY, NCSY, etc). The formal educational sphere is comprised of educational organizations: academic institutions, central agencies for Jewish education, denominational educational bodies (often corresponding to denominational youth organizations), and Jewish educator organizations (such as CAJE).

*synagogue
organization
denominational
youth
educator!*

Such comprehensive outreach involves direct contact (meetings and specialized communications) with these key educational constituencies. These contacts have two major goals:

1. To interpret the work of the Commission to important individuals and groups who will play a role in the implementation of changes growing out of the Commission's work.
2. To gather input from these constituencies which can inform the Commission's thinking and enhance the quality and applicability of its recommendations.

It is proposed that contact with the sphere of "informal" educators be accomplished with a written communication or newsletter which would provide updates on the work of the Commission to the targeted groups. Such a publication would appear regularly during the work of the Commission, and would generally follow the format of the Kiplinger letter (which is attached). The newsletter would be primarily a summary of the workings of the Commission immediately prior to the publication date and a forecast of things to come. There should be a limited number of photographs, sketches or graphs, about one per page, no more than about three inches by two inches. The number of pictorials should be limited to maintain the publication's appearance as a newsletter.

The newsletter should appear once within three weeks after each Commission meeting, primarily as a recap of the preceding meeting; and then once again about halfway between the meetings, primarily as a forecast of the questions and issues to be considered at the next Commission meeting.

JWB has successfully developed a publication along these lines, called the JWBriefing for Center Presidents (also attached). However, its audience goes beyond Center Presidents. Experience has shown that, because the format is limited to two pages, the newsletter is pulled out of the pile of mail that normally accumulates at each decision-maker's desk for a "quick read." Most mail, as we know, is consigned to the "when I have time" pile, which means, in effect, that it is never seen. The Commission

newsletter should be limited to two pages or, on occasion when there is a great deal of information to be conveyed, perhaps four pages.

The mailing list for this newsletter, encompassing the various target groups, would probably be comprised of about 5,000 individuals. The preparation of an appropriate list is crucial and would require significant staff time in advance of the first issue.

The "formal" Jewish education organizations must be engaged by more direct means in the Commission process. Two kinds of communication appear to be broadly useful in this regard:

1. Invitational group meetings with the lay and professional heads of such organizations for purposes of briefing and gathering of feedback on Commission developments. Three such meetings would encompass the vast majority of organizations (listed in the Appendix) which comprise this category.

An initial round of meetings could be convened this Winter-Spring, with the possibility of additional meetings in the future. One or more Commission members and a high level staff member should meet with the group to present a first-hand account of the Commission's deliberations thus far, and to pose specific questions on some of the issues which have been identified as important for the next phase of the Commission's deliberations. (For example: What do the educator organizations see as priorities in the personnel area? How do the denominational commissions and education departments perceive the role of the ideological movements in providing leadership for Jewish education? What potential do the youth movements see for expanding participation in their programs and how might this be achieved?)

These meetings would fit well into the model of information gathering discussed at the last meeting of Commission Senior Policy Advisors. They would be supplemented by the mailing of reading materials to a wider circle of organizational leaders (as discussed above), and by a standing invitation for the organizations to submit written input to the Commission at any time.

2. Specific approaches to a limited number of key organizations, both for the purpose of soliciting input and to insure their feeling of involvement in the Commission process.

Organizations which might merit this special attention are: CAJE (the Coalition for the Advancement of Jewish Education), the Association of Institutions of Higher Learning for Jewish Education, and the Bureau Directors Fellowship.

For each of these organizations, both special meetings and a special request for oral or written input should be arranged. Between now and the end of June, all three of these organizations will hold regular meetings at which one or more Commission members and staff could appear. In

addition, each of these organizations could be invited to submit "testimony" to the Commission, either on the full range of issues which will be dealt with on one or more specific topics (e.g., training models for the AIHLJE, or the situation of teachers for CAJE). Depending on how the Commission's work is organized, such "testimony" could come in the form of written documents, presentations at a Committee or sub-group meeting, or both. These organizations might also be asked to review and comment on other materials (such as drafts of reports or proposals) prepared by and for the Commission.

Since the CAJE conference in August 1989 will bring together the largest number of Jewish educators and education advocates of any North American gathering this year, it may be valuable for the Commission to have a presence at that conference. This could come in the form of an open briefing session on the Commission itself, a series of sessions on specific topics of interest to the Commission at that point in its work, plus written materials available for distribution.

There are, in addition, three other events during the next six months where a Commission presence (via newsletter distribution, staff or member representation, and some combination of public and/or private meetings) would be useful:

1. The Midwest Regional Leadership Conference on Jewish Education, sponsored by JESNA and Federations and Central Agencies in the region. March 5-6 in Chicago.
2. The JWB Special Convention, April 7-9 in New York.
3. The Conference of Jewish Communal Service Annual Meeting, June 4-7 in Boca Raton.

As the Commission's directions and activities take further shape, other groups and organizations may become more relevant to its work (e.g., the association of early childhood educators, the network for research in Jewish education). Contacts with these constituencies can be developed as needed.

To carry out the program of outreach envisioned here, it is clear that some staff resources will need to be allocated for this purpose. JWB and JESNA can be helpful in identifying contacts, and should participate in the meetings with the several constituencies. However, Commission staff will need to assume responsibility for the administrative and logistical tasks involved in sending out briefings and any other special written communications, and in setting up the various meetings envisioned here.

Note: This paper represents a synthesis of two papers submitted to the Commission by Arthur Rotman of JWB and Jonathan Woocher of JESNA.

COMMISSION ON JEWISH EDUCATION IN NORTE AMERICA

Communications Strategy

PROPOSAL

Prepared by: Paula Berman Cohen

Submitted : January, 1989

I. PURPOSE

The purpose of developing a communications strategy for the Commission on Jewish Education in North America (CJENA) is to assure a consistent, coordinated and effective means of informing and cultivating the Commission's target audiences.

II. BENEFITS

There are many benefits of a planned, strategic approach to communications and public relations. Anticipating the information needs of target audiences and designing the framework for collecting and disseminating such information not only maximizes financial and staff resources, but also promotes continuity in the look, messages, and tone of all CJENA communications. In a planned approach in which the Foundation serves as the clearing-house for all CJENA-related information, copy approval and editorial control remain centralized.

III. ENVIRONMENT

A. Phases

It is projected that CJENA will exist for a specified period of time--perhaps 12-18 months--during which program options will be identified and developed.

B. Major Audiences

A cursory review of background materials suggest potential major audiences for CJENA information. Starting from the closest constituents (FAMILY) and broadening to the largest possible populations (UNIVERSE), as in a pyramid model, four major categories may be defined:

- FAMILY Commissioners, Program Chairs, Policy Advisors, Partners, and Staff

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- NATIONAL ASSOCIATIONS, Organizations, Federations representing formal and informal educational settings
 - AFFILIATED AGENCIES regional and local affiliates
 - UNIVERSE Community-At-Large (Jewish & Non-Jewish).

IV. COMMUNICATIONS PROGRAM

A. Development (Steps to Design)

Analysis of these major audiences is the next step in assessing specific needs for communications vehicles and public relations activities, their design, target audience(s), frequency, contents, and article structure. The research conducted to determine these factors involves many steps, including:

- Review information already developed for and collected by CJENA
- Identify established forms of communications (i.e. newsletters, bulletins, special events)
- Analyze existing media (i.e. Jewish newspapers, television or radio programs--particularly in demonstration communities)
- Identify potential media opportunities
- Informally interview key representatives (i.e. selected Commissioners, Program Chairs, and Policy Advisors).

B. Objective

A well rounded communications program employs a variety of strategies to support a fundamental objective. It is multi-dimensional in that several methods and diverse activities could be instituted concurrently. Successful communications is cumulative; this multi-dimensional approach builds momentum provided each component underscores the fundamental objective. In the case of CJENA, a working objective for all public relations and communications activities might be:

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To raise awareness, generate interest and enthusiasm, cultivate commitment and ownership among specific target audiences, through a program of activities specifically tailored to promote the goals of CJENA and assure successful outcomes of CJENA program recommendations.

C. Methods

There are several methods of communications which might be appropriate for the CJENA communications program, although their priority ranking would vary as the Commission moves through different phases. These include:

- PUBLICATIONS: printed materials produced on a regular or ad hoc basis, projecting a consistent, professional image.
- MEDIA: identifying CJENA events or developments which would interest the media.
- DIRECT MAIL: broad-based mail campaign to enlist support--philanthropic, in-kind, volunteer--of community-at-large.
- ADVERTISING: paid promotional campaign used to communicate specific information, enhance image or build goodwill among broadest, and usually most difficult to reach, populations.
- SPECIAL EVENTS: CJENA-sponsored activities or invitational presentations by CJENA representative for the purpose of cultivating interest and goodwill.

