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October 5, 1988

Commission on Jewish Education in North America
Planning Group
Schedule of Meetings
October 9 - 13, 1988

Sunday, October 9

10-12:30 - HLZ, AJN and SF at HLZ apartment

1:00 - SF & MLM at MLM home

AH and SF - dinner at home of AJN

Monday, October 10

8:00-12:00 - MLM, HLZ, AJN, SF, AH and VFL at Premier

Review work of AH and SF
Work on agendas for 10/12-12/13
Work plan for 10/13-12/13
Work plan for 10/13-1/-/90

noon-1:30 - Lunch - University Club

Afternoon - continue work on morning agenda with HLZ, AJN, SF, AH, VFL
and RG

Dinner - AH and SF at home of VFL

Tuesday, October 11

Add J. Reimer, D. Ariel, H. Stein
all day - continue previous day's work
Dinner - MLM, AH, SF, AJN

Wednesday, October 12 - Planning Group Meeting at Federation

M. Mandel, A. Naparstek, H. Zucker, S. Fox, A. Hochstein, D. Ariel,
A. Rotman, C. Schwartz, H. Stein, J. Woocher, J. Reimer, V. Levi,
R. Gubitz

10-4:00 - MLM will chair

Dinner - SF and ~~AH~~ with HLZ

Thursday, October 13

Open work day - AJN, HLZ, SF, AH, JR, VFL, RG

POSSIBLE AGENDAS FOR 12/13

MORNING

- could be
a paper
- A. OPENING STATEMENT - MLM & ____
 - { 1. Update
 - { 2. Report on entire process/method
 - { 3. Report on interviews
 - { 4. Lead up to 2 categories of options:
 - a. preconditions (generic)
 - b. programmatic
 - B. DISCUSSION
 - C. CLOSURE - 3 task forces (personnel, community,
_____)

AFTERNOON

- | I. | II. |
|--|-------------------------------------|
| D. TASK FORCES - ORGANIZING MEETING <ul style="list-style-type: none">1. Personnel2. Community3. | D. DISCUSSION (continue) |
| E. RECONVENE & REPORT OUT | E. CLOSURE ON TASK FORCE
CONCEPT |
| F. CLOSURE | F. ADJOURNMENT |
| G. ADJOURNMENT | |

#LL

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A 11

TO: Morton L. Mandel
Arthur J. Naparstek

FROM: Henry L. Zucker

DATE: 8/15/88

NAME

NAME

DEPARTMENT/PLANT LOCATION

DEPARTMENT/PLANT LOCATION

REPLYING TO
YOUR MEMO OF:

SUBJECT:

HRZ

INTER-OFFICE CORRESPONDENCE

I think it is important to keep in touch with the federation movement regarding the work of the Commission. Any prospect for permanent financing of Jewish education on a scale considerably beyond the present one will depend on the understanding of federations as to the need for major increases in funding. This looms as the key aspect of our post-Commission follow-up work equal to, or perhaps even more important, than what we do with foundations and especially interested individuals.

It is important to begin this assignment during the work of the Commission itself. It can be done in the following ways:

1. Involving federation leaders--lay and professional--in the work of the Commission itself.
2. Speaking individually with other federation leaders, particularly the key executives, whenever it is useful to discuss with them subjects under discussion in the Commission, or the Commission work being done by laymen from their communities.
3. Arranging occasional meetings with federation groups such as the CJF Board of Trustees, the CJF Commission on Jewish Continuity, and gatherings of federation presidents and federation chief executives.

Q.A.

It is probably also a good idea to concentrate on a few key leaders who will help us to carry the ball with the federation movement. Among these persons are Bill Berman, Max Fisher, Bob Loup, Charles Bronfman, Lester Crown, David Hirschhorn, Mark Lainer, Henry Koschitzky, Charles Ratner, Esther Leah Ritz, Dan Shapiro, Peggy Tishman and Bennett Yanowitz. Also, Bob Hiller, Steve Hoffman, Steve Solender, Barry Shrage, and other key executives.

Invite execs one at a time to Commission mtgs

AYN-VJL - Oct mtgs

TO: HLZ FROM: HLZ DATE: 8/5/88
NAME NAME
HEADQUARTERS LOCATION DEPARTMENT PLANT LOCATION

SUBJECT:

We should organize a task force on the implementation of the recommendations of the Commission. This can be done during the process of the study or later, but preferably during the process of the study. It should involve some of the leaders from the funding sources such as the federations, foundations, and individuals. It may involve setting up ~~some~~ ^{an} order of priorities for carrying out the Commission's recommendations. We may wish to distinguish between recommendations which call for long-term financing versus recommendations which call for experimental and demonstration projects and, therefore, time-limited grants.

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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
AUGUST 1, 1988
AT UJA/FEDERATION OF JEWISH PHILANTHROPIES
NEW YORK CITY
10:30 a.m. - 4:00 p.m.

Attendance

Commissioners: Morton L. Mandel, Chairman, Mona Ackerman, Mandell Berman, Jack Bieler, Charles Bronfman, John Colman, Maurice Corson, Lester Crown, David Dubin, Joshua Elkin, Eli Evans, Max Fisher, Robert Hiller, David Hirschhorn, Ludwig Jesselson, Henry Koschitzky, Mark Lainer, Norman Lamm, Seymour Martin Lipset, Haskel Lookstein, Robert Loup, Florence Melton, Donald Mintz, Lester Pollack, Charles Ratner, Esther Leah Ritz, Harriet Rosenthal, Alvin Schiff, Ismar Schorsch, Daniel Shapiro, Peggy Tishman, Isadore Twersky, Bennett Yanowitz

Policy Advisors and Staff: David Ariel, Perry Davis, Seymour Fox, Annette Hochstein, Stephen Hoffman, Virginia Levi, Arthur Naparstek, Joseph Reimer, Arthur Rotman, Carmi Schwartz, Henry Zucker

Guest: Stephen Solender

Not Present: David Arnow, Stuart Eizenstat, Irwin Field, Alfred Gottschalk, Arthur Green, Irving Greenberg, Carol Ingall, Sara Lee, Matthew Maryles, Harold Schulweis, Isaiah Zeldin

1. Introductory Remarks

Mr. Mandel called the meeting to order at 10:30. He thanked UJA/Federation of Jewish Philanthropies for its hospitality and introduced the organization's President and Commission member Peggy Tishman. Mrs. Tishman welcomed the commissioners and indicated her pride at having the UJA/Federation host this opening meeting. She indicated that the 130 agencies encompassed by UJA/Federation included many whose principal goal is Jewish identity and education. Likewise the thousands of volunteers in the UJA/Federation network often devote many of their working hours to the cause of Jewish education and outreach, be it via educational or social service projects. Mrs. Tishman offered her best wishes for a productive meeting and expressed her belief that all were embarking on a most worthwhile initiative.

Mr. Mandel explained that the Commission is composed of 44 members who are drawn from the highest ranks of lay, scholarly and professional leadership in North America. It includes leaders of organizations and foundations, scholars, educators, rabbis and heads of institutions of higher learning. It is genuinely pluralistic in its composition and represents a variety of outlooks in the Jewish community today. It represents the opportunity to join together the communal and private sector that is concerned with a meaningful Jewish continuity.

The formation of the Commission represents a partnership between the Mandel Associated Foundations, the Jewish Education Service of North America (JESNA) and JWB in cooperation with the Council of Jewish Federations (CJF). Now that it has been convened, the Commission truly belongs to its members who will direct and guide it.

The chairman indicated his hope that the Commission will bring about a significant change in how the Jewish communal enterprise conducts itself in the field of Jewish education and, consequently, will help reverse the negative trend of diminishing Jewish involvement and commitment. He suggested that the outcome of the Commission could be specific policy guidelines which will be of help to various funding sources including federations and foundations in allocating resources to Jewish education. These recommendations are intended to be practical, replicable and have a great likelihood of success and impact throughout the field. He stressed that the priorities would be determined by the commissioners and expressed hope that different funding sources would agree to support various projects recommended by the Commission. He stated his expectation that the duration of the Commission would be 18-24 months and would involve 4-5 meetings of the full Commission. There may be additional smaller working groups to facilitate the greatest possible interaction among Commissioners.

Mr. Mandel described the preparation for this meeting which included a set of interviews conducted individually with almost every commissioner. The Commission thus begins with a sense of "what's on peoples' minds." While there was no absolute consensus on any one key element, six central topics did emerge:

- A. The People Who Educate: There is a clear need for many more qualified, well-trained and motivated professionals in formal and informal education with appropriate salary, status and empowerment and a clear path for career advancement. There were divergent views, however, on the proper approach to the training of educators.
- B. The Clients of Education: Who are they? What do they want and need? The interviews brought to the fore a concern about our lack of data in this area. A significant number of commissioners stressed the needs and opportunities of early-childhood, secondary school, college, singles, family and adult education.
- C. The Setting of Education: Commissioners noted the importance of informal education and suggested integration of formal and informal settings. There were differing views about the role of the supplementary school and the centrality of the day school. The need for more resources past bar and bat mitzvah--as enrollments fall off sharply--was raised.

- D. The Methods of Education: New forms of teaching and technology should be introduced. This could be especially effective at the family level.
- E. The Economics of Education: Some commissioners spoke of the high cost of meaningful reform. Others mentioned the need for "venture capital."
- F. The Community: Leadership and Structures: There is a need to recruit more dedicated lay leaders and to create communal/educational/synagogue networks and consortia. There was divergence on whether existing institutions or new mechanisms merit increased levels of support.

II. Open Commission Discussion: Setting Forth the Issues

The following is a distillation and summary by topic area of the open Commission discussion:

- A. Personnel and the profession of Jewish education: The issues of professionalization were considered, including the recruitment, training, retention and advancement of educators as well as the status, salaries and benefits that educators receive. Institutions for educator training were regarded as of primary concern.

It was noted that excellence in Jewish education is the result of the quality of the personnel involved. It was suggested that salary, fringe benefits and status issues are a high priority. Some commissioners felt that improving the salary and status of Jewish educators should be done prior to improving the training and training institutions for educators. If salary and status improve, recruitment for training programs would be easier. However, some suggested that professionalization is not necessarily the solution for the personnel of the supplementary school (e.g. recruiting adult learners as teachers), and idealism should not be overlooked in any recruitment program. Some commissioners emphasized the importance of upgrading the present personnel. Jewish College faculty might serve as role models.

Others noted that the discussion about personnel should consider many other dimensions, including: the complex working conditions of teachers, the capacity of educators to work productively with lay boards, the role of the community in hiring teachers and in encouraging promising high school students to enter the field after college.

- B. Students and other participants/clients in Jewish education programs: There is a clear sense of important market groups including early childhood, high school, college-age, family and adult populations, with relatively little data available about them on which to base sound analysis and judgment.

Commissioners recommended increased attention to several sensitive intervals in the formation of Jewish identity including the pre-school, adolescent and young adult periods.

Commissioners noted that appropriate funding and better research must be devoted to learning more about the attitudes of North American Jewry to Jewish education, that examples of successes and failures in Jewish education should be documented, and that much could be learned by introducing an historical perspective. Examples should be analyzed to explain the reasons for success or failure in Jewish educational endeavors.

- C. The settings in which the enterprise of Jewish education takes place: These include the supplementary school, day school, community centers, youth movements, summer camps, and Israel programs. Each poses unique challenges and opportunities which should be explored.

Regarding day schools, one commissioner expressed concern about the civic and societal implications of encouraging universal enrollment in day schools, while another thought this offered no threat to civic virtue.

In discussing supplementary schools, commissioners noted that many of these schools are weak and need to be reformed. It was suggested that some schools ought to be consolidated into larger units, that the issue of competition between these schools and other afterschool activities must be considered, and that the special needs of smaller Jewish communities must be taken into account.

It was recognized that we cannot afford to overlook any setting that impacts large numbers of Jewish young people. Day schools continue to grow in numbers and support. Trends will lead to a time in the near future when close to 20 percent of all Jewish children in North America will have had a day school experience. In light of the majority participation in supplementary schools, careful attention must be paid to their special problems. The campus experience is particularly significant since 85 percent of our young people attend college.

The centrality of Israel for shaping Jewish identity was emphasized. Israel provides opportunities for bringing young people into the Jewish educational system and for forming new and equal partnerships between Israelis and Americans and person-to-person contacts, for example, through high school twinning programs. The success of year-long study abroad programs in Israel was noted. The problem of the quality of educational programs offered in Israel was raised.

There was extensive discussion regarding services to college youth. Some commissioners felt that Hillel was underfunded and required greater support. Others felt that we should not rely solely on colleges to provide "second chance" Jewish education and that we should place greater emphasis on reaching young adults living in the community.

- D. New methodologies: The role of new technologies including video and computers is still in the early stage of development and application.

The need to explore the use of video in Jewish education was raised in light of the spread of VCRs in many Jewish homes and the success of recent programs including Civilization and the Jews, SHOAH, and Shalom Sesame. Questions about the applicability and effectiveness of this medium within the classroom were raised. It was suggested that this medium is especially effective among pre-schoolers and relatively cost-effective for the size of the audience which can be reached.

- E. The economics of Jewish education: There is a need for factual information about present expenditures for Jewish education in order to explore the relationship between improving existing educational programs and financing the reforms in Jewish education.
- F. The involvement of the community in Jewish education: There is a need to involve high-level leadership in Jewish education and to consider whether existing structures are adequate or new structures are needed.

It was noted that seven North American communities have already established local commissions to explore how to promote Jewish continuity through educational change. The importance of recognizing that a great deal of work is currently being done in the field was also noted.

Commissioners stated that lay leadership development in Jewish education is a high priority, that relations with other organizations should be cultivated (e.g. Conference for the Advancement of Jewish Education [CAJE], Association for Jewish Studies [AJS], and the

National Foundation for Jewish Culture), and that national data on lay leaders involved in Jewish education is needed.

The Commission has an important role to play in elevating the status of the profession of Jewish communal education. It was noted that the center movement, for example, can play an educational support role vis a vis college students and young singles.

A number of commissioners identified issues which are quite relevant but do not fall within a particular category. One commissioner stated that Jewish survival is unquestionably guaranteed, the only issue is who and how many will survive. He went on to note that this Commission needs vision and a clear set of priorities. Our goal should be to "stamp out indifference to Jewish values and expose every Jew to the mystery, drama and romance of Jewish history and civilization."

Another commissioner pointed out that our concerns about Jewish survival rates come at a time of unprecedented success in Jewish scholarship. There are today in Israel and North America more Jewish books and other publications being issued than there were in Europe at the height of the so-called "Golden Age of Polish Jewry." Yet evidently thousands and thousands of Jews are untouched by the drama and ideas of Judaism.

The importance of communications, public relations and marketing to various publics was noted. Another commissioner emphasized that the Commission should guide the priorities and funding policy of the MAF.

