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CJENA correspondence, reports, and senior policy  
advisor meeting, 1989.

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PREMIER INDUSTRIAL CORPORATION

## REQUEST FOR TELEX/MAILGRAM/FAX

72343 (REV. 2/88) PRINTED IN U.S.A.

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

9/29/89

☐ TELETYPE☐ MAILGRAM

FAX NO. 772-2699-951

NO. OF PGS.

4

(INCL. COVER SHEET)

☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME

ANNETTE HOCHSTEIN

COMPANY

NATIV

STREET ADDRESS

CITY, STATE, ZIP

JERUSALEM

PHONE NUMBER

FROM:

NAME

GINNY LEVI

COMPANY

PREMIER

DEPARTMENT

COST CENTER

090

216 361 9912

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163618327

TIME SENT:

MESSAGE:

Annette -

Peggy Tishman will be away on Oct. 19+20. She could see you for 1 hr. at 2:00 on the 18th, but I said that was probably not good for you. Shall I ask JR if he can talk with her?

She'll be at the King David Hotel 10/24-11/2 (she has to leave our meeting early to catch a plane) and would be glad to have a post-commission meeting with you there. What next?

Ginny

10/1

MEMO TO: Annette Hochstein, Virginia Levi, Joseph Reimer, Henry L. Zucker  
FROM: Mark Gurvia *MM*  
DATE: September 29, 1989

.....

A number of facets of the work of the Commission are pointing to the need to bring together several groups of Jewish education professionals. It is possible that the multiplicity of Commission needs can be met through a single, carefully structured three day gathering. At this time there are three separate needs that have been indicated:

1. Options papers - Leadership has committed itself to bringing back to the Commission a next generation of ideas on programmatic options and a way of incorporating recommendations on the options into the final report. CAJE has made a recommendation and offer that they convene a process which would bring together five to ten top-level resource people in each of ten option areas where their strength and expertise are strongest. That would be followed by a smaller grouping which would distill the product of each group into useable reports (proposal attached). The senior policy advisors have urged that any such process be convened by the Commission itself, and that CAJE, as well as other groups be invited to suggest participants for each of the option areas chosen for further work.
2. Best practice - Seymour Fox has articulated a process for determining best practice, developed with Seymour Lipset, which involves a gathering of leading Jewish educational professionals, as well as top-level academic scholars in education and social sciences.
3. Meeting of Commission researchers - Seymour Fox and Annette Hochstein have identified a need to bring together the researchers involved in papers recently commissioned at the point when they are submitting initial drafts. This would enable interchange among the researchers to identify overlaps and gaps in the research, and to enable a first round of peer review. This would be a precursor to review of the research by senior policy advisors and panels. This would involve Isa Aron, Aryeh Davidson, Henry L. Zucker, and potentially Joel Fox, Israel Scheffler, and Walter Ackerman.

A combined gathering could have other important benefits in addition to accomplishing the above tasks. First, it could provide an excellent opportunity for interim involvement between Commission meetings for those members of the Commission who are professionals and academic scholars. Second, bringing together such a grouping of leading professionals, under Commission auspices, could electrify the Jewish education community and rivet attention throughout North America on the Commission and its work.

Proposal

I recommend the Commission consider convening a three-day meeting in Cleveland involving 35 to 40 leading Jewish education professionals and academic scholars. Location in Cleveland would be essential to ensure control of logistics and cost.

Day 1 - Day sessions focusing on structured determination of best practice; evening used for a meeting of researchers.

Day 2 - Full day and evening session for five groups working on programmatic options; concurrent evening meeting of researchers if necessary.

Day 3 - Full day on options papers, concluding in late afternoon.

Projected Expenses:

Transportation/air fare:	40 @ \$350	-	\$14,000
Hotel:	40 @ \$40	-	1,600
Meals:	60 dinners @ \$20	-	1200
	80 lunches @ \$12	-	960
	70 breakfasts @ \$8	-	560
		2720	
	Total meals	-	2,720
Miscellaneous: office supplies, airport transfers, clerical support during three-day meeting		-	<u>1,500</u>
Total expenses:		-	\$19,820

Based on timing of the Commission process, early December or early January would be the best time for this gathering. Early December would be better for the Commission process, but early January might be a time when the people needed would be better able to attend.

DATE: 2/9/97  
FAX SENT

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

FACSIMILE TRANSMISSION

TO: Ginny Leri  
FROM: Annette Hochstein  
FAX NUMBER: 216-361-9362

DATE: 2/9/97  
NO. PAGES: 22

Dear Ginny,

This is it: the document with cover page and appendix, as mailed to you this morning for printing. You should receive the hard copy by Monday. You may want to share a copy with Hank, MZM, Mazel. Could we receive a copy of the cover letter when available?

My very best wishes for a healthy, happy, Prosperous year for you and your loved ones.

Best Regards,

אנטיקה

Annette

SEP 28 '89 16:47 PREMIER CORP. ADMIN.

PAGE 01



PREMIER INDUSTRIAL CORPORATION

**REQUEST FOR TELEX/MAILGRAM/FAX**

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SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

9/28/89

☐ TELEX NO.

☐ MAILGRAM

☒ FAX NO. 9722699951

NO. OF PGS. 7  
(INCL. COVER SHEET)

☒ URGENT - Time sensitive - must go at once

☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME ANNETTE HOCHSTEIN

COMPANY NATIV

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

FROM:

NAME MARK GURVIS

COMPANY PREMIER

DEPARTMENT

COST CENTER 090

246 391 9962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2192018227

TIME SENT:

MESSAGE:

Annette:

Sorry we couldn't connect on Thursday. Can we try for:

8:30 - 9:00 a.m. - Monday, October 2

11:00 - 11:30 a.m. - Tuesday, October 3

8:00 - 9:00 a.m. - Wednesday, October 4

Please let me know by fax which time might be good for you.

30

MEMO TO: Senior Policy Advisors


FROM: Mark Gurvis *mg*

DATE: September 28, 1989

SUBJECT: Engagement of Freelance Writer

.....

At the last senior policy advisors meeting, I indicated that we were considering a freelance writer to assist with some of the public relations work of the Commission. I am pleased to let you know that we have engaged Ken Myers, a freelance writer in Cleveland for this purpose. Ken has extensive experience in writing for the Cleveland Plain Dealer, Akron Beacon Journal, USA Today, People Magazine, Cleveland Jewish News, as well as other publications. He will be joining us at the next policy advisors meeting and Commission meeting in October so that he can get a better sense of the Commission process and how it might be brought to life in the media. I look forward to introducing him to you.







אנט הוכשטיין  
ANNETTE HOCHSTEIN

September 26, 1989

Dear Ginny,

The enclosed materials are the background documents to be sent to the Commissioners towards the fourth meeting of the Commission. They include :

the action plan  
an appendix : the research design  
a title page

We believe these materials should not be sent out too early, or they risk being forgotten. Optimally Commissioners should receive them 10-12 days in advance of the meeting, so you may want to mail them around the 9th or the 10th of October.

Could we please receive a copy of MLM's cover letter?

Hope preparations are moving ahead smoothly,

Best Regards and Shana Tova,



1. STRATEGY FOR 23RD

10:00 - 12:30 MLM + DISCUSSION  
12:30 - 14:30 LUNCH + SMALL GROUPS  
14:30 - 16:00 REPORTS,  
DISCUSSION  
MLM SUMMARY  
DVAR TORAH

2. STAFF MEETING WHENEVER HE WANTS

3. BRONFMAN

4. MANDEL AND CROWN

5. OTHER FUNDERS

6. GROSS

7. ATTENDANCE

8. NEXT MEETING OF COMMISSIONERS

9. 5TH MEETING SHOULD BE ANNOUNCED AT MEETING OF 23RD

10. SEEING EVANS

11. KARLIKOV

12. SCHEDULE -- ACKERMAN

X. RESEARCHERS ON HAND -- WE WILL DECIDE TOMORROW



# The Coalition for the Advancement of Jewish Education

261 West 35th Street, Floor 12A  
New York, NY 10001 • 212-268-4210  
Fax 212-268-4214

September 21, 1989  
21 Elul, 5749

Mark Gurvis  
Commission on Jewish  
Education in North America  
4500 Euclid Ave.  
Cleveland, OH 44103

Dear Mark:

This letter is a response to our August meeting with you and your colleagues regarding CAJE's involvement in the work of the Commission on Jewish Education. Since we met we have used the opportunity to examine the Commission's goals, evaluate CAJE's strengths and reflect upon the discussions and presentations at our Seattle Conference. A by-product of that process has emerged as a proposal for CAJE's involvement in the work of the Commission.

It is our feeling that CAJE members can be most effective in examining the following Options (as outlined in the December 13, 1988 paper):

- Option 1: Early Childhood Education
- Option 6 and 17: Family Life Education
- Option 7 and 17: Adult Education
- Option 9: Supplementary and Congregational School
- Option 10: Day School
- Option 19: Media and Resource Centers
- Option 20: Shortage of Qualified Personnel and Teacher Training
- Option 21: Working Together: Enhancing Community
- Option 24 and 25: Innovation and Research in Jewish Education
- Option X: The Small School

ללמוד וללמד

Chairperson Betsy Dolgin Katz  
Program Chair Shirley Barish

Development Chair Carol Koser  
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Treasurer Lester Bronstein

Public Affairs Chair Susan H. Hersh  
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Paul Kroll  
Michael A. Weinberg—Central

Publications Chair Richard Wagner

Past Chairpeople Jerry Benjamin

Chene Koser-Rux  
Dan Syme

Executive Liaison David Spaul  
Director of Development Heidi L. Meft  
Conference Coordinator Paul A. Lichman

We propose bringing together for an intensive 2-3 day think-tank experience five to ten resource people in each Option area. We would attempt to do this in one setting, at the same time, to allow for some cross-overs where it may be warranted. This would also enable us to better control the logistics. We also believe that it would be advisable to convene a summative 1-2 day experience (after the group reports have been recorded) in order to analyze and synthesize the products of the individual groups. This summary session would involve 15-20 individuals (representing each of the Option areas).

We would expect that all resource participants would receive total underwriting of their expenses (lodging, meals and transportation). We also feel that, as the convenor/organizer of this total experience, CAJE requires a 15% overhead charge on the total costs incurred. ~~This will offset the administrative~~ expenses and time allocations incurred in support of this important process.

Our timetable is envisioned to be as follows:

September/October, 1989 - Select/contact resource participants for Option Areas. Determine site of think - tank meeting(s)

November, 1989 - Convene Think - tank meeting(s)

December, 1989 - Convene Synthesis session

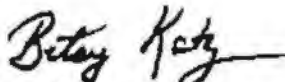
Early January, 1990 - Submit report to Commission

(It is our fervent hope to meet a date required so that our report can be incorporated in the Commission's first 1990 meeting)

I do feel an obligation to repeat something which was articulated at our August 16 meeting: The "reports" which will be submitted will be regarded as the by-products of individuals who were convened by CAJE for this specific purpose. We fully expect that their reports will reflect thoughtful, creative and stimulating analyses and conclusions. For obvious reasons, however, these reports are not to be regarded as an "official" expression of the CAJE Board or the CAJE Membership. We do not promulgate position papers/resolutions on behalf of our organization - that's not why we exist.

I want to convey our sincere excitement and eagerness at the prospect of working together with the Commission. It has been a long - time coming and we are most anxious to assist the Commission in its important mission.

B'shalom,



Betsy Katz  
Chairperson

cc: Roberta Louis Goodman  
Ron Reynolds  
Gerard Kaye  
Eliot G. Spack

FAX SENT

DATE: 24.9.89

360C

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi and Mark Gurvis

DATE: September 21, 1989

FROM: Debbie Meline

NO. PAGES: 5

FAX NUMBER: 001-216-361-9962

Dear Ginny and Mark,

I understand that the idea of a newsletter for the Commission has been raised and you are currently considering its feasibility. The attached documents may contribute to your thinking on this topic.

Linda Schaffzin, a Jerusalem Fellow, and her husband Steve are the editor and publisher of Schaffzin & Schaffzin, a small but growing enterprise which produces educational publications. Linda worked with the Jewish Education Committee to develop the "Footnotes" diary and newsletters for youth visiting Israel. Mr. Mandel knows her and is familiar with her work.

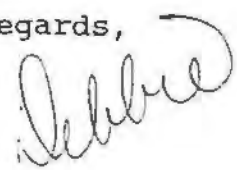
The Schaffzins recently sent us the attached proposal for a newsletter for the Commission on Jewish Education in North America. I am also sending photocopies of pages from two recent publications that they developed for the Central Agency for Jewish Education and the Solomon Schechter Day School of Philadelphia. I am sure they would be happy to mail you an assortment of their publications should you think it useful to pursue this.

Their address is: Linda and Steve Schaffzin  
37 Overbrook Parkway  
Overbrook Hills, PA 19151-1731

Tel. 215-642-8389

Fax 215-642-8070

Warm Regards,



EX-100

DATE: 9/20/89 F A C S I M I L E T R A N S M I S S I O N

Nativ - Policy and Planning Consultants

001-972-2-699951

To: Henry L. Zucker and Virginia F. Levi

From: Seymour Fox and Annette Hochstein

Date: September 20, 1989

14 pages

Dear Hank and Ginny,

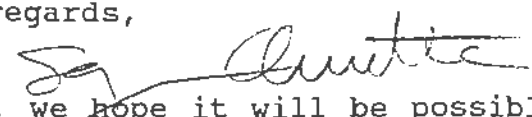
We are attaching a draft of the progress report for the fourth meeting of the Commission. It requires more work but we need your (Mort, Hank, Ginny, Mark) response as quickly as possible. Therefore we would appreciate if Mort could receive a copy as soon as possible.

We would like to indicate what is missing:

1. The cover letter from Mort to the Commissioners.  
This letter is of particular importance this time, because it will explain why we are moving from the decisions of the third meeting to an Action Plan. This matter is not sufficiently explained in the progress report. We suggest that this be dealt with in Mort's letter. We hope to forward a draft by Friday.
2. We have not decided as yet what appendices should be included. Our present thinking is that only an appendix on research should be included. This appendix would be a slightly modified version of the research design that was discussed at the last meeting of the policy advisors.
3. The report will be put in desktop publishing form - similar to the previous reports. This should help the appearance.

We would like to discuss the report with you Thursday September 21st and wonder if you would be available at 10a.m. Cleveland time. If we do not hear from you otherwise, we will assume that this time is acceptable.

With best regards,



P.S. Ginny, we hope it will be possible to discuss our meetings with Commissioners when we speak on the phone. (Crown, Ackerman, Maryls, Tishman).

43BM

**COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA**

AMERICAN JEWISH  
ARCHIVES  
BACKGROUND MATERIALS  
FOR THE MEETING OF  
OCTOBER 23, 1989

**Convened by the Mandel Associated Foundations,  
JWB and JESNA in collaboration with CJF**

# **From Decisions to Implementation:**

## **A Plan for Action**

### **I. Introduction**

---

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

The proposed action plan includes the following elements:

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

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



## II. Towards an Action Plan

---

### A. Background

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

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

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

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

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

Recommendations on the community, personnel and programmatic options are beginning to emerge. They are being developed on the basis of consultations with commissioners and other experts as well as on the current research. A draft of the findings and recommendations is being prepared and will be offered for consideration at a later meeting of the Commission.

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

## **B. The Action Plan**

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

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

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

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

This Commission has convened a group of outstanding leaders — some who were not previously involved in this area — to deal with Jewish education. This has provided leadership and wisdom for the Commission's work, lent status and credibility to its decisions, and increased the potential to mobilize the necessary financial resources for implementing the program. In some communities, local commissions for Jewish education/Jewish continuity have in-

volved top leadership in their efforts, demonstrating that the task is feasible. Many more leaders will have to be recruited to meet the challenge. In addition, Community Action Sites will require the recruitment of outstanding leaders if they are to be successful. Commissioners will be asked to help recruit community leaders for work in Jewish education.

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

Commission members appear to agree that we have not yet developed community structures adequate to effect the necessary improvements in Jewish education. On the local level, these structures include congregations, JCCs, camps, schools and agencies under communal sponsorship, Jewish community federations, bureau s of Jewish education and major Jewish-sponsored foundations. On the national level, these structures include CJF, JWB, JESNA, the denominational and congregational bodies, training institutions and associations of educators who are engaged in formal and informal Jewish education. Existing and possible new structures need the support that will allow them to rise to their full stature and work towards major improvements in Jewish education.

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

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

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

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

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

*a. Recruitment*

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

*b. Training*

The centers of training will have to be developed. It is already clear that there is a serious shortage of faculty for the education of educators for both formal and informal Jewish education. Financial assistance will have to be provided for the expansion and improvement of existing training programs. It may be necessary to develop new and specialized training programs (e.g. for early childhood, for informal education, for special education). The Community Action Sites will require on-the-job training for the educators who will be working in the many programs included in the demonstration projects.

*c. Building the Profession*

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

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

*d. Retention*

We will want to learn what the turnover rate is in the various areas of Jewish education. A strategy to retain the most talented and dedicated educators must

be developed. We will have to discover how to handle burn-out, particularly for experienced and creative administrators.