D. Activities

Within these methods, specific activities can be designed and initiated in accordance with the information acquired through initial market research. The menu of activities could include, but is not limited to the following:

Memoranda Series

One-page, 2-side bulletin format containing time-dated information for audiences most closely involved in Commission activities and decisions.

Newsletters

Four-page, magazine format communicating events or developments to selected audiences.

Report

Annual Report format containing conclusions or outcomes.

Press Releases, Descriptive Articles,
Public Service Announcements

Developed around specific topics, and distributed on an ongoing basis or in conjunction with CJENA events and developments.

Information Kits

Collection of materials which would assist media, national associations or affiliated agencies in developing articles or other promotion. Contents could include: CJENA Facts Sheet, Leadership Roster, Biographical Sketch on selected leadership, program and project description, quotations, photographs.

Clippings File

Photocopied collection of press coverage on CJENA and related activities.

Conventions, Conferences, or Annual Meetings
of Selected Organizations

Solicit invitations for Commissioners to present keynote address or otherwise participate on agenda at major meetings.

Space Advertising

Visual and text themes to promote CJENA objectives among community-at-large.

Posters

Display/poster format of space advertisements distributed to selected locations--work place, place of worship, academic institutions, or recreation sites.

V. IMPLEMENTATION

The implementation of a communications and public relations program of this scope requires meticulous coordination and cooperation among primary audiences. It involves many stages, including:

- Research audiences
- Conceptualize program design
- Develop program structure--activities, budget, timetable, responsibility/authority
- Select and manage suppliers.

VI. RECOMMENDATION

The dynamic character of the Commission on Jewish Education in North America makes pinpointing the precise communications needs and public relations objectives at the outset very difficult. However, anticipation and projection of specific events or outcomes, as well as the audiences involved, will result in a design which provides both structure and flexibility.

A productive approach for CJENA would be to conceive the communications program as a two-phase strategy. The Commission's focus in Phase I is on planning and developing a structure of programs and projects. The communications need to be directed to those audiences closest to these activities and decisions. In Phase II the attention and leadership responsibilities turn to design and implementation of specific programs and projects. Here, success depends on the support and participation of a broad constituency; and, the communications need to reach well into the community-at-large.

Certain activities, such as the Annual Report, act as a 'hinge' which bridge the transformation from Phase I to Phase II. It provides the joint opportunity to summarize the work done by the Commission, and to activate program and project implementation by inviting the broader community into participation.

OCTOBER 4, 1988

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CASE STUDIES OF OUTSTANDING PROGRAMS IN JEWISH EDUCATION

DRAFT PROPOSAL

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

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

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

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

THE PROCESS

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

a. Commissioners

b. People with the methodological know-how to guide such an endeavour

c. People well acquainted with the field.

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

The "Case Studies" process will include the following elements:

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

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**LIAISON BETWEEN THE COMMISSION ON JEWISH EDUCATION
IN NORTH AMERICA AND EDUCATIONAL CONSTITUENCIES**

In order to develop a climate in which the recommendations of the Commission on Jewish Education in North America will receive maximal visibility and support within the Jewish education community, it will be helpful to maintain ongoing contact with several constituencies. Although most, if not all, of the relevant groups are represented on the Commission itself, some type of liaison with their own "official" bodies should be established.

The following are some ideas for carrying out these relationships with groups and agencies involved primarily in the formal educational arena:

Groups:

1. Academic institutions currently involved in training Jewish educators -- organization: Association of Institutions of Higher Learning for Jewish Education
2. Central agencies of Jewish education (Bureaus) -- organization: Bureau Directors Fellowship
3. Denominational educational bodies -- organizations: United Synagogue of America, Commission on Jewish Education (Conservative); Union of American Hebrew Congregations, Commission on Jewish Education (Reform); Yeshiva University, National Commission on Torah Education (Centrist Orthodox), Torah Umesorah -- National Society of Hebrew Day Schools (Orthodox)
4. Jewish educators -- organizations: Jewish Educators Assembly (Conservative); National Association of Temple Educators (Reform); Educators Council of America (Orthodox); Council for Jewish Education (inter-denominational, communal); Coalition for the Advancement of Jewish Education (inter-denominational)

Possible Approaches:

1. A letter to the presidents/chairs and directors of these organizations from Mort Mandel outlining the mission and composition of the Commission, steps taken thus far, plans for maintaining contact with their organization, and inviting any input they may wish to provide at this point.
2. An initial round of meetings or phone conversations between Art Napanstek and representatives (the lay and/or professional head) of the several organizations to brief them and "welcome" them to the process. This could be done individually or in groups (e.g., directors of all of the denominational commissions together).
3. Designation of a member of the policy advisory group and/or staff to serve as liaison to each of the groups. This has already been done in the case of the AIHLE (David Ariel) and BDF (Jonathan Wooker).

(21) 19

The liaison will be responsible for maintaining informal contacts with the organization's leadership.

4. Sending to each organization, after Commission meetings, an update letter summarizing the state of the deliberations. This letter could highlight issues being addressed, invite input on specific points, and generally give these groups a feeling that they are "tuned in" in a special fashion.
5. At an appropriate point in the process prior to the publication of the Commission report, a follow-up meeting or conversation between Art Naparstek and the organizational leadership to "preview" the Commission's findings and recommendations. (Presumably, this would be done with a variety of other key constituencies as well).
6. Should any type of group be set up later in the process to consider specifically issues of implementation, representation (either formal or ad personam) from these organizations might be considered.

COMMUNITY INITIATIVES ON PERSONNEL IN JEWISH EDUCATION

BASIC PRINCIPLES

1. Dealing with personnel issues demands a holistic approach: recruitment, training, retention, and profession-building are all interrelated.
2. Dealing with personnel issues demands a community-wide approach: a broad range of institutions must be mobilized and utilized.
3. Dealing with personnel issues demands the investment of additional resources: you get what you pay for.

TRANSLATING PRINCIPLES INTO PROGRAMS: TEN EXAMPLES

1. **Avocational Teacher Training Program; MetroWest, New Jersey** -- Community residents participate in a weekly seminar, developed by the local Midrasha, to prepare for teaching roles in supplementary schools. Studies include Judaica, pedagogy, and Hebrew. Trainees work in schools, under the supervision of mentor teachers. Educational directors participate as instructors and mentors. Administered by the Jewish Education Association, funded by a grant from the community foundation.
2. **College Student Intern Program; Chicago** -- College students are recruited for part-time teaching positions and participation in a special training program. Classes are given in child development, classroom management and curriculum. Students are assigned master teachers to provide ongoing assistance in the classroom. (Chicago has a master teachers program.) Students receive stipends above their teaching salary for participating. Administered by the Board of Jewish Education.
3. **Joint Commission Program for Teacher Training; Baltimore** -- Teachers take courses at the Baltimore Hebrew University, which lead to academic degrees or licensing. Tuition is paid for, and students who earn a "B" or better receive \$150 for each course completed. When a teacher reaches a new licensing level, an arrival bonus and salary supplement are provided. Funded by the Federation.