The chairman asked the lay leaders of CJF, JESNA and JWB to make comments on the work of the Commission from their organizations' perspectives:

Mr. Mandell Berman

CJF is happy to have assisted in the early stages of this Commission and stands ready to offer added support to make this private/communal partnership succeed. Mr. Berman made specific mention of the resources of the Jewish Data Bank which assembles significant demographic data concerning numerous Jewish communities in North America.

Mr. Berman suggested that the Commission proceed quickly to action-oriented activities and that this occur through an assessment and replication of successful approaches in various communities. He also urged a close tie to grass roots education--particularly as represented by CAJE (Coalition for the Advancement of Jewish Education).

Mr. Donald Mintz

The JWB's Commission to maximize Jewish education in the Jewish community centers was based on the assumption that a variety of formal and informal education and other activities could promote Jewish continuity. JWB pursued this course because it views the furtherance of Jewish life and culture as its ultimate purpose.

Mr. Mintz expressed hope that the Commission would succeed at its mission. The very act of successfully convening such a diverse group was reason enough for optimism.

Mr. Bennett Yanowitz

JESNA is proud to be a co-sponsor of this Commission. As a planning and support group, JESNA is able to help identify successful practices and join in the search for new approaches. Mr. Yanowitz supported the opinion that new funds, greater lay leadership interest and a broad group of stakeholders could take recent gains in the area of Jewish education and bring wide support to the work of the Commission.

III. Overview of Data Related to Jewish Education Offered by Joseph Reimer

Mr. Mandel introduced Dr. Joseph Reimer, a consultant to the Commission and Professor of Jewish Communal Studies at Brandeis University.

Dr. Reimer presented an overview of data related to Jewish education in North America including total population of Jewish children and percentages enrolled in supplementary and day schools as these have changed over the past 20 years, numbers of schools and personnel in the field, numbers of enrollees in informal educational programs and in training programs in Jewish education and salary figures for professionals in the field. These figures are aggregates of national data and do not reflect regional differences. In many cases what is most striking is what we do not know - such as enrollment figures for college programs or adult education.

The enrollment figures indicate that a majority of Jewish children of school age are not enrolled in any formal program. Yet, other demographic studies indicate that when surveyed, Jews report that 60 to 80 percent have participated in some form of Jewish educational programming at some point in their life. We do not know what programs or what points in their lives were indicated.

There is a vast discrepancy between the numbers of positions available in the field of Jewish education and the number of students currently studying in formal programs of Jewish education.

Commissioners requested reexamination of the enrollment figures in educator training programs, a breakdown of supplementary school enrollment by hours of instruction offered by the respective schools, figures for adult education and data on the scope and profile of lay involvement.

IV. Search for Themes Offered by Bennett Yanowitz

A preliminary summary of the Commission proceedings was offered in the early afternoon by Mr. Yanowitz. He noted: The mood of the group is one of optimism mixed with caution. The issue of Jewish continuity is timely and needs significant new support. At the same time priority areas should be selected, for resources dare not be diluted in an attempt to do too much at once.

Personnel needs are at the heart of the problem. Creative outreach programs are needed to tap new sources of educators. Once recruited--the enhancement of the profession (higher salaries as well as the empowerment of educators) will promote retention. On-the-job training and support must supplement the work of established training institutes.

Professional educators must also have the opportunities afforded by career path advancement.

The sentiment of the group is that professionalism and training and growth opportunities are most lacking in supplementary schools--the area of greatest educational contact with young Jews.

He noted no consensus in the area of basic research. Some commissioners considered it a vital task, others said we should focus on successful programs and how to replicate them. Other areas of concern and opportunity included campus and singles populations. The group felt a clear need to employ resources readily available including effective Israel experiences and media technology. Finally, the need to identify new lay leaders was emphasized as well as the need for effective communitywide networks (JCCs, synagogues, Federations, BJE's, schools, camps, etc.).

V. Discussion on Strategies

Different strategies were discussed during the course of the day.

- A. Specific focus: Several commissioners suggested that we choose a limited number of problems or areas and concentrate our efforts on these. For example, we might choose to concentrate on a specific client group, a specific method, a given institutional setting. Such an approach might advocate dealing with personnel, early childhood, the media, the supplementary school.

- B. Comprehensive focus: Other commissioners suggested that we first develop a comprehensive approach to the major issues facing Jewish Education. Such an approach views the Commission as undertaking to begin the improvement of Jewish Education based on a comprehensive plan. This comprehensive plan could be guided by different principles. One might address the problem through client groups by age (e.g. early childhood, elementary school, high school, college students, young adults, family). Another approach might address it through themes (e.g. the institutions that educate, the personnel of education, the methods of education, Israel experiences, etc.). A comprehensive approach would make it possible for different funding agencies and institutions to undertake responsibility or sponsorship for a segment of the plan. In either case, priorities would have to be agreed upon so that the workplan would be feasible.

For both the comprehensive and the specific approach there were commissioners who felt that our efforts should begin and possibly even concentrate on improving what already works. Others felt that a more open, possibly revolutionary approach was called for.

VI. Organization of Commission

Mr. Mandel indicated that it was the job of the commissioners to give direction to this new undertaking. He anticipated four or five meetings over the next 18-24 months. The next Commission meeting would take place in New York on December 13, 1988 from 10:00 a.m. to 4:00 p.m. In advance of that meeting and based on the discussions of this first meeting and follow-up deliberations, a set of options and a Commission workplan would be circulated.

Mr. Mandel noted that a small group of policy advisors will develop the options for the Commission's consideration. Staff and consultants are available to lend support to this process. They will be supervised by Dr. Arthur Naparstek, the Commission Director. However, no final process or substantive decisions will be made without the involvement and consent of the Commission. Some of the work of the Commission might be undertaken through smaller task forces or work groups. Recommendations on next steps will be circulated to commissioners for comments.

Dr. Lamm delivered D'var Torah and the meeting was concluded at 4 p.m.

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

DATE OF MEETING: August 2, 1988

DATE MINUTES ISSUED: August 12, 1988

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

COPIES TO: Arthur Rotman, Jonathan Woocher

I. Actions Needed

A. Follow Up With Commissioners

Assignments were made for members of the planning group to stay in touch with specific Commission members. Those who were present are to be debriefed, sounded out for expectations of the second Commission meeting, and generally kept on board. Those who were absent are to be filled in on the meeting, in addition to the above.

Assignments to Commissioners are as follows:

Fox - Bronfman, Crown, Gottschalk, Lee, Lipset, Ratner, Twersky

Hochstein - Arnow, Jesselson, Lamm, Lookstein, Loup, Mandel,
Melton, Ritz, Schorsch, Tishman

Naparstek - Ackerman, Berman, Eizenstat, Greenberg, Maryles,
Schiff, Shapiro, Yanowitz

Riemer - Bieler, Elkin, Green, Ingall, Koschitzky, Schulweis,
Zeldin

Rotman - Dubin, Field, Mintz, Pollack, Rosenthal

Zucker - Colman, Corson, Evans, Fisher, Hiller, Hirschhorn, Lainer

In the future, Jonathan Woocher may be asked to take responsibility for some Commission members.

In addition, the names of the following commissioners are to be placed on a master list for review by the planning group at each meeting: Berman, Bronfman, Crown, Fisher, Gottschalk, Green, Greenberg, Jesselson, Koschitzky, Lamm, Lee, Mintz, Pollack, Schiff, Schorsch, Twersky, Yanowitz.

B. Assignments

A list of assignments to individual planning group members is attached to these minutes.

C. Reactions to Keep in Mind as Additional Planning Occurs

1. Keep in mind the tension between the expressed desire for quick action and the desire to involve all commissioners in the process.
2. The first meeting was an effective general discussion, and a good beginning in the work of the Commission. Future meetings will need to be more focused.

D. Logistics

"Spotters" will be appointed for future Commission meetings to help MLM identify people who wish to speak.

II. Chief Themes and Commission MO

In planning for the life of the Commission and beyond, it is important to be realistic about what can be accomplished within eighteen months, and how the recommendations we anticipate making can be carried forward beyond the life of the Commission.

General discussion yielded the following proposals:

- A. We should develop a "vision" of Jewish education in North America in the year 2000.
- B. In addition, a compendium of examples of current successes in Jewish education should be prepared.
- C. This best practice compendium should involve review by an editorial board, possibly to include Schiff, Lipset, and Twersky.
- D. It was suggested that the "vision" document be the introductory chapter to the "best practice" document.
- E. Possible Items for December 13
 1. Personnel issue - comprehensive review and projection of ideas for improvement.
 2. Case example publication, with introductory essay that begins to spell out the future.

- F. The working paper concept might be reviewed at two or three regional meetings prior to the December Commission meeting; or alternatively, through one on one discussions with Commission members. It was thought that regional meetings might not be worth the effort.
- G. The issue of personnel remains central and should be addressed through the working papers. SF will review tapes and minutes to confirm this assumption.
- H. Another major theme to consider from the beginning is approaching the task via client groups.

III. Time Table from Now to December 13

- A. AJN and SF will plan draft of critical milestones and dates.
- B. AH will develop a draft time line.
- C. A planning meeting will be scheduled for October in Cleveland. AJN and SF will recommend some alternate times. The agenda could include the following:
 - 1. Determine goals, agenda, and papers to be prepared for December meeting.
 - 2. Develop a time-table for the life of the Commission (18-24 months).
 - 3. Determine a method for deciding on the substance of our work.
 - 4. Develop a post-Commission plan.

IV. Canadian Representation

It is believed that Canada should be better represented on the Commission. One possible addition to the Commission is Lionel Schipper of Toronto. SF and HLZ will work on this issue.

V. Relationship to Outside Bodies

Assignments were made for the development of relationships with organizations that should be aware of the activities of the Commission. These are outlined on the attached assignment list.

VI. Communications Plan

A comprehensive approach to public relations and communications should be developed. SF will recommend an invitee with PR expertise for a portion of the October planning meeting to help the group in developing a PR plan.

VII. Letters from MLM

- A. VFL will draft a "bread and butter letter" from MLM to go out quickly to all Commissioners describing the success of the meeting, confirming the next meeting date, and offering cassettes to absentees.
- B. SF will prepare an outline of a letter to go from MLM with the minutes of the meeting. AJN and HLZ will develop the letter and work with MLM on individualization.

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

73890 (REV. 10/85) PRINTED IN U.S.A.

FUNCTION

SUBJECT/OBJECTIVE

 Commission on Jewish Education
 in North America

ORIGINATOR

Virginia F. Levi

DATE 8/12/88

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Production of minutes.	✓	AJN	8/2/88	8/26/88	
2.	Copies of tapes.	✓	VFL	8/2/88	8/8/88	8/11/88
3.	Quick "bread and butter letter" from MLM.	✓	VFL	8/2/88	8/8/88	8/10/88
4.	Cover letter to go with minutes (with variations for individual commissioners including those who were absent).	✓	SF/ AJN/ HLZ	8/2/88	8/26/88	
5.	Schedule second Commission meeting for December 13 and follow-up meetings for senior policy advisors on the morning of December 14 and planning group through December 16. Confirm meetings with Federation and JWB.	20	VFL	8/2/88	8/8/88	8/9/88
6.	Develop a research plan.		SF/AH	8/2/88	9/15/88	
7.	Consider creating an executive committee.		Team	8/2/88		
8.	Schedule a planning meeting in Cleveland for October.	De V	AJN/ SF	8/2/88	9/15/88	
9.	Develop a list of critical dates for the next 18 months.		AJN/ SF	8/2/88	9/15/88	
10.	Draft papers for a presentation at December 13 meeting.					
	a. vision and best practices paper.		SF	8/2/88	10/1/88	
	b. personnel paper.		AH/JR	8/2/88	10/1/88	
	c. develop a set of ground rules to be used in the production of papers for the Commission.		AJN/SF/ AH/JR	8/2/88	9/15/88	
11.	Consider the possibility of holding regional meetings before December 13.		Team	8/2/88		



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

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

FUNCTION

SUBJECT/OBJECTIVE

Commission on Jewish Education
in North America

ORIGINATOR

Virginia F. Levi

DATE 8/12/88

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUPLICATE DATE	COMPLETED OR REMOVED DATE
12.	Nominate 3-4 people to consider adding to the planning group.		Team	8/2/88		
13.	Identify additional staff.		AJN/SF	8/2/88	9/15/88	
14.	Draft time lines for 18 months and 24 months.		AH	8/2/88	9/15/88	
15.	Prepare an "options paper" based on review of minutes, and apparent consensus.		SF/JR concurrently	8/2/88	9/15/88	
16.	Develop a list of Canadian educators for possible additions to Commission. Review Canadian educators with Canadian advisors.		SF/HLZ	8/2/88	9/1/88	
17.	Develop a list of formal education publics with which the Commission should establish a relationship.		JR	8/2/88	9/15/88	
18.	Develop a list of federation publics with which the Commission should establish a relationship.		HLZ	8/2/88	9/15/88	
19.	Develop a list of informal ^(education) publics with which the Commission should establish a relationship.		AR	8/2/88	9/15/88	
20.	Develop a list of denominational publics with which the Commission should establish a relationship.		AJN/ CS/JW	8/2/88	9/15/88	
21.	Recommend a PR person to invite to October planning meeting to brainstorm a communications plan (possibly David Finn).		SF/MLM	8/2/88	9/15/88	
22.	Prepare a book for use by planning group--to include minutes, assignments, and checklists.	✓	VFL	8/2/88	8/15/88	
23.	Develop a checklist of commissioners to be reviewed at each planning group meeting.		VFL	8/2/88	8/15/88	

COMMISSION CHECKLIST FOR ANNETTE HOCHSTEIN

Date:

1. Dr. David Arnow (212) 869-9700 HANIN

2. Ludwig Jesselson (212) 575-5900

3. Rabbi Norman Lamm, (PhD.) (212) 960-5280

all

✓ [LMA] 3/11/12

4. Rabbi Haskell Lookstein (PhD.) (212) 427-1000

- A Nap?

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

✓
Yael Meddow = Sony

19 [3PM]

9. Rabbi Ismar Schorsch (PhD.) (212) 678-8072

✓

10. Margaret W. Tishman (212) 980-1000

- out camel

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 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. Corson (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

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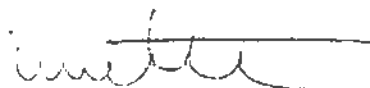
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August 31, 1988

Dear Art,

We are enclosing the first draft of the 4 month plan for your comments and revisions. It was a healthy exercise to do as it gives a clear and unequivocal picture of the enormous amount of work ahead. In fact we believe that too many of our tasks are scheduled for the same early dates. We are discussing this here today and Seymour will want to discuss this further with you on Friday.