3. Establishing and developing **Community Action Sites**.

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

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

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

\* Training opportunities do not meet the need of Jewish education in North America. Though some training can be done locally, most will have to be done in major centers, both in North America and in Israel.

\* Salaries and benefits are a problem throughout North America. Improvements may be undertaken locally but answers to the financial and organizational issues involved will require continental policies.

\* Candidates for the profession will need to be

will be pointed out. Based on these assessments, an institution, a foundation or a philanthropist may decide to pursue detailed consideration of the option. (We may include an illustration. E.g. Early Childhood)

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

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

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

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

The action plan, the implementation of the recommendations of the Commission, will require that some



recruited from beyond any given community. New pools of candidates will have to be identified. A continental plan for recruitment needs to be prepared and undertaken.

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

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

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

The Commission's report will strive to offer a vision and a broad agenda for Jewish education for the next decade. The agenda will include an approach for dealing with the programmatic options. For each option, a general overview will be provided, problems and opportunities will be identified, steps to be taken and what appears feasible

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

Some of the functions of the mechanism could include:

- a. To help initiate and facilitate the establishment of several Community Action Sites. This may involve developing criteria for their selection; assisting communities as they develop their site; lending assistance in planning; helping to recruit personnel; ensuring monitoring, evaluation and feedback; and assisting in the diffusion of innovation;
- b. To serve as a broker between expertise at the national level and local expertise and initiative.
- c. To encourage foundations and philanthropists to support innovation and experimentation in the Community Action Sites.

d. To facilitate implementation of the continental/international elements. This may mean encouraging institutions that will plan and carry out the development efforts. For example if an existing training institution undertakes expansion and development of its training program, the mechanism may help secure funding and lend planning assistance as required.

e. To offer assistance as required for the planning and development of programmatic options.

f. To gather the data and undertake the analysis necessary for implementation; to help develop the research capacity in North America.

g. To prepare annual progress reports for public discussion of the central issues on the agenda of Jewish education.

\* \* \* \*

Some Commissioners have expressed the opinion that the process launched by this Commission should not end with the publication of its report in the spring of 1990. Various formats have been suggested for the continued involvement of the Commission with the implementation of its recommendations. A suggestion was made that the Commission should convene once a year, to discuss progress and implementation. Alternatively, all or some

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commissioners could remain involved in specific aspects of implementation. This might include a process, led by commissioners, to ensure monitoring and accountability, or active involvement of a group of commissioners in the implementation process -- possibly as a board of the mechanism for implementation.

SEP 19 '89 9:58 PREMIER



PREMIER INDUSTRIAL CORPORATION

**REQUEST FOR TELEX/MAILGRAM/FAX**

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PGS. 27  
CL. COVER SHEET

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO: **SEYMOUR Fox**  
NAME **NATIV**  
COMPANY  
STREET ADDRESS  
CITY, STATE, ZIP **JERUSALEM**  
PHONE NUMBER

in M: **VIRGINIA**  
N/A  
CC ANY **PREMIER**  
DEPARTMENT  
COS ENTER **0**  
**2 361 9962**

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2 100918327

TIME

**MESSAGE:**

Seymour - Here are ① letters to you + A +  
(we're not sending reply card.) ② Twersky &  
③ Scheffler paper.

Thank you for the info on the Int'l. Cen.  
the U. Teaching of Jewish Civilization. It's, right,  
and right on time.  
Gunny

380  
Talk to Debbie

Dr. Joe Reimer

September 18, 1989

Annette Hochstein

001-617-736-4724

AMERICAN JEWISH  
ARCHIVES

Dear Joe,

We were pleased to receive your fax on Friday regarding the options papers. We will begin to work on responding to the four drafts still awaiting feedback (early childhood, elementary school age, young adults, knowledge base).

As for the options papers not yet written, your list and our list did not quite match. You didn't mention the option "to encourage innovation in Jewish education" which was never drafted. The Israel Experience option, on the other hand, was completed and included in the December 13th background document. To summarize, the following need to be written:

- to focus efforts on the retired/elderly
- to reduce or eliminate tuition
- to focus efforts on the Hebrew language
- to improve the physical plant
- to encourage innovation in Jewish education
- to focus efforts on the college age group ????

Debbie  
promised him  
note

As you know, Seymour and I are currently writing the report for the fourth meeting of the Commission, so we are counting on you to be responsible for all of the options papers. No one else was approached as a potential author for any of the papers listed above.

We look forward to receiving your drafts.

Best regards,

FAX SENT

DATE: 19/9/89

Nativ Policy and Planning Consultancy  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

FACSIMILE TRANSMISSION

TO: Morton L. Mandel

DATE: September 18, 1989

FROM: Seymour Fox

NO. PAGES: 3

FAX NUMBER: 216-361-9962



bronmemo/2fx-w

TO: Morton L. Mandel and L. Zucker  
FROM: Seymour Fox  
DATE: September 18, 1985  
RE: Your meeting with Char. Bronfman

In this memo I will attempt to summarize my impressions of Charles Bronfman's attitude toward the work of the Commission thus far, based on my various meetings with him, his participation in the meeting of the Commission and my consultations with members of its staff (Stan Urman, Manny Batshaw, Tom Axworthy, Janet Aviad, Barry Chazan).

Attached is the report of the latest interview I conducted with him as well as transcripts of his comments at the second and third meetings of the Commission.

Charles has made it clear from the onset that what moves him and attaches him to the Jewish People is Israel. The motto of his foundation, "the unity of the Jewish people whose soul is Jerusalem," reflects that conviction. He is uncomfortable with formal Jewish education and technical academic matters.

He has an excellent memory and is able to succinctly summarize what the Commission has done and where it stands at the moment. He admires Morton Mandel for having had the wisdom and for taking the initiative to create - what he calls - the Mandel Commission.

While he is very positive about the Commission, he is impatient with several matters:

1. The length of time it is taking to get to "tachlis". He is anxious to know how we will divide the pie and see to it that every foundation gets involved in a specific area and yet contributes to an overall plan.

2. The "politics" involved on the local and national scene. This makes him skeptical about the Community Action Site, as he doubts that the denominations could work together. He is also concerned about the federations being able to "pick up the bill" in light of the current difficulties of the annual campaigns. His impatience with the politics has also affected his view of the IJE - which is somewhat fuzzy - and he asked whether the IJE shouldn't be part of JESNA.

As you can see in the report of my interview with him on July 9th, he is willing to take a leadership role in the area of Israel as a resource for Jewish education. I believe that he is looking for a more focused mission for his foundation and would like to play a leading role in the strengthening of Israel-Diaspora relations, particularly the impact that Israel can have on the Diaspora.

It is difficult to know how much he cares about informal education. It appears to be number four on his priority list, after Israel, the arts and culture, and Israel-Diaspora relations.

I believe that your plan of a "set-aside" could be ideal for him. Charles needs to have a clear role and identity for his foundation's contribution. Therefore, I think that he should be asked to chair a committee or a task force that would offer a vision as well as a plan for the use of Israel as a resource for Jewish education in North America. This opinion was confirmed in my most recent discussion with Avraham Infeld who just met with him. Our challenge, I believe, is to make clear to Charles that his foundation could change and enhance the role that the Israel Experience plays for North American Jewish education.

I believe it will also be necessary to explain to Charles how the idea of a "set-aside" is different from what his foundation is doing right now, namely entertaining requests for support for the Israel Experience. What are we asking from him that is different? I think we need to fine-tune this for Charles and for those foundations who already have a Jewish education component or program (e.g. Ackerman, Revson).

Therefore, I recommend that Charles be asked to set aside funds for:

1. the Israel Experience aspect of all Community Action Sites,
2. the diffusion of the results of the Community Action Sites to communities throughout North America,
3. helping to convince national and local organizations to adopt the appropriate policies as regards the Israel Experience.

Thus, the CRB Foundation would become the address for enhancing Jewish education through the Israel Experience.

Note: In a Community Action Site, we could demonstrate how the Israel Experience will affect the lives of young people - in JCCs, in schools, in adult education programs, on the college campus. We could demonstrate how to prepare young people for Israel and follow up and build on their experiences. Though the Bronfman Foundation is doing some of this, there is no comprehensive program for all young people in a community. The impact of the Israel Experience will also be evaluated in Community Action Sites.



PREMIER INDUSTRIAL CORPORATION

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S. Fox &amp; A. HOUSTEIN

COMPANY

NATIV POLICY

STREET ADDRESS

CITY, STATE, ZIP

JERUSALEM, ISRAEL

PHONE NUMBER

FROM:

NAME

V. LEVI

COMPANY

PREMIER

DEPARTMENT

COST CENTER

090

216 361 9962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2103310027

TIME SENT:

MESSAGE:

Annette + Seymour - Does the attached update correctly reflect the status of your interviews? I expect to receive a number of reports next week and would appreciate any that you could send.

When we speak on Mon., we'd like your advice on whether or not JR should plan a trip to CA for his west coast assignments. We're inclined to say no, but would appreciate your thoughts. Thank, Ginny

9/15/89

53  
copy

Commission on Jewish Education in North America  
Interview Checklist  
Follow-up to Commission Meeting of 6/14/89

Commissioner	Assigned to	Scheduled	Interviewed	Report In
Mona Ackerman	SF			
Ronald Appleby	SHH			
David Arnow	AH	X	X	X
Mandell Berman	JW	X	X	
Jack Bieler	JR	X		
Charles Bronfman	SF	X	X	
John Colman	HLZ	X	X	
Maurice Corson	JW			
Lester Crown	SF			
David Dubin	JW	X		
Stuart Eizenstat	AR	X		
Joshua Elkin	JR	X		
Eli Evans	AR	X	X	
Irwin Field	JR			
Max Fisher	MLM			
Alfred Gottschalk	SF	X	X	
Arthur Green	JR	X	X	
Irving Greenberg	JW	X		
Joseph Gruss	MLM			
Robert Hiller	SHH			
David Hirschhorn	SF	X	X	
Carol Ingall	JR	X		
Ludwig Jesselson	MLM			
Henry Koschitzky	JR			

9/15/89

Commission on Jewish Education in North America  
Interview Checklist  
Follow-up to Commission Meeting of 6/14/89

Commissioner	Assigned to	Scheduled	Interviewed	Report In
Mark Lainer	JR			
Norman Lamm	AH	X	X	
Sara Lee	SF	X	X	
Seymour Martin Lipset	SF	X	X	
Haskel Lookstein	JR	X		
Robert Loup	AH			
Morton Mandel	AH			
Matthew Maryles	AH			
Florence Melton	AH			
Donald Mintz	AR			
Lester Pollack	JW	X	X	
Charles Ratner	SF	X	X	
Esther Leah Ritz	AH			
Harriet Rosenthal	JW	X	X	
Alvin Schiff	JR	X		
Ismar Schorsch	AH	X	X	X
Harold Schulweis	JR			
Lionel Schipper	JR			
Daniel Shapiro	AR			
Peggy Tishman	AH			
Isadore Twersky	SF	X	X	
Bennett Yanowitz	JW	X	X	
Isaiah Zeldin	JR			



# Brandeis University

Philip W. Lown  
School of  
Near Eastern and  
Judaic Studies

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

Waltham Massachusetts  
02234-9110

TO: Seymour and Annette  
FROM: Joe Reimer  
DATE: Sept. 15, 1989  
RE: Option Papers, etc.

I understand the need to move rapidly on the option papers.

Below I list (1) options papers I wrote last year, but which were not reviewed by you, and (2) papers yet to be done. Of those to be done, only two were initially assigned to me. Two (tuition and physical plant) remain essentially unassigned. Two were assigned to Annette. Let me know my current assignment.

(1) Option papers done awaiting feedback:

- To focus efforts on early childhood age
- To focus efforts on elementary school age
- To focus efforts on young adults
- To create a knowledge base

(2) Option papers not yet done and assigned authors:

- To focus efforts on the retired and elderly (J.R.)
- To reduce or eliminate tuition (M. Levin) ?
- To develop Israel experience programs (A.H.)
- To improve the physical plant ( ? )
- To focus efforts on Hebrew language (J.R.)

An additional one, "to focus on college age", remained unclear. I thought the one on "programs for college population" covered the subject, but you should check that.

Much of next week, I'll be busy with interviews. But I'll begin on mine right after that -- calling people to get information of my own. I'll be delighted to receive your feedback on those once done (which Debby has on file) when you get a chance.

About a panel for my paper on synagogues, Ginny sent me a list I'd like to revise. Here is my suggested panel:

1. Edy Rauch • J.T.S.
2. Hannan Alexander • U.J.
3. Joe Lukinsky • J.T.S.
4. Michael Zeldin • HUC-LA (to get a Reform academic's reading)
5. David Schoem • U. of Michigan (to get another ethnographer to review it)
6. Sherry Israel/Barry Shrage - (to get a federation perspective)

*Carly*





PREMIER INDUSTRIAL CORPORATION

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## TO:

NAME S. Fox & A. Hochstein  
COMPANY NATIV Policy  
STREET ADDRESS \_\_\_\_\_  
CITY, STATE, ZIP Jerusalem, Israel  
PHONE NUMBER \_\_\_\_\_

## FROM:

NAME V. Levi  
COMPANY Premier  
DEPARTMENT \_\_\_\_\_  
COST CENTER 090


TELEX NO.: 8873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

## MESSAGE:

This might be useful for our 9:00 a.m.  
telephone conversation. These are MLM's  
suggestions.



Draft Draft Draft

## From Decisions to Implementation:

### A Plan for Action

#### I. Introduction

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

The proposed action plan includes the following elements:

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

~~The plan that is emerging is based on ideas suggested by the commission members. Their belief that in the work of the Commission, the time has come to act.~~

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## II. Towards an Action Plan

### A. Background

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

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

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

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

1. A final report, including an agenda for Jewish education ~~for the community~~, *and*
2. A ~~series~~ *plan* of implementation, including a ~~series~~ *draft* action plan.

Recommendations on the community, personnel and programmatic options are beginning to emerge. They are being developed on the basis of consultations with commissioners and other experts, as well as ~~on the~~ current research. A draft of the findings and recommendations is being prepared and will be offered for consideration at a later meeting of the Commission. ?

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

## B. The Action Plan

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

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

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

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

*includes*  
This Commission has ~~been~~ *included* a group of outstanding leaders ~~who were not previously involved in this area or deal with Jewish education. This~~ *who have* *1?*  
who provided leadership and wisdom for the Commission's work, lent status and credibility to its decisions, and increased the potential to mobilize the necessary financial resources for implementing the program. In some communities, local commissions for Jewish education/Jewish continuity have in-

Draft Draft Draft

volved top leadership in their efforts, demonstrating that the task is feasible. Many more leaders will have to be recruited to meet the challenge. In addition, Community Action Sites will require the recruitment of outstanding leaders if they are to be successful. ~~Commissioners will be asked to help recruit community leaders for work in Jewish education.~~

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

~~This is significant~~  
~~Commission members appreciate~~ that we have not yet developed community structures adequate to effect the necessary improvements in Jewish education. On the local level, these structures include congregations, JCCs, ~~community centers, and Jewish community federations, bureaus of Jewish education, and major Jewish sponsored institutions.~~ On the national level, these structures include CJE, JWB, JESNA, the denominational and congregational bodies, training institutions and associations of educators who are engaged in formal and informal Jewish education. Existing and possible ~~new~~ structures need ~~the~~ support ~~that will~~ allow them to rise to their full stature and work towards major improvements in Jewish education.

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

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

However, communal mobilization takes time and ~~effort~~. The implementation of Community Action Sites, the expansion of training opportunities, the development of research capability, the attention to programmatic areas all require the investment of significant funds. Here the public/private partnership of this commission ~~will~~ yield results. While steps are being taken by the community to prepare itself and to build consensus, private foundations may ~~take the~~ leadership in providing resources and serve as catalysts to launch the process of change.

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

Draft Draft Draft

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

a. *Recruitment*

We will want to <sup>learn</sup> discover what is required to attract the appropriate candidates to enter the field of Jewish education. We will need to identify the conditions under which talented people could be attracted to the field (e.g. financial incentives during training, adequate salaries and benefits, possibilities of advancement and growth, empowerment, etc.)

b. *Training*

The centers of training will have to be developed. It is already clear that there is a serious shortage of faculty for the education of educators for both formal and informal Jewish education. Financial assistance will ~~have to be provided~~ <sup>be needed</sup> for the expansion and improvement of existing training programs. It may be necessary to develop new and specialized training programs (e.g. for early childhood, for informal education, for special education). The Community Action Sites will require on-the-job training for the educators who will be working in the many programs included in the demonstration projects.

c. *Building the Profession*

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

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

d. *Retention*

We will want to learn what the turnover rate is in the various areas of Jewish education. A strategy to retain the most talented and dedicated educators must

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WHAT IS DESCRIBED AS

be developed. We will have to discover how to handle burn-out, particularly for experienced and creative administrators.

3. Establishing and developing Community Action Sites.

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



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

In addition to efforts that will be undertaken in Community Action Sites, a ~~national~~ <sup>continental</sup> support system for Jewish education must be developed.

\* Training opportunities do not meet the need of Jewish education in North America. Though some training can be done locally, most ~~will~~ <sup>may</sup> have to be done in major centers, ~~about~~ in North America and Israel.