4. **LAATID (Learning and Advancement for Teaching and Individual Development); San Francisco** -- Teachers earn in-service units by participating in a variety of BJE sponsored workshops, seminars, and conferences. Teachers earning 12 units during the year receive a \$150 stipend. Schools in which more than 75% of teachers earn 12 credits receive direct grants. Funded by Federation Endowment Fund Grant.
5. **Teacher Fellowship Program; Rhode Island** -- Teachers of promise are selected to receive stipends of \$750 per year to improve their Judaica background or pedagogic skills. Most use the funds to achieve certification through taking courses at the Providence branch of the Hebrew College of Boston
6. **Day School Teacher Salary Supplementation; MetroWest, NJ** -- The Federation allocates funds directly to supplement salaries of day school teachers in the community. (This is in addition to allocations to the day schools.) Currently, \$100,000 is provided annually for this purpose.
7. **Benefits Packages for Jewish Educators; New York** -- The Fund for Jewish Education (sponsored by the UJA-Federation and Joseph Gruss, administered by the BJE) makes grants to enable full-time Jewish educators in day and supplementary schools to receive life and health insurance coverage, and participates with schools and educators in a pension plan. Over \$2,500,000 annually is expended for these purposes.
8. **Linking Day School Funding to Teacher Certification and Salaries; Miami** -- Day schools are eligible for funding by federation only if their teachers are licensed. The amount of funding which schools receive is tied directly to the salaries which their teachers are paid. Day school Funding process is administered by the Central Agency for Jewish Education.
9. **Principals Centers; New York and Chicago** -- The Boards of Jewish Education of New York and Chicago each run extensive professional development programs aimed at principals. These include regular seminars and special institutes, and utilize top-calibre academics and other resource people. Modeled on the principals centers in general education.
10. **Planning for Personnel: The Cleveland Commission on Jewish Continuity** -- The Cleveland Federation and Congregational Plenum jointly sponsored a Commission on Jewish Continuity. The Commission's Task Force on Personnel made extensive recommendations for a comprehensive program of personnel development for formal and informal Jewish education, involving the Cleveland College of Jewish Studies, the Bureau of Jewish Education, Day Schools, Congregations, and the JCC. Recommendations included: 1) a Cleveland Fellows Program to recruit and train at the Cleveland College full-time Jewish educators for the community and to fill newly created positions as family educators, retreat specialists, master teachers, and school directors; 2) an expanded in-service education package, involving the development of Personal Growth Plans for teachers leading toward degrees, licensure, or other professional advancement, and incorporating teacher and institutional stipends to encourage participation; 3) a four-year plan to increase day school teachers' salaries, with 70% of the funding to come from Federation; and 4) the development by the Bureau of Jewish Education of five full-time community teacher positions, combining jobs to create a reasonable teaching load and salary.



Brandeis University

Philip W. Low
School of
Near Eastern and
Judaic Studies

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

Waltham Massachusetts
02254-9110

February 6, 1989

Dr. Arthur Naparstek, Director
Commission on Jewish Education in North America
4500 Euclid Ave.
Cleveland, OH 44103-3780

Dear Art,

As we prepare for the meetings of February 7-9 and plan our next steps toward the final report and beyond, I wish to share with you, Mr. Mandel and the senior policy advisors major concerns regarding the issues of personnel and community-leadership. I've expressed some of these concerns before, but they take on renewed urgency based on recent conversations with Barry Shrage, Sara Lee and Harold Schulweis. Realizing that they share these concerns with convictions equal to mine own encourages me to give voice to them once again.

A Commission of continental scope has to develop as broad a perspective as possible on the major issues in Jewish education. I believe we have done so admirably with our analyses of the twenty-six options, and our decision to focus primary, but not exclusive, attention on the issues of personnel and community. However it is of equal importance that we balance this macro perspective with a micro perspective of how the basic services of Jewish education are delivered to the largest numbers of North American Jews in their immediate environments.

The synagogue, for all its obvious weaknesses as an educational institution, remains the single most prominent deliverer of these services on this continent, and especially in the U.S.A. I say this not only because synagogue-based education for school-aged children is by far the most widely used service, but also because many other of the options we survey either are based in the synagogue (such as adult, family and informal education) or recruit heavily from the synagogue membership (such as summer camps or Israel experiences.) Only the JCC's and the denominationally-based day schools come to mind as major alternative or complementary deliverers of Jewish educational services.

Yet our analysis thus far has all but overlooked the issues of service-delivery.¹ I say this now precisely because I do not think we can fruitfully proceed with the issues of personnel and community without simultaneously thinking through how whatever changes we hope to bring about in these macro areas will impact

¹ When in our analysis of the options we approached options like adult and family education as domains-in-their-own-right, we ended up downplaying the role of the synagogues in their service delivery

Dr. Arthur Wapenstein, Director
P. O. February 5, 1989

on and be impacted by the culture of the synagogue, our major service deliverer.

Let me be more specific in regard to both the issues of personnel and community. There can be no question that without an influx of quality personnel no branch of Jewish education can grow or flourish. But it seems equally obvious that different institutions employ personnel in quite different ways. To be a professional educator in a day school is a dramatically different experience than to be one in a synagogue. Day schools are built around educators; synagogues are built around rabbis. It may be an exaggeration, but not by much, to say that the synagogue as an institution has never learned to comfortably include the professional educator as part of its regular staff. It is at least accurate to say that while synagogues regularly employ full-time rabbis, they much less regularly employ full-time educators and tend to rely on either part-time professional or avocational educators.

If there were available a new cohort of quality Jewish educators, how would they fit into the current synagogue structure? Would they be slotted into the principal's role in the supplementary schools, quarantining almost a life of frustration dealing with ill-trained, part-time teachers and divorced from the adult life of the congregation which is the rabbi's domain? Or is there another model by which synagogues can learn to integrate full-time professional educators into the life of the congregation in ways that allow them to function in a multiplicity of roles alongside the rabbi and the lay leadership and develop a set of talents in working with children, adults, teachers and families? Alvin Schiff and Barry Shrage, among others, have written about the need for this second model (in connection with family education), but I am not aware of any systematic effort to put this alternative model into place.² Can this Commission afford to not deal with the issue of how to integrate educators effectively into the life of the community?

In regard to the issue of communal leadership, I believe our suggested focus has been on Federation leadership which is quite appropriate. However, within congregational culture there is also often a gap between those in power and those most concerned and involved with Jewish education. Here I am on less familiar ground, but the work of my colleague Susan Shevitz suggests to me that decision-making by congregational lay leadership is often

² Harold Schulweis is working on an alternative model in his congregation as are other rabbis and educators in their congregations. By systematic I mean an-across synagogue, communal effort.


Dr. Arthur Naparstek, Director
P. 3, February 6, 1989

not well informed by an appreciation of the educational issues involved and that congregations as an organizational culture will not become more fundamentally hospitable to providing quality educational opportunities until its top leadership becomes more involved and better informed. Sara Lee has made a similar point with equal power. Will we find a way to address this aspect of community leadership?

In practice I not only support Josh Elkin's plea that we begin to include in our work regular contact with the denominations and with CAJE (where most synagogue educators are to be found), but also that we devote regular staff time to a consideration of these delivery-issues when thinking through the issues of personnel and community. If we go ahead with a best-practices volume, we can also use that as an opportunity to highlight congregations that have made significant strides towards prioritizing Jewish education for all their members and including Jewish educators as a proud and integral part of congregational life.

I hope these issues will find a way into our discussions next week.

Sincerely yours,


Joseph Reimer

nb

▼ Morton L. Mandel

TO: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 1/27/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Yitz Greenberg's letter of January 3rd suggests that the Mandel Foundations and other family foundations would make their maximum impact on Jewish education if they "Choose one area (or a fragment of an area) where it could make a major difference in the long run. This would be the most constructive way to upgrade Jewish education." Yitz goes on to say that "It comes down to a personal or intuitive judgment on your part as to which area you wish to take on." This approach would have a lot of appeal to persons who have a special interest i.e., Jesselson on day schools, Bronfman on informal education, Wexner on training.

When we consider funding arrangements, we ought to discuss Yitz's suggestion. At the same time, we should probably look to the federations and the organized Jewish community for a comprehensive approach to raising the quality level of the Jewish education enterprise.

Yitz also called attention to Eli Evans' suggestion that we make a "critical study of Jewish education." Hirschhorn and others have called our attention to the need for a critical evaluation of how we are now spending community funds for Jewish education. There seems to be a general feeling that if we simply throw more money at the problem under prevailing conditions, we will fall far short of our mission. Should there be some basic changes in the way we organize to offer and administer Jewish education? Are there current programs which are not going to succeed? Are there others which have a better chance to succeed?

A general discussion of these questions by the senior advisor group would be useful, followed perhaps by discussion by the Commission.

1-27-89 10:50 AM

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

January 11, 1989

Dear Yitz:

Thanks very much for your very thoughtful letter of January 3, and I'm grateful to you for reaching out to share with me your thoughts.

I will think very carefully about all you have suggested, and I do look forward to seeing you one day soon.

Warmest regards.

Sincerely,

MORTON L. MANDEL

Rabbi Irving Greenberg
President
CLAL
421 Seventh Avenue
New York, NY 10001

FEB 6 1989



reconstructionist rabbinical college

CHURCH ROAD and GREENWOOD AVENUE
WYNCOTE, PENNSYLVANIA 19095
(215) 576-0800

January 26, 1989
20 Shevat, 5749

Mr. Arthur J. Naparstek
Commission on Jewish Education
in North America
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Arthur:

I've been meaning to write to you since the Commission meeting in December to tell you what a wonderful event that was and how pleased I am to be a part of this important effort.