Best Regards,



FROM THE FIRST TO THE SECOND COMMISSION MEETING

FOUR MONTH PLAN

FIRST DRAFT - AUGUST 21, 1988

	Aug '88	Sep '88	Oct '88	Nov '88	Dec '88
1. FROM THE FIRST TO THE SECOND COMMISSION MEETING	H1. PREPARE THE SECOND MEETING				
1. DATA, RESEARCH, WORKING PAPERS					
2. Options paper		H2. SF			
3. "Future is history" SF		H3. SF: "F"			
4. "Best Practice" SF		H4. SF; AH			
4b. Process		H4b. STEERING GR			
5. Personnel: data ?		H5. AH; JR			
6. 4-month plan		H6. J			
7. 2-year plan		H7. J			
8. Research norms and procedures		H8. J			
9. Research design SF AH		H9. J			
II. MEETINGS OF STAFF AND ADVISORS:					
10. Mid October to set agenda, plan, prepare, review preliminary papers					
11. December 11-12 - to prepare second meeting					
12. December 13-15 debrief and plan next steps					
III. COMMISSIONERS' INVOLVEMENT					
13. Personal involvement - keep on board:					
13. Follow-up calls	H13. ALL				
14. Bread and butter letter	H14. J				
15. Letter w ch Minutes		H15. J			
16. Brief non-participants	H16. ALL: BR				
17. Letter towards 2nd meeting: alternative topics				H17. J	
18. Interview all or some for agenda					
19. Secure attendance					
20. Executive Committee					
21. Bring their institutions on board					

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22. They Report to their publics *Ida*

23

IV. THE SECOND COMMISSION MEETING

24. Define Expected Outcomes
25. Set the Agenda
26. Prepare commissioners
27. Logistics
28. Prepare materials

V. ADDITIONAL ACTIVITIES

29. P.R. *Amel & Vacher*
30. Wise-people's meeting *SF*
31. involve various publics
32. - identify
32. - involve
33. Add Commissioners - *HLM*
34. add staff

22. Report to publics

26. ALL
27. UFL
LOGIS
29. Sta

29. Planning Group 1

31. ALL : INVOLVE PUBLICS
32. Involve publics

FROM THE FIRST TO THE SECOND COMMISSION MEETING

FOUR MONTH PLAN

FIRST DRAFT - AUGUST 21, 1988

PREPARE THE SECOND MEETING 8/1/88 to 12/13/88 134 days

This schedule includes the following:

- * a list of key tasks
- * a list of assignments (who does what)
- * anticipated duration or date due

The number on the line refers to notes such as this - where details and explanations can be found.

SF: "OPTIONS" PAPER 8/20/88 to 9/13/88 24 days

To be done simultaneously by OF and JR.

The "options" paper will include the possible alternatives for the content of the Commission, the topics the Commission COULD decide to focus on. It will be based on the Proceedings of the first meeting, the interviews, and knowledge of the field and of educational theory.

This paper could become the background document for the deliberations on What topics to address and How to address them. It will be the basis for a research design. It will be used in consultations and interviews. On this date we will have draft 1 to be revised several times.

SF: "FUTURE IS HISTORY" 8/29/88 to 10/1/88 33 days

This document, which will appear first in outline form, will present one vision of the possibilities of a reformed Jewish Education. It will offer an illustration of "what Jewish Education in North America COULD be if."

The outline will have to be revised by different groups of experts.

(4)

..SF;AH: "BEST PRACTICE" 8/29/88 to 10/1/88 [33 days]

The "Best Practice" volume will seek out outstanding examples of Jewish Education programs and offer them as cases from which to learn, to draw encouragement, or as examples to replicate.

The final product will be published .

By the Second meeting a method of selection, study and presentation of the programs will be offered and hopefully agreed upon. This will include a methodology for seeking out programs of excellence. A steering group will be formed to guide the work. A preliminary outline may be prepared.

. STEERING GROUP 9/13/88 to 11/8/88 [56 days]

See #4 above.

Should include people with the methodological know-how and people well acquainted with the field. Their task will be to guide the selection process and the case studies.

..AH;JR: PERSONNEL PAPER 8/29/88 to 10/1/88 [33 days]

A background paper will be prepared on the topic/ topics selected for discussion at the Second meeting. The subject, content and format will depend on the "options paper" and further decisions concerning the Second meeting. At this point it appears that personnel may be the topic.

..AH: 4-MONTH PLAN 8/29/88 to 9/15/88 [17 days]

The present document.

(4)

. AH: 16-24 MONTH PLAN 8/29/88 to 9/15/88 [17 days]

To be constantly updated and detailed in accordance with the work's progress. At this stage - little more than a rough draft.

. AJN;SF;AH;JR: RESEARCH NORMS 8/29/88 to 9/15/88 [17 days]

Brief document to set work norms for all papers and documents of the Commission. AH will prepare first draft in consultation with SF and send to AJN and JR for further development.

SF;AH: RESEARCH DESIGN 8/29/88 to 9/15/88 [17 days]

Following the "options paper" a research design will be prepared, outlining the research needs and plans for the Commission. It should be borne in mind that this document, like all other planning papers, should be seen as a basis for changes in accordance with work progress and decisions.

. Planning Meetings: 10/10/88 to 10/17/88 [2 days]

Planning Group and Senior Policy Advisors: Work sessions to review progress and prepare the second meeting.

. Pre-Commission meeting 12/12/88 to 12/14/88 [2 days]

Senior Policy Advisors and Planning Group: Simulation of second meeting. Last preparations

. De-briefing meeting. 12/15/88 to 12/15/88 [2 days]

Senior Policy Advisors and Planning Group: Detailed de-briefing and analysis of meeting. Brainstorming and preliminary plans for third meeting.



3. ALL - PHONE CALLS 8/1/88 to 9/4/88 [34 days]

Post-meeting call to all attending commissioners: to find out how they view the first meeting; what they want/expect for the second meeting; draw guidance for our next steps, and identify pitfalls.

To be done by early September.

A check-list should be circulated amongst the 6 people "in charge" of Commissioners. They should be reminded to do so and de-briefed for findings.

4. Bread and Butter letter AJN-MLM 8/15/88 to 8/29/88 [14 days]

Done

5. Minutes & letter :AJN: SF 8/22/88 to 9/5/88 [14 days]

Minutes prepared by AJN. (DONE)
Letter to be prepared by SF and developed by AJN and VFL with MLM.

6. ALL: BRIEF ABSENT COMMISSIONER 8/1/88 to 9/15/88 [45 days]

All commissioners who did not attend should be briefed within as short a time as possible. They should be brought on board by the following means:

1. Receive the complete "book" of the first meeting.
2. Educators and anyone asking should receive taped proceedings.
3. Individual phone calls - and perhaps visit.

This should be done as soon as possible. A check-list should be circulated as per #13 above and de-briefing should be done with AJN or in writing.

All non-attending commissioners should be interviewed before the second meeting.

(5)

7. LETTER RE-2nd MEETING 11/1/88 to 11/16/88 [14 days]

Towards the second meeting of the Commission a letter should be sent to all Commissioners to inform and seek guidance towards the second meeting. The letter should offer alternative topics for the agenda. It should perhaps include some version of the "options" paper. The letter will inform commissioners of the work done, invite them to guide the Agenda, tell them of the "Best Practice" idea.

8. ALL: INTERVIEWS 10/11/88 to 11/10/88 [30 days]

A second round of interviews should be done to prepare Commissioners for the second meeting. While the comprehensive interviews should probably not be continued throughout the life of the Commission they are the most effective means of communication and preparation until ongoing mechanisms for work and decision-making are set up (e.g. executive committee; task forces; steering groups). They bring the Commissioners on board, give them ownership, and ensure a content-intensive Commission meeting. SF and AH will draft an interview schedule.

9. VFL: REMINDERS 11/7/88 to 11/26/88 [21 days]

Call all Commissioners or their office to remind of December 13 and to check attendance.

Key commissioners should probably be called earlier.

8

0. Executive Committee 10/10/88 to 10/11/88 (1 day)

The planning Group may decide at its October meeting to involve key Commissioners through an Executive Committee that will guide the decisions and the work of the Commission. The decision will include when to make this Committee operative.

1. Involve Institutions 9/12/88 to 12/3/88 (84 days)

Through the Senior Policy Advisors, Commissioners will be encouraged to bring their institutions on board as to the existence, goals and work of the Commission. A plan should be prepared to assist the Commissioners. Materials should be made available for distribution (design document? list of Commissioners? Summary of interviews? Specially written document?). Commissioners should be systematically approached by the Senior Policy Advisors on this topic. They may want to speak about the Commission at public meetings, meetings of boards of their institutions, etc. A check-list should be developed.

2. Report to public 9/12/88 to 12/3/88 (84 days)

Commissioners should be encouraged to inform their various publics of the Commission. They may want to generate write-ups in organizational publications or in the Jewish Press etc.. See #21 above.

3. COMMISSION MEETING 12/13/88 to 12/14/88 (1 day)

SECOND MEETING OF THE COMMISSION
ON JEWISH EDUCATION IN NORTH
AMERICA:

DECEMBER 13, 1988

4. DEFINE OUTCOMES 10/10/88 to 10/13/88 [3 days]

Part of the Agenda for the October Meetings will be to define expected outcomes for the second meeting.

5. Set the Agenda for 2nd meeting 10/10/88 to 10/13/88 [3 days]

To be done at October meetings

6. ALL : INTERVIEWS 10/12/88 to 11/11/88 [30 days]

Interview all Commissioners to discuss agenda of second meeting, process; perhaps "options" paper; etc...

see #18 above

7. VFL: LOGISTICS 10/13/88 to 12/13/88 [59 days]

Repeat the logistical arrangements of the first meeting.

8. Staff: PREPARE MATERIALS 11/14/88 to 12/13/88 [29 days]

Prepare documents, materials, presentation materials for the meeting.

9. Planning Group : P.R. 10/13/88 to 12/22/88 [70 days]

Decide on a systematic, professional P.R. program, and set it in motion. Invite expert for brainstorming at October meetings.

0. Wise-people SF; AJN; AH; JR 10/88

A wise-people's group will be formed to accompany the work of the commission's staff and consultants. They will guide the methodology and will review all written documents, all research and data gathering endeavours. They will ensure state-of-the-arts multi-disciplinary input into the work of the Commission.

1. ALL : INVOLVE PUBLICS 9/19/88 to 12/26/88 (98 days)

The success of the work of the Commission will also depend on its ability to involve in its process the various publics on whom implementation of recommendations will depend: educators, lay-people, clients and potential clients of Jewish Education, institutions, professional associations. A systematic effort at listing these publics should be undertaken by the planning group and the Senior Policy advisors and means for their involvement should be designed. E.g. Jewish Faculty at major campus; Denominational publics; Educators' Associations; Informal educators; lay groups; federations

. Involve publics 9/19/88 to 12/26/88 (98 days)

See #31 above.

Add Canadian Educators -- All 10/14/88 to 10/19/88 (5 days)

Add Canadian Educators to the Commission.

Add staff -- All 10/14/88 to 10/19/88 (5 days)

Identify additional staff for the Commission.

2 They Report to their publics

23

IV. THE SECOND COMMISSION MEETING

24. Define Expected Outcomes

25. Set the Agenda

26. Prepare commissioners

27. Logistics

28. Prepare materials

V. ADDITIONAL ACTIVITIES

29. P.R.

30. wise-people's meeting

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22. Report to publics

26. ALL

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29. Planning Group :4

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31. ALL : INVOLVE PUBLICS

32. Involve publics

H

FROM THE FIRST TO THE SECOND COMMISSION MEETING

FOUR MONTH PLAN

FIRST DRAFT - AUGUST 21, 1988

. PREPARE THE SECOND MEETING 8/1/88 to 12/13/88 [136 days]

This schedule includes the following:

- * a list of key tasks
- * a list of assignments (who does what)
- * anticipated duration or date due

The number on the line refers to notes such as this - where details and explanations can be found,

. SF, JR "OPTIONS" PAPER 8/22/88 to 9/15/88 [24 days]

To be done simultaneously by SF and JR.

The "options" paper will include the possible alternatives for the content of the Commission, the topics the Commission COULD decide to focus on. It will be based on the Proceedings of the first meeting, the interviews, and knowledge of the field and of educational theory.

This paper could become the background document for the deliberations on What topics to address and How to address them. It will be the basis for a research design. It will be used in consultations and interviews. On this date we will have draft 1 to be revised several times.

SF: "FUTURE IS HISTORY" 8/29/88 to 10/1/88 [33 days]

This document, which will appear first in outline form, will present one vision of the possibilities of a reformed Jewish Education. It will offer an illustration of "what Jewish Education in North America COULD be if."

The outline will have to be revised by different groups of experts.



5. SF:AH: "BEST PRACTICE" 8/29/88 to 10/1/88 [33 days]

The "Best Practice" volume will seek out outstanding examples of Jewish Education programs and offer them as cases from which to learn, to draw encouragement, or as examples to replicate.

The final product will be published .

By the Second meeting a method of selection, study and presentation of the programs will be offered and hopefully agreed upon. This will include a methodology for seeking out programs of excellence. A steering group will be formed to guide the work. A preliminary outline may be prepared.

6. STEERING GROUP 9/13/88 to 11/8/88 [36 days]

See #4 above.

Should include people with the methodological know-how and people well acquainted with the field. Their task will be to guide the selection process and the case studies.

7. AH:JR: PERSONNEL PAPER 8/29/88 to 10/1/88 [33 days]

A background paper will be prepared on the topic/ topics selected for discussion at the Second meeting. The subject, content and format will depend on the "options paper" and further decisions concerning the Second meeting. At this point it appears that personnel may be the topic.

8. AH: 4-MONTH PLAN 8/29/88 to 9/15/88 [17 days]

The present document.

Oct. 1, 1988

M E M O R A N D U M

Options Paper-Draft #2

This document contains background materials for the second meeting of the Commission for Jewish Education in North America. Alternative options for action by the Commission are analyzed and presented.

Our goal is to facilitate the work of the Commission as it decides what area of Jewish Education to select and focus its attention upon.

PROCESS

1. The Commission was chosen to represent the best collective wisdom of the Community concerning the problems and opportunities facing Jewish Education in North America. They considered the most urgent areas of need in Jewish Education and expressed their views as to what direction - what area of endeavour - should be selected for the work of the Commission.

Major issues were raised as to what should be done now in Jewish Education to make it a more effective tool in the Community's struggle for Jewish Continuity.

* Many Commissioners expressed the view that the next step should involve narrowing the focus of deliberation to a manageable set of options for intervention.

* It was agreed that the Commission would attempt to decide at its Second Meeting what option or options to undertake.