\* Salaries and benefits are a ~~problem~~ <sup>challenge</sup> throughout North America. Improvements may be undertaken locally but answers to the financial and organizational issues involved ~~and~~ <sup>may</sup> require continental policies.

\* Candidates for the profession will need to be



recruited <sup>in a limited fashion</sup> ~~from beyond any given community~~. New pools of candidates will have to be identified. A continental plan for recruitment needs to be prepared and undertaken.

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

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

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

The Commission's <sup>seek</sup> report will ~~work~~ to offer a vision and a broad agenda for Jewish education, ~~for the future~~. The agenda will include an approach for dealing with the programmatic options. For each option, a general overview will be provided, problems and opportunities will be identified, steps to be taken and what appears feasible

will be pointed out. Based on these assessments, an institution, <sup>or</sup> a foundation ~~or a philanthropist~~ may decide to pursue detailed consideration of the option. (We may include an illustration. E.g. Early Childhood)

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

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

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

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

The action plan, the implementation of the recommendations of the Commission, will require that some

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

Some of the functions of the mechanism could include:

- a. To help initiate and facilitate the establishment of several Community Action sites. This may involve developing criteria for their selection; assisting communities as they develop their site; lending assistance in planning; helping to recruit personnel; ensuring monitoring, evaluation and feedback; and assisting in the diffusion of innovation;
- b. To serve as a broker between expertise at the ~~national~~ <sup>Continental</sup> level and local expertise and initiative.
- c. To encourage foundations and philanthropists to support innovation and experimentation in the Community Action sites.

- d. To facilitate implementation of the continental/international elements. This may mean encouraging institutions that will plan and carry out the development efforts. For example if an existing training institution undertakes expansion and development of its training program, the mechanism may help secure funding and land planning assistance as required.
- e. To offer assistance as required for the planning and development of programmatic options.
- f. To gather the data and undertake the analysis necessary for implementation; to help develop the research capacity in North America.
- g. To prepare annual progress reports for public discussion of the central issues on the agenda of Jewish education.

\* \* \* \*

Some Commissioners have expressed the opinion that the process launched by this Commission should not end with the publication of its report in the spring of 1990. Various formats have been suggested for the continued involvement of the Commission<sup>ITSELF</sup> with the implementation of its recommendations. A suggestion was made that the Commission should convene once a year, to discuss progress and implementation. Alternatively, all or some

commissioners could remain involved in specific aspects of implementation. This might include a process, led by commissioners, to ensure monitoring and accountability, or <sup>even</sup> active involvement of a group of commissioners in the implementation process, ~~possibly as a board of the mechanism for~~  
~~implementation.~~



V



SEP 22 '89 15:02 PREMIER CORP. ADMIN.

PAGE 01

PREMIER INDUSTRIAL CORPORATION

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## TO:

NAME A. Hochstein, S. Fox  
COMPANY NATIV Pokim  
STREET ADDRESS \_\_\_\_\_  
CITY, STATE, ZIP Jerusalem, Israel  
PHONE NUMBER \_\_\_\_\_

## FROM:

NAME V. Levi  
COMPANY Premier  
DEPARTMENT \_\_\_\_\_  
COST CENTER 090  
2163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2160018227

TIME SENT:

## MESSAGE:

A+S - Here are our recommended revisions.  
I've included pp. 2-4 of MLM comments, which  
I've gone over in black (he used a pencil), + to  
which I've added a few suggestions of HLZ  
+ me. Please accept or reject our suggestions  
as seems most appropriate to you.

NBE 67e

Lenny

Draft Draft Draft

## From Decisions to Implementation:

### A Plan for Action

#### I. Introduction

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

The proposed action plan includes the following elements:

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

The plan that is emerging is based on ideas suggested by the commissioners and on

SEP 20 '89 17:15 NATIV CONSULTANTS

972 2 655551

## II. Towards an Action Plan

### A. Background

The content of the proposed plan has been shaped by <sup>discussions of</sup> ~~the decisions~~ the Commission ~~has made~~ to date. When the Commission began its work, a complex set of problems and areas of need were identified and subsequently translated into options. The commissioners determined that the initial focus would be on the enabling options: dealing with the shortage of personnel for Jewish education, and dealing with the community — its leadership, structures and finance. At the same time, commissioners urged that programmatic options be dealt with. A principle that has guided the Commission is that its recommendations must be implemented. This lead to the <sup>creation of a C.A.S. FOR</sup> ~~adoption of the notion of~~ demonstration and ~~the endorsement of the concept of the~~ Community Action Site. <sup>concept</sup>

<sup>there was also</sup> This ~~decision was accompanied by~~ the realization that some problems could only be <sup>by a combination of local and</sup> ~~partially resolved on a local level~~ <sup>and</sup> ~~requiring additional efforts on the~~ continental <sup>and</sup> ~~and international levels~~. The commissioners recognized that a single approach — establishing Community Action Sites — would not address the complexity of ~~the~~ problems and therefore <sup>multiple</sup> multiple strategies were required.

<sup>IS AN EFFORT TO</sup> ~~Guided by these decisions, the staff began to work on a plan for action.~~ The proposed plan reflects the Commission's goal of effecting across-the-board change. It also ~~states~~ <sup>is</sup> the ~~primary goal of~~ offering concrete recommendations for implementation, initiating change simultaneously on a number of fronts, and ~~providing~~ <sup>establishing</sup> a feasible way to begin.

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



Draft

Draft

Draft

The work of the Commission <sup>COULD</sup> result in two major products:

1. A final report, including an agenda for Jewish education ~~for the community~~, and
2. A <sup>METHOD</sup> ~~process~~ of implementation, including a detailed action plan.

Recommendations on the community, personnel and programmatic options are beginning to emerge. They are being developed on <sup>the basis of</sup> ~~the basis of~~ consultations with commissioners and other experts, as well as ~~on the~~ current research. A draft of the findings and recommendations is being prepared and will be offered for consideration at a later meeting of the Commission.

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

### B. The Action Plan <sup>proposed</sup>

The <sup>proposed</sup> plan includes elements for action and a strategy for their implementation. They are briefly described below:

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

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

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

This Commission <sup>INCLUDES</sup> ~~has convened~~ a group of outstanding leaders <sup>WHO HAVE</sup> ~~some who~~ ~~were not previously involved in this area~~ to deal with Jewish education. ~~This~~ ~~has~~ provided leadership and wisdom for the Commission's work, lent status and credibility to its decisions, and increased the potential to mobilize the necessary financial resources for implementing the program. In some communities, local commissions for Jewish education/Jewish continuity have in-

Draft

Draft

Draft

volved top leadership in their efforts, demonstrating that the task is feasible. Many more leaders will have to be recruited to meet the challenge. In addition, Community Action Sites will require the recruitment of outstanding leaders if they are to be successful. ~~Commissioners will be asked to help recruit community leaders for work in Jewish education.~~

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

*There is consensus*  
~~Commissioners~~ <sup>CONSENSUS</sup> ~~members agree~~ that we have not yet developed community structures adequate to effect the necessary improvements in Jewish education. On the local level, these structures include congregations, JCCs, camps, schools and agencies under communal sponsorship, Jewish community federations, ~~bureaus of Jewish education, and major Jewish sponsored~~ <sup>and</sup> ~~other~~. On the national level, these structures include CJF, JWB, JESNA, the denominational and congregational bodies, training institutions and associations of educators who are engaged in formal and informal Jewish education. Existing ~~and possible new~~ <sup>will</sup> structures need ~~the~~ <sup>will</sup> support ~~that will~~ <sup>to</sup> allow them to rise to their full stature and work towards major improvements in Jewish education.

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

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

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

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

**Draft****Draft****Draft**

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

*a. Recruitment*

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

*b. Training*

The centers of training will have to be developed. It is already clear that there is a serious shortage of faculty for the education of educators for both formal and informal Jewish education. Financial assistance will have to be provided for the expansion and improvement of existing training programs. It may be necessary to develop new training programs (e.g. for early childhood, for informal education, for special education). The Community Action Sites will require on-the-job training for the educators who will be working in the many programs included in the demonstration projects.

*c. Building the Profession*

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

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

*d. Retention*

We will want to learn what the turnover rate is in the various areas of Jewish education. A strategy to retain the most talented and dedicated educators must

Draft Draft Draft

be developed. We will have to discover how to handle burn-out, particularly for experienced and creative administrators.

3. Establishing and developing Community Action Sites. <sup>in ?</sup>

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

b. Demonstration in the Community Action Sites of what Jewish education can be, may serve a number of purposes. Promising ideas and programs that already exist -- "best practices" -- could be brought together in one site, complementary way. Thus, their impact would be significantly greater than when their application is fragmented. New programs could be developed, tested, assessed and modified in practice, on the local level, -- where education takes place -- for all to see, learn from and replicate.

4. Implementing continental/international strategies, in areas such as the development of training opportunities or recruitment programs, to meet the shortage of qualified personnel.

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

- \* Training opportunities do not meet the need of Jewish education in North America. Though some training can be done locally, ~~not~~ <sup>much</sup> will have to be done in major centers, both in North America and in Israel.

- \* Salaries and benefits are a problem throughout North America. Improvements may be undertaken locally but answers to the financial and organizational issues involved will require continental policies.

- \* Candidates for the profession will need to be

recruited from beyond any given community. New pools of candidates will have to be identified. A continental plan for recruitment needs to be prepared and undertaken.

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

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

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

The Commission's report will strive to offer a vision and a broad agenda for Jewish education for the next decade. The agenda will include an approach for dealing with the programmatic options. For each option, a general overview will be provided, problems and opportunities will be identified, steps to be taken and what appears feasible

will be pointed out. Based on these assessments, an institution, a foundation or a philanthropist may decide to pursue detailed consideration of the option. (We may include an illustration. E.g. Early Childhood)

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

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

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

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

The action plan, the implementation of the recommendations of the Commission, will require that some

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

Some of the functions of the mechanism could include:

- a. To help initiate and facilitate the establishment of several Community Action Sites. This may involve developing criteria for their selection; assisting communities as they develop their site; lending assistance in planning; helping to recruit personnel; ensuring monitoring, evaluation and feedback; and assisting in the diffusion of innovation;
- b. To serve as a broker between expertise at the national level and local expertise and initiative.
- c. To encourage foundations and philanthropists to support innovation and experimentation in the Community Action Sites.



d. To facilitate implementation of the continental/international elements. This may mean encouraging institutions that will plan and carry out the development efforts. For example if an existing training institution undertakes expansion and development of its training program, the mechanism may help secure funding and lend planning assistance as required.

e. To offer assistance as required for the planning and development of programmatic options.

f. To gather the data and undertake the analysis necessary for implementation; to help develop the research capacity in North America.

g. To prepare annual progress reports for public discussion of the central issues on the agenda of Jewish education.

\* \* \* \*

Some Commissioners have expressed the opinion that the process launched by this Commission should not end with the publication of its report in the spring of 1990. Various formats have been suggested for the continued involvement of the Commission with the implementation of its recommendations. A suggestion was made that the Commission should convene once a year, to discuss progress and implementation. Alternatively, all or some

commissioners could remain involved in specific aspects of implementation. This might include a process, led by commissioners, to ensure monitoring and accountability, or active involvement of a group of commissioners in the implementation process -- possibly as a board of the mechanism for implementation.

HLZ suggests some mention of a small group of commissioners to assess the progress of the ISE and to be the catalyst to see that "best practices" spread.

FAX SENT

DATE:

21/9/89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Virginia Levi

FROM: AH & SF

FAX NUMBER:

DATE:

21/9/89

NO. PAGES:

9

Dear Ginny,

This is a second version. We would appreciate it if MCM and HCLZ could receive it today.

~~We'll~~ call tomorrow - Friday - as you suggested.

Best Regards

Ly Anette

SEP 20 '89 11:17

PREMIER CORP. ADMIN.

PAGE.01



PREMIER INDUSTRIAL CORPORATION

## REQUEST FOR TELEX/MAILGRAM/FAX

72343 (REV. 2/88) PRINTED IN U.S.A.

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TO:

NAME S. FOX &amp; A. HOCHSTEIN

COMPANY NATIV POLICY

STREET ADDRESS

CITY, STATE, ZIP Jerusalem, ISRAEL

PHONE NUMBER

FROM:

NAME V. LEVI

COMPANY PREMIER

DEPARTMENT

COST CENTER 090

2163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163619962

TIME SENT:

## MESSAGE:

Seymour & Annette - We've received your fax.  
HLZ will be out tomorrow. Can you call  
us at 9 a.m. Cleveland time on Friday, 9/22?  
We'll expect your call unless we hear otherwise.

Thanks, Genny

\*\* TOTAL PAGE.01 \*\*

# COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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

September 19, 1989

## Commissioners

Morton L. Mandel  
Chairman  
Mona Riklis Ackerman  
Ronald Appleby  
David Arnow  
Mandell L. Berman  
Jack Bieler  
Charles R. Bronfman  
John C. Colman  
Maurice S. Corson  
Lester Crown  
David Dublin  
Stuart E. Eizenstat  
Joshua Elkin  
Eli N. Evans  
Irwin S. Field  
Max M. Fisher  
Alfred Gottschalk  
Arthur Green  
Irving Greenberg  
Joseph S. Gruss  
Robert I. Hiller  
David Hirschhorn  
Carol K. Ingall  
Ludwig Jesselson  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Sara S. Lee  
Seymour Martin Lipset  
Haskel Lookstein  
Robert E. Loup  
Matthew J. Maryles  
Florence Melron  
Donald R. Mintz  
Lester Pollack  
Charles Rarner  
Esther Leah Ritz  
Harriet L. Rosenthal  
Alvin I. Schiff  
Isaiah Schiff  
Ismael Schorsch  
Harold M. Schulweis  
Daniel S. Shapiro  
Margaret W. Tishman  
Isadore Twersky  
Bennett Yanowitz  
Isaiah Zeldin

## In Formation Senior Policy Advisors

David S. Ariel  
Seymour Fox  
Annette Hochstein  
Stephen H. Hoffman  
Arthur J. Naparstek  
Arthur Rorman  
Carmi Schwartz  
Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

## Director

Arthur J. Naparstek

## Staff

354C

Professor Seymour Fox  
The Jerusalem Fellows  
22A Hatzfira Street  
Jerusalem, Israel 93152

Dear Seymour:

The next meeting of the Commission on Jewish Education in North America is scheduled to take place on Monday, October 23, 1989 at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York City from 10 a.m. to 4 p.m.

This will confirm plans to hold a planning meeting at 7:30 p.m. on Sunday, October 22 at the Harmonie Club, 4 East 60th Street, New York City and a debriefing session on Tuesday, October 24 from 8:30 a.m. to 12:00 noon at JWB, 15 East 26th Street, New York City. Please mark your calendar and confirm your plans to attend these meetings by returning the enclosed postage paid reply card by October 6, 1989.

I look forward to seeing you in October.

Sincerely,

*Henry L. Zucker*  
Henry L. Zucker

*Shana Tova*

Enclosure

# COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

4500 Euclid Avenue  
Cleveland, Ohio 44103  
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September 19, 1989

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Maurice S. Corson  
Lester Crown  
David Dubin  
Stuart E. Fizenstat  
Joshua Elkin  
Eli N. Evans  
Irwin S. Field  
Max M. Fisher  
Alfred Gotschalk  
Arthur Green  
Irving Greenberg  
Joseph S. Gross  
Robert I. Hiller  
David Hirschhorn  
Carol K. Ingall  
Ludwig Jesselson  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Sara S. Lee  
Seymour Martin Lipset  
Haskel Lookstein  
Robert E. Loup  
Matthew J. Maryles  
Florence Melton  
Donald R. Mintz  
Lester Pollack  
Charles Rainer  
Esther Leah Ritz  
Harriet L. Rosenthal  
Alvin I. Schiff  
Lionel H. Schipper  
Ismar Schorsch  
Harold M. Schulweis  
Daniel S. Shapira  
Margaret W. Tishman  
Isadore Twersky  
Pennett Yanowitz  
Isaiah Zeldin

## In Formation

## Senior Policy Advisors

David S. Ariel  
Seymour Fox  
Annette Hochstein  
Stephen H. Hoffman  
Arthur J. Naparstek  
Arthur Rotman  
Carmi Schwartz  
Herman D. Stein  
Jonathan Wucher  
Henry L. Zucker

## Director

Arthur J. Naparstek

## Staff

Virginia E. Levi  
Joseph Reimer

Mrs. Annette Hochstein  
Nativ Policy & Planning Consultants  
P. O. Box 4497  
Jerusalem, Israel 91044

Dear Annette:

The next meeting of the Commission on Jewish Education in North America is scheduled to take place on Monday, October 23, 1989 at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York City from 10 a.m. to 4 p.m.

This will confirm plans to hold a planning meeting at 7:30 p.m. on Sunday, October 22 at the Harmonie Club, 4 East 60th Street, New York City and a debriefing session on Tuesday, October 24 from 8:30 a.m. to 12:00 noon at JWB, 15 East 26th Street, New York City. Please mark your calendar and confirm your plans to attend these meetings by returning the enclosed postage paid reply card by October 6, 1989.

I look forward to seeing you in October.