Those of us who labor in the field of Jewish education on a day to day basis sometimes lose the global perspective that only participating in a meeting like this can restore to us.

I want to tell you that I think the decision to concentrate the Commission's efforts in the areas of personnel and support for the field was a wise one. Hearing the various programmatic suggestions touted by one camp or another, I began to feel that no matter which of them was selected, several things equally valuable would suffer from neglect. I could not agree more than improved efforts in the areas of personnel and general support would help all the specific program areas at once.

At the same time, I hope you and the Commission heard my plea for articulating a clear sense of vision and purpose in Jewish education in the course of the effort to recruit personnel. I don't believe we will tap the idealism and dedication that we seek merely by the raising of salaries and the improvement of benefit packages, however much I agree that these urgently need to be upgraded as well. I hope the Commission staff will find a way to tackle this question of underlying vision.

I'm especially happy to report to you that the Philadelphia community seems most interested in the Commission's work. I have been asked to give reports on the December meeting to two separate groups. One involves key members of the lay board of the Central Agency for Jewish Education in this city at the request of Barbara Steinberg, the new Central Agency Director. The other is a group of professionals in the field of Jewish education under the leadership of Dr. Jeffrey Schein. I expect to be delivering both of those reports over the course of the next month. I gather there is much anticipation of great things to come out of this commission and it is nice to know that professionals and lay people in the field have their ears perked.

I just spoke with Joe Reimer regarding the question of short-range tasks for the Commission. I spoke strongly in favor of the notion of multiple demonstration projects. I would hate to see the Commission, even at this stage, be characterized as a group that produces nothing but verbiage. I think we would do best by actually showing a number of communities what it is that we intend and having some real accomplishments to show for ourselves.

Naturally, I would be delighted if the Philadelphia community were included among those areas chosen for demonstration projects and I would do everything I could to use the good offices of this institution to support such efforts in any way. Please feel free and welcome to call upon me in that regard.

Warm regards and best wishes in your ongoing efforts.

Sincerely yours,



Dr. Arthur Green
President

AG:eg

The Wexner Foundation

1000 East 12th Street
Cleveland, OH 44115

216-291-1100
216-291-1101

February 3, 1989

Morton L. Mandel
Chairman
Commission on Jewish Education in North America
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort:

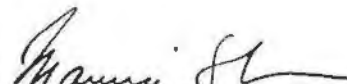
I have just finished reading the minutes of the most recent meeting of the Commission on Jewish Education in North America. I regret that I was unable to attend this meeting, but it appears from the minutes and from what I have heard from Hank Zucker and Art Naperstak the meeting made significant progress towards identifying critical areas for intervention.

I would like to thank you and Art for circulating my letter regarding the need for addressing the critical problem of Jewish campus services.

It is regrettable that someone representing the Hillel structure is not involved in our process. If at all possible, I would urge, even at this late date, that someone who can speak with authority about the college scene be involved in the Commission's work. As you may know, the National Hillel Commission of B'nai B'rith recently appointed a new Executive Director, Richard Joel. I have had several conversations with him, and I personally can't think of anyone who would be more appropriate for this role.

I certainly concur with the conclusions of the meeting on December 13th and look forward to attending the next meeting of the Commission.

Sincerely,


Rabbi Maurice S. Corson
President

MSC/np

JAN 31 1989

SOLOMON SCHECHTER DAY SCHOOL

בית הספר
ש.ז. שכטר

Rabbi Joshua Elkin, *Headmaster*
Helen B. Greif, *Asst. Principal, Lower Div.*
Evelyn B. Lang, *Asst. Principal, Middle Div.*
Arnold S. Cover, *Director of Admissions*
Helen J. Kadish, *Director of Development*
Sharon F. Sugarman, *Business Manager*

Harvey W. Freishtat, *President*
Bernard H. Pucker, *Chairman, Trustees*
Rabbi Israel Kazis, *Vice Chairman, Trustees*
Eliot Shoolman, *Vice Chairman, Trustees*

January 26, 1989

Dr. Arthur J. Naparstek, Dir.
Commission on Jewish Education of North America
45 Euclid Avenue
Cleveland, Ohio 44103

Dear Art,

It was good to speak with you the other day. I am following up on our conversation, and in accordance with your request I am putting some of my ideas in writing in the hopes that they can be shared with others involved in this stage of the Commission's planning.

Based on everything that I have studied and in the literature on educational change, I can say with some authority that it is quite important that at this stage of the Commission's work, we begin thinking seriously about ways in which we can share our progress and instill a modest sense of investment among a broader group of individuals, beyond the actual members of the Commission. Given the fact that the Commission hopes to make a definite impact on the field, it seems quite appropriate to be thinking about ways in which we can nurture and fertilize the field so as to render it more hospitable and ready to receive the major recommendations and the suggested programs that may come out of the Commission's work.

In our phone conversation, you pressed me to become as specific as possible. In following through on that suggestion, I will limit my remarks to the Conservative and Reform Movements. Given the fact that I am most familiar with the Conservative Movement, I will provide the most detail.

The key stake holders in the Conservative Movement are the Jewish Theological Seminary, the United Synagogue of America, the Rabbinical Assembly, the Jewish Educators Assembly, the Solomon Schechter Day School Principals' Council, and the United Synagogue Youth Movement. It seems to me that we should begin the process of engineering a meeting of key representatives from those various constituencies. I don't think that this should be a difficult task. We already have Ismar as the representative of the Seminary, together with myself as a representative from the Schechter Principals, though additional individuals from the Seminary and from the Schechter Day School community could be brought in, if we so choose. It's my sense that Ismar and I could, with the guidance and support of a member of the Commission's staff, convene a meeting to which we might invite the following individuals: The President of the United Synagogue of America; the Chief Executive Officer of the United Synagogue of America; the head of the Department of Education of the United Synagogue; the current President of the Rabbinical Assembly; the current President of the Jewish Educators Assembly; and the Director of the United Synagogue Youth Movement. Most of the particular individuals referred to in this list are people whom I know. While I don't know them well, I have enough connection with them that I feel comfortable with them being involved in such a meeting.

I would see the purposes of such an initial meeting being as follows:

1. To introduce these individuals to the existence of the Commission and to the manner of its work;
2. To lay out for those in attendance the specific areas in which the Commission has chosen to invest its energies;
3. To present the anticipated future time-table of the Commission's activities;
4. To hear reactions from the group and to make some further plans for the periodic sharing of the Commission's progress;
5. To encourage those in attendance (and to provide them with the necessary assistance) to disseminate information on the Commission to members of their constituencies.

The timing for the wider sharing of the information seems very negotiable, but the importance of meeting with the key representatives from each constituency seems very clear to me. With more time, I could give some additional thought to a more specific agenda for that meeting, though I am sure that you and other members of the staff could certainly come up with a good set of items to be tackled at such a meeting.

In thinking about the Reform Movement, I find myself somewhat stymied because I do not know the players well enough. I suggest that you contact Sarah Lee and Alfred Goschalk to learn about the nature of the key players in that movement and to go about the process of blocking out what an appropriate course of action might be.

Finally, I want to add one additional comment concerning a very important organization involved in Jewish Education - the Coalition for the Advancement of Jewish Education (CAJE). I have been involved with CAJE for sometime, and I have a realistic appreciation of what it has and has not accomplished. As you may know, CAJE sponsors an Annual Conference. In August 1989, the 14th Annual CAJE Conference is slated to take place at the University of Washington in Seattle. As I think through the phenomenon of 1,800 individuals involved in Jewish Education gathering together for a week of professional growth, learning, camaraderie, I find myself feeling very strongly that there should be some carefully developed opportunities during the course of the Conference for individuals to learn about the existence of the Commission and the progress that will have been made by that date. I do not envision a large plenary session, nor do I imagine a full-scale leafletting of the Conference. What I have in mind is much more modest. I think that a group of the senior policy advisors, together with members of the Commission, should have a brief meeting to discuss the structuring of a one and a half hour session, possibly given twice during the course of the Coalition, for purposes of briefing interested attendees on what is happening within the Commission's work. I think it would be highly inappropriate for such a large-scale meeting of Jewish Educators to take place without some visibility for the Commission and its work. I would be happy to elaborate further on this at any point, but I did want to mention it at this time because the CAJE planners are now actively involved in the process of putting together the list of sessions to be offered. I believe that the deadline is March 1st, and so there is some reason to move the discussion along sooner than later as to whether it seems appropriate to have some presence of the Commission at the CAJE Conference.