2. The professional staff of the Commission prepared these background materials to point out the implications of the various options (what is involved in each choice) and how the various possible choices of the Commission could be dealt with

3. In order to offer maximum expert responsiveness to the options suggested by the Commissioners, a comprehensive analytic effort was undertaken (see memo's of September 6 and 15). The analysis was aimed at exploring each relevant option in-depth so as to identify the elements it entails, the anticipated benefits, and evaluate its feasibility as well as other implications.

4. The following steps were taken :

a. A list of relevant options for action (possible areas of intervention) was generated. The sources for these options are:

* The Commissioners - options suggested at the First meeting of the Commission; in the interviews; in letters and conversations following the Commission meeting.

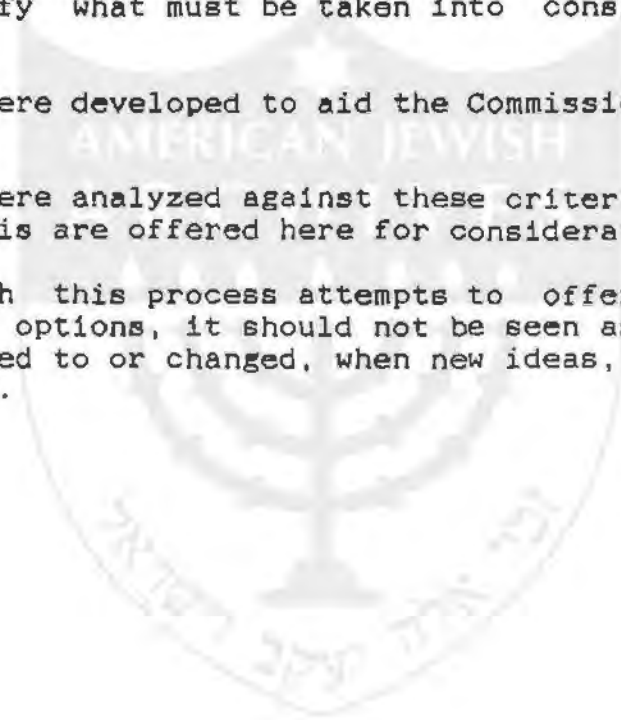
* Expert knowledge - literature surveys and the polling of experts has been undertaken to identify possible additional options that the commission may want to consider.

b. An inventory was compiled of the elements relevant to these options (see memo of September 15: Inventory of elements). This helps identify what must be taken into consideration for any given option.

c. Criteria were developed to aid the Commission in the selection of options.

d. Options were analyzed against these criteria and the results of the analysis are offered here for consideration and decision.

Note: Though this process attempts to offer a comprehensive analysis of options, it should not be seen as final and will always be added to or changed, when new ideas, views, or options are suggested.



B. The list of options

(This list will probably be organised differently [in clusters by themes etc.] and each option will be briefly elaborated upon. We will explain what may appear as redundancies. They may be eliminated later. E.g. options 3 and 12).

1. To deal with the shortage of qualified personnel for Jewish education.
2. To deal with the community - its leadership and its structures - as major agents for change in any area.
3. To focus efforts on the early childhood age group.
4. " " " " the elementary school age.
5. " " " " the high-school age.
6. " " " " the college age.
7. " " " " young adults.
8. " " " " the family.
9. " " " " adults.
10. " " " " the retired and the elderly.
11. To reduce or eliminate tuition.
12. To develop early childhood programs.
13. To develop programs for the family and adults.
14. To develop programs for the college population.
15. To enhance the use of the media, technology (Computers, etc.) for Jewish education.
16. To develop informal education.
17. To develop integrated programs of formal and informal education.
18. To develop Israel Experience programs.
19. To develop and improve the supplementary school (elementary and high-school)
20. To develop and improve the day school (elementary and high-school)
21. To develop curriculum and methods in specific areas (e.g. values, Hebrew).

22. To improve the physical plant (buildings, labs, gymnasias).
23. To generate significant additional funding for Jewish education.
24. To create a knowledge base for Jewish education (research of various kinds: evaluations and impact studies; assessment of needs; client surveys; etc...)
25. To focus efforts on the widespread acquisition of the Hebrew Language, with special initial emphasis on the leadership of the Jewish Community.
26. To encourage innovation in Jewish Education
- 27, 28.. Combinations of the preceding options.

C. Criteria

The following criteria were applied to the options:

a. Feasibility

- I. Can the option achieve its targets?
- II. Can the option be implemented?
- b. What are the anticipated Benefits?
- c. How much will the option Cost?
- d. How much Time for implementation?
- e. The Importance of the option [to the entire enterprise]

a. Feasibility

- I. Can the option achieve its targets?

1. Can this option achieve its targets? (e.g. Is free tuition likely to increase enrolment significantly? Will increasing participation in early childhood programs increase these children's participation in Jewish Education in future years? Will it intensify the emotional involvement of the children participating?).

2. Is this option the optimal way to reach the targets or are there alternatives that should be considered? (e.g. is there a more effective way than free tuition to increase school enrolment?).

3. Criterion 1, ("will the option achieve its targets?") will require us to consider the options in terms of three levels of knowledge.

3a. Options for which we DO HAVE KNOWLEDGE as to how likely they are to achieve their targets.

3b. Options for which we have LITTLE OR NO KNOWLEDGE but we DO HAVE ASSUMPTIONS (informed opinion) as to how likely they are to achieve their targets.

3c. Options for which we HAVE NO KNOWLEDGE as to how likely they are to achieve their targets.

II Can the option be implemented?

A. Are resources available? If not, how difficult would it be to develop them?

4. Do we have the KNOW -HOW? that is the professional knowledge available to successfully implement the option?

5. Is the manpower available? If not, how difficult will it be to develop?

6. Are materials (curriculum etc..) available? If not, how difficult will they be to develop?

7. Is the physical infrastructure available? If not, how difficult will it be to create?

8. Do the mechanisms - institutions for implementation exist? If not, how difficult will they be to create?

9. Are funds available? If not, how difficult will it be to generate them?

B. Will the communal and political environment support this option?

10. Will this option enjoy communal and political support? What are likely obstacles?

11. Is the option timely - that is: is it likely to be well received at this time?

b. What are the Anticipated Benefits

How likely is this option to significantly affect the quality and quantity of Jewish Education?

12. What is the expected qualitative benefit or impact?

13. How many people are likely to be directly affected?

14. What additional benefits can be expected?

c. How much will the option Cost

15. How much will this option cost? (absolutely or per-capita or per expected benefit).

d. How much Time to Implementation

16. How long will it take until implementation? How long until results?

e. The importance of the option (to the entire enterprise)

How essential is this option to the success of the whole endeavour? Could it alone solve the problems of Jewish Education? Do other options depend on it? Is this option helpful to the success of other options?

The option could be classified according to the following criteria:

17. Is this option a sufficient condition? That is: if this option is selected and implemented will it be sufficient to solve the problems of Jewish Education?

18. Is this option a necessary condition? That is: does improvement in many or all areas depend on this option (e.g. the creation of an adequate climate of support for Jewish Education in the Community is a pre-condition for the success of almost any other option. We probably should not undertake any option without undertaking this one.)

19. Is this option an enabling or facilitating option? That is, it in itself may not directly affect the quality or quantity of Jewish Education. However it facilitates or enables the implementation of other options. (e.g. the generation of additional funding will enable the implementation of practically any other option - though it in itself may not significantly improve Jewish Education.)

D. Analysis of the Options

The Commissioners should be given maximum (but concise) useful information on each option. The richness and reliability of the information will be governed by the constraints of time and the available expertise.

The information will be presented two ways:

1. A comparative matrix (options versus criteria)
2. Individual discussion papers on each option

E. The matrix

The following matrix presents in a concise and simplified form the value of each option against each criterion. It allows us to get a quick overview of any option as well as a comparative picture.

Decision matrix - Draft 1 -- 27 Sept.1988

CRITERIA (*)	a. Feasibility				
	I. Will it achieve its targets?				
	TARGETS	ALTERNATE	KNOW	ASSUME	DON'T KNOW
	1	2	3a	3b	3c
OPTIONS (*)	=====				
1 PERSONNEL	Define(a)	No	Little(b)	Much	Some
2 COMMUNITY	Define	No	Much	Some	Some
3 EARLY CHILDHOOD	Define	No	Much	Some	Some
4 ELEMENTARY SCHO	Define	No	Some	Much	Some
5 HIGH SCHOOL	Define	No	Some	Much	Some
6 COLLEGE	Define	No	Little	Much	Much
7 YOUNG ADULT	Define	No	Little	Some	Much
8 FAMILY	Define	No	Little	Some	Much
9 ADULTS	Define	No	Some	Some	Some
10 RETIRED+ELDERLY	Define	No			
11 NO TUITION	Define	No	Little	Some	Much
12 EARLY CH. PROGS	Define	No	Much	Much	some
13 FAM.&ADULT PROG	Define	No	Little	Some	Much
14 COLLEGE PROGS	Define	No	Little	Much	Much
15 TECHNOLOGY	Define	No	Some	Some	Some
16 INFORMAL ED	Define	No	Some	Much	Some
17 INTEGRATED	Define	No	Little	Some	Much
18 ISRAEL	Define	No	Much	Much	Some
19 SUPPLEMENTARY S	Define	No	Little	Much	Much
20 DAY-SCHOOL	Define	No	Some	Much	Much
21 CURR.& METHODS	Define	No	Much	Much	Some
22 PHYSICAL PLANT	Define	No	Much	Much	Some
23 ADD.FUNDING	Define	No	Much	Much	Some
24 KNOWLEDGE	Define	No	Much	Much	Some
25 HEBREW	Define	No	Little	Much	Much
26 INNOVATION	Define	No	Much	Much	Much

Notes:

*. See Definitions in "Options Paper"

a. Define: see detailed descriptions of options

b. Hierarchy of values: 1.Little 2.Some 3.Much

c. SH=short; M=medium L=long INCR=incremental

d. Estimates or exact figures should be provided

e. Blanks indicate missing data. To be researched.

Decision matrix - Draft 1 -- 27 Sept.1988

II. Can we implement?

KNOW-HOW	PERSONNEL	MATERIALS	PHYS. INF.	INSTITUT	FUNDS	POL. SUPPORT
4	5	6	7	8	9	10
=====						
YES	SOME POSSIBLE	SOME		SOME	(d)	YES+CONFLICT
SOME	NO	NO	SOME	SOME	PROB.	PROB.
SOME	NO		YES	SOME		YES+CONFLICT
SOME	NO	NO	YES	SOME		
SOME	NO	NO	SOME	SOME		YES+CONFLICT
SOME	NO	NO		NO		
NO	NO	NO	YES			
			YES			
YES			YES	YES		YES+CONFLICT
YES	NO	SOME		YES	NO	YES+CONFLICT
EASY	NO	WEAK	PROBABLY	YES		YES+CONFLICT
SOME	NO	NO	YES	PROB.	PROB.	YES+CONFLICT
SOME	NO	NO	YES	PROB.	PROB.	YES+CONFLICT
SOME	COMPETE	NO	YES	YES		YES+CONFLICT
YES	SOME	SOME	YES	YES		YES+CONFLICT
SOME	NO	SOME	YES	YES		YES+CONFLICT
YES	SOME		SOME	YES		YES+CONFLICT
YES	SOME	-----	----	NO		DOUBTFUL
YES	-----	-----	-----	PROB.	-----	COMPETES
YES	YES	-----	-----	PROB.	-----	COMPETES
SOME	NO	SOME	-----	PROB.		NO
SOME	LITTLE			PROB.		DOUBTFUL

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	b.Benefits			d.Cost	d.Time
TIMELY	QUALITY	QUANTITY	OTHER	COST	DURATION
11	12	13	14	15	16
=====	=====	=====	=====	=====	=====
YES	YES	YES(d)	YES		SH-M-L(c)
YES	PERHAPS	YES	YES	SMALL (d)	SH-M-L
SO-SO	YES	YES	YES		M-L+INCR
YES	YES	YES	YES		SH-M-L
	YES		YES		SH-M-L
YES	YES	YES	YES		SH-M-L
	YES	YES	YES		
YES	YES	YES	YES		SHORT
YES	SOME	YES	SOME	SMALL	SHORT
YES	NO	YES	YES	\$1billion	SHORT
YES	YES	50,000+	YES		SHORT-INCR.
YES		YES	PERHAPS		MED
YES	YES	YES	YES		SH-MED
YES	YES	NA	YES		MED-LONG
YES	YES	50-70,000	YES		SH-MED
YES	YES	100,000+	YES		MED
YES	YES	NA	YES	HIGH	SHORT-MED-LO
NA	SOME	NA	YES		LONG
DOUBTFUL	DAYSCHOOL	DAYSCHOOLS			SHORT
YES	YES		YES	-----	VARIES
DOUBTFUL	YES	YES	YES	REASONABL	SHORT-MED-LO
DOUBTFUL	YES	YES	YES	REASONABL	MED-LONG
	MAYBE	MAYBE	MAYBE		SH-M-L

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e.Importance

SUFFICIENT NECESSARY ENABLING

17

18

19

=====

NO	YES	NO
NO	YES	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	YES	YES
NO	NO	NO
NO	NO	NO
NO	NO	NO

Sept. 28, 1988

OPTION 12 - TO DEVELOP EARLY CHILDHOOD PROGRAMS.

TARGET POPULATION -- FROM 50,000 TO SEVERAL HUNDRED THOUSAND 2 TO 6 YEAR OLDS (DEPENDING ON THE EXTENT TO WHICH DAY-CARE IS DEVELOPED AS A JEWISH-EDUCATION PROGRAM.)

TARGETS: EARLY CHILDHOOD PROGRAMS SHOULD :
PROVIDE GOOD EMOTIONAL AND INTERPERSONAL EXPERIENCES FOR CHILDREN
IMPART APPROPRIATE KNOWLEDGE
ENCOURAGE THEM (THEIR PARENTS) TO CONTINUE PARTICIPATING IN
JEWISH EDUCATION IN THE ELEMENTARY AND HIGH-SCHOOL YEARS
INVOLVE THEIR PARENTS

DO WE KNOW IF THE TARGETS CAN BE ACHIEVED? -- YES
EDUCATORS AND PSYCHOLOGISTS HAVE AGREED THAT THIS IS A VERY SIGNIFICANT AGE FOR EDUCATIONAL INTERVENTION, AND THAT DEPENDING ON THE NATURE OF THE EDUCATIONAL PROGRAM, MANY IMPORTANT GOALS COULD BE ATTAINED: LANGUAGE ACQUISITION - HEBREW; THE RIGHT EMOTIONAL EXPERIENCES COULD HAVE AN IMPORTANT EFFECT FOR FUTURE EDUCATION; PARENTS ARE MORE INVOLVED WITH THEIR CHILDREN AT THIS AGE. IT COULD SERVE AS A NET TO ATTRACT CANDIDATES FOR DAY-SCHOOL AND SUPPLEMENTARY EDUCATION PROGRAMS.