Sincerely,

*Hank*

Henry L. Zucker

Enclosure

*Happy New Year!*

18/9/89

HANK ZUCKER

1. WRITER OF FINAL REPORT

V 2. MEMO ON BRONFMAN

→ WAS SENT

V 3. DICTATION OF COMMISSIONERS

4. ~~TELL MORT THAT DULZIN DIED~~

Q V 5. FIND OUT ABOUT FUNDING AND THE REPORT

PROGRESS REPORT = WAS  
TWERSKY  
LETTER  
SENT  
17.5.89

V 6. CALIFORNIA:

a. invite Barbie to meeting of 23rd to report

b. ~~combined~~ project - they are ready to fund

c. George Kaplan ready to fly to see MLM and SF in New York or Cleveland

d. Los Angeles data analysis

e. S.F. to Los Angeles

f. combined project with L.A. (14.10.89)

7. SENT FAX TO ART ROTMAN

V V 8. MISSING LINK IN FUNDING IN THE CONCEPT OF SET-ASIDE. THERE IS A DIFFERENCE BETWEEN A FOUNDATION LIKE BRONFMANS (WHERE HE IS COMMITTED TO ISRAEL EXPERIENCE) AND HIRSCHHORN.

V 9. CALL CROWN — APPOINTMENT

10. HOW WILL FUNDING BE ANNOUNCED - IS IT WHAT HE SAID IN LETTER TO TWERSKY?

11. LIPSET

12. BRONFMAN AND BOB LOUP AS INFELD REPORTED

V 13. Reimer memo: positive response to us Re-

OPTION PAPERS  
- SHOULD NOT GO TO L.A. BOTH SUBSTANTIVELY AND TIME-  
WISE

V 14. SENDING DRAFT ON WEDNESDAY

15. CALL

GINNY LEVI AGENDA

1. HOW MUCH MONEY PUT IN
2. ATTENDANCE AT NEXT MEETING OF COMMISSION, PARTICULARLY CROWN
3. MY SCHEDULE IN U.S.
4. CHECK ASSIGNMENT LIST - DIDN'T MENTION"

a. Gurvis and research

b. progress report - SF and Annette

GURVIS

1. HIS MEMO
2. WHO SHOULD ARNIE ZAR-KESSLER CONTACT IN CLEVELAND?
3. HUBERMAN

ISA'S BUDGET

✓ H-F-DID FEB 11 AR?



FAX SENT  
DATE: 15/9/89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

FACSIMILE TRANSMISSION

TO: MORT MANDEL  
FROM: SEYMOUR FOX  
FAX NUMBER:

DATE: SEPT. 15, 1989  
NO. PAGES: 1

DEAR MORT,

I IMAGINE YOU HEARD. LEON  
DULZIN PASSED AWAY.

THE FUNERAL WAS TODAY.

I REMEMBERED THE MANY  
THINGS WE DID TOGETHER

AT THE JOINT PROGRAM,

& THE J.I.C. IT IS  
SAD THAT ~~THIS~~ <sup>HIS</sup> LAST

YEARS WERE NOT  
WHAT THEY SHOULD HAVE  
BEEN. BEST REGARDS

2/9/89

339C

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

## FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: September 13, 1989

FROM: Debbie Meline

NO. PAGES: 1

FAX NUMBER: 001-216-361-9962

Dear Ginny,

As Annette begins to prepare the presentation for the fourth meeting of the Commission, two questions arise:

1. What is the possibility of having a slide projector (of high quality) and screen available at the meeting? Annette is considering the possibility of using slides instead of transparencies.

2. What is the size of the room where the meeting will take place (i.e. the farthest distance between the screen/wall and the person sitting in the back)?

Regards,  
Debbie



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TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

## TO:

NAME SEYMOUR Fox

COMPANY NATIV

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

## FROM:

NAME VIRGINIA LEVI

COMPANY PREMIER

DEPARTMENT

COST CENTER 090

2163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163619962

TIME SENT:

## MESSAGE:

Seymour - HLZ drafted + MLM reviewed the attached letter. Please review + suggest any changes. We'd like to mail it no later than Mon.

Thanks.

Levin

NEW JEWISH  
ARCHIVES

3520

MEMO TO: Seymour Fox, Annette Hochstein, Virginia Levi,  
Morton L. Mandel, Joseph Reimer, Henry L. Zucker

FROM: Mark Gurvis *MG*

DATE: September 13, 1989

SUBJECT: Synopsis of Meeting with planners

.....

The following is a review of the issues raised in discussion with federation planners at the CJF Quarterly. ~~Attendance at the meeting was~~ Peter Friedman-Chicago; Joel Fox-Cleveland; Steve Gelfand-Atlanta; Steve Huberman-Los Angeles; Bob Hyfler-Washington, D.C.; Allan Reitzes-Toronto; Nancy Rosenfeld-Montreal; Richard Sipser-Philadelphia; Howard Wasserman-New York; Eileen Wolpert-CJF; Larry Ziffer-Detroit.

I believe the meeting was very effective on several levels. First, it provided a meaningful opportunity to involve a key group of planners in the Commission process. The tone of the meeting was relaxed and comfortable, and I believe we went a long way in dispelling a perception of top-down planning. Second, this select group includes some extremely insightful community planners who have a lot to offer us at this stage. Maintaining ongoing contact with this group during the next year will allow us to focus the best minds among federation planners on our issues.

I've organized the comments and suggestions from the meetings into several broad categories.

#### COMMUNITY PROCESS ISSUES

1. Implementation of community action sites should be within a community planning context. The planners would want to see us avoid focusing on individual institutions without regard to how that institution fits within a broader community context, or without looking at validated community needs. They point, as an example, to Wexner's institutional grants, which are offered independently to institutions without looking at the overall community within which that institution fits.
2. A precondition to the Commission's success is that attitude change among top lay leadership is necessary. Relatively few community leaders are where the commissioners are in terms of viewing Jewish education as a top community priority. The Commission is a step in the right direction, but the circle of the converted needs to be spread much further. In particular, the Commission needs to look at ways in which it engages top federation leadership during the next year, prior to the issuance of the

report, in order to build a climate within which the Commission can succeed. The Commission will need to build profiles of individual communities that provide subjective evaluations of a Jewish education system in the community, the financial and political resources available to Jewish education, and where the community is in terms of lending priority to Jewish education.

3. Commission interventions in local community action sites may exacerbate turf issues within communities. Particular tensions to look out for are: 1) those between federations and bureaus in the shifting central role now that federations are increasingly focusing on Jewish education; and 2) conflicts between bureaus and colleges in the area of teacher training.

#### EVALUATION/RESEARCH ISSUES

1. There hasn't been enough evaluation of existing educational services. As a result, we do not know enough about what is currently taking place in Jewish education. A major new investment of dollars could be wasted without a prior investment into research to learn what is currently working or not.
2. Evaluation must focus on both the successes and failures of pilot projects. Not enough is reported in the Jewish education field about what isn't working in Jewish education.
3. Determination of evaluation needs must precede a choice of demonstration sites. Otherwise, we will not make wise choices about where we should test various programs. We need to learn under what conditions certain interventions work. Accordingly, we need to clearly identify what we are looking to learn and establish the necessary evaluation process before any implementation takes place.
4. The research design should also explore what happens to and within national institutions in the Jewish education arena.

#### COMMUNITY ACTION SITES - RELATED ISSUES

1. Planners see a contrast between attempts to overhaul a whole community education system and smaller demonstration projects that focus on single interventions in a particular site. By and large, the planners agree that it is testing of a comprehensive approach which is the new element that the Commission is bringing to the table.
2. Federations need to be the convener for development of local blueprints. This is necessary if we want to avoid partializing solutions.
3. The Commission should avoid a parachute model, where external resources are dropped in for a limited time period. Unless the approach is one in which continuity of effort is foreseen, ultimately the community will end in the same place it started.

4. The planners urge us to consider inter-community or regional sites that build on a synergism between individual communities. The thinking is that we are greater than the sum of our parts, and the comprehensive approach to intervention will be strengthened if communities aren't out there on their own.
5. Planning for community action sites needs to factor for the uniqueness of individual communities. Demonstration should focus on those things that are really replicable from community to community, rather than those which speak only to the unique conditions of a particular community.
6. The Commission should select sites based on its criteria for what it believes needs to be tested. A competitive process of bidding by community should be avoided. The Commission should select the number of sites and the particular communities in which it is interested, and then enter into negotiations with specific communities.

At the close of the discussion I reviewed the remaining process during the year for the Commission. Several planners indicated an interest in their group having a continued opportunity for input into the process. In particular, the question was raised as to whether the planners might have an opportunity to review and comment on a draft of the report prior to its being issued. I reviewed the structure of panels that we are using for various research papers and indicated that it might be possible for selected planners to be included on such a panel, rather than distributing drafts to a broader group. I would limit that opportunity to a handful of planners, and suggest that we talk about this at the next senior policy advisors meeting. The planners I would recommend be included are Joel Fox-Cleveland; Peter Friedman-Chicago; Steve Huberman-Los Angeles; and Richard Sipser-Philadelphia.

A follow-up meeting at the General Assembly with this select group should be planned. We will need to think about what we might be able to share with the group by that point, and how we want to communicate to the larger group of federation planners.

Report 4

353 ✓

MEMO TO: Henry L. Zucker, Seymour Fox  
FROM: Mark Gurvis *MG*  
DATE: September 14, 1989  
SUBJECT: Contact with Steve Huberman

.....

I had an opportunity to speak with Steve Huberman at the CJF Quarterly. Seymour did connect with Steve, so he was put at some ease. There are a couple of things for us to think about:

1. Request for MLM to visit Los Angeles - I told Steve that it would be impossible for Mort to get out to the West Coast in the foreseeable future. Steve has talked with Seymour about a possible visit, and that would help. I also mentioned that MLM would extend an invitation to Barbie Weinberg to attend the next Commission meeting, and Steve encouraged us to have MLM call Barbie as soon as possible. However, their motive for inviting MLM stems directly from their efforts to build their Fund for Jewish Education. They need the assistance of MLM, or someone like him to help motivate top Los Angeles leadership to build the fund up. I wonder if it is possible that other Commission members would be willing to serve in that role (Charles Bronfman, Lester Crown, etc.). At some point this will probably be necessary as MLM alone will be limited in the number of communities he can physically reach.
2. Community Action Sites - Steve is very interested in putting Los Angeles forward as a candidate for a community action site. He claims that funding is already in place--a six-figure amount. (I would question how much six figures from Los Angeles will gain in interventions in a community that size and scope.) I told Steve that it is unlikely that the Commission would select specific sites until later in the process, when the report is being issued or even after. They are ready to move now.

FAX SENT

DATE: 11/9/89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

FACSIMILE TRANSMISSION

TO: Ms. G. Levi  
FROM: Annette Hochstein

DATE: September 11, 1989  
NO. PAGES: 2

FAX NUMBER: 001-216-391-8327



318C

Nativ Policy and Planning Consultants  
Jerusalem, Israel

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ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Dr. Joe Reimer  
Hornstein Program

DATE: September 11, 1989

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 001-617-736-4724

Dear Joe,

I spoke with Seymour on the telephone today about your memo and we are pleased to see that you are covering all the bases. Seymour believes that we need the remaining option papers immediately, so that he and I can proceed with our work on the final report, the IJE, and the community action sites.

Please let us be in touch as soon as possible about how you would like to deal with the options papers.

Best regards,

✓ c.c.: Ginny Levi

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SEP 12 1989  
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FAX SENT

DATE: 11/9/89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

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ירושלים

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Best regards, .

c.c.: Ginny Levi

Annette

TO: Morton L. Mandel, Chairman, David S. Ariel, Seymour Fox,  
Mark Gurvis, Annette Hochstein, Stephen H. Hoffman, Martin S. Kraar,  
Joseph Reimer, Arthur Rotman, Carmi Schwartz, Herman D. Stein,  
Jonathan Woocher, Henry L. Zucker

FROM: Virginia F. Levi *Levi*

DATE: September 11, 1989

-----  
Enclosed are the following items:

1. Minutes of the August 24 Senior Policy Advisors meeting.
2. Assignments as of 8/24. Please note especially those items assigned to you. I will be in touch shortly to follow up.
3. Interview checklist as of 9/8/89. Please let me know the status of your plans to conduct interviews and remember to send me your summaries as soon after the interviews as possible.
4. Barry Shrage letter on Hillel involvement and MLM's response, to be ~~reviewed by the members of senior policy advisors.~~
5. Article from Journal of Jewish Communal Service sent to MLM by Herb Millman.
6. Annette Hochstein's report on her interview with David Arnow.

8711

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

DATE: August 24, 1989

DATE MINUTES ISSUED: September 8, 1989

PRESENT: Morton L. Mandel, Chairman, Seymour Fox, Mark Gurvis,  
Annette Hochstein, Stephen H. Hoffman, Joseph Reimer,  
Arthur Rotman, Herman D. Stein, Jonathan Woecher,  
Henry L. Zucker, Virginia F. Levi (Sec'y)

COPY TO: David S. Ariel, Martin S. Kraar, Carmi Schwartz

I. Review of Minutes and Assignments

The minutes and assignments of July 30, 1989, were reviewed. The following additional assignments were generated:

- A. VFL will circulate a recent letter from Twersky to MLM.
- B. VFL will work with MLM to develop a list of commissioners whom MLM as chair should call before each Commission meeting to urge their attendance. (Senior policy advisors are encouraged to notify MLM of any commissioner who might benefit by a personal phone call from MLM.)
- C. MLM is to call Eli Evans and Arthur Croon.
- D. Each interviewer's assignment list will include a reminder to send notes of each interview with commissioners to VFL for circulation.
- E. The following commissioner interviews were reassigned: Ronald Maryles--AH, Lionel Schipper--TBD, Daniel Shapiro--AR, Peggy Tishman--AH.

II. The Fourth Commission Meeting

A. Desired Outcomes

Discussion of plans for the October 23 Commission meeting began with it was suggested that we wish to conf. the total Commission process. (1) a clearly defined action plan, (2) a research plan, and (3) a final report with recommendations on community, personnel, and general implementation.

1. Action Plan  
The action plan, which would be spelled out in the final report, might include the following components:

- a. A successor mechanism--the IJE and its design.
- b. The IJE action plan--its agenda.
  1. Implementation of Community Action Sites
  2. National elements (e.g., training)
  3. Assist in implementation of programmatic options
  4. Strengthening the North American support system (e.g., Brandeis)
  5. Monitoring, evaluation, and accounting of IJE progress to its constituents
  6. A research capability

2. Content

The final report would contain recommendations for policy and implementation regarding community, personnel, and a plan for working on the programmatic options.

3. Work to be Done

In order to achieve these desired outcomes, the following tasks need to be completed:

- a. Complete the research program
- b. Write report including recommendations
- c. Have a funding program in place
- d. Develop and operationalize the IJE and Community Action Sites
  1. Identify IJE director and staff.
  11. Establish criteria for selecting Community Action Sites (e.g., determine scope of sites) and develop a process for the selection of sites.

Senior Policy Advisors  
August 24, 1982

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e. Continue the Commission process

- i. Work with commissioners
- ii. Develop a public relations plan
- iii. Together with partners (JWB, JESNA, CJF) develop a good working relationship with appropriate organizations

4. Discussion

The presentation on desired outcomes was followed by group discussion.

a. IJE

and its own board, as an organization with a small staff... a catalyst for bringing about the implementation of the Commission's recommendations and decisions.

It was suggested that we might be wise to identify and involve an IJE director now, so that he could participate in the design process. On the other hand, we were cautioned that it would be important to have a clear set of goals and expectations for the IJE and its staff before seeking a director. This issue was not fully resolved and will be discussed further.

It was suggested that a concept statement be written now to describe the IJE.

While the Commission, as currently constituted, probably should have no direct responsibilities following the conclusion of its work, we might wish to consider some forum, such as an annual meeting at which IJE staff would provide commissioners with progress reports on implementation.

b. Community Action Sites

The Community Action Sites are viewed as a means for developing responses to the issues/problems of personnel and community. The programmatic options will be approached within the context of personnel and community in the Community Action Sites.

It was suggested that we might wish to wait to select Community Action Sites until the IJE is in place. Criteria might begin to be developed, now.

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August 24, 1989

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c. Programmatic Options

It was suggested that work be undertaken to elaborate on the various programmatic options. This involves completing an initial write up of each option, a possible collapsing of options into a smaller number, and an elaboration on the newly identified programmatic options. This elaboration might include a list of major agenda items for each option, though specific action will not be recommended. This is left for the IJE to undertake in the future.

B. Suggested October 23 Agenda

It was suggested that the agenda for the October 23 Commission meeting be a review of work in progress, with a concentration on the following:

1. Mechanism for implementation--an overview of the IJE concept.
2. The research program--directions on community and personnel.
3. Broad outline of a final report.

We were reminded that at the conclusion of the third Commission meeting, some commissioners were anxious that we move toward implementation and a final report. This agenda should provide such a sense of progress and involvement.

In order to prepare commissioners for the meeting, many of the ideas we propose to present should be raised in the next set of commissioner interviews. AM will provide VFL with a revision of the suggested interview schedule for immediate distribution to those appointed to conduct interviews.