I hope that these remarks are helpful in communicating my position. I would be happy to speak with you further. I would also be very interested in learning from the concept piece that has been written for other constituencies who may need to become aware and moderately invested in the Commission's work.

Warmest regards to you. I do hope we will have a chance to meet on one of your trips East. All the best.

Sincerely,



Joshua Elkin

JAN 30 1989



Council
of Jewish
Federations, Inc.

730 Broadway, New York, NY 10003/212 475-5000

Cable: Councilfed, New York

Office of the President
Mandell L. Berman

January 25, 1989

Mr. Arthur J. Naparstek
Commission Director
Commission on Jewish Education
in North America
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Art:

I was delighted to receive Maurice Corson's letter on the issue of Educational Services for Jewish students on the campus.

Most of his comments, of course, are to the point. He is certainly correct when he says that the issues of appropriate funding for Hillel Foundations in North America has been limited to some extent by B'nai B'rith's limited funding capacity. However, as Dr. Corson knows, at this point Federations supply more than 50% of the limited dollars that are being spent today on campus programs while it would be my guess that B'nai B'rith spends less than 25%. The problem has always been that Federations tend to support programs close to their own communities, and those campuses which are distant from Federations, Cornell is always the best example, have tended to be either under funded or not funded at all.

The Council of Jewish Federations using a committee that I co-chaired five years ago spent three years examining this subject, and in the process tried to get what we felt to be vital, necessary funding for the B'nai B'rith office in Washington, so that the 100 or so Hillel Foundations could be appropriately programmed and staffed. We simply were unable to accomplish this, in part because of the concern expressed by some Federations relative to the ability of the Hillel B'nai B'rith national organization to appropriately handle the funding.

I would, however, point out to Dr. Corson that there are distinct differences between the variety of campus programming even among the better funded campuses such as Harvard and the University of Michigan. As good as the Harvard program is, I think that the leadership there would agree that for the most

Mr. Arthur J. Naparstek
January 25, 1989
Page Two

part they tend to direct their programming towards the committed students on campus. At Michigan, as I have pointed out so many times, we direct our programming to the uncommitted students, and we are satisfied that by doing that we have been able to reach about two-thirds of the estimated six thousand Jewish students on the Michigan campus. Consequently, when we take a look, as I hope we will, at the variety of existing campus programs, we certainly should consider the variety of approaches that are available to reach the uncommitted on these campuses.

I enclose a copy of the most recent University of Michigan Hillel January and February events calendar that is illustrative of the kind of programming being done there.

As busy as I am, I would be delighted to do what ever I can to be helpful to you, Art, and to the Wexner Foundation should they be prepared to take a more intensive look at the whole issue of fragmented programming for Jewish students on campuses in North America.

I should add that I have been interested since assuming the Presidency of the Council to try to re-focus staff and committee interest on the college campus programming issue. Because of the whole variety of other priorities at the Council that are taking so much of our time, we have not been able to do that as yet.

The Council, however, is the place where the profile of the issue should and can be raised, and I plan to do that just as soon as we can re-prioritize our activities once some of these international pressures abate.

Cordially,


Mandell L. Berman

MLB/bh

cc: Carmin Schwartz
Maurice Corson, D.D.



איחוד
ליהודים
אמריקאים

Union of American Hebrew Congregations

PATRON OF HEBREW UNION COLLEGE - JEWISH INSTITUTE OF RELIGION
838 FIFTH AVENUE, NEW YORK, N.Y. 10021 (212) 249-0100 CABLES UNIONUAHC

January 10, 1989

Mr. Morton Mandel
4500 Euclid Avenue
Cleveland, OH 44103


Dear Mr. Mandel,

Thank you for your gracious letter of January 5th.

I sincerely hope that you and your colleagues will determine to include our UAHC Commission on Jewish Education leadership on your national body, for the sake of the enterprise, and not merely for "institutional gratification".

Best wishes for a wonderful 1989.

Sincerely,


Rabbi Daniel B. Syme
Vice President

DBS/au

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

January 5, 1988

Dear Rabbi Syme:

You wrote me last month with some thoughts concerning additional participation of the Reform Movement in the processes of the Commission on Jewish Education.

I have discussed this with a number of my colleagues, and we are thinking through what makes the most sense for our Commission. We will be back in touch with you.

I certainly understand and welcome the thrust of your letter, and thank you for your expression of interest in our work. We do, indeed, seek to make an important contribution, and want to enlist the support, in every appropriate way possible, of people like yourself who can be helpful.

Thanks again for writing.

Sincerely,

MORTON L. MANDEL

Rabbi Daniel B. Syme
Vice President
Union of American Hebrew Congregations
838 Fifth Avenue
New York, NY 10021

CC - AJS

Union of American Hebrew Congregations

PATRON OF HEBREW UNION COLLEGE - JEWISH INSTITUTE OF RELIGION
838 FIFTH AVENUE, NEW YORK, N.Y. 10021 (212) 249-0100 CABLES UNIONUAHC

Dec. 5, 1988

ENCLOSURE

Mr. Morton Mandel
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Mr. Mandel,

I have just received a press release on your newly formed Commission on Jewish Education. While I, of course, applaud any effort aimed at enhancing the quality of Jewish education, I was more than a little surprised to note the absence of any representative from the Union of American Hebrew Congregations.

Dr. Alfred Gottschalk of HUC-JIR is certainly a most distinguished member of the academic community. However, it is the UAHC Department of Education and the Reform Movement's Commission on Jewish Education that sets and implements policy, creates curriculum, publishes texts, trains teachers, and supervises a total system of pre-school through adult education for our eight hundred and twenty five congregations.

If it is the goal of the Commission to have a significant impact on the "real life" teachers and educators of Reform Judaism, I know that you will wish to add a UAHC representative to what I know is already a formidable collection of Jewish educators.

I shall look forward to hearing from you in the very near future.

Sincerely,



Rabbi Daniel B. Syme
Vice-President.

DBS/e

January 5, 1989

Dear Mr. Gruss:

Thanks very much for the letter you sent me about your thoughts as to how the Commission on Jewish Education should proceed. I want you to know that we had a wonderful attendance at our meeting on December 13, and we missed you. Mr. Cury was there, and I hope he gave you a full report.

I believe I understand your idea that the cities, themselves, have to organize to produce a higher quality of Jewish education, and we are working on this idea, which will be discussed further with the members of our Commission.

We will try to keep you fully informed, and look forward to the pleasure and privilege of working with you on this important cause.

Best personal regards.

Sincerely,

MORTON L. MANDEL

Mr. Joseph S. Gruss
900 Third Avenue
New York, NY 10022

December 9, 1988

Joseph S. Gruss

900 Third Avenue
New York, NY 10022
212 688-1330

Mr. Morton L. Mandel
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Mr. Mandel:

It is my opinion that your Commission on Jewish Education should consider recommending that several of the large Jewish Federations establish Funds for Jewish Education based on the New York model.

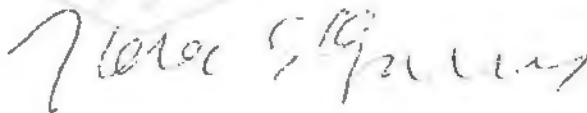
I specifically propose that the Jewish Federations in Los Angeles, Boston, Cleveland and Chicago, as well as other large Jewish communities, do studies to determine the following in each community:

- 1) Number of Yeshivots and Jewish Day Schools
- 2) Number of Jewish educators
- 3) Number of pupils

The review of these studies should be given top priority by your Commission. Mr. Cury will represent my thoughts at your next Commission's meeting.

I would appreciate your comments.

Respectfully,



Joseph S. Gruss

JSG/cab



CLAL

January 3, 1988

Mr. Morton Mandel
Mandel Associates Foundation
1750 Euclid Avenue
Cleveland, OH 44115

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The National Jewish
Center for Learning
And Leadership

Dear Mort:

This is a belated reaction to the meeting of the commission. On balance, we all should be encouraged by the progress made by the group. I am glad that we also clarified the confusion between the two of us. I truly regret the comment that may have sounded discouraging to the other foundations present from joining in. The main thrust of my words was a plea to you to consider 'specializing' the Mandel Foundation money.