HOWEVER - WHILE WE KNOW A GOOD DEAL ABOUT EARLY CHILDHOOD PROGRAMS THERE ARE AREAS WHERE WE KNOW LITTLE (E.G. DO PARENTS WANT JEWISH EDUCATION FOR THEIR CHILDREN IN EARLY CHILDHOOD) AND QUITE A FEW WHERE WE ARE WORKING WITH ASSUMPTIONS (E.G. COULD WE RECRUIT AND TRAIN THE APPROPRIATE PERSONNEL?)

WHAT ARE ALTERNATIVES FOR REACHING THESE TARGETS?

DEALING WITH THE WHOLE AGE GROUP AND NOT ONLY THROUGH PROGRAMS.

THE MEDIA

BOOKS

GAMES

PARENTS AND FAMILY EDUCATION

WE KNOW LESS ABOUT THESE ALTERNATIVES AND THERE IS NO INFRASTRUCTURE TO INTRODUCE AND IMPLEMENT THEM.

DO WE HAVE THE KNOW-HOW?

WE HAVE SOME AND WHAT IS MISSING COULD PROBABLY BE ACQUIRED.

IS THE PERSONNEL AVAILABLE? ARE MATERIALS AVAILABLE? --NO
THE QUALITY OF THESE PROGRAMS IS BY AND LARGE NOT VERY HIGH AND THUS IT WOULD TAKE A CAREFULLY PLANNED AND INTENSIVE EFFORT TO RECRUIT, TRAIN STAFF AND DEVELOP EDUCATIONAL MATERIALS FOR SUCH PROGRAMS.

(26)

THERE ARE PRACTICALLY NO EXISTING TRAINING PROGRAMS IN NORTH AMERICA FOR JEWISH EARLY CHILDHOOD PERSONNEL.

PHYSICAL INFRASTRUCTURE YES

INSTITUTIONS YES

A DIFFERENT STRATEGY IS PROBABLY APPROPRIATE FOR THE DIFFERENT SPONSORING AGENCIES.

1. CONGREGATIONS
2. DAYSCHOOLS
3. JCC'S
4. OTHERS

ANSWERS NEED YES

THERE IS EVIDENCE THAT THERE IS A GREAT DEMAND AND THAT THIS DEMAND INCLUDES BOTH AFFILIATED AND LESS-AFFILIATED PARENTS.

AVAILABLE FUNDS AND COST? UNKNOWN

SALARIES ARE BY AND LARGE EXTREMELY LOW. WE DO NOT KNOW WHAT THE COST OF EXPANSION - AND OF RAISING THE QUALITY (UPGRADING STAFF; SALARIES; AND PREPARATION OF EDUCATIONAL MATERIALS WOULD INVOLVE.

COMMUNAL AND POLITICAL SUPPORT

THOUGH IT HAS NOT BEEN RESEARCHED, IT APPEARS THAT THERE WOULD BE A GREAT DEAL OF COMMUNITY SUPPORT FOR THESE PROGRAMS, BECAUSE THERE IS GREAT PARENT DEMAND AND GENERAL AGREEMENT ABOUT THE POTENTIAL IMPACT OF EDUCATION FOR EARLY CHILDHOOD.

TIME

IF A DECISION IS TAKEN TO WORK IN THIS AREA A PLAN COULD BE IMPLEMENTED FAIRLY QUICKLY (WITHIN TWO YEARS) ON A SMALL SCALE. IT COULD THEN BE EXPANDED INCREMENTALLY.

IS THIS A NECESSARY CONDITION? NO

IS THIS AN ENABLING CONDITION? NO

OPTION 19 -- TO DEVELOP AND IMPROVE THE SUPPLEMENTARY SCHOOL
(ELEMENTARY AND HIGH SCHOOL AGE)

TARGET POPULATION -- 250,000 TO A FEW HUNDRED THOUSAND 6-17 YEAR OLDS (DEPENDING ON THE EXTENT TO WHICH THE SUPPLEMENTARY SCHOOL IS DEVELOPED AND IMPROVED AS A JEWISH-EDUCATION PROGRAM.

TARGETS: SUPPLEMENTARY SCHOOLS SHOULD :
IMPART KNOWLEDGE
CREATE EMOTIONAL ATTACHMENT
DEVELOP A POSITIVE ATTITUDE TOWARDS FUTURE INVOLVEMENT IN JEWISH LIFE
ENCOURAGE OBSERVANCE AND PARTICIPATION
MOTIVATE FURTHER STUDY

DO WE KNOW IF THE TARGETS CAN BE ACHIEVED? --
WE KNOW A LITTLE - WE ASSUME A GOOD DEAL - DON'T KNOW A GOOD DEAL.

THESE TARGETS ARE NOT BEING ACHIEVED IN MOST SUPPLEMENTARY SCHOOLS TODAY. WE KNOW THAT THE CONDITIONS EDUCATORS AND SOCIAL SCIENTISTS LIST AS ESSENTIAL TO ACHIEVING THESE TARGETS, ARE MISSING IN THE SUPPLEMENTARY SCHOOL (QUALIFIED PERSONNEL, ETC...).

EXPERT OPINION IS DIVIDED BETWEEN THOSE WHO VIEW THE SUPPLEMENTARY SCHOOL AS A HIGH-RISK POOR-INVESTMENT AND THOSE WHO BELIEVE THAT IT IS IMPORTANT TO INVEST IN MODEL PROGRAMS TO GIVE THE INSTITUTION A FAIR CHANCE.

WHAT ARE ALTERNATIVES FOR REACHING THESE TARGETS?

INFORMAL EDUCATIONAL PROGRAMS
ISRAEL EXPERIENCE
SERIOUS RECRUITMENT EFFORT FOR THE DAY SCHOOL

EACH OF THE ABOVE ALTERNATIVES ARE PROBLEMATIC:
INFORMAL EDUCATIONAL PROGRAMS ARE NOT LIKELY TO IMPART THE DESIRED KNOWLEDGE AND SUFFER FROM A SHORTAGE OF PERSONNEL.
ISRAEL EXPERIENCE PROGRAMS ARE GENERALLY NOT APPROPRIATE FOR THIS AGE GROUP.
WE DO NOT KNOW HOW MANY YOUNGSTERS COULD BE RECRUITED FOR THE DAY-SCHOOL - AND WHAT WOULD HAPPEN TO THE DAYSCHOOL IF IT WERE DOUBLED IN SIZE. (PERSONNEL ETC...)

DO WE HAVE THE KNOW-HOW? -- IN SOME AREAS.

IS THE PERSONNEL AVAILABLE? NO
AT PRESENT THE LACK OF QUALIFIED PERSONNEL IS THE MAJOR PROBLEM. PERSONNEL COULD PROBABLY BE RECRUITED FOR MODEL PROGRAMS ON A SMALL SCALE. THERE ARE NO ACCEPTABLE PROPOSALS AT PRESENT.

ARE MATERIALS AVAILABLE? -- A GOOD DEAL

(28)

PHYSICAL INFRASTRUCTURE -- YES

INSTITUTIONS YES

ANSWERS NEED YES

OF THE MANY STUDENTS CURRENTLY ENROLLED AND THE MANY ADDITIONAL STUDENTS WHO COULD MOST PROBABLY BE RECRUITED IF QUALITY IMPROVES.

AVAILABLE FUNDS NOT AT PRESENT

COMMUNAL AND POLITICAL SUPPORT NO

AT PRESENT VERY LIMITED BECAUSE OF THE PERCEIVED FAILURE OF THE INSTITUTION.

PROBLEMS ARE ANTICIPATED IN THE COOPERATION BETWEEN COMMUNAL AND DENOMINATIONAL INSTITUTIONS THAT WILL BE REQUIRED IF THIS OPTION IS ADOPTED.

QUALITATIVE IMPROVEMENT YES

QUANTITATIVE INCREASE POTENTIALLY VERY SIGNIFICANT

COST? UNKNOWN

SALARIES ARE BY AND LARGE EXTREMELY LOW. WE DO NOT KNOW WHAT THE COST OF EXPANSION - AND ABOVE ALL OF RAISING THE QUALITY (UPGRADING STAFF; SALARIES; AND PREPARATION OF EDUCATIONAL MATERIALS) WOULD INVOLVE.

TIME MEDIUM RANGE

WOULD INVOLVE PLANNING, 3-5 YEARS OF MODEL PROGRAMS AND THEN LARGE SCALE IMPLEMENTATION.

IS THIS A NECESSARY CONDITION? NO

IS THIS AN ENABLING CONDITION NO

To: Mort Mandel
Art Naparstek

From: Herman D. Stein September 2, 1988

Tentative Concept for Discussion for 12 October Meeting

The first Commission meeting opened up a broad array of concerns and options. It ended with a strong feeling that there was now a need for framework and priorities. Therefore, I suggest that, after we pre-test the idea, to see if it is practical and acceptable, with three or four Commission members, we do the following:

1) Send to all Commission members a request to select one or two of their priority combinations of Target, Methodology, and Institution, using the attached list as a guide, not as a complete schedule. Additional combinations of priorities may be selected by a Commissioner, but then should be identified as first, second, third priority, etc.

In preparing the message to Commissioners, use one or more illustrations - e.g. National Media Center (Institution) to prepare and market video cassettes (Methodology) of specially designed TV programs for young families (Population target).

2) This "Chinese menu" selection approach is to assemble the thinking of Commission members about the range of their real priorities, both for strengthening and spreading existing approaches and developing new ones. Individual Commissioners may have follow-up phone interviews to elaborate on the more unusual suggestions.

3) The results would be grouped for presentation at the next Commission meeting, perhaps with cost estimates and other analysis, and then discussed by three working groups, meeting for most of the morning to refine these priorities further, or add new ones. The working group reports would then be presented for plenary discussion.

4) Alternatively, we could pre-select (without prioritization) and analyze a number of combinations ourselves, based on the preliminary interviews and the Commission discussion. These could then be presented as a place to start, for three Commission working groups to amplify, contract or revise.

<u>POPULATION TARGET</u>	<u>METHODOLOGY</u>	<u>INSTITUTION</u>
<u>Demography</u>		
Pre-school	Class teaching-day school	Community centers
Elementary	Class teaching-suppl. school	Teacher training institutes
High School	Videocassettes for teachers	Hillel
College	Cassettes for families Classes for parents	Rabbinical training Orthodox Conservative Reform
Young marrieds	TV programming	
Young singles	Summer camp	Day School
Families (with children)	Israel trips Recreation/sports children youth adult	Suppl. School National Media Center Federations
<u>Educators</u>	Research long range short range	JESNA
Teachers Day School Suppl. School		JWB Other National Organizations
Rabbis Orthodox Conservative Reform		
School Administrators		
<u>Geography</u>		
Urban		
Suburban		
Small Towns		
Regional		
<u>Others</u>		



Brandeis University

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School of
Near Eastern and
Judaic Studies

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

Waltham Massachusetts
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31

9/14/88

Dear Art,

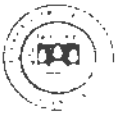
Please find enclosed "A Cautionary Note on the Personnel Agenda." This is my attempt to answer the question posed to me by Seymour: if we were to concentrate solely on personnel in Jewish education, what would we be missing? (I use synagogue & community here as metaphors for "neighbor" or "locality.")

I tried to be concise & to include references to first meeting of Commission. There's much at the end that is implied & not spelled out.

By the way, the notes looked great.

Sincerely yours,

Joe



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Joseph Reimer

September, 1988

Hornstein Program, Brandeis University

A Cautionary Note on the Personnel Agenda

Introduction

Observers of the field of Jewish education in North America are moved to press for the agenda of personnel on the basis of three common observations.

1. Each year there are insufficient numbers of teachers to fill the classroom assignments in Jewish schools.

2. The level of training of those who work as teachers and senior educators is below what we would expect for quality performance by professionals.

3. In the field there is not a clearly demarcated ladder of promotion by which to plan a long-term career, and hence people do not think of Jewish education as offering professional career possibilities.

The purpose of this short paper is not to argue against the validity of these observations or the logical response that personnel needs to be a crucial agenda for this field. Rather, I wish to suggest that even the finest campaign to recruit, train and retain professional personnel for Jewish education may still leave unanswered one of the crucial questions facing the field: What is to be the future of synagogue-based "supplementary education"?

To review the data presented at the first Commission meeting on the use of Jewish educational facilities in the United States: 1. a majority of Jewish school-age children are not enrolled in Jewish schools; 2. of those enrolled, a vast majority attend supplementary schools; 3. a growing minority attend day school during the early grades; 4. there is a great drop-off in use after age 13 in all Jewish schools; 5. informal Jewish education is most popular during the adolescent years, but reaches only a minority of eligible youth.

Looking at changes in enrollment over the past 20 years, we see that day school education, and more recently pre-school education, are growth areas in this field, while supplementary schools are in decline. (We do not know about changes in informal education.) Thus we face a paradoxical situation. The most intensive form of Jewish education - day schools - is

succeeding and expanding, while the less intensive form - the supplementary schools - is contracting. These trends seem to predict a greater over-all educational achievement. But insofar as growth in day schools is coming from the declining enrollments in supplementary schools, the total picture remains essentially unchanged: the majority of eligible students still attend neither day nor supplementary schools.

Looking at these enrollment figures and thinking about a campaign to recruit, train and retain professional Jewish educators leads me to wonder if newly trained personnel would not be absorbed primarily by the two expanding markets in Jewish education - day schools and pre-schools. After all, that is where potentially new, full-time jobs are likely to be available and where educators are most likely to gain the most professional satisfaction. If an educator can work in a school-setting that provides educational services that parents and children actually want, why choose to work in supplementary schools where the work is part-time and the demand for quality-educational services is only half-hearted?

That well-trained personnel may be drawn primarily to day and pre-school education is not an argument against the personnel agenda. It is a blessing to have expanding markets, and we know there is a terrible shortage of Jewishly-educated professionals to teach and administrate in these settings. Preparing a next generation of educators for day schools and pre-schools is a pressing agenda item; but it does leave unanswered the question of supplementary schools and their future.

Looking at the minutes from the first Commission meeting, we find three responses to the question of supplementary education. The first two are indirect responses while the third is more direct.

1. There are commissioners who advocate "adding strength to strength." This code language for supporting day school and informal education in place of the weaker sister - supplementary education. Not surprising, this position has its clearest advocates among the Orthodox who as a movement have taken an unequivocal stand by placing their chips on day schools, camps and Israel programs.

2. There are commissioners who favor support for informal education - be it Israel programs, Hillel on campus or media in homes. This position looks to the edges of the larger field to find pockets of excitement upon which to expand. It in effect says that the core institution is not worth re-building and we ought to invest in what can replace or augment it.

3. There are commissioners who say we need a "differentiated" or "comprehensive" approach that does not abandon the supplementary schools while yet also investing in day schools, pre-schools and informal education.