C. Format

It was generally felt that the group sessions at the third meeting were an effective approach and should be repeated. It was suggested that the meeting begin with a presentation and discussion of the proposed action plan in plenary session, followed by group meetings to discuss the content. In order to keep people engaged, it was suggested that the groups begin before lunch, that people then eat with their groups, and continue meeting in the afternoon. The schedule might appear as follows:

- 10 - 11:30 a.m. -- plenary session
- 11:30 a.m. - 12:30 p.m. -- group meetings
- 12:30 - 1:15 p.m. -- lunch with groups
- 1:15 - 3:00 p.m. -- continue in group meetings
- 3 - 4 p.m. -- conclusion in plenary session (d'var Torah by Arthur Green--to be invited by MLM)

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### III. Work Plan and Report on Progress

#### A. Research Papers

The following progress was reported on the commissioning of research papers:

1. Israel Shieffler has agreed to draft a paper on the relationship between Jewish education and Jewish continuity. The paper will be in an interview format with SF conducting the interview.
2. Walter Ackerman has agreed in principle to writing a paper on the organizational structure of Jewish education in North America, and may suggest that someone such as Susan Shovitz work with him on the contemporary situation.
3. Joe Reimer reported that his paper on the synagogue as a context for Jewish education (or perhaps "in the context of" Jewish education) will focus on the role of the synagogue at its best.

It was suggested that this paper include a discussion of how the synagogue might take advantage of collaborative relationships to expand on its role in Jewish education.

4. The survey of attitudes which had been proposed to be conducted at the G.A. has been shelved. AH will develop a list of the questions to which we seek answers for review by senior policy advisors, who will then recommend how best to gather the information being sought. It was agreed that community leaders are the constituency for this survey.
5. We have a proposal from Aryeh Davidson on his paper on training which VFL will circulate to senior policy advisors.
6. Isa Aron will produce a paper on Jewish education as a profession, which will include a review of the current thinking on general education as a profession and applications to Jewish education. In addition, she will serve as a key resource for data gathering, will conduct a survey on salaries and benefits, and will gather bibliographic materials.

Steve Huberman may be able to provide data on teachers from the survey conducted in Los Angeles. JESNA may be able to provide similar data from surveys in Miami and Philadelphia which Aron should feel free to use.

#### 7. Programmatic Options

It was noted that CAJE has agreed to assist with elaboration on some of the option papers. It was suggested that we work directly with individuals identified by CAJE and other



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August 24, 1989

Page 6

organizations rather than through CAJE, or through any one organization. A Commission staff person will be identified to monitor this process and to work with the groups and individuals identified.

8. Balance of Original Option Papers

JR will take responsibility for completing the original option papers, several of which have not yet been written.

B. Completing the Report

The following process was suggested for completing the report. AH and SF will write a base draft for submission to senior policy advisors for critical review. This will then be redrafted for submission to the Commission. For writing the final version of the report, we will probably engage a professional writer. Senior policy advisors are encouraged to suggest a possible writer to SF.

C. Panels

Panels have been proposed to review the papers--one for the paper on community/financing and another for all papers having to do with personnel. In addition, each author may wish to recommend a panel to review his paper.

D. Update on Community Financing Paper

HLZ reported the process he will follow to write and seek feedback on this paper. He reported that he will recommend that long-term funding of the Commission's recommendations be accomplished through federations and that start-up funding be sought from family foundations and private donors.

E. Commission Outreach

1. JESNA

At its next board meeting, JESNA will discuss the roles of its member agencies in Commission implementation. It was noted that the Commission should be seen as a strong ally of JESNA.

2. Bureau Directors

A presentation will be made on the Commission at the November meeting of bureau directors. It was suggested that individual directors be involved in a review of the options papers.

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August 24, 1989

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3. JWB

A meeting of Center executives is scheduled for February. AR will work with HLZ in arranging for a Commission presentation at that time.

4. CJF and Federations/Community Planners/G.A.

Plans were reported by MC for involving federation lay and professional leadership and planners at the September Quarterly and November G.A. meetings.

5. Denominations

Plans have been made for MLM and JW to meet with Schorsch and for MLM and AR to meet with Lamm. A meeting will be scheduled for MLM and AR with Gottschalk as soon as possible. JW and AR will prepare strategy plans for these meetings in consultation with SF approach to planning with the meeting with Gottschalk will include an the Reform Movement and with UAHC. The plan for a meeting with Lamm will include seeking an approach to Torah U'mesorah.

6. AIHLJE

MG will talk with David Ariel about arrangements for Sara Lee or Ariel to make a report on the Commission at the organization's October meeting.

7. COJEQ

JR is working with Alvin Schiff on a Commission report for this organization's upcoming meeting.

8. Public Relations

It was reported that the following steps are being taken:

- a. We are proceeding with the drafting of a brochure on the Commission.
- b. We expect to engage a free-lance writer by October to do press releases.
- c. In the future we may be asking senior policy advisors and commissioners to write articles for other publications.
- d. We are considering developing a newsletter for distribution to approximately 2,000 people. It was noted that this should be brief and attractive in order to encourage that it is read. This will be considered further at a later date.

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9. Report on CAJE Meeting

It was briefly reported that the presentation to the CAJE membership was a success and that CAJE leadership is excited about working further with the Commission. MG will distribute his summary of the meeting to senior policy advisors.

IV. Future Meetings

- A. The next meeting of senior policy advisors will take place in New York (specific location to be announced) at 7:30 p.m. on Sunday, October 22.
- B. The meeting of senior policy advisors tentatively scheduled for October 5 has been cancelled.
- C. The fourth meeting of the Commission is scheduled for Monday, October 23, 10 a.m. to 4 p.m. at the UJA/Federation of Jewish Philanthropies of New York.
- D. The senior policy advisors will meet for follow-up on Tuesday, October 24, 8:30 a.m. to noon at JWB in New York.
- F. Senior policy advisors will meet on Wednesday, December 6, 10:30 a.m. to 3 p.m. at the Sheraton Hopkins, Cleveland.



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Mandel Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	Meet with Schorsch, Lamm and Gollschalk to develop a mechanism to involve the denominations, along with AR or JW.		MLM	3/30/89	3/30/89	
2.	Contact assigned commissioners for follow up to June 14 meeting.  - Max Fisher - Joseph Gruss - Ludwig Jesselson  Send summary of interviews to VFL for circulation to senior policy advisors.		MLM	6/15/89	9/15/89	
3.	Convene foundation and federation representatives, with HLZ.		MLM	6/15/89	10/1/89	In process
4.	Hold meeting with Twersky.		MLM	2/9/89	11/1/89	
5.	Recommend an author for the final report to SF.		MLM	7/30/89	10/1/89	
6.	Call Eli Evans and Arthur Green		MLM	8/24/89	10/23/89	
7.	Consider calling Herschel Blumberg and Paul Berger to interest <u>Moment</u> in the Commission.		MLM	3/30/89	TBD	
8.	Meet with Michael Albanese, HLZ and VFL to discuss developing monthly trend report and to discuss Commission budget.		MLM	4/4/89	TBD	
9.	Consider a trip to the west coast to meet with the local LA commission.		MLM	5/7/89	TBD	
10.	Consider attending a JESNA Board meeting to discuss Commission.		MLM	7/5/89	TBD	



PREMIER INDUSTRIAL CORPORATION

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Fox Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare proposal for implementation mechanism (IJE).	TP	SF	2/9/89	9/30/89	
2.	Prepare outline for a vision paper. (Part of IJE mission statement)	SP	SF	2/9/89	TBD	
3.	Contact assigned commissioners for follow up to June 14 meeting.  - Mona Ackerman - Charles Bronfman - Lester Crown - Alfred Gottschalk - David Hirschhorn - Sara Lee - Seymour Martin Lipset - Charles Ratner - Isadora Twersky  Send summary of interviews to VFL for circulation to senior policy advisors.		SF	6/15/89	9/15/89	



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hochstein Assignments

ORIGINATOR VFL

DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting.  ✓ David Arnow ✓ Norman Lamm - Robert Loup - Morton Mandel - Matthew Maryles - Florence Melton - Esther Leah Ritz - Ismar Schorsch -- Peggy Tishman  Send summary of interviews to VFL for circulation to senior policy advisors.		AH	6/15/89	9/15/89	
2.	Recommend an author for the final report to SF.		AH	7/30/89	10/1/89	
3.	Provide VFL with a revision of the suggested interview schedule for distribution to those appointed to conduct interviews.		AH	8/24/89	9/1/89	
4.	Develop a list of questions for a survey of community leaders' attitudes for review by senior policy advisors, who will recommend how best to gather the data sought.		AH	8/24/89	10/24/89	





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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hoffman Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to June 14 meeting.</p> <ul style="list-style-type: none"> <li>- Ronald Appleby</li> <li>- Robert Hiller</li> </ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		SHH	8/24/89	9/15/89	



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FUNCTION	Commission on Jewish Education in NA	
SUBJECT/OBJECTIVE	Reimer Assignments	
ORIGINATOR	VFL	DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to June 14 meeting.</p> <ul style="list-style-type: none"> <li>- Jack Bieler</li> <li>- Josh Elkin</li> <li>- Irwin Field</li> <li>- Arthur Green</li> <li>- Carol Ingall</li> <li>- Henry Koschitzky</li> <li>- Mark Lainer</li> <li>- Haskell Lookstein</li> <li>- Alvin Schiff</li> <li>- Harold Schulweis</li> <li>- Isaiah Zeldin</li> </ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		JR	6/15/89	9/15/89	
2.	Draft paper on the synagogue as a context for Jewish education.		JR	6/15/89	10/23/89	
3.	Recommend an author for the final report to SF.		JR	7/30/89	10/1/89	
4.	Take responsibility for completing the original option papers.		JR	8/24/89	10/1/89	
5.	Work with Alvin Schiff on a Commission report for COJEO's upcoming meeting.		JR	8/24/89	TBD	





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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Rotman Assignments

ORIGINATOR VFL

DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting.  - Stuart Eizenstat - Eli Evans - Donald Mintz - Daniel Shapiro  Send summary of interviews to VFL for circulation to senior policy advisors.		AR	7/30/89	9/15/89	
2.	Recommend an author for the final report to SF.		AR	7/30/89	10/1/89	
3.	Work with HLZ to arrange for a Commission presentation at February meeting of JWB Center executives.		AR	8/24/89	12/15/89	
4.	In consultation with SF and JR, plan strategy for meetings with Lamm (including Torah U'mesorah involvement) and Gottschalk (including link with UAHC).		AR	8/24/89	9/20/89	



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Stein Assignments

ORIGINATOR

VFL

DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Call CJF Personnel Department for details on current needs in area of personnel.		HDS	7/5/89	9/15/89	
2.	Recommend an author for the final report to SF.		HDS	7/30/89	10/1/89	



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73890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Woocher Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to June 14 meeting.</p> <ul style="list-style-type: none"> <li>- Mandell Berman</li> <li>- Maurice Corson</li> <li>- David Dubin</li> <li>- Irving Greenberg</li> <li>- Lester Pollack</li> <li>- Harriet Rosenthal</li> <li>- Bennett Yanowitz</li> </ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		JW	6/15/89	9/15/89	
2.	Recommend an author for the final report to SF.		JW	7/30/89	10/1/89	
3.	In consultation with SF and JR, plan strategy for meeting with Schorsch.		JW	8/24/89	9/20/89	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 63  
FOR GUIDELINES ON THE COMPLETION  
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR VFL

DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting.  - John Colman  Send summary of interviews to VFL for circulation to senior policy advisors.		HLZ	6/15/89	9/15/89	
2.	Develop a plan for follow up to federation-related meetings at which Commission presentations occur.		HLZ	4/3/89	10/1/89	
3.	Work with C. Schwartz to ensure that Commission reports are on agendas of groups he convenes or reports to.		HLZ	5/7/89	ongoing	
4.	Recommend an author for the final report to SF.		HLZ	7/30/89	10/1/89	
5.	Draft a community/financing paper with staff assistance of MG and VFL.		HLZ	7/30/89	9/30/89	
6.	Call Steve Solender for suggestion of a New York lay person to add to panel on community/finance.		HLZ	7/30/89	9/30/89	
7.	Work with Kraar, Hoffman, Gurvis to plan a presentation for the General Assembly in November.		HLZ	7/30/89	9/30/89	In process
8.	Discuss with Hoffman and Kraar holding meetings with foundation donors regarding their interest in funding Commission implementation.		HLZ	7/30/89	9/15/89	



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SEE MANAGEMENT MANUAL POLICY NO. 8.5  
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OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
9.	Meet with Ken Myers for possible free-lance writing of Commission press releases and advise MLM.		HLZ	8/24/89	10/1/89	
10.	Consider inviting Barbie Weinberg to attend a Commission meeting and advise MLM.		HLZ	8/24/89	10/1/89	
11.	Recommend a staff person to work directly with individuals identified by CAJE and other organizations for input on programmatic options.		HLZ	8/24/89	9/15/89	



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

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Curvis Assignments

ORIGINATOR VFL

DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Make necessary arrangements for a meeting with planners at the next Quarterly.		MG	7/30/89	9/1/89	In process
2.	Coordinate development of a PR plan through 1990.		MG	7/5/89	ongoing	
3.	Contact Carmi Schwartz to discuss how Commission should be featured at GA.		MG	7/5/89	8/24/89	In process
4.	Talk with David Ariel about arrangements for Sara Lee or Ariel to report on the Commission at the next AIHLJE meeting.		MG	8/24/89	9/20/89	
5.	Distribute summary of CAJE meeting to senior policy advisors.		MG	8/24/89	9/1/89	





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SEE MANAGEMENT MANUAL POLICY NO. 8.3  
FOR GUIDELINES ON THE COMPLETION  
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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☐ ACTIVE PROJECTS  
☐ RAW MATERIAL  
☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Levi Assignments

ORIGINATOR

VFL

DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Follow procedure for scheduling Commission meetings for 2/14/90 and 6/13/90.		VFL	5/7/89	9/30/89	
2.	See that Lionel Schipper is assigned an interviewer.		VFL	8/24/89	9/30/89	
3.	Circulate Twersky letter to senior policy advisors.		VFL	8/24/89	9/15/89	
4.	Work with MLM to develop a list of commissioners whom MLM should call before each Commission meeting to urge their attendance.		VFL	8/24/89	9/30/89	
5.	Circulate a proposal from Aryeh Davidson on a training research paper to senior policy advisors.		VFL	8/24/89	9/1/89	

9/8/89

Commission on Jewish Education in North America  
Interview Checklist  
Follow-up to Commission Meeting of 6/14/89

46 COM

Commissioner	Assigned to	Scheduled	Interviewed	Report In
Mona Ackerman	SF			
Ronald Appleby	SHH			
David Arnow	AH	X	X	X
Mandell Berman	JW			
Jack Bieler	JR			
Charles Bronfman	SF	X	X	
John Colman	HLZ	X	X	
Maurice Corson	JW			
Lester Crown	SF			
David Dubin	JW			
Stuart Eizenstat	AR			
Joshua Elkin	JR			
Eli Evans	AR			
Irwin Field	JR			
Max Fisher	MLM			
Alfred Gottschalk	SF			
Arthur Green	JR			
Irving Greenberg	JW			
Joseph Gruss	MLM			
Robert Hiller	SHH			
David Hirschhorn	SF	X	X	
Carol Ingall	JR			
Ludwig Jesselson	MLM			
Henry Koschitzky	JR			



9/8/89

Commission on Jewish Education in North America  
Interview Checklist  
Follow-up to Commission Meeting of 6/14/89

Commissioner	Assigned to	Scheduled	Interviewed	Report In
Mark Lainer	JR			
Norman Lamm	AH	X	X	
Sara Lee	SF			
Seymour Martin Lipset	SF			
Haskel Lookstein	JR			
Robert Loup	AH			
Morton Mandel	AH			
Matthew Maryles	AH			
Florence Melton	AH			
Donald Mintz	AR			
Lester Pollack	JW			
Charles Ratner	SF	X	X	
Esther Leah Ritz	AH			
Harriet Rosenthal	JW			
Alvin Schiff	JR			
Ismar Schorsch	AH	X	X	X
Harold Schulweis	JR			
Lionel Schipper	??			
Daniel Shapiro	AR			
Peggy Tishman	AH			
Isadore Twersky	SF	X	X	
Bennett Yanowitz	JW			
Isaiah Zeldin	JR			

FAX SENT :  
DATE: 10/9/89

317c

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

FACSIMILE TRANSMISSION

TO: Ms. Esther Leah Ritz  
FROM: Annette Hochstein  
FAX NUMBER: 001-414-291-0207

DATE: September 10, 1989  
NO. PAGES: 1

Dear Esther Leah,

This is a brief note to confirm that I will be coming to New York on the 18th of October. Unless you decide otherwise, I will be meeting you at 2:00 P.M. on the roof of the Grace Building in the "Sukkah-in-the-Sky."

I very much look forward to that meeting, as there are a number of significant items on which we need your advice. They pertain to the North American Commission on Jewish Education, to the December meetings of the Institute in Jerusalem, and to developments with the personnel project of the Jewish Education Committee.