I am deeply impressed at the breadth of the commission and of your desire to get a review of the entire field of Jewish education so as to be able to choose your 'specialty' wisely. At the same time, there is a danger that you may choose an area which is so broad that it could absorb all of your funds and indeed that of others without really showing a result at the end. My point is that Jewish education might be a case of "less is more". Were you to choose the area of personnel but decide to beef up one outstanding institution (say take the Jerusalem Fellows or some such equivalent program and quintuple it) that might make a difference in the outcome. On the other hand, if the money went to increase the present salaries of all the professionals by a marginal factor of five percent then this would not make a dent in the basic problems of the field.

Almost any of the areas identified would be worthy of a major effort. It is true that there is a lack of research and that in a number of cases, attempts to improve conditions would eventually run into obstacles of shortage of personnel, etc. Nevertheless, in almost each of the areas listed in the report, real improvement can be achieved. Therefore, I remain convinced that if the Mandel Family Foundation would choose one area (or a fragment of an area) where it could make a major difference in the long run, this would be the most constructive way to upgrade Jewish education. It would be my pleasure to consult with you as to which area you choose. In actual fact, every area is needed and in every area there is room for a contribution. So it comes down to a personal or intuitive judgment on your part as to which area you

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- FOUNDERS**
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 Lie Wiesel
 Rabbi Steven Shaw

Mandel, Mr. Morton
January 3, 1988

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wish to take on. It may well be that this model of changing one area would be adopted by the other Foundations (those represented on the Commission and those not) so that in the long run the overall area of Jewish education will be covered better this way than by general approaches.

If you choose to work in the area of personnel, there are three possible models of functioning. One is to enrich all existing institutions--but this runs the risk of having a diluted or marginal effect which changes little. The second would be to take one strong institution and underwrite a major expansion. The third would be to focus specifically on new options, i.e., institutions that could nurture major new figures and forces in Jewish education. (An example would be CAJE or Beit Clal--the retreat center which we are trying to create which will bring scholars together and nurture them and deepen their contacts.) If you make a decision as to which of those models you want to follow and then follow-through and concentrate your efforts, you will make a major contribution.

Among the other important ideas that were offered at the meeting, two stand out. One is the idea of a critical study of Jewish education (Eli Evans' proposal). The other was the need for research. If you took research as your area and made a major investment in it that too would be a contribution--even though right now there is no center for research that could carry your investment. The Evans-type study of Jewish education would involve far less resources, of course. It would probably be done best not by a team making a multi-disciplinary analysis but by using a Flexner/Rockefeller Foundation model, i.e., commissioning one intelligent, critical person to do a thorough and effective assessment. The limited investment involved would leave the Foundation free to do other things as well.

The ideas of reaching out to community leadership and stimulating funding also need not be excluded by the commitment to a specific area that is recommended in this letter.

I remain deeply appreciative of your initiative. The very fact that a leader as respected as you, backed by the impressive resources of your Foundation, is willing to give Jewish education top priority carries an important message and serves as an important model. My prayer is that by specializing and concentrating you

Mandel, Mr. Morton
January 3, 1988

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will make an even greater contribution at this historic moment.

Warmest best wishes.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Irving Greenberg". The signature is written in dark ink and is positioned above the typed name.

Irving Greenberg

IG:blm

The Wexner Foundation

December 9, 1988

Mr. Morton Mandel
Commission on Jewish Education
in North America
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Mort:

I was delighted to have the opportunity to meet with Hank Zucker recently in order to review the progress of the Commission on Jewish Education in North America, and the preliminary draft of the conclusions to be presented to the members of the Commission by staff. In the report's discussion of major areas in the field of Jewish education, I would like to underscore the importance of educational services to Jewish college students which, to my mind, represents one of the most critical areas to be considered. In response to this concern, Hank invited me to share some thoughts with the members of the Commission, which I am more than pleased to do.

A unique and important role an independent commission may play is the conceptualization of Jewish educational services in broader and potentially more effective terms. Authorities in the provision of Jewish campus services estimate that there are approximately 450,000 Jewish students currently enrolled in hundreds of colleges and universities throughout North America. Moreover, the Jewish community's love affair with higher education has been evidenced by the fact that, over the past three decades, in any given year, from 80-90 percent of all Jews of college age have been enrolled in a college or university.

Mr. Morton Mandel

December 9, 1988

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The college years for Jews and non-Jews alike are strikingly formative in the development of individual lifestyles and goals. Away from the parental home and community-based institutions for the first time, the college student becomes immersed in the universalist milieu of the campus community, and is afforded the exposure and opportunity to experiment with the widest variety of intellectual, political, social and personal challenges and enticements. In fact, during the college years, many young people consciously distance themselves from the values and traditions of the past in an effort to assert their budding individuality. It is commonly understood that, during the college years, individuals tend to lay the groundwork for, if not make, the most important decisions of their lives with respect to lifestyle, dating and marriage, career, and personal values.

The campus community is critical for another reason as well. In addition to the universalist, "melting pot" milieu referred to above, the campus is also the place in North American society where Israel is most consistently undermined and attacked. The propaganda campaign against Israel and her supporters is centralized on the campus and fueled by highly organized and well funded Arab and Third World organizations. The unsuspecting and ill-prepared Jewish student who arrives on the campus is immediately struck by these activities and is often at a personal loss as a result of them.

The typical Jewish student begins college with an inadequate if not insignificant Jewish education. The statistics shared with our Commission indicate that, in a given year, only 42 percent of all school age (ages 3-17) children are enrolled in formal Jewish education settings, the vast majority being in a congregational or supplementary school. Furthermore, with the widely acknowledged erosion of Jewish practices in the home, many if not most young Jews entering the college years do not arrive with a solid home-based sense of Jewish identification. In sum, the enterprise of Jewish education, both in schools and in the home, tends to affect in some significant way less than a majority of Jews who go on to the university setting.

A grave mistake of the organized Jewish community in defining the parameters and constituencies of Jewish education rests in the almost exclusive concentration on the age grouping spanning pre-Bar/Bat Mitzvah to

Mr. Morton Mandel
December 9, 1988
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post-confirmation. Invariably, Jewish education is believed to have run its course by the time the young Jew graduates from high school. However, given the demographic and geographical concentration of Jews on the campus, the formative developmental stage the campus represents, and the inherent threats and challenges posed by the campus milieu, the continuation of an attitude relegating campus Judaism to a minor role within the framework of Jewish education is both neglectful and dangerous.

While the leadership of the Jewish community has long been aware of the problems and opportunities associated with Jewish education (congregational schools, day schools, preschools, Jewish camps, youth groups, et.al.), the top leadership of North American Jewish life has never seriously addressed the gross neglect in providing adequate and appropriate funding, staffing, and programming for Jewish college students. In the all too few Hillel Foundations where there are adequate levels of funding and staffing, the results have been very positive (e.g. Harvard, University of Michigan, U.C.L.A., and Washington University). In general, however, most campuses have a ratio of one full time Hillel staff person for every 1,000 - 2,500 Jewish students. As such, Jewish education on the campus, even allowing for the presence of Jewish Studies programs, is woefully underfunded.

From time to time, there have been isolated studies and discussions about Jewish campus constituencies, but in every case they have been aborted by the timidity of national leadership and the political realities of B'nai B'rith's internal agenda and limited funding capacity.

Finally, even given the best efforts of B'nai B'rith Hillel as the national centerpiece for campus services, and local Federations, which often contribute generously to localized Hillel programs, dozens of campuses with thousands of Jewish students have literally no Jewish program as a result of Hillel's inadequate financial resources, or the fact that such campuses happen to be isolated from any Federation's service area.

B'nai B'rith Hillel, in partnership with numerous local Federations, has an immensely important task. It has, to date, been generally viewed as a marginal institution dealing with a marginal constituency, on the periphery of concern to top leadership. Ironically, it is precisely this constituency which holds unparalleled potential in our efforts to upgrade Jewish education.

The Wexner Foundation

Mr. Morton Mandel

December 9, 1988

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For these reasons, it is my strong belief that the Commission on Jewish Education in North America must place the campus agenda among the highest Jewish education priorities. We now have an opportunity to take these constituencies seriously, for the sake of Jewish education, and the future of our community. I urge the Commission not to turn it's head away from this challenge.

Sincerely,



Maurice S. Corson, D.D.
President

MSC:sgb

cc: Mr. Henry Zucker

David S. Ariel
October 4, 1988

North American Commission on Jewish Education
Proposal on Approaches to Training Issues

1. Historical Importance of Jewish Educational Personnel

"It is customary in each general assembly of Jewish leadership to examine the by-laws governing the affairs of the community in general and in detail. The first and most important among them concerns support for education." (Regulations of the National Jewish Council of Lithuania [1623-1764]).