In summary, while no commissioner comes out and says "abandon the supplementary schools," two of the three positions advocate non-support,

While the third argues only for "non-abandonment." What support there is for supplementary schools is pragmatic, part of a comprehensive view. We are a long way from the days when people sung the praise of these schools or even defended them (as only one commissioner did) as a complement to support for public school education.

If the major supplier of Jewish educational services has been in decline in terms of enrollments, has been evaluated negatively by recent research studies (such as Schiff's New York study) and has little support among the commissioners, then why not come out openly and call for either its end or its overhaul? While I understand there may be political reasons for not openly addressing this question, I fear that this commission will politely side step the issue by focussing on other issues - as important as they may be - and miss the opportunity to go to the core institution and make clear recommendations as to its future. My contention is that focussing even on the issue of personnel will largely be an evasion of this central question, for well-trained professional educators will not be drawn to working in supplementary schools.

Is the synagogue - based supplementary ^{school} beyond hope (or in Max Fisher's words, a waste of money)? Two years ago I wanted to find out for myself and decided to teach in a graduating class of a supplementary school in a conservative synagogue in suburban Boston. It had been years since I had done it and wanted to taste it first hand. I discovered what I could have read in Schoem's ethnographic report or Schiff's recent survey: the children had switched off their minds long ago and the parents were holding their breath until the liberation of the last bell. I was told by parents, administrator and rabbi alike that I had done a great job, but as a teacher, I felt demeaned and wanted never to go back. Yet the kids were bright and likeable as individuals, and the parents, whom I got to know through a parent education course, were genuinely committed to Jewish continuity. How, I wondered, given my level of training, the commitment of the parents and the best intentions of the school administration, had my teaching turned out to be so horrible an educational experience?

I spent much of last year trying to answer this question by comparing this synagogue school with others in the Boston area that had reputations as working more effectively. Working with a team of Brandeis students, I came up with a tentative list of variables that distinguished the more effective schools (measured subjectively). Surprising, the variables had more to do with the synagogues and congregations than with the schools per se. We found that schools worked best when:

1. the rabbi was visibly involved with Jewish education;
2. the rabbi and head educator (usually principal) worked well together as a team;
3. the team had some stability and had earned over years the trust of the congregants; and

4. the team actively involved the lay congregants in decision - making and in their own Jewish education.

In brief, the schools were reflections of the congregations, and when the congregation worked well as a cohesive community for adults, the school worked well for the children as well. Without the cohesion in the adult community, and especially among the rabbi, the principal and the lay leadership, the school worked less well even when money was invested and good staff were hired.

This small study left me more hopeful and confirmed a point which has been made most powerfully by Barry Shrage. It is not the supplementary school that anchors religious education for the "average" American Jewish family, but rather the congregational synagogue. One avenue to explore further is what Foundations and Federations can do - through seed grants, etc. - to promote the health of congregational life so that the educational functions which flow from the synagogue - including not only schools, but also programs in informal education, adult education and outreach to the unaffiliated - can function with more spirit and effectiveness.

In conclusion, I am arguing against abandoning the congregational school. I above all am contending that the question of its future needs to be explicitly addressed by the Commission. I believe the personnel agenda is not the best way to address this question. The personnel agenda is a reform from the top down (from the university & foundation down to the community), while perhaps the most crucial issue is how the local community can be invigorated to work for its own creative survival. Foundations and Federations can play a significant role in communal (or congregations') re-invigoration, and as part of that process, an upgrading of personnel who fit the needs of the local community could become a very important contribution. But let us start our analysis at the micro level and then work our way up to the macro issues of personnel, etc.

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

MEMO TO: Seymour Fox, Annette Hochstein
FROM: Art Naparstek *AN*
DATE: September 8, 1988
SUBJECT: Feedback on Options Paper Fax of September 6, 1988

Thank you for the options paper fax which HLZ, VFL, and I reviewed. I'll try to put forward feedback which represent our thoughts. Hank Zucker had several specific comments with regard to page 5 of your fax and I'll be sending them over to you as an attachment to this memo. Hank's more significant comments included the following:

He felt that what was needed was a statement as to the objectives of the Commission, including emphasis on constructive Jewish continuity. In other words, how the Commission is leading toward Jewish continuity. Second, he felt that we needed to put forward a comprehensive picture of Jewish education today. Third, he felt that we needed to have the objectives for Jewish education for the year 2000 or sometime in the future. In other words, that's where a vision statement would be imperative. Where do we see ourselves going? What's our vision for the future? Out of that, the fourth area would be priorities for getting there and that's where, in effect, we would get at the issues of options. Under priorities for getting there, he put forward really two major areas:

(a) an analysis of personnel issues, what's the current situation, what needs to be done to improve it and to work toward a year 2000 model and,

(b) the community organization issues for Jewish education, the need to create a desirable climate to reach the model in the year 2000, or whatever year we choose. Tied to that is the involvement of top lay leadership and the need for additional financing through federations and foundations, the analysis of national, local organizations for catalyst and leadership roles. How do we, in effect, through a community organization process for Jewish education, establish a climate in which stronger lay leadership will become involved and committed to Jewish education, and what is the appropriate relationship between schools, synagogues, and Jewish community centers.

My sense of the paper is somewhat similar to Hank's analysis. I feel that the draft confuses strategy and options and I am not sure how it builds on the very good planning paper that I received from you on August 31st. We need to put forward our statement of objectives or vision statement, and from that move to a deductive process that can put forward options. I know it will all be clear when we speak about it, but my sense is that our inquiry should be deductive and not confuse strategy with analysis. I hope this is helpful.

Annette, I would like to talk with you. Could you suggest a good time?



JEWISH EDUCATION
NATIONAL ASSOCIATION
NORTH AMERICAN

התאחדות החינוך היהודי
אמריקה הצפונית

July 19, 1988

M E M O

TO: Arthur Naparstek
FROM: Jonathan Woocher
RE: Commission Task Forces

I was glad we had the chance to meet last evening, and I am delighted (no idle flattery intended) that you will be personally directing the Commission process. I think that it will make an enormous difference.

I spoke with Bennett this morning and told him to expect some material from you. I will be sending him a few ideas concerning his presentation as well, and I assume that you and he will be in touch next week after I am in Israel.

In response to your request concerning possible task forces: As I thought about the question it became evident that there were so many alternative approaches to delineating the Commission's scope of inquiry that any "cut" will be somewhat arbitrary. I can think of at least five different areas which merit exploration, although the Commission should obviously not attempt all of them. I've listed them in my own order of priority, but I could certainly be persuaded to change my mind.

1. Task force on educational personnel

To review the current state of educational personnel in North America -- who, how many, in what positions, under what conditions. To identify areas of need and opportunity with respect to staffing of the educational system. To make recommendations re recruitment, training, retention, career development, etc.

2. Task force on the structure and organization of Jewish education

To examine how educational activity is organized in North America. To describe and analyze the roles of various actors (synagogues, federations, national bodies, Israeli institutions, etc.). To identify current structural and organizational dysfunctions (e.g., lack of coordination between the "formal" and "informal" systems). To recommend alternative organizational models or demonstration projects to overcome dysfunctions

3. Task force on the economics of Jewish education

To examine how Jewish education is financed, and the implications of current patterns for the educational enterprise. How much is being spent, by whom, for what purposes? What are the roles, motivations, and expectations of clients, sponsors, and outside funders? Is

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NEW YORK, NY 10003-9540
Entrance 412 Lafayette Street
(212) 529-2000

DR. JONATHAN S. WOOCHEER
Executive Vice President

current funding adequate? What impact does the current funding structure have on the educational process and product? Are there areas which merit additional investment? What alternative funding patterns exist? How could/should additional resources be provided? (This touches as well on the marketing issue.)

4. Task force on education and the community

To examine the place of Jewish education in the overall culture and structure of the North American Jewish community. To identify the role of Jewish education in Jewish communal life and perceptions and expectations concerning this role. To describe the climate of support/non-support in which Jewish education operates and the effects of that climate on the educational process and product. To assess the impacts of Jewish education on Jewish continuity and the quality of Jewish communal life. To make recommendations concerning ways of strengthening communal support for Jewish education and Jewish education's impact on Jewish continuity.

5. Task force on the practice of Jewish education

To identify key areas in educational practice which impact on Jewish education's effectiveness (e.g., curriculum, teaching methods, program administration, materials and technology, involvement of families, etc.). To assess strengths and weaknesses of current patterns in these areas (i.e., what are we doing well, what are we doing poorly), and where possible the reasons for these. To make recommendations for improving performance in these areas.

I hope that these are helpful. Each could, and almost certainly should, be focused more sharply before setting out to work, but in the best of all possible worlds, I would love to see all of these areas examined systematically.

I am genuinely sorry that I will miss the August 1 festivities, but I look forward to working together closely during the next several years.

TO: Arthur J. Naparstek

NAME

DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

DATE: 9/19/88

REPLYING TO
YOUR MEMO OF:

SUBJECT:

HLZ

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A few thoughts about priorities for the Commission:

The number of topics which are potential sources of treatment by the Commission is so vast that a practical approach by the Commission necessitates zeroing in on the key issues. We can tip our hats to the others so that people see that we haven't overlooked them. I would see our Commission report organized in something of the following fashion:

1. A first section to describe the current condition of formal and informal Jewish education in historical perspective, and to produce case examples of successes, stating what are the common elements in successes and the chief causes of failures. This section should wind up with our vision of the field of Jewish education in the year 2000.
2. The second section would be a comprehensive discussion of the personnel situation, personnel being the key to improvement of the field. This section would discuss the shortage of personnel, the relatively low quality, the need to develop a career line to attract and keep qualified personnel, our aspiration to create a profession of teaching in Jewish schools, the training centers, and a statement of what is needed to attract and hold personnel. In general, we would tell American Jewry what is the condition of Jewish education personnel and what must be done to improve it.
3. The third section would discuss community aspects of the problem. How are we organized now to promote Jewish education? What changes are needed? How can we bring the very top lay leadership into the field? How to make certain that the Jewish community accepts the prime importance of Jewish education? What funds are needed and what are the sources of these funds. What responsibility will the Commission take to carry this message to the sources of funding?
4. The fourth section would make it clear that the Commission cannot treat all the important subjects relating to Jewish education. Possibly we should list those subjects worth studying in the post-Commission period, maybe with a brief description of the current situation and the nature of a study which would be helpful. This would partially be a reprise of the first

section which makes it clear that the Commission has selected the universal problems for discussion and action (personnel, community responsibility) and that such other important issues as curriculum, how to teach, judging between day schools and afternoon and Sunday schools, judging the relative importance of concentrating on specific age groups, etc. are subjects very definitely worth study and action, but belonging to other forums.

If we can agree soon on the general thrust of our eventual Commission report, it should help us to assign the preparation of the initial reports to the appropriate consultants, and to avoid a lot of unnecessary work in areas we have decided lie outside of our work.

TO: Arthur J. Naparstek FROM: Henry L. Zucker DATE: 9/20/88
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

HRZ

REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Should we add one more section to our projected final report of the Commission, namely a discussion of the day school movement and the supplementary school, (or as Reimer calls it, the congregational school)? This would be an analysis of the current situation in each area, giving it historical perspective, and projecting developments in the next 5-10 years. Here is a good place to tell of the success stories, what works, what doesn't work. A statesman-like section on this subject would be very encouraging for both advocates of the day school and the advocates of the supplementary school, provided that the positive possibilities are emphasized.

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46

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 Naparstek 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 AJHLJE (David Ariel) and BDF (Jonathan Woocher).

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.

OCTOBER 4, 1988

48

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.

10/3/88

Commission on Jewish Education in North America
Follow-up to Meeting of Aug. 1, 1988

Name	Assignment	Post-Commission Meeting Contacts	Comments
I. LAY LEADERS			A copy of A. Schiff's book on Jewish education in America was sent to all Commissioners
Mandell Berman	AJN		
Charles Bronfman	SF		
Lester Crown	SF		
Stuart Eizenstat	AJN		Minutes were sent with a cover letter to all Commissioners and staff
Irwin Field	AR		
Max Fisher	HLZ	HLZ reported on MLM contact - 8/15/88	
David Hirschhorn	HLZ	AJN letter - 9/7/88; DH suggests evaluation of programs as agenda item	
Ludwig Jesselson	AH		
Mark Lainer	HLZ	SF followed up	
Robert Loup	AH	SF called	
Morton L. Mandel	AH		
Matthew Maryles	AJN	requested tape	
Florence Melton	AH	SF called	
Donald Mintz	AR		
Lester Pollack	AR	AR reported on call - 8/15/88	
Charles Ratner	SF		
Harriet Rosenthal	AR	AR reported on call - 8/15/88	
Esther Leah Ritz	AR	AH called	
Daniel Shapiro	AJN		
Bennett Yanowitz	AJN	AJN letter - 9/9/88	
John Colman	HLZ	HLZ reported on call - 8/15/88	
Peggy Tishman	AH	AH called	
Henry Koschitzky	JR		
Mona Ackerman -Fdn	AJN	AJN letter - 9/8/88	
David Arnow	AH		
Maurice Corson - Fdn	HLZ	HLZ reported on call - 8/15/88	
Eli Evans - Fdn	HLZ	HLZ reported on call - 8/15/88	
Robert Miller - Fdn	HLZ	HLZ reported on call - 8/15/88	

10/3/88

Commission on Jewish Education in North America
Follow-up to Meeting of Aug. 1, 1988

Name	Assignment	Post-Commission Meeting Contacts	Comments

II. PRES, HIGHER JEWISH ED			
Alfred Gottschalk	SF	SF called	
Norman Lamm	AH	AH called	
Ismar Schorsch	AH	AH called	
Arthur Green	JR		
III. SCHOLARS/EDUCATORS (1)			
Seymour Martin Lipset	SF		
IV. JUDAIC SCHOLARS (1)			
Isadore Twersky	SF		
V. JEWISH EDUCATORS (7)			
David Dubin	AR	AR reported on call 8/10/88	
Jack Bieler	JR	SF called	
Joshua Elkin	JR		
Sara Lee	SF	requested tapes; SF called	
Alvin Schiff	AJN	SF called; AJN letter - 9/8/88	
Irving Greenberg	AJN		
Carol Ingall	JR		
VI. RABBIS			
Haskel Lookstein	AH	AH called; AJN letter - 9/8/88	
Harold Schulweis	JR		
Isaiah Zeldin	JR		
VII. SR. POLICY ADVISORS			
David Ariel			
Seymour Fox			
Annette Hochstein			
Stephen Hoffman			

10/3/88

Commission on Jewish Education in North America
Follow-up to Meeting of Aug. 1, 1988

Name	Assignment	Post-Commission Meeting Contacts	Comments
Arthur Naparstek			
Arthur Rotman			
Carmi Schwartz			
Herman Stein		requested tapes	
Jonathan Woocher			
Henry Zucker			
VIII. STAFF			
Rachel Gubitz			
Joseph Riener			
Virginia Levi			

SEP: 11

RIKLIS FAMILY FOUNDATION
595 MADISON AVENUE
NEW YORK, N. Y. 10022

MONA RIKLIS ACKERMAN, PH. D.
PRESIDENT
(212) 888-2035

NL2 ✓
VFL ✓
AJN —

August 25, 1988

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

Dear Arthur:

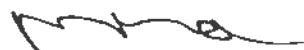
The first Commission meeting on August 1st was a great success, for which you should be very proud.