It being already the month of Elul, it is not too early to begin sending you my very best wishes for a fruitful, healthy, happy, active, rewarding New Year. Looking forward to our meeting,

Shana Tova

Annette

FAX SENT

DATE:

4/9/89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

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ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: September 4, 1989

FROM: Debbie Meline

NO. PAGES: 1

FAX NUMBER: 001-216-361-9962

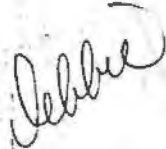
Dear Ginny,

I hope you managed to enjoy some vacation time this summer. I am easing back into work after a long and relaxing break, so today I have only a simple request:

Could you please send a copy of the outline of the final report and the research design to Dr. Barry Holtz? His address is:

Melton Research Center, JTS  
3080 Broadway  
New York, NY 10027

Thanks!



P.S. Annette thanks you for the financial information. It clarified matters.

Nativ Policy and Planning Consultants  
Jerusalem, Israel

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ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

Ginny Levi

September 3, 1989

TO: Seymour Fox and Annette Hochstein

DATE:

FROM: 001-216-361-9962

NO. PAGES: 2

FAX NUMBER:

Dear Ginny,

We have a few comments and some suggested corrections for the minutes of the Senior Policy Advisors meeting of August 24th. Below are our suggestions.

Page 3 - 3.b. "Write report including recommendations"

Page 4 - d.ii. "Establish criteria for selecting Community Action Sites (e.g. determine scope of sites) and develop a process for the selection of sites."

Page 4 - e.iii. "Together with partners (JWB, JESNA, CJF), develop relationship with interested organizations"

Page 4/5 - 4.a. "Its primary function will be to serve as a catalyst for bringing about the implementation of the Commission's recommendations and decisions."

Page 5 - last paragraph of a. (instead of "While the ....")  
"The issue of some continuation mechanism for the Commission was discussed. While the Commission, as currently constituted, should have no direct responsibilities following the conclusion of its work, we might wish to consider some forum - such as an annual meeting at which IJE staff would provide commissioners with progress reports on implementation."

Page 5/6 - b.

"The Community Action Sites are viewed as a means for developing responses to the issues/problems of personnel and community. Implementation of personnel and community in the Community Action Sites will involve programmatic options, because personnel is always personnel for specific educational programs.

It was suggested that we might wish to wait with the selection of Community Action Sites until the IJE is in place. Criteria might begin to be developed."

Page 6 - c.

". . . . This involves possibly collapsing the options into a smaller number and elaborating on the initial options papers. The elaboration might include a list of major agenda items for each option, though specific action will not be recommended."

Page 8 - A.1.

"Prof. Israel Scheffler has agreed to draft a paper on the relationship between Jewish education and Jewish continuity. The paper will be in an interview format with SF conducting the interview."

Page 8 - A.2.

"... : North America and may suggest that someone such as Susan Shevitz . . . ."

Page 9 - 6. 2nd paragraph

Steve Huberman may be able to provide data on teachers from the survey conducted in Los Angeles. JESNA may be able to provide similar data from surveys in Miami and Philadelphia which Aron should feel free to use.

HLL

TO: Morton L. Mandel FROM: Henry L. Zucker DATE: 7/27/89  
NAME NAME  
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_  
SUBJECT:

In preparation for the Senior Policy Advisors meeting on July 30, I have reread your April 13th memo to Seymour Fox on the subject of possible outcomes of the Commission. I believe that all the points you raised in the memo will be covered in Seymour's presentation of what should be in the final report with the possible exception of Outcome #6 and Outcome #7 on programmatic options and research, publications, etc. Outcomes 6 and 7 will be addressed during the Commission's life span and also in our post-Commission plans. It is not clear, at this point, how much of this work can and should be achieved during the life of the Commission, and how much of it the Commission should list for post-Commission follow up.



budget/6mn-w

TO: Prof. Fox  
FROM: Debbie  
DATE: July 25, 1989  
RE: Research Budget

I compared the budget you and Annette prepared with the list of papers to be commissioned in Annette's research design and found that the following papers were not figured into the budget:

1. The relationship of Jewish education to Jewish continuity
2. The finances of Jewish education  
(This is listed on the budget sheet but no amount is assigned to it.)
3. The personnel shortage  
(Is this included in the data gathering and analysis on the state of the field - part of Isa's total assignment?)
4. My question: What about the author/editor of the final report? If it is going to be someone from outside the Commission staff, won't he have to be paid? And what about the person who is asked to edit the revised option papers?

There are several papers listed as background papers (appendix of final report) that are not included in the budget, but they are the ones written/to be written by Commission staff:

The synagogue as a context for Jewish education  
Best Practice and Vision  
Community Action Site/IJE  
Zucker's paper  
Joel Fox's paper





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## REQUEST FOR TELEX/MAILGRAM/FAX

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SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

9-22-89

☐ TELEX NO. \_\_\_\_\_☐ MAILGRAM \_\_\_\_\_☒ FAX NO. 011-972-2-69951NO. OF PGS. 13  
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME S. Fox & A. HochsteinCOMPANY NATIV POLICY

STREET ADDRESS \_\_\_\_\_

CITY, STATE, ZIP Jerusalem, Israel

PHONE NUMBER \_\_\_\_\_

FROM:

NAME V. LeviCOMPANY Premier

DEPARTMENT \_\_\_\_\_

COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

This might be useful for our 9:00 a.m.  
telephone conversation. These are MLM's  
suggestions.

*[Signature]*



Draft Draft Draft

## From Decisions to Implementation:

### A Plan for Action

#### I. Introduction

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

The proposed action plan includes the following elements:

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

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

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447000  
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## II. Towards an Action Plan

### A. Background

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

*IS AN EFFORT TO* ~~Guided by these decisions, the staff began to work on a plan for action.~~ The proposed plan reflects the Commission's goal of effecting across-the-board change. It also ~~includes~~ <sup>includes</sup> the ~~provision~~ <sup>provision</sup> of offering concrete recommendations for implementation, initiating change simultaneously on a number of fronts, and ~~providing~~ <sup>providing</sup> a feasible way to begin.

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

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<sup>CONC</sup>  
The work of the Commission will result in two major products:

1. A final report, including an agenda for Jewish education ~~with recommendations~~, <sup>and</sup>
2. A ~~series~~ <sup>plan</sup> of implementation, including a detailed action plan.

Recommendations on the community, personnel and programmatic options are beginning to emerge. They are being developed on the basis of consultations with commissioners and other experts, as well as ~~on the~~ current research. A draft of the findings and recommendations is being prepared and will be offered for consideration at a later meeting of the Commission.

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

## B. The Action Plan

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

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

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

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

<sup>INCLUDES</sup>  
This Commission has recruited a group of outstanding leaders <sup>WHO HAVE</sup> ~~who were not previously involved in this area~~ to deal with Jewish education. <sup>1?</sup>  
These leaders provided leadership and wisdom for the Commission's work, lent status and credibility to its decisions, and increased the potential to mobilize the necessary financial resources for implementing the program. In some communities, local commissions for Jewish education/Jewish continuity have in-

Draft Draft Draft

volved top leadership in their efforts, demonstrating that the task is feasible. Many more leaders will have to be recruited to meet the challenge. In addition, Community Action Sites will require the recruitment of outstanding leaders if they are to be successful. ~~Commissioners will be asked to help recruit community leaders for work in Jewish education.~~

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

*This is significant*  
~~Commission members appear to agree~~ that we have not yet developed community structures adequate to effect the necessary improvements in Jewish education. On the local level, these structures include congregations, JCCs, ~~and other Jewish community organizations~~ <sup>and Jewish community federations, bureaus of Jewish education and major Jewish response organizations</sup>. On the national level, these structures include CJF, JWB, JESNA, the denominational and congregational bodies, training institutions and associations of educators who are engaged in formal and informal Jewish education. Existing and ~~possible new~~ <sup>new</sup> structures need the support ~~that will~~ <sup>that will</sup> allow them to rise to their full stature and work towards major improvements in Jewish education.

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

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

However, communal mobilization takes time and ~~resources~~ <sup>resources</sup>. The implementation of Community Action Sites, the expansion of training opportunities, the development of research capability, the attention to programmatic areas all require the investment of significant funds. Here the public/private partnership of this commission ~~will~~ <sup>may</sup> yield results. While steps are being taken by the community to prepare itself and to build consensus, private foundations may ~~take the~~ <sup>take the</sup> leadership in providing resources and serve as catalysts to launch the process of change.

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

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

a. *Recruitment*

We will want to <sup>learn</sup> discover what is required to attract the appropriate candidates to enter the field of Jewish education. We will need to identify the conditions under which talented people could be attracted to the field (e.g. financial incentives during training, adequate salaries and benefits, possibilities of advancement and growth, empowerment, etc.)

b. *Training*

The centers of training will have to be developed. It is already clear that there is a serious shortage of faculty for the education of educators for both formal and informal Jewish education. Financial assistance will ~~have to be provided~~ <sup>be needed</sup> for the expansion and improvement of existing training programs. It may be necessary to develop new and specialized training programs (e.g. for early childhood, for informal education, for special education). The Community Action Sites will require on-the-job training for the educators who will be working in the many programs included in the demonstration projects.

c. *Building the Profession*

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

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

d. *Retention*

We will want to learn what the turnover rate is in the various areas of Jewish education. A strategy to retain the most talented and dedicated educators must

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WHAT IS DISCUSSING AS

be developed. We will have to discover how to handle burn-out, particularly for experienced and creative administrators.

3. Establishing and developing Community Action Sites.

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

b. Demonstration in ~~the~~ Community Action Sites of what Jewish education can be, may serve a number of purposes. Promising ideas and programs that already exist -- "best practices" -- could be brought together in one site, adequately funded, integrated and implemented in a complementary way. Thus, their impact would be significantly greater than when their application is fragmented. New programs could be developed, tested, assessed and modified ~~on the local level~~ on the local level, -- where education takes place -- for all to see, learn from and replicate.

4. Implementing continental/international strategies, in areas such as the development of training opportunities or recruitment programs, to meet the shortage of qualified personnel.

In addition to efforts that will be undertaken in Community Action Sites, a <sup>continental</sup> ~~national~~ support system for Jewish education must be developed.

\* Training opportunities do not meet the need of Jewish education in North America. Though some training can be done locally, most ~~will~~ <sup>may</sup> have to be done in major centers ~~both~~ in North America and ~~in~~ Israel.

\* Salaries and benefits are a <sup>challenge</sup> ~~problem~~ throughout North America. Improvements may be undertaken locally but answers to the financial and organizational issues involved ~~may~~ require continental policies.

\* Candidates for the profession will need to be

*in a continental dimension*  
recruited ~~from beyond any given community~~. New pools of candidates will have to be identified. A continental plan for recruitment needs to be prepared and undertaken.

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

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

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

The Commission's *seek* report will ~~serve~~ to offer a vision and a broad agenda for Jewish education, ~~for the future~~.

The agenda will include an approach for dealing with the programmatic options. For each option, a general overview will be provided, problems and opportunities will be identified, steps to be taken and what appears feasible



will be pointed out. Based on these assessments, an institution, a foundation ~~or a philanthropic~~ may decide to pursue detailed consideration of the option. (We may include an illustration. E.g. Early Childhood)

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

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

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

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

The action plan, the implementation of the recommendations of the Commission, will require that some

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

Some of the functions of the mechanism could include:

- a. To help initiate and facilitate the establishment of several Community Action sites. This may involve developing criteria for their selection; assisting communities as they develop their site; lending assistance in planning; helping to recruit personnel; ensuring monitoring, evaluation and feedback; and assisting in the diffusion of innovation;
- b. ~~Continued~~ To serve as a broker between expertise at the national level and local expertise and initiative.
- c. To encourage foundations and philanthropists to support innovation and experimentation in the Community Action sites.

- d. To facilitate implementation of the continental/international elements. This may mean encouraging institutions that will plan and carry out the development efforts. For example if an existing training institution undertakes expansion and development of its training program, the mechanism may help secure funding and land planning assistance as required.
- e. To offer assistance as required for the planning and development of programmatic options.
- f. To gather the data and undertake the analysis necessary for implementation; to help develop the research capacity in North America.
- g. To prepare annual progress reports for public discussion of the central issues on the agenda of Jewish education.

\* \* \* \*

Some Commissioners have expressed the opinion that the process launched by this Commission should not end with the publication of its report in the spring of 1990. Various formats have been suggested for the continued involvement of the Commission <sup>ITSELF</sup> with the implementation of its recommendations. A suggestion was made that the Commission should convene once a year, to discuss progress and implementation. Alternatively, all or some

commissioners could remain involved in specific aspects of implementation. This might include a process, led by commissioners, to ensure monitoring and accountability, or <sup>even</sup> active involvement of a group of commissioners in the implementation process, ~~possibly as a board of the mechanism for~~  
~~implementation.~~



SEP 22 '89 15:02

PREMIER CORP. ADMIN.

PAGE 01

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

72343 (REV. 2/88) PRINTED IN U.S.A.

☐ TELEX NO.☐ MAILGRAM☒ FAX NO.

NO. OF PGS

(INCL. COVER SHEET)

☐ URGENT - Time sensitive - must go at once☒ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME A. Hochstein, S. FoxCOMPANY NATIV Pokim

STREET ADDRESS

CITY, STATE, ZIP Jerusalem, Israel

PHONE NUMBER

FROM:

NAME V. LeviCOMPANY Premier

DEPARTMENT

COST CENTER 0902163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2168918327

TIME SENT:

MESSAGE:

A+S - Here are our recommended revisions.  
I've included pp. 2-4 of MLM comments which  
I've gone over in black (he used a pencil), + to  
which I've added a few suggestions of HLZ  
+ me. Please accept or reject our suggestions  
as seems most appropriate to you.

NOE 62e

Jimmy

Draft Draft Draft

## From Decisions to Implementation:

### A Plan for Action

#### I. Introduction

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

The proposed action plan includes the following elements:

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

The plan that is emerging is based on ideas suggested by the commissioners and on

SEP 20 '89 17:15 NATIV CONSULTANTS

972 2 697331

## II. Towards an Action Plan

### A. Background

The content of the proposed plan has been shaped by <sup>discussions of</sup> ~~the decisions~~ the Commission ~~has made~~ to date. When the Commission began its work, a complex set of problems and areas of need were identified and subsequently translated into options. The commissioners determined that the initial focus would be on the enabling options: dealing with the shortage of personnel for Jewish education, and dealing with the community — its leadership, structures and finance. At the same time, commissioners urged that programmatic options be dealt with. A principle that has guided the Commission is that its recommendations must be implemented. This lead to the <sup>clear need for</sup> ~~adoption of the notion of~~ demonstration and ~~the endorsement of the concept of the~~ Community Action Site. <sup>Concept</sup>

<sup>here was also</sup> This decision was accompanied by the realization that some problems could only be <sup>by a combination of local and</sup> ~~partially resolved on a local level~~ and require <sup>and</sup> ~~continental and international efforts~~ additional efforts <sup>also</sup> on the continental and international levels. The commissioners recognized that a single approach — establishing Community Action Sites — would not address the complexity of ~~the~~ problems and therefore <sup>multiple strategies were required.</sup>

<sup>S AN EFFORT TO</sup> ~~Guided by these decisions, the staff began to work on a plan for action.~~ The proposed plan reflects the Commission's goal of effecting across-the-board change. It also ~~addresses~~ <sup>the practical need of</sup> offering concrete recommendations for implementation, initiating change simultaneously on a number of fronts, and ~~providing~~ <sup>also</sup> a feasible way to begin.

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

Draft

Draft

Draft

<sup>COULD</sup>  
The work of the Commission ~~will~~ result in two major products:

1. A final report, including an agenda for Jewish education ~~for the community~~, and
2. A <sup>METHOD</sup> ~~process~~ of implementation, including a detailed action plan.

Recommendations on the community, personnel and programmatic options are beginning to emerge. They are being developed on ~~the basis of~~ <sup>the basis of</sup> consultations with commissioners and other experts, as well as ~~on the~~ current research. A draft of the findings and recommendations is being prepared and will be offered for consideration at a later meeting of the Commission.

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

## B. The Action Plan

<sup>proposed</sup>  
The plan includes elements for action and a strategy for their implementation. They are briefly described below:

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

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

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

<sup>INCLUDES</sup>  
This Commission ~~has convened~~ <sup>includes</sup> a group of outstanding leaders ~~who have~~ <sup>WHO HAVE</sup> ~~who were not previously involved in this area to deal with Jewish education. This~~  
~~has~~ provided leadership and wisdom for the Commission's work, lent status and credibility to its decisions, and increased the potential to mobilize the necessary financial resources for implementing the program. In some communities, local commissions for Jewish education/Jewish continuity have in-



Draft

Draft

Draft

volved top leadership in their efforts, demonstrating that the task is feasible. Many more leaders will have to be recruited to meet the challenge. In addition, Community Action Sites will require the recruitment of outstanding leaders if they are to be successful. ~~Commissioners will be asked to help recruit community leaders for work to build consensus.~~

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

*There is consensus*  
~~Commission members agree~~ <sup>CONSENSUS</sup> that we have not yet developed community structures adequate to effect the necessary improvements in Jewish education. On the local level, these structures include congregations, JCCs, camps, schools and agencies under communal sponsorship, Jewish community federations, ~~bureaus of Jewish education, and major Jewish sponsored~~ <sup>and</sup> ~~other~~. On the national level, these structures include CJF, JWB, JESNA, the denominational and congregational bodies, training institutions and associations of educators who are engaged in formal and informal Jewish education. Existing ~~and possible~~ <sup>as any new ones will</sup> structures need ~~the~~ support ~~that will~~ allow them to rise to their full stature and work towards major improvements in Jewish education.