2. Definition of Problem of Personnel: a picture of the personnel issue in North America based on studies by the Jewish Agency, Bank and Aron, JESNA and others.

3. Review of Literature: A review of the recent studies on personnel in Jewish education and the state of research (Fishman 1987; Cohen and Wall, 1987; Schiff et. al, 1987; Chazan, 1988; Brandeis Conference on Professionalization, etc.)

4. Training Institutions: A review of the types of training institutions, a summary of the enrollments by institutions and follow up on placement of graduates; consideration of the strengths and weaknesses of each institutional genre; preliminary description of each institution.

A. Denominational Seminaries

- Yeshiva University
- Jewish Theological Seminary
- Hebrew Union College
- Reconstructionist Rabbinical College

B. Colleges of Jewish Studies

- Spertus College of Judaica
- Boston Hebrew College
- Cleveland College of Jewish Studies
- Baltimore Hebrew University
- Gratz College

C. University Programs

- Brandeis University
- McGill University
- Others

5. Literature on Professional Training: What are the elements of a profession and how do these elements relate to Jewish education? Should professionalization be a goal? Should there be differentiation between professionalization and avocational training?

A. The authority of the profession derives from dependence upon the knowledge and competence of the profession and the legitimacy or validity of its interpretations of reality ("persuasive claim to [cultural] authority"). [First problem in Jewish education is that Jewish educators lack a persuasive claim to cultural authority. This is due to the ambiguous relation of Jews to Judaism.]

Authority signifies the possession of some status, quality or claim that compels trust or obedience. (Steven Lukes, "Power and Authority") (Status for Jewish educators cannot be improved through salaries and benefits. Improved compensation is the result of increased status. Thus, the key to improving status is to create a persuasive claim to authority for Jewish educators. Jewish education must first address the issues of dependence and legitimacy.)

The acceptance of authority signifies a "surrender of private judgment" and the acceptance of the superior competence of the professional. (Paul Starr, Social Transformation of American Medicine) (The authority of a Jewish educator is based, in part, on superior competence in Jewish knowledge but must also be based on dependence upon that knowledge. In what way are Jews "dependent" upon the knowledge of Jewish educators? How is Jewish knowledge indispensable?)

6. Training Issues in Jewish Education

A. Professional Issues

Recruitment

Training (Preservice)

(Inservice)

Placement/ Hiring

Compensation and Benefits

Retention

Professional Growth and Development

B. Institutional Issues

Mission and Purpose (Specialized or General)

Resources (Faculty, Students, Finances)

Institutional Outcomes and Effectiveness

7. Educational Positions: What are the positions for which personnel are being trained, where training is provided. What are the new positions which are not being trained and where training could be offered. Strategic considerations: comprehensiveness of focus, differentiation, prioritization.

A. Preschool and Early Childhood Programs

Educational Director
Teachers

B. Elementary Day School
Educational Director
Teachers

C. Elementary Supplementary School
Educational Director
Teachers

D. Day High School
Educational Director
Teachers

E. Supplementary High School
Educational Director
Teachers

F. College Programs

G. Adult Education Programs

H. Jewish Community Centers
Summer Camping Programs
Retreat Centers
Youth Activity Programs

I. Congregations
Family/ Parent Educators

J. Community Specialists
Curriculum Specialists

8. Institutional Issues

A. What types of training are needed? Is there one generic program or must there be specialized programs such as denominational programs, day school, supplementary, etc.? (See preliminary report of Association of Institutions of Higher Learning in Jewish Education)

B. What types of institutions should provide this training? What is the role of seminaries, colleges of Jewish studies and university programs? What sort of change is needed within these institutions?

9. Related Issues

A. Is the creation of a national network of special-purpose institutions feasible? To what extent are the approaches to training denominational, national or local? How many such institutions are needed?

B. What is the best way to address the needs of smaller communities?

C. How can the cadre of university faculty in Judaic studies be of benefit to this area?

D. How can a persuasive claim to cultural authority for Jewish education be established?

E. What is the proper role of Israel in educator training?

10. A Process for exploring the issues

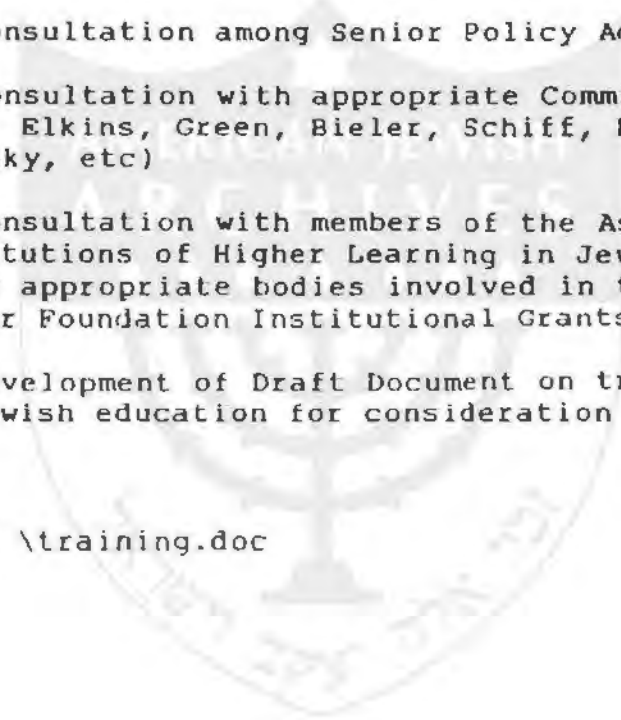
A. Consultation among Senior Policy Advisors

B. Consultation with appropriate Commission Members (Lee, Elkins, Green, Bieler, Schiff, Lamm, Schorsch, Twersky, etc)

C. Consultation with members of the Association of Institutions of Higher Learning in Jewish Education and other appropriate bodies involved in training (e.g. Wexner Foundation Institutional Grants Program)

D. Development of Draft Document on training personnel in Jewish education for consideration

main \word \training.doc



DONALD R. MINTZ
843 MAGAZINE STREET
NEW ORLEANS, LOUISIANA 70130-3477

August 4, 1988

PERSONAL

Mr. Morton L. Mandel
Premier Industrial Corp.
4500 Euclid Avenue
Cleveland, OH 44103

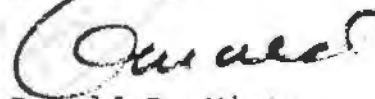
Dear Mort:

I thought the first meeting of the Commission on Jewish Education of North America was extraordinarily productive and positive. The composition of the Commission, together with the interest displayed during the meeting, is a fitting tribute to your wonderful leadership.

I am pleased and privileged to be a part of the effort and moreover, enormously grateful that JWB is a partner in this historic project.

With warmest best wishes, I am

Sincerely,



Donald R. Mintz

DRM/pie

111-12A 7.

UNIVERSITY of JUDAISM

SUNNY AND ISADORE FAMILIAN CAMPUS

15600 Mulholland Drive, Los Angeles, California 90077 • (213) 879-4114 / 476-9777

[Handwritten signature]

11/23/87

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Office of the Vice-President

November 23, 1987

Mr. Morton Mandel
Premiere Industrial Corporation
4415 Euclid Avenue
Cleveland Heights, Ohio 44103

Dear Mr. Mandel:

We are pleased to inform you that the Association of Institutions of Higher Learning for Jewish Education has been formed. This Association includes regionally accredited institutions of higher education which grant undergraduate and/or graduate degrees whose primary focus is professional education for careers in Jewish education. The institutions which have created this association are: Baltimore Hebrew University, Cleveland College of Jewish Studies, The Fingerhut School of Education of the University of Judaism, Gratz College, Hebrew College of Boston, Hebrew Union College -- Rhea Hirsch School of Education and New York School of Education, The Hornstein Program of Brandeis University, The Jewish Theological Seminary of America Education Program, Spertus College of Judaica and Yeshiva University.

Since the purposes of this association include strengthening the profession of Jewish education and providing academic and professional leadership for the improvement of Jewish education, we are writing to you at this time to request representation on the North American Regional Subcommittee of the Jewish Education Committee of the Jewish Agency. In view of the fact that several of the institutions listed above already have representation on the committee, we are requesting this representation as a distinct collective entity concerned with those issues in our field which transcend institutional and denominational boundaries.

It is because of the excitement and promise which your initiatives have generated that we look forward to making a contribution to the deliberations and future projects of the Committee.