I recognize and appreciate your skillful handling of this gathering, from the pre-meeting interviews to the structuring and organizing of materials for Commission members. Your careful attention to detail was most evident in the concise outline of the various issues before the Commission.

I also think it's wonderful that while the Commission will undoubtedly yield general approaches to various issues affecting Jewish education, these overviews, developed in our meetings, will enable individual Commission members to focus more clearly on the details in our own endeavors. For example: The Riklis Family Foundation is researching child development and daycare, and we recognize the need for a strong Jewish identity component for any such program instituted under our auspices; therefore we look forward to using concepts generated by the Commission in outlining our specific approach to this issue.

And of course I look forward to the next meeting of the Commission to continue our discussion.

Sincerely yours,



Mona Riklis Ackerman, Ph.D.

CHARLES H. REVSON
FOUNDATION

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NEW YORK, N.Y. 10022-6962
(212) 935-3340

ADRIAN W. DeWIND
Chairman

ELIN. EVANS
President

HARRY MERESMAN
Secretary and Treasurer

August 16, 1988

SIMON H. RIFKIND
Honorary Chairman

Morton L. Mandel
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort,

I always admire risk-taking in philanthropy and more than that, real leadership; they are both rare commodities these days. You convened a wonderful meeting and I want to congratulate you for taking the chance on launching it for an adroit choice of members. It was refreshing to watch the professionals and the lay leadership listening to each other and I think the cooperative spirit was a real tribute to you. I also want to congratulate the staff for pulling together materials and data so we could all talk to each other with the same set of facts.

I look forward to participating in the next meeting.

Best wishes,



EE:df

AUG 11 1988

DAVID HIRSCHHORN

BLAUSTEIN BUILDING
BALTIMORE, MD. 21201

MAILING ADDRESS
POST OFFICE BOX 238
BALTIMORE, MD. 21203

August 3, 1988

Mr. Morton L. Mandel
Mandel Associated Foundations
1750 Euclid Avenue
Cleveland, Ohio 44115

Dear Morton:

I am pleased to have been a participant in the first meeting of the Commission on Jewish Education in North America last Monday, and I am happy to have had the opportunity to meet you. My apologies for finding it necessary to leave the meeting before its conclusion due to an overlapping commitment. I shall look forward to receiving the Minutes of the meeting.

In addition to the major themes identified by Mr. Yanowitz in his summary, I would suggest that we consider adding to the Commission's Agenda, the subject of evaluation of programs in Jewish education. I recognize that this is a difficult problem. The Commission would be making an important contribution if the methodology for such evaluation could be developed. Many programs are being undertaken with unclear objectives as to what the program is intended to achieve. How are we to measure success or failure? In this connection, the suggestion made during the meeting that case studies of successful programs be circulated would represent one form of evaluation, provided such case studies included information which identifies how the judgement as to the success of the program was determined.

As you are aware, large sums are already being expended for various forms of formal and informal Jewish education. For example, in Baltimore, almost half of the Associated budget for local services is directed toward programs of formal and informal Jewish education. I am sure more funds are needed, and presumably, one of the objectives of the Commission is to stimulate such additional funding. However, I am concerned that there will never be enough funding unless steps are taken to provide for greater accountability in the use of these funds.

I look forward to participating in the further deliberations of the Commission and I convey my best regards.

Sincerely,



DH:ez

cc: Mr. Arthur J. Naparstek, Director ✓

AUG 15 1988

RABBI HASKEL LOOKSTEIN

117-125 EAST 85TH STREET

NEW YORK, N.Y. 10028

THE STUDY
HANOVER 7-1000

August 8, 1988

Dr. Arthur Naparstek
Premier Industrial Foundation
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Dr. Naparstek:

I am writing in response to a telephone conversation which I had with Annette Hochstein before she left for Israel. We talked about some of the items that I had raised at the meeting of the Commissioners and also about some items which I did not raise. She suggested that it would be a good idea to write to you and make some specific suggestions reflecting my thinking. I shall try to do just that.

Before I proceed, let me put in writing what I tried to say orally about my very good feeling concerning the work of this Commission. In the first instance, just the possibility of working together with so many fine minds and so many committed people of varied religious outlooks is extremely inspiring. We all have many common goals, and to think that we can sit down and work on them together, despite our philosophic differences, is something which ought to be quite obvious but which, unfortunately, in our Jewish world, is not. Furthermore, the idea of having a chance to work with other people to change or influence the trends in American Jewish life that upset us, at least those trends which touch upon Jewish education, is also very exciting. In short, I am very grateful for the opportunity to serve.

I.

I am glad the document which summarized the interviews began with "The people who educate." There is nothing more important than that concern if we are going to improve - or even maintain - Jewish education in America today and tomorrow.

The question which I publicly aired at the meeting is not a frivolous one. Very few of us would not worry about a decision of our children to enter the field of Jewish education unless we had sufficient independent means to be able to support them outside

of their compensation in the field. That's not the way to build Jewish education in this country. We have to compete in some way with law, medicine, business, computer science, and other fields which draw our best minds away from the service of our people.

We start out with certain advantages. An idealist will find Jewish education to be extremely satisfying. The work year is considerably shorter than the normal work year in the market place. Even the hours are a little bit more reasonable, although those of us who move into administration find that it is a seven day a week - day and night - proposition. And yet, the calendar is much more civilized than that of a young lawyer, doctor or businessman.

The key issue, however, is compensation and professional standing. I have some ideas about professional standing but I would like to focus on compensation.

It seems scandalous that a young person who already has a bachelor degree, or perhaps a master's, and who, if he or she is on the Judaic studies side of Jewish education, also has a Judaic studies background, should have to start a career in teaching in a Day School at a salary less than \$25,000 a year. Different areas of the country may have other standards but, surely, in the major metropolitan centers that is not too much to expect for somebody who is going to devote himself or herself to the future of our children. Moreover, that salary has to rise significantly over, let us say, the first ten years in the field. Within ten years the teacher ought to be able to expect a salary in the range of \$50,000 to \$60,000 without becoming an administrator.

How can we do this? Perhaps the way to do it is by matching grants. Pick a figure which a school ought to be able to afford as a starting salary (\$18,000?) and say that we - whoever that "we" is - will provide half or three-quarters of the difference between that figure and \$25,000. Moreover, if the salary increase is \$3,500 a year (in ten years that means the salary will go to \$63,500) "we" will provide half of that salary increase.

I am not sure who "we" is. Perhaps it should be the Federation in a particular city. Perhaps it should be a consortium of foundations. Under any circumstances, however, it seems to me that we have to provide the funding for this kind of salary. Anything that is much less than that is not going to attract the best minds and talents to the field. Moreover, the worst thing is to have excellent teachers feel that in order to get ahead financially they have to become administrators. Frequently, the best teachers make poor administrators. But even if they turn out to be good, we have lost an excellent teacher in the classroom. If I had my way, I would much rather have excellent teachers in

every class than an outstanding principal. An outstanding principal with poor teachers will have a poor school. Outstanding teachers with a mediocre principal will still be a very good school; if not excellent, at least close to excellent.

Another important idea is in the fringe benefits area. Ramaz has a pension system whereby after three years in the school the faculty member pays four percent and Ramaz pays six percent. There is immediate vesting in the pension. The pension goes up a quarter of a percent per year for each partner, which means that in sixteen years the school is paying ten percent and the teacher eight percent. This represents a very fine pension if somebody stays in the field for about 25 to 30 years. If my memory serves me correctly, we receive about two percent from the Fund for Jewish Education here in New York to help us with that pension. We appreciate that help but, surely, it is quite minimal. For many other schools it means that they don't have good pensions. For us, it means that we are running a tuition in the high school of close to \$8,500 a year (this is directly attributable to the high salaries we are paying and the fringe benefits - pension and medical - which we have to fund ourselves). Since we are also a school which has a broad range of economic classes among our students, it means that we have to provide some form of scholarship for about 53 percent of our students. What we have, therefore, is a kind of graduated income tax whereby those who can afford to pay are paying very high tuition and others are paying less.

We are a better school because of the salaries and fringe benefits but we may be pricing ourselves out of the market. We need help from the outside. Other schools certainly do if we are to raise the quality of teachers who are attracted to Jewish education.

Among the fringe benefits, besides medical (which is going out of sight), dental (which we cannot even afford) and pension, there is the matter I raised at the meeting of providing free Jewish education for any teacher who is devoting himself or herself to Jewish education. In the school in which the teacher is teaching the education ought to be absolutely free. In another school we ought to be paying half the tuition. That's what colleges are doing to attract good people. Surely the Day School movement should not be doing less.

What I have sketchily outlined here is very expensive. I would like to add one further point, namely, that when I speak about teachers, I mean teachers who are in Judaic studies or in general studies (other schools call it secular studies). Both are giving our children a Jewish education and, therefore, both have to be treated exactly the same way.

If we do the things that I have suggested - and perhaps some other things which I haven't thought of - we will fill the teacher training schools with good people, we will have excellent people to go to the seminars and in-service programs and we will have people to whom we can give a higher status and empowerment and personal growth (I am quoting from item E in the interview reviews). If we don't do the basic financial work, however, everything else is going to be less productive. We simply will not have the people to train, to improve, to empower and to elevate. Recruitment of the right people to come into the field is the number one priority, it seems to me. Salaries and fringe benefits are the number one way to do the recruiting. Look at the legal profession and the business world for the models.

II.

In Roman Numeral III of the Review, there are some questions about the extent to which Day School education ought to be supported or supplementary schools ought to be encouraged. While I believe that it is important to strengthen supplementary schools because, in many cases, that's where the clients are, I would like to stress the fact that Day School education has been markedly successful. Among the Day Schools the importance of encouraging students to continue through their high school years cannot be over-emphasized. Moreover, while the impact on students is of course related to the kind of homes they come from, the statement that "students coming from homes that do not support the values and goals of these institutions" may perhaps not benefit so much from Day Schools, is not borne out by research. I have a study that was just done of Ramaz graduates over the past 50 years. While it is clear that the stronger the home the better the results of the education, it is also clear that even with so-called weaker homes there is a substantial impact of the education. I would be happy to make this study available to the Commission if you would like it. I might even suggest that you contact the person who ran the study, Dr. Nathalie Friedman, at 451 West End Avenue, New York City, 10024 (212 TR-3-2064) she has a good deal of information and insight which does not appear as yet in the actual published version of the study which is due to come out in about three months. She has a world of conclusions that might be very helpful to the Commission. Dr. Friedman is a chief sociological researcher at Columbia University and the acting chairman of the department of sociology at Barnard College.

III.

In speaking about informal education, I would like to make a concrete suggestion about camping. My own experience has been that I attended the Ramaz School through elementary school and high school and during my high school and college years I was a camper and then a counselor at Camp Massad, a Hebrew speaking camp which went out of business about five years ago after having had a tremendous impact on several thousand campers over the course of some forty years. That camp no longer exists and it has left a tremendous void in the centrist Orthodox community.

Massad was a Hebrew speaking camp, devoted to Jewish religion, culture and in, particular, Zionism. Hundreds of its alumni live in Israel. Many, many more are leading personalities in the field of Jewish education and communal leadership. Several of them were sitting around the table at the Commission meeting last week. It was a place in which Orthodox and non-Orthodox felt quite comfortable. I learned to get along with people who disagree with me because of my experience at that camp. I also developed a taste for Jewish leadership and the rabbinate in the camp, rather than in my school. For better or for worse, I probably am a rabbi today more because of Massad than because of Ramaz.

If there is a Foundation which wants to make a very significant contribution to Jewish education, the training of leaders, the development of a love for klal Yisrael and the land and people of Israel and to do it all in a Hebrew setting and in a camp which runs according to halakha but which is hospitable to people who are not fully observant, this is a camp which ought to be resurrected. It will not be easy, but I can tell you that there are people and institutions ready to help in this effort, notably Ramaz School and the Yeshiva of Flatbush here in New York. There are not enough opportunities for modern Orthodox young people to be able to go to an inspirational summer camp which is run by an organization as a non-profit entity rather than by private people who, fundamentally, have a profit motive in mind. I think that Dr. Alvin Schiff could shed a good deal of light on this.

I hope that these remarks have been helpful. They probably have been a little bit more longwinded than necessary but rabbis in general, and this particular one specifically, have been accused of that deficiency before. I should of course be more than happy to discuss this with anybody at any time which is convenient.

Once again, thank you for giving me the opportunity to work together with so many wonderful people for such an important cause.

Very cordially yours,

Haskel Lookstein

HL:f

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

August 4, 1988

PERSONAL

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

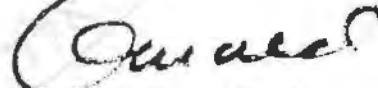
Dear Mort:

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

Board of Jewish Education of Greater New York

426 West 58th Street / New York, NY 10019 / (212) 245-8200



DR. ALVIN I. SCHIFF
Executive Vice President

August 5, 1988

Arthur Naperstek
2452 Lamberton Avenue
Cleveland Heights, Ohio 44118

Dear Arthur:

I thought that the Monday meeting of the Commission was a good one. Most of the credit goes to your careful planning and orientation. As we say in our part of the woods, "Yishar Kochacha".

Much of the discussion actually revolved around givens and confirmed the fact that the challenges of Jewish education are rather clear. In this regard, the last two pages of "Jewish Education at the Crossroads", which I prepared for the Joint Program Jewish for Education, may be helpful. I'm enclosing a copy of this item for you.

The reason for this letter is just to elaborate on some of the remarks I made at the meeting. There are, to my mind, three major categories of challenge:

1. Personnel
2. Children and Families
3. Technology

1. Personnel

Regarding this challenge, I am enclosing some information about the "Year of the Jewish Educator" prepared by COJEO.

Questions re personnel which must be answered are:

What will attract personnel?
What will keep them?

This includes consideration of the teachers' workplace. It refers to the various kinds of educational settings in which teachers work. In many instances, this suggests an upgrading of the school environment and informal programs. Upgrading the workplace carries with it the need to increase possibilities for professional advancement and for career opportunities as well as more meaningful professional experience.

Another question to be answered is:

What will make teachers productive?

In this case, appropriate training to deal with needs of children and families is a necessary response. Moreover, teachers need to be able to be models for their students. They must also be capable of fusing formal and informal education strategies in their work.