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

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

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

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

Draft

Draft

Draft

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

*a. Recruitment*

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

*b. Training*

The centers of training will have to be developed. It is already clear that there is a serious shortage of faculty for the education of educators for both formal and informal Jewish education. Financial assistance will have to be provided for the expansion and improvement of existing training programs. It may be necessary to develop new training programs (e.g. for early childhood, for informal education, for special education). The Community Action Sites will require on-the-job training for the educators who will be working in the many programs included in the demonstration projects.

*c. Building the Profession*

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

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

*d. Retention*

We will want to learn what the turnover rate is in the various areas of Jewish education. A strategy to retain the most talented and dedicated educators must

Draft Draft Draft

be developed. We will have to discover how to handle burn-out, particularly for experienced and creative administrators.

3. Establishing and developing Community Action Sites. <sup>in ?</sup>

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

b. Demonstration in the Community Action Sites of what Jewish education can be, may serve a number of purposes. Promising ideas and programs that already exist -- "best practices" -- could be brought together in one site, complementary way. Thus, their impact would be significantly greater than when their application is fragmented. New programs could be developed, tested, assessed and modified in practice, on the local level, -- where education takes place -- for all to see, learn from and replicate.

4. Implementing continental/international strategies, in areas such as the development of training opportunities or recruitment programs, to meet the shortage of qualified personnel.

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

\* Training opportunities do not meet the need of Jewish education in North America. Though some training can be done locally, ~~most~~ <sup>much</sup> will have to be done in major centers, both in North America and in Israel.

\* Salaries and benefits are a problem throughout North America. Improvements may be undertaken locally but answers to the financial and organizational issues involved will require continental policies.

\* Candidates for the profession will need to be

recruited from beyond any given community. New pools of candidates will have to be identified. A continental plan for recruitment needs to be prepared and undertaken.

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

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

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

The Commission's report will strive to offer a vision and a broad agenda for Jewish education for the next decade. The agenda will include an approach for dealing with the programmatic options. For each option, a general overview will be provided, problems and opportunities will be identified, steps to be taken and what appears feasible

will be pointed out. Based on these assessments, an institution, a foundation or a philanthropist may decide to pursue detailed consideration of the option. (We may include an illustration. E.g. Early Childhood)

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

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

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

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

The action plan, the implementation of the recommendations of the Commission, will require that some

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

Some of the functions of the mechanism could include:

- a. To help initiate and facilitate the establishment of several Community Action Sites. This may involve developing criteria for their selection; assisting communities as they develop their site; lending assistance in planning; helping to recruit personnel; ensuring monitoring, evaluation and feedback; and assisting in the diffusion of innovation;
- b. To serve as a broker between expertise at the national level and local expertise and initiative.
- c. To encourage foundations and philanthropists to support innovation and experimentation in the Community Action Sites.

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- f. To gather the data and undertake the analysis necessary for implementation; to help develop the research capacity in North America.
- g. To prepare annual progress reports for public discussion of the central issues on the agenda of Jewish education.

\* \* \* \*

Some Commissioners have expressed the opinion that the process launched by this Commission should not end with the publication of its report in the spring of 1990. Various formats have been suggested for the continued involvement of the Commission with the implementation of its recommendations. A suggestion was made that the Commission should convene once a year, to discuss progress and implementation. Alternatively, all or some



DRAFT

commissioners could remain involved in specific aspects of implementation. This might include a process, led by commissioners, to ensure monitoring and accountability, or active involvement of a group of commissioners in the implementation process -- possibly as a board of the mechanism for implementation.

HLZ suggests some mention of a small group of commissioners to assess the progress of the IJE and to be the catalyst to see that "best practices" spread.



FAX SENT

DATE:

21/9/89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Virginia Levi

FROM: AH & SF

FAX NUMBER:

DATE:

21/9/89

NO. PAGES:

9

Dear Ginny,

This is a second version. We would appreciate it if MCM and HCLZ could receive it today.

~~We~~ call tomorrow - Friday - as you suggested.

Best Regards

Sy Amel

 PREMIER INDUSTRIAL CORPORATION  
**REQUEST FOR TELEX/MAILGRAM/FAX**  
72343 (REV. 2/88) PRINTED IN U.S.A.

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO: S. FOX & A. HOCHSTEIN  
NAME NATIV POLICY  
COMPANY Jerusalem, Israel  
STREET ADDRESS Jerusalem, Israel  
CITY, STATE, ZIP Jerusalem, Israel  
PHONE NUMBER

## SPECIFY HOW TO SEND MESSAGE

☐ TELEX NO. \_\_\_\_\_  
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☐ FAX NO. 011-972-2-6998  
NO. OF PGS. 1  
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## DATE REQUESTED

9-20-89

☒ URGENT - Time sensitive must be at end  
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FROM: V. LEVI  
NAME PREMIER  
COMPANY 090  
DEPARTMENT 2163619962  
COST CENTER

TELEX NO.: 6873015 PREMI UW

FAX NO.: ~~2163619962~~

TIME SENT:

## MESSAGE:

Seymour & Annette - We've received your fax.  
HLZ will be out tomorrow. Can you call  
us at 9 a.m. Cleveland time on Friday, 9/22?  
We'll expect your call unless we hear otherwise.

Thanks, Ginny

\*\* TOTAL PAGE.01 \*\*

# COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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

September 19, 1989

## Commissioners

Morton L. Mandel  
Chairman  
Mona Riklis Ackerman  
Ronald Appleby  
David Arnow  
Mandell L. Berman  
Jack Bieler  
Charles R. Bronfman  
John C. Colman  
Maurice S. Corson  
Lester Crown  
David Dublin  
Stuart E. Eizenstat  
Joshua Elkin  
Eli N. Evans  
Irwin S. Field  
Max M. Fisher  
Alfred Gottschalk  
Arthur Green  
Irving Greenberg  
Joseph S. Gruss  
Robert I. Hiller  
David Hirschhorn  
Carol K. Ingall  
Ludwig Jesselson  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Sara S. Lee  
Seymour Martin Lipset  
Haskel Lookstein  
Robert E. Loup  
Matthew J. Maryles  
Florence Melton  
Donald R. Mintz  
Lester Pollack  
Charles Rarner  
Esther Leah Ritz  
Harriet L. Rosenthal  
Alvin I. Schiff  
Israel H. Schipper  
Ismar Schorsch  
Harold M. Schulweis  
Daniel S. Shapiro  
Margaret W. Tishman  
Isadore Twersky  
Bennett Yanowitz  
Isaiah Zeldin

## In Formation Senior Policy Advisors

David S. Ariel  
Seymour Fox  
Annette Hochstein  
Stephen H. Hoffman  
Arthur J. Naparstek  
Arthur Rotman  
Carmi Schwartz  
Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

## Director

Arthur J. Naparstek

## Staff

Michael E. Lee

354C  
Professor Seymour Fox  
The Jerusalem Fellows  
22A Hatzfira Street  
Jerusalem, Israel 93152

Dear Seymour:

The next meeting of the Commission on Jewish Education in North America is scheduled to take place on Monday, October 23, 1989 at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York City from 10 a.m. to 4 p.m.

This will confirm plans to hold a planning meeting at 7:30 p.m. on Sunday, October 22 at the Harmonie Club, 4 East 60th Street, New York City and a debriefing session on Tuesday, October 24 from 8:30 a.m. to 12:00 noon at JWB, 15 East 26th Street, New York City. Please mark your calendar and confirm your plans to attend these meetings by returning the enclosed postage paid reply card by October 6, 1989.

I look forward to seeing you in October.

Sincerely,

*Shank*  
Henry L. Zucker

*Shana Tova*

Enclosure

# COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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

September 19, 1989

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Lester Crown  
David Dubin  
Stuart E. Eisenstat  
Joshua Elkin  
Eli N. Evans  
Irwin S. Field  
Max M. Fisher  
Alfred Gotschalk  
Arthur Green  
Irving Greenberg  
Joseph S. Gross  
Robert I. Hiller  
David Hirschhorn  
Carol K. Ingall  
Ludwig Jesselson  
Henry Koschirsky  
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Norman Lamm  
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Lionel H. Schipper  
Imar Schorsch  
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Daniel S. Shapiro  
Margaret W. Tishman  
Isadore Twersky  
Bennett Yanowitz  
Isiah Zeldin

## In Formation

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Herbert D. Stein  
Jonathan Woocher  
Henry L. Zucker

## Director

Arthur J. Naparstek

## Staff

Virginia E. Levi  
Joseph Reimer

Mrs. Annette Hochstein  
Nativ Policy & Planning Consultants  
P. O. Box 4497  
Jerusalem, Israel 91044

Dear Annette:

The next meeting of the Commission on Jewish Education in North America is scheduled to take place on Monday, October 23, 1989 at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York City from 10 a.m. to 4 p.m.

This will confirm plans to hold a planning meeting at 7:30 p.m. on Sunday, October 22 at the Harmonie Club, 4 East 60th Street, New York City and a debriefing session on Tuesday, October 24 from 8:30 a.m. to 12:00 noon at JWB, 15 East 26th Street, New York City. Please mark your calendar and confirm your plans to attend these meetings by returning the enclosed postage paid reply card by October 6, 1989.

I look forward to seeing you in October.

Sincerely,

*Hank*

Henry L. Zucker

*Happy New Year!*

Enclosure

HANK ZUCKER

18/9/89

1. WRITER OF FINAL REPORT

2. MEMO ON BRONFMAN

→ WAS SENT

3. DICTATION OF COMMISSIONERS

4. ~~TELL MORT THAT DULZIN DIED~~

5. FIND OUT ABOUT FUNDING AND THE ~~REPORT~~ PROGRESS REPORT

= WAS  
TWERSKY  
LETTER  
SEN7  
17510

6. CALIFORNIA:

- a. invite Barbie to meeting of 23rd to report
- b. ~~combined~~ project - they are ready to fund
- c. George Kaplan ready to fly to see MLM and SF in New York or Cleveland
- d. Los Angeles data analysis
- e. S.F. to Los Angeles
- f. combined project with L.A. (HOLD)

7. SENT FAX TO ART ROTMAN

8. MISSING LINK IN FUNDING IN THE CONCEPT OF SET-ASIDE. THERE IS A DIFFERENCE BETWEEN A FOUNDATION LIKE BRONFMANS (WHERE HE IS COMMITTED TO ISRAEL EXPERIENCE) AND HIRSCHHORN.

9. CALL CROWN — APPOINTMENT

10. HOW WILL FUNDING BE ANNOUNCED - IS IT WHAT HE SAID IN LETTER TO TWERSKY?

11. LIPSET

12. BRONFMAN AND BOB LOUP AS INFELD REPORTED

13. Reimer memo: positive response to us Re-  
OPTION PAPERS

- SHOULD NOT GO TO L.A. BOTH SUBSTANTIVELY AND TIME-  
WISE

14. SENDING DRAFT ~~ON WEDNESDAY~~  
OF REPORT

15. CAN

GINNY LEVI AGENDA

1. HOW MUCH MONEY PUT IN
2. ATTENDANCE AT NEXT MEETING OF COMMISSION, PARTICULARLY CROWN
3. MY SCHEDULE IN U.S.
4. CHECK ASSIGNMENT LIST - DIDN'T MENTION"

a. Gurvis and research

b. progress report - SF and Annette

GURVIS

1. HIS MEMO

ISA'S BUDGET

2. WHO SHOULD ARNIE ZAR-KESSLER CONTACT IN CLEVELAND?

3. HUBERMAN

✓ - I - E - D - I - D - E - H - A - R ?

FAX 05/1  
DATE: 15/9/88

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: MORT MANDEL

DATE: SEPT. 15, 1988

FROM: SEYMOUR FOX

NO. PAGES: 1

FAX NUMBER:

DEAR MORT,

I IMAGINE YOU HEARD. LEON  
DULZIN PASSED AWAY.

THE FUNERAL WAS TODAY.

I REMEMBERED THE MANY

THINGS WE DID ~~TOGETHER~~ <sup>TOGETHER</sup>

AT THE JOINT PROGRAM,

& THE J.I.C. IT IS

SAD THAT ~~THIS~~ <sup>HIS</sup> LAST

YEARS WERE NOT  
WHAT THEY SHOULD HAVE  
BEEN. BEST REGARDS



7/9/89

339C

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

## FACSIMILE TRANSMISSION

TO: Ginny Levi  
FROM: Debbie Meline

DATE: September 13, 1989

NO. PAGES: 1

FAX NUMBER: 001-216-361-9962

Dear Ginny,

As Annette begins to prepare the presentation for the fourth meeting of the Commission, two questions arise:

1. What is the possibility of having a slide projector (of high quality) and screen available at the meeting? Annette is considering the possibility of using slides instead of transparencies.
2. What is the size of the room where the meeting will take place (i.e. the farthest distance between the screen/wall and the person sitting in the back)?

Regards,  
Debbie

SEP 13 '88 10:29

PREMIER CORP. ADMIN.



PREMIER INDUSTRIAL CORPORATION

## REQUEST FOR TELEX/MAILGRAM/FAX

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9/13/89

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 922 2699951NO. OF PGS. 3  
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

## TO:

NAME SEYMOUR Fox

COMPANY NATIV

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

## FROM:

NAME VIRGINIA LEVI

COMPANY PREMIER

DEPARTMENT

COST CENTER 090

2163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163619962

TIME SENT:

## MESSAGE:

Seymour - HLZ drafted + MLM reviewed the attached letter. Please review + suggest any changes. We'd like to mail it no later than Mon.

Thanks.

Living

AMERICAN JEWISH  
ARCHIVES

9/13/89 DRAFT

344C  
September 18, 1989

Dr. Isadore Twersky  
Harvard University  
Center for Jewish Studies  
6 Divinity Avenue  
Cambridge, MA 02138

Dear Isadore:

I want to comment on your very thoughtful letter of August 9th. Here are some reactions to your letter.

1. I like your suggestion that we arrange for a small group (five or six commissioners) to meet with a small group of Israelis for a day or two of intensive discussion regarding Jewish education in Israel. I'll introduce this idea at the appropriate time.
2. I agree with your thought that "we need to attach primacy to action over contemplation." We said from the beginning that ours will be a proactive Commission, not one which simply issues a fine report and then lets it go to sleep. We do indeed expect to be proactive, and will be surfacing ideas that make this very clear.
3. Finally, I want to react to your suggestion that we talk about the money needed to implement the good ideas which we expect to develop. We have begun to address this question, and there will be a beginning report on this subject at our October 23rd meeting. My current thinking is this. There will need to be a substantial sum of money committed by family foundations to enable us to get a quick start on the ideas which are developed by the Commission. The foundations will need to be counted on for at least the next five years. I have a dollar amount in mind, but it is premature to discuss it.

Page 2

The long-term financial solution needs to be a responsibility of the total Jewish community. This need will focus on federations. They will have to be convinced that Jewish education is the high priority in the community budget. A number of federations are already beginning to reflect this priority in their allocations. A nucleus of federations is already moving in the right direction, and hopefully will be examples to be emulated by others. A lot of work remains to bring federations up to an adequate level of funding. Fortunately, federations have a new pocketbook in the form of endowment funds which have grown rapidly in the last ten years, and which continue to grow rapidly.

I want to tell you once again how much I appreciate your investing your very valuable time in the work of the Commission, and I hope that it will prove to be a source of satisfaction to you.

Warm regards,

Sincerely,

Morton L. Mandel

352C

MEMO TO: Seymour Fox, Annette Hochstein, Virginia Levi,  
Morton L. Mandel, Joseph Reimer, Henry L. Zucker

FROM: Mark Gurvis *MG*

DATE: September 13, 1989

SUBJECT: Synopsis of Meeting with planners

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The following is a review of the issues raised in discussion with federation planners at the CJF Quarterly. ~~In attendance at the meeting were Peter~~ Friedman-Chicago; Joel Fox-Cleveland; Steve Gelfand-Atlanta; Steve Huberman-Los Angeles; Bob Hyfler-Washington, D.C.; Allan Reitzes-Toronto; Nancy Rosenfeld-Montreal; Richard Sipser-Philadelphia; Howard Wasserman-New York; Eileen Wolpert-CJF; Larry Ziffer-Detroit.

I believe the meeting was very effective on several levels. First, it provided a meaningful opportunity to involve a key group of planners in the Commission process. The tone of the meeting was relaxed and comfortable, and I believe we went a long way in dispelling a perception of top-down planning. Second, this select group includes some extremely insightful community planners who have a lot to offer us at this stage. Maintaining ongoing contact with this group during the next year will allow us to focus the best minds among federation planners on our issues.

I've organized the comments and suggestions from the meetings into several broad categories.