Sincerely,

Sara S. Lee
Alvin Mars

Sara S. Lee
Alvin Mars
Co-chairpersons
Association of Institutions of Higher Learning for Jewish Education

11/23/87 - Sara S. Lee
Alvin Mars

FROM THE SECOND TO THE THIRD COMMISSION MEETING
 FIVE MONTH PLAN: FEBRUARY-JUNE 1989
 FIRST DRAFT -- JANUARY 27, 1989

	Feb '89	Mar '89	Apr '89	May '89	Jun '89
I. RESEARCH & DEVELOPMENT					
A: DESIGN OUTCOMES					
1. Draft Alternative Strategie	-----				
2. Wise People -- Methodology	-----				
3. Brain-storm Planning Group.	-----				
B. OTHER RESEARCH					
4. Research Design	-----				
5. Personnel: data & analysis	-----				
6. Community: data & analysis	-----				
7. Case Studies	-----				
8. Visions Paper	-----				
9. Carry out research design	-----				
II. COMMISSIONERS INVOLVEMENT					
10. Small Group Meetings	-----				
Meeting 1	-----				
Meeting 2	-----				
Meeting 3	-----				
11. Educators Meeting	-----				
12. Individual Interviews	-----				
13. Letter or Summary	-----				
14. Institutions on Board (P.R.)	-----				
15. Secure Attendance	-----				
16. Send Pre-meeting Materials	-----				
17. A Report to Their Publics	-----				
III. A MECHANISM FOR IMPLEMENTATION					
18. Define	-----				
19. First Steps	-----				
20. Launching	-----				
IV. STAFFING					
21. For Implementation Mechanism	-----				
22. For research	-----				
23. P.R.	-----				
V. PUBLIC RELATIONS					
24. Approve Plan	-----				
25. Approve Networking Plan	-----				
VI. THE THIRD COMMISSION MEETING					
26. Define Expected Outcomes	-----				
27. Set the Agenda	-----				
28. Logistics	-----				
29. Prepare Materials	-----				
VII. STAFF MEETINGS					
30. February to Design Outcomes	-----				
31. March for Small Group Meetings	-----				
32. June 12-16 Plan & Debrief Meeting of June 14th	-----				
. ADDITIONAL ACTIVITIES					

FROM THE SECOND TO THE THIRD COMMISSION MEETING
FIVE MONTH PLAN: FEBRUARY-JUNE 1989
SECOND DRAFT -- FEBRUARY 6, 1989

DESIGN THE OUTCOMES

Having decided to focus its efforts on personnel and the community, the next task of the Commission is to design and agree upon desired outcomes of its work. This decision--which may be altered as work proceeds--will dictate the nature and process of the work for the coming year.

The kind and amount of research and development activities; the nature of networking and public relations; the involvement of institutions and foundations; the role of individual commissioners; the staff work--all should be defined and specified in relation to the current definition of outcomes.

1. Draft Alternatives

A brief outline drafting possible outcomes will be prepared for discussion purposes. The first version of this outline should be ready for the meetings of February 7-9. It should be viewed as a working paper only, used for brainstorming and discussion purposes only. A decision should be taken as to the need and appropriateness of preparing a paper for distribution amongst commissioners.

Discuss today

2. Wise-people

Ongoing consultations will be held with various experts--academics and practitioners. The current series of consultations relates to the nature and viability of various types of outcomes that will be presented in the outcomes outline document.

Fourn

3. Brainstorming

A staff brainstorming session will be held in Cleveland on the topic of outcomes.

4. Research Design

A research design will be prepared following decision on the type of outcome aimed at.

Research

5. Research on Personnel

Data gathering and reviewing existing research should be undertaken, both for defining the nature and scope of the problem and for offering a picture of the field (for the purpose of the final report).

Issues may arise that will require commissioning research e.g., evaluation of existing training programs; norms for training personnel.

6. Research on the Community

Data gathering and reviewing existing research should be undertaken, both for defining the nature and scope of the problem and for offering a picture of the field (for the purpose of the final report).

Issues may arise that will require more basic research e.g., the cost of education; profile of leadership; how the community perceives Jewish Education and the need for improvement.

7. Carry out Research

The implementation of the research design.

8. Small Group Meetings

Small groups of commissioners will be meeting at the invitation of one prominent commissioner in his/her office to discuss the work, next steps and possible action.

The idea of this kind of involvement has emerged as a means of ensuring more active involvement and stronger ownership of the work by more commissioners.

These meetings will have to be staffed and prepared.

a. Group 1

One group may be convened at the invitation of an outstanding commissioner.

b. Group 2

Same

c. Group 3

Same

4 West Coast meeting



9. Educators' Meeting

A meeting of the commissioners who are educators will be convened, as it was in Boston last October, to discuss possible outcomes.

10. Individual Interviews

The process of individual interviews with commissioners should be continued to ensure the learning and development process, commitment to outcomes and to implementation.

The process should be monitored and documented (see individual commissioner sheets and individual assignments).

Touching base with everyone.
Answer Altman?

11. Letter or Summary

Midway between the two Commission meetings a letter, newsletter or report should be sent to all commissioners to report on progress.

Synopsis of position

12. Institutions on Board

As part of the p.r. and networking efforts, commissioners should be encouraged to bring their institutions/constituencies on board as regards the work of the Commission.

13. Secure Attendance at 3rd Meeting

As at previous meetings, attendance of commissioners at the coming meeting should be secured; secretaries should be called and reminded, etc.

14. Send Pre-meeting Materials

Background materials (if there are any) should be mailed 2-3 weeks in advance of the meeting.

15. Report to Publics

Same as 12 above. Materials should be prepared by p.r. staff.

16. A Mechanism for Implementation

The Commission has determined that its work will be implementation oriented. In order to do this, it may be useful to set up a mechanism that will be responsible for carrying out the tasks linked to implementation: initiating action, securing sponsorship, planning, facilitating implementation, monitoring and evaluating.

17. First Steps - Mechanism

In order to be effective at the end of the Commission's work, the mechanism for implementation should be planned and gradually established in the near future. If adequate, limited, staffing could be secured, the mechanism could begin the task of planning specific interventions and of securing sponsorship, linking up with stakeholders, etc.

18. Launch the Mechanism

Formal decision to set up and launch a mechanism for implementation may be taken at the third meeting of the Commission.

19. Staffing the Mechanism

Staffing for the implementation mechanism will depend on decisions concerning the nature of the mechanism. A mechanism that will be pro-active would probably best be headed by a CEO with strong financial and administrative ability. A mechanism that will deal mainly with follow-up, data collection and dissemination of knowledge may need an educator at its head, etc.

The size and composition of the team will vary with the definition, however in any case a small team of talented educators with a strong knowledge of the community and of the field.

20. Staffing for Research

To be determined in accordance with the needs of the research design.

21. Staffing for PR

To be decided at the meetings of February 7-9.

COMMISSION ON JEWISH EDUCATION
IN NORTH AMERICA

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AGENDA

COMMISSION PLANNING GROUP MEETINGS

FEBRUARY 7-9, 1989

Attendance: Morton L. Mandel, Arthur J. Naparstek, Henry L. Zucker,
Virginia F. Levi, Seymour Fox, Annette Hochstein,
Joseph Reimer, Herman Stein, Rachel Gubitz

TUESDAY

- I. Review Factbook MLM/AJN 3:00-3:45
 - A. Minutes
 - B. Assignments
 - C. Feedback from commissioners
 - 1. Telephone contacts
 - 2. Interviews
 - 3. Correspondence
 - 4. Special meetings (Woocher and Rotman)

4 of 6 contacts
in 10.

History

- II. Discussion on Outcomes SF/AH 3:45-8:30

WEDNESDAY

- III. Continuation of outcome discussion with possible attention given to mechanisms for implementation SF/AH 9:00-2:00
- IV. Discussion on outreach and network strategies AJN/SF/AH 2:00-5:00
 - A. Review JESNA, JWB papers
- V. MIG - Planning Meeting MLM/SF 6:00-8:30

THURSDAY

- VI. Discussion on communication and public relations program AJN 7:30-8:30
 - A. Review Paula Berman Cohen proposal
- VII. Work Plan SF/AH 8:30-10:30
 - A. Review five-month work plan - Feb.-June 1989
 - 1. Work with commissioners between Feb. and June
 - 2. Research plan
 - 3. Staffing needs
- VIII. Work assignments and deadlines AJN 10:30-11:00