2. Families and Children

Reaching and teaching family members of school children and youth in informal educational settings is a major challenge. The need to develop family support systems for pupils is absolutely essential if Jewish education is to become more effective. This means a knowledgeable adult base for our Jewish child education. There is significant research to support this contention. The Jewish supplementary school study of BJE of Greater New York reinforces this point.

3. Technology

How to use technology for formal and informal educational settings is absolutely essential as we enter the 21st century. This means harnessing all kinds of available hardware and software for the purposes of Jewish education in the school, the center, the community and the home.

Essentially, as I noted in my remarks during the morning session, our efforts should be geared to three target populations;

- (1) schools and programs that are effective (example: Day Schools and Camps to which about 20% of the Jewish child population is exposed). These need to be strengthened.
- (2) ineffective schools and programs (example: Supplementary Schools through which approximately 55% of Jewish youth will "pass"). These instrumentalities must be radically changed.
- (3) "Unaffiliated" Jewish children and youth (about 25% of the Jewish child population). These need to be reached and taught effectively.

Developing the appropriate strategies for each target population is our major challenge. Here, providing qualified, creative personnel, adequate family support and effective use of technology, are essential.

With warm wishes, I remain,

Keep up the good work,

Kol Taw!

Sincerely,

A handwritten signature in cursive script, appearing to read 'Al', followed by a long horizontal flourish.

Alvin I. Schiff

AIS:1z

cc: Morton Mandel

Draft for discussion -- September 14, 1988

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

SUGGESTED NORMS FOR ALL COMMISSION DOCUMENTS

At the de-briefing sessions following the first Commission meeting, the planning group agreed that it might be useful to set down agreed-upon norms to guide the preparation and presentation of all papers to be written for the Commission.

Scope

The following materials are involved:

- a. Documents for the Commissioners -- e.g. the data pages for the first commission meeting
- b. Staff research papers -- e.g. the background paper on which the data pages were based; the personnel document to be prepared for the second meeting; the "map" of Jewish Education, etc...
- c. Commissioned research -- if and when needed and decided upon.
- d. Policy papers for the Commissioners. e.g. Summary of interviews; options' paper
- e. All future publications of the Commission. E.g. "Best Practice" document.

Goal

Our purpose is to reach agreement, and some amount of uniformity, as regards the Method by which documents are prepared, the Level of social science thinking and research involved, and guidelines for the written presentation of documents.

Rationale

The need for such agreement arises from two peculiarities of our work:

** Materials are being prepared by different people in separate and distant locations. This makes it harder to ensure adequate communication of expectations and of the anticipated depth, reliability, and validity of the background work.

** Ours is a multi-disciplinary endeavour. The unifying factor is the policy orientation of the Commission. This requires methodological agreement on the use of Social Science research for policy making, and on the applicable research norms.

The major challenge facing research for public policy is to strike a correct balance between the research needs and the inherent characteristics of the decision-making world. Chief amongst these are time limitations (Commissioners will not wait to take their decisions); limitations of resources (what are adequate and relevant research parameters); and the need to translate policy questions into social science questions - and then to translate social science findings back into policy-relevant language.

Some guidelines

These guidelines do not presume to relate to the individual methods of research, data-gathering, analysis and scientific reporting of the researchers. Rather they come to deal with one common aspect of all the Commission work.

1. All materials prepared for the Commission - irrespective of their depth or breadth - should represent state-of-the-art knowledge.
2. The use of state-of-the-art methods appropriate to policy-oriented research should be encouraged. Polling methods of various kinds (e.g. delphi) should be considered - as means of involving some or all commissioners and various publics in the analytic process and the learning that will lead to recommendations.
3. Every paper prepared should fit within the overall workplan and research design for the commission.
4. The methodology used in the preparation of materials should be disclosed - preferably before the paper is written - for critique by the planning group.
5. Consultations with the top experts in the various fields of relevance is probably our most effective means to overcome the time constraints inherent in the Commission work, while maintaining the quality level we seek. In order to ensure state-of-the-art knowledge no materials will be circulated beyond the planning group before the author has the opportunity to consult with experts, either individually or in group meetings. Hopefully, as work progresses, a group of experts may be identified for ongoing consultation.
6. In each case we will decide who is the relevant audience for the document. Documents for the commissioners must be prepared with the following elements in mind:
 - * The pluralistic nature of the commission requires awareness of the diverse sensitivities amongst Commissioners. Is the document likely to offend such sensitivity? If yes, is it a necessary and worthwhile price to pay?

* The presentation should meet the requirement of very intelligent, very busy lay-people.

7. We may decide to allocate oversight responsibility for these various elements to different members of the planning group

Notes

1. There is an extensive literature on these topics. The following article may be useful:

James Coleman: "Policy Research in the Social Sciences", 1972, General Learning Corporation

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TWO YEAR PLAN

SECOND DRAFT - OCTOBER 4, 1988

1. FIRST COMMISSION MEETING 8/1/88 to 8/1/88 [1 day]

Completed

2. SECOND COMMISSION MEETING 12/1/88 to 12/1/88 [1 day]

Main Agenda Items:
Discuss options
Narrow the focus of the Commission
Set up work-mechanism
(sub-committees - possibly on
three topics: e.g. personnel; the
community; the roadmap)
Get best-practice and vision
formally off-the-ground.

completed

3. THIRD COMMISSION MEETING 5/1/89 to 5/1/89 [1 day]

Third meeting of the Commission.

Agenda:

~~Reports of task-forces~~

Progress Reports on Vision and

Best-Practice papers

Key item: perhaps one of these or
data-show from one of the
sub-committees

strategy for implement

4. FOURTH COMMISSION MEETING 10/1/89 to 10/1/89 [1 day]

Agenda:

Sub-Committee reports

Key Item: Perhaps Vision or

Best-Practice - Perhaps one major

Sub-Committee report.

Discussion on mechanism for
implementation - partners
involved etc..

Decision on report-drafting and
consulting process.

5. FIFTH COMMISSION MEETING 2/1/90 to 2/1/90 [1 day]

Fifth and last meeting of the
Commission

Agenda:

Discussion of draft Commission
Report + decision on publication
Mechanism for implementation,
and monitoring launched.

If possible, announcement on
sponsorship of some/many of the
recommendations

6. PREPARE AGENDA 1 7/1/88 to 7/1/88 [7 days]

Completed

7. PREPARE AGENDA 2 10/1/88 to 10/1/88 [13 days]

Meeting to prepare the content,
logistics and process relating to
the upcoming meeting of the
Commission:

Prepare the agenda for
the coming Commission Meeting
Discuss Anticipated outcomes
Discuss preparation of materials
Preparation of Commissioners
Logistical Arrangements
Discuss p.r. and interpretation to
publics.

8. AGENDA 3 2/1/89 to 2/1/89 [7 days]

Preparation of next Commission
Meeting

See item 7

9. AGENDA 4 8/1/89 to 8/1/89 [13 days]

Preparation of next Commission
Meeting

See Item 7

10. AGENDA 5 12/1/89 to 12/1/89 [16 days]

Prepare Final Commission Meeting

See Item 7

11. PREPARE COMMISSIONERS 1 7/1/88 to 7/1/88 [19 days]

Completed

12. PREPARE COMMISSIONERS 2 10/1/88 to 10/1/88 [30 days]

Interview all Commissioners in preparation of the very difficult second meeting. Discuss content and outcomes

Prepare interview Schedule
Report on each interview

13. PREPARE COMMISSIONERS 3 2/1/89 to 2/1/89 [30 days]

Depending on the process there may be a decision to interview all commissioners again
or
interview some of them
and/or
have sub-committee meetings
and/or other group meetings

13. PREPARE COMMISSIONERS 4 8/1/89 to 8/1/89 [30 days]

Preparing Commissioners
See Item 12

14. PREPARE COMMISSIONERS 5 12/1/89 to 12/1/89 [19 days]

Prepare the Commissioners for the last meeting

Probably individual interviews

15. LOGISTICS 1 7/1/88 to 7/1/88 [30 days]

Completed

16. LOGISTICS 2 11/1/88 to 11/1/88 (30 days)

Logistical arrangements for
upcoming meeting

Remind Commissioners and check
attendance

All logistical Arrangements as per
4-month plan and first meeting of
the Commission

17 LOGISTICS 3 4/1/89 to 5/1/89 (31 days)

Logistical preparation for third
meeting

See Item 16

18. LOGISTICS 4 9/1/89 to 9/1/89 (30 days)

Logistical Preparation for Fourth
meeting

See Item 16

19. LOGISTICS 5 1/1/90 to 1/1/90 (30 days)

Logistical Arrangements Last
Meeting

See Item 16

20. PREPARATIONS OF MATERIALS 1 7/1/88 to 7/1/88 (13 days)

Completed

21. PREPARATION OF MATERIALS 2 11/1/88 to 11/1/88 (21 days)

Technical Preparation of
materials for distribution at the
Commission Meeting and in advance
of it

Preparation of display materials

22. PREPARATION OF MATERIALS 3 4/1/89 to 4/1/89 (21 days)

Technical preparation of Materials
See Item 21

23. PREPARATION OF MATERIALS 4 9/1/89 to 9/1/89 [21 days]

Technical preparation of Materials
See Item 21

24. PREPARATION OF MATERIALS 5 1/1/90 to 1/1/90 [21 days]

Technical preparation of Materials
See Item 21

25. DEBRIEFING 1 8/1/88 to 8/1/88 [3 days]

Completed

Evaluate the Meeting
Decide on next steps
Plan

26. DEBRIEFING 2 12/1/88 to 12/1/88 [3 days]

Evaluate the Meeting
Decide on next steps
Plan

27. DEBRIEFING 3 5/1/89 to 5/1/89 [3 days]

Evaluate the Meeting
Decide on next steps
Plan

28. DE-BRIEFING 4 10/1/89 to 10/1/89 [3 days]

Evaluate the Meeting
Decide on next steps
Plan

29. DEBRIEFING 5 2/1/90 to 2/1/90 [3 days]

Evaluate the Meeting
Decide on next steps
Plan

30. SELECT TASKFORCE CHAIRS 10/1/88 to 10/1/88 [7 days]

Decide now who will chair the two
or three first taskforces to be
appointed in October.

31. RESEARCH 10/1/88 to 12/1/89 [449 days]

As work proceeds research needs will be identified. The need to collect existing data, prepare surveys and research some issues may emerge. E.g. in order to deal with the cost of various options, financial data will have to be prepared. The matrix for the options paper requires a large amount of information - much exists but needs to be collected. The Commission may decide to investigate what the clients, all or some, think about Jewish Education; what they want. In order to deal with personnel supply and demand data must be generated. The Best Practice work will require research and evaluation. etc.. Research design will be prepared.

32. RESEARCH 2/1/89 to 2/1/90 [370 days]

See Item 30

The research design ~~design~~ will be prepared following initial discussion by planning group in ~~October~~ and will need to be updated as work proceeds.

Research may be short or long-term. It may be available for the work of the Commission - in the form of reports or as part of the staff work - or may - in some cases yield results beyond the life of the Commission.

33. RESEARCH 4/1/89 to 2/1/90 [329 days]

See items 30 and 31.

34. RESEARCH FOR MEETING 8/1/88 to 2/1/90 [571 days]

TO BE DETERMINED FOR EACH MEETING:
FOR THE FIRST MEETING: DATA ON
JEWISH EDUCATION

FOR THE SECOND MEETING:
OPTIONS
BEST PRACTICE
VISION
DATA ON PERSONNEL
ETC...

35. RESEARCH FOR TASKFORCES 1/1/89 to 2/1/90 [416 days]

TO BE DETERMINED

36. PUBLIC RELATIONS 10/1/88 to 4/1/90 [560 days]

News releases, articles,
materials for presentation to
various publics, talk-pieces for
commissioners

To be prepared and processed
for use by commissioners and
others

37. CONFERENCES 3/1/89 to 2/1/90 [357 days]

Conferences and other forms of
consultation should begin now.
Depending on the task-forces, the
appropriate discussions and
consultations must take place
with various groups. E.g.
CJF-board, various educational
associations, the denominations
the rabbinical associations -
these must be invited to discuss
matters such as personnel.

38. WISE-PEOPLE'S MEETING 2/1/89 to 2/1/89 [7 days]

Depending on the work of the
taskforces, meetings of
wise-people will be convened
periodically to accompany the
work.

39. INVOLVE PUBLICS 10/1/88 to 1/1/90 [483 days]

Relevant publics must be informed
of the work of the commission and
must become involved -- this is
part of the process of creating
the climate in the community
towards acceptance, involvement
and commitment to the work of the
Commission.

40. COMMISSIONERS' INVOLVEMENT 7/1/88 to 8/1/90 [764 days]

The Commissioners' involvement with the work of the Commission and their active participation in the decision process as well as in the implementation, is a major element in the potential success of the Commission. Commissioners must be informed, kept on board, and given relevant data for decisionmaking. They are a key-source of guidance for staff and consultants. A systematic effort to continue the involvement of Commissioners should be undertaken and monitored.

41. Involving Institutions 11/1/88 to 7/1/90 [635 days]

See Items 36, 39 and 40.

42. REPORT TO PUBLICS 11/1/88 to 7/1/90 [636 days]

Community organisations
Educational organisations
Denominations
Others

43. EXECUTIVE COMMITTEE 1/1/89 to 2/1/90 [420 days]

MLM
Chairs and Co-chairs of
taskforces
Art Naparstek
Staff

44. WRITE COMMISSION REPORT 11/1/89 to 1/1/90 [91 days]

45. 1/1/90 to 2/1/90 [56 days]

46. 2/1/89 to 5/1/90 [482 days]

COMMISSION ON JEWISH EDUCATION
IN NORTH AMERICA

Morton L. Mandel, Chairman

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Commission on Jewish Education in North America
Planning Group
Meeting of October 12, 1988
10:00 a.m. - 4:00 p.m.
Jewish Community Federation of Cleveland, Room A

Agenda

Participants: Mandel (chairman), Ariel, Fox, Gubitz, Hochstein, Levi,
Naparstek, Reimer, Rotman, Schwartz, Stein, Woocher, Zucker

- Feedback post meeting*
Pluralism affirmed
- MLM -*
- AN - work done*
10/13/88 - food for sale at / continuity
strategy to, for action
- AMERICAN JEWISH ARCHIVES*
- I. Introduction
- II. Update
- III. Review book
- IV. Discuss options paper drafts
- V. Discuss proposal for vision and case study papers
- VI. Discuss proposed timetable for 10/88-2/90
- VII. Discuss proposed timetable for 10/13-12/13/88
- VIII. Discuss proposed agenda for Commission meeting of 12/13/88
- IX. Discuss proposed public information strategy/outreach strategy with important constituent groups