#### COMMUNITY PROCESS ISSUES

1. Implementation of community action sites should be within a community planning context. The planners would want to see us avoid focusing on individual institutions without regard to how that institution fits within a broader community context, or without looking at validated community needs. They point, as an example, to Wexner's institutional grants, which are offered independently to institutions without looking at the overall community within which that institution fits.
2. A precondition to the Commission's success is that attitude change among top lay leadership is necessary. Relatively few community leaders are where the commissioners are in terms of viewing Jewish education as a top community priority. The Commission is a step in the right direction, but the circle of the converted needs to be spread much further. In particular, the Commission needs to look at ways in which it engages top federation leadership during the next year, prior to the issuance of the

report, in order to build a climate within which the Commission can succeed. The Commission will need to build profiles of individual communities that provide subjective evaluations of a Jewish education system in the community, the financial and political resources available to Jewish education, and where the community is in terms of lending priority to Jewish education.

3. Commission interventions in local community action sites may exacerbate turf issues within communities. Particular tensions to look out for are: 1) those between federations and bureaus in the shifting central role now that federations are increasingly focusing on Jewish education; and 2) conflicts between bureaus and colleges in the area of teacher training.

#### EVALUATION/RESEARCH ISSUES

1. There hasn't been enough evaluation of existing educational services. As a result, we do not know enough about what is currently taking place in Jewish education. A major new investment of dollars could be wasted without a prior investment into research to learn what is currently working or not.
2. Evaluation must focus on both the successes and failures of pilot projects. Not enough is reported in the Jewish education field about what isn't working in Jewish education.
3. Determination of evaluation needs must precede a choice of demonstration sites. Otherwise, we will not make wise choices about where we should test various programs. We need to learn under what conditions certain interventions work. Accordingly, we need to clearly identify what we are looking to learn and establish the necessary evaluation process before any implementation takes place.
4. The research design should also explore what happens to and within national institutions in the Jewish education arena.

#### COMMUNITY ACTION SITES - RELATED ISSUES

1. Planners see a contrast between attempts to overhaul a whole community education system and smaller demonstration projects that focus on single interventions in a particular site. By and large, the planners agree that it is testing of a comprehensive approach which is the new element that the Commission is bringing to the table.
2. Federations need to be the convener for development of local blueprints. This is necessary if we want to avoid partializing solutions.
3. The Commission should avoid a parachute model, where external resources are dropped in for a limited time period. Unless the approach is one in which continuity of effort is foreseen, ultimately the community will end in the same place it started.

4. The planners urge us to consider inter-community or regional sites that build on a synergism between individual communities. The thinking is that we are greater than the sum of our parts, and the comprehensive approach to intervention will be strengthened if communities aren't out there on their own.
5. Planning for community action sites needs to factor for the uniqueness of individual communities. Demonstration should focus on those things that are really replicable from community to community, rather than those which speak only to the unique conditions of a particular community.
6. The Commission should select sites based on its criteria for what it believes needs to be tested. A competitive process of bidding by community should be avoided. The Commission should select the number of sites and the particular communities in which it is interested, and then enter into negotiations with specific communities.

At the close of the discussion I reviewed the remaining process during the year for the Commission. Several planners indicated an interest in their group having a continued opportunity for input into the process. In particular, the question was raised as to whether the planners might have an opportunity to review and comment on a draft of the report prior to its being issued. I reviewed the structure of panels that we are using for various research papers and indicated that it might be possible for selected planners to be included on such a panel, rather than distributing drafts to a broader group. I would limit that opportunity to a handful of planners, and suggest that we talk about this at the next senior policy advisors meeting. The planners I would recommend be included are Joel Fox-Cleveland; Peter Friedman-Chicago; Steve Huberman-Los Angeles; and Richard Sipser-Philadelphia.

A follow-up meeting at the General Assembly with this select group should be planned. We will need to think about what we might be able to share with the group by that point, and how we want to communicate to the larger group of federation planners.

Report 4

353C

MEMO TO: Henry L. Zucker, Seymour Fox  
FROM: Mark Curvis *MC*  
DATE: September 14, 1989  
SUBJECT: Contact with Steve Huberman

-----

I had an opportunity to speak with Steve Huberman at the CJF Quarterly. Seymour did connect with Steve, so he was put at some ease. There are a couple of things for us to think about:

1. Request for MLM to visit Los Angeles - I told Steve that it would be impossible for Mort to get out to the West Coast in the foreseeable future. Steve has talked with Seymour about a possible visit, and that would help. I also mentioned that MLM would extend an invitation to Barbie Weinberg to attend the next Commission meeting, and Steve encouraged us to have MLM call Barbie as soon as possible. However, their motive for inviting MLM stems directly from their efforts to build their Fund for Jewish Education. They need the assistance of MLM, or someone like him to help motivate top Los Angeles leadership to build the fund up. I wonder if it is possible that other Commission members would be willing to serve in that role (Charles Bronfman, Lester Crown, etc.). At some point this will probably be necessary as MLM alone will be limited in the number of communities he can physically reach.
2. Community Action Sites - Steve is very interested in putting Los Angeles forward as a candidate for a community action site. He claims that funding is already in place--a six-figure amount. (I would question how much six figures from Los Angeles will gain in interventions in a community that size and scope.) I told Steve that it is unlikely that the Commission would select specific sites until later in the process, when the report is being issued or even after. They are ready to move now.



FAX SENT

DATE: 11/9/89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

FACSIMILE TRANSMISSION

TO: Ms. G. Levi  
FROM: Annette Hochstein  
FAX NUMBER: 001-216-391-8327

DATE: September 11, 1989  
NO. PAGES: 2

318C

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Dr. Joe Reimer  
Hornstein Program

DATE: September 11, 1989

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 001-617-736-4724

Dear Joe,

I spoke with Seymour on the telephone today about your memo and we are pleased to see that you are covering all the bases. Seymour believes that we need the remaining option papers immediately, so that he and I can proceed with our work on the final report, the IJE, and the community action sites.

Please let us be in touch as soon as possible about how you would like to deal with the options papers.

Best regards,

✓ c.c.: Ginny Levi

FAX SENT

DATE: 11/9/89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

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Best regards,

c.c.: Ginny Levi

Annette

TO: Morton L. Mandel, Chairman, David S. Ariel, Seymour Fox,  
Mark Gurvis, Annette Hochstein, Stephen H. Hoffman, Martin S. Kraar,  
Joseph Reimer, Arthur Rotman, Carmi Schwartz, Herman D. Stein,  
Jonathan Woocher, Henry L. Zucker

FROM: Virginia F. Levi *Levi*

DATE: September 11, 1989

-----

Enclosed are the following items:

1. Minutes of the August 24 Senior Policy Advisors meeting.
2. Assignments as of 8/24. Please note especially those items assigned to you. I will be in touch shortly to follow up.
3. Interview checklist as of 9/8/89. Please let me know the status of your plans to conduct interviews and remember to send me your summaries as soon after the interviews as possible.
4. Barry Shrage letter on Hillel involvement and MLM's response, to be reviewed by members of senior policy advisors.
5. Article from Journal of Jewish Communal Service sent to MLM by Herb Millman.
6. Annette Hochstein's report on her interview with David Arnow.

87141

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

DATE: August 24, 1989

DATE MINUTES ISSUED: September 8, 1989

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

COPY TO: David S. Ariel, Martin S. Kraar, Carmi Schwartz

I. Review of Minutes and Assignments

The minutes and assignments of July 30, 1989, were reviewed. The following additional assignments were generated:

- A. VFL will circulate a recent letter from Twersky to MLM.
- B. VFL will work with MLM to develop a list of commissioners whom MLM as chair should call before each Commission meeting to urge their attendance. (Senior policy advisors are encouraged to notify MLM of any commissioner who might benefit by a personal phone call from MLM.)
- C. MLM is to call Eli Evans and Arthur Green.
- D. Each interviewer's assignment list will include a reminder to send notes of each interview with commissioners to VFL for circulation.
- E. The following commissioner interviews were reassigned: Ronald Maryles--AH, Lionel Schipper--TBD, Daniel Shapiro--AR, Peggy Tishman--AH.

II. The Fourth Commission Meeting

A. Desired Outcomes

Discussion of plans for the October 23 Commission meeting began with it was suggested that we wish to conduct the total Commission process. (1) a clearly defined action plan, (2) a research plan, and (3) a final report with recommendations on community, personnel, and general implementation.

1. Structure

The action plan, which would be spelled out in the final report, might include the following components:

- a. A successor mechanism--the IJE and its design.
- b. The IJE action plan--its agenda.
  1. Implementation of Community Action Sites
  2. National elements (e.g., training)
  3. Assist in implementation of programmatic options
  4. Strengthening the North American support system (e.g., Brandeis)
  5. Monitoring, evaluation, and accounting of IJE progress to its constituents
  6. A research capability

2. Content

The final report would contain recommendations for policy and implementation regarding community, personnel, and a plan for working on the programmatic options.

3. Work to be Done

In order to achieve these desired outcomes, the following tasks need to be completed:

- a. Complete the research program
- b. Write report including recommendations
- c. Have a funding program in place
- d. Develop and operationalize the IJE and Community Action Sites
  - i. Identify IJE director and staff.
  - ii. Establish criteria for selecting Community Action Sites (e.g., determine scope of sites) and develop a process for the selection of sites.

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August 24, 1982

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e. Continue the Commission process

- i. Work with commissioners
- ii. Develop a public relations plan
- iii. Together with partners (JWB, JESNA, CJF) develop a good working relationship with appropriate organizations

4. Discussion

The presentation on desired outcomes was followed by group discussion.

a. IJE

and its own board. Its primary organization with a small staff... a catalyst for bringing about the implementation of the Commission's recommendations and decisions.

It was suggested that we might be wise to identify and involve an IJE director now, so that he could participate in the design process. On the other hand, we were cautioned that it would be important to have a clear set of goals and expectations for the IJE and its staff before seeking a director. This issue was not fully resolved and will be discussed further.

It was suggested that a concept statement be written now to describe the IJE.

While the Commission, as currently constituted, probably should have no direct responsibilities following the conclusion of its work, we might wish to consider some forum, such as an annual meeting at which IJE staff would provide commissioners with progress reports on implementation.

b. Community Action Sites

The Community Actions Sites are viewed as a means for developing responses to the issues/problems of personnel and community. The programmatic options will be approached within the context of personnel and community in the Community Action Sites.

It was suggested that we might wish to wait to select Community Action Sites until the IJE is in place. Criteria might begin to be developed, now.

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August 24, 1989

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c. Programmatic Options

It was suggested that work be undertaken to elaborate on the various programmatic options. This involves completing an initial write up of each option, a possible collapsing of options into a smaller number, and an elaboration on the newly identified programmatic options. This elaboration might include a list of major agenda items for each option, though specific action will not be recommended. This is left for the IJE to undertake in the future.

B. Suggested October 23 Agenda

It was suggested that the agenda for the October 23 Commission meeting be a review of work in progress, with a concentration on the following:

1. Mechanism for implementation--an overview of the IJE concept.
2. The research program--directions on community and personnel.
3. Broad outline of a final report.

We were reminded that at the conclusion of the third Commission meeting, some commissioners were anxious that we move toward implementation and a final report. This agenda should provide such a sense of progress and involvement.

In order to prepare commissioners for the meeting, many of the ideas we propose to present should be raised in the next set of commissioner interviews. AH will provide VFL with a revision of the suggested interview schedule for immediate distribution to those appointed to conduct interviews.

C. Format

It was generally felt that the group sessions at the third meeting were an effective approach and should be repeated. It was suggested that the meeting begin with a presentation and discussion of the proposed action plan in plenary session, followed by group meetings to discuss the content. In order to keep people engaged, it was suggested that the groups begin before lunch, that people then eat with their groups, and continue meeting in the afternoon. The schedule might appear as follows:

- 10 - 11:30 a.m. -- plenary session
- 11:30 a.m. - 12:30 p.m. -- group meetings
- 12:30 - 1:15 p.m. -- lunch with groups
- 1:15 - 3:00 p.m. -- continue in group meetings
- 3 - 4 p.m. -- conclusion in plenary session (d'var Torah by Arthur Green--to be invited by MLM)



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### III. Work Plan and Report on Progress

#### A. Research Papers

The following progress was reported on the commissioning of research papers:

1. Israel Shieffler has agreed to draft a paper on the relationship between Jewish education and Jewish continuity. The paper will be in an interview format with SF conducting the interview.
2. Walter Ackerman has agreed in principle to writing a paper on the organizational structure of Jewish education in North America, and may suggest that someone such as Susan Chevitz work with him on the contemporary situation.
3. Joe Reimer reported that his paper on the synagogue as a context for Jewish education (or perhaps "in the context of" Jewish education) will focus on the role of the synagogue at its best.

It was suggested that this paper include a discussion of how the synagogue might take advantage of collaborative relationships to expand on its role in Jewish education.

4. The survey of attitudes which had been proposed to be conducted at the G.A. has been shelved. AH will develop a list of the questions to which we seek answers for review by senior policy advisors, who will then recommend how best to gather the information being sought. It was agreed that community leaders are the constituency for this survey.
5. We have a proposal from Aryeh Davidson on his paper on training which VFL will circulate to senior policy advisors.
6. Isa Aron will produce a paper on Jewish education as a profession, which will include a review of the current thinking on general education as a profession and applications to Jewish education. In addition, she will serve as a key resource for data gathering, will conduct a survey on salaries and benefits, and will gather bibliographic materials.

Steve Huberman may be able to provide data on teachers from the survey conducted in Los Angeles. JESNA may be able to provide similar data from surveys in Miami and Philadelphia which Aron should feel free to use.

#### 7. Programmatic Options

It was noted that CAJE has agreed to assist with elaboration on some of the option papers. It was suggested that we work directly with individuals identified by CAJE and other

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organizations rather than through CAJE, or through any one organization. A Commission staff person will be identified to monitor this process and to work with the groups and individuals identified.

8. Balance of Original Option Papers

JR will take responsibility for completing the original option papers, several of which have not yet been written.

B. Completing the Report

The following process was suggested for completing the report. AH and SF will write a base draft for submission to senior policy advisors for critical review. This will then be redrafted for submission to the Commission. For writing the final version of the report, we will probably engage a professional writer. Senior policy advisors are encouraged to suggest a possible writer to SF.

C. Panels

Panels have been proposed to review the papers--one for the paper on community/financing and another for all papers having to do with personnel. In addition, each author may wish to recommend a panel to review his paper.

D. Update on Community Financing Paper

HLZ reported the process he will follow to write and seek feedback on this paper. He reported that he will recommend that long-term funding of the Commission's recommendations be accomplished through federations and that start-up funding be sought from family foundations and private donors.

E. Commission Outreach

1. JESNA

At its next board meeting, JESNA will discuss the roles of its member agencies in Commission implementation. It was noted that the Commission should be seen as a strong ally of JESNA.

2. Bureau Directors

A presentation will be made on the Commission at the November meeting of bureau directors. It was suggested that individual directors be involved in a review of the options papers.

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August 24, 1989

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3. JWB

A meeting of Center executives is scheduled for February. AR will work with HLZ in arranging for a Commission presentation at that time.

4. CJF and Federations/Community Planners/G.A.

Plans were reported by MC for involving federation lay and professional leadership and planners at the September Quarterly and November G.A. meetings.

5. Denominations

Plans have been made for MLM and JW to meet with Schorsch and for MLM and AR to meet with Lamm. A meeting will be scheduled for MLM and AR with Gottschalk as soon as possible. JW and AR will prepare strategy plans for these meetings in consultation with SF and JB. The planning for the meeting with Gottschalk will include an approach to the Reform Movement and with UAHC. The plan for a meeting with Lamm will include seeking an approach to Torah U'mesorah.

6. AIHLJE

MC will talk with David Ariel about arrangements for Sara Lee or Ariel to make a report on the Commission at the organization's October meeting.

7. COJEO

JR is working with Alvin Schiff on a Commission report for this organization's upcoming meeting.

8. Public Relations

It was reported that the following steps are being taken:

- a. We are proceeding with the drafting of a brochure on the Commission.
- b. We expect to engage a free-lance writer by October to do press releases.
- c. In the future we may be asking senior policy advisors and commissioners to write articles for other publications.
- d. We are considering developing a newsletter for distribution to approximately 2,000 people. It was noted that this should be brief and attractive in order to encourage that it is read. This will be considered further at a later date.

Senior Policy Advisors  
August 24, 1989

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9. Report on CAJE Meeting

It was briefly reported that the presentation to the CAJE membership was a success and that CAJE leadership is excited about working further with the Commission. MG will distribute his summary of the meeting to senior policy advisors.

IV. Future Meetings

- A. The next meeting of senior policy advisors will take place in New York (specific location to be announced) at 7:30 p.m. on Sunday, October 22.
- B. The meeting of senior policy advisors tentatively scheduled for October 5 has been cancelled.
- C. The fourth meeting of the Commission is scheduled for Monday, October 23, 10 a.m. to 4 p.m. at the UJA/Federation of Jewish Philanthropies of New York.
- D. The senior policy advisors will meet for follow-up on Tuesday, October 24, 8:30 a.m. to noon at JWB in New York.
- F. Senior policy advisors will meet on Wednesday, December 6, 10:30 a.m. to 3 p.m. at the Sheraton Hopkins, Cleveland.



PREMIER INDUSTRIAL CORPORATION

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

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 FOR GUIDELINES ON THE COMPLETION  
 OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Mandel Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Meet with Schorsch, Lamm and Gottschalk to develop a mechanism to involve the denominations, along with AR or JW.		MLM	3/30/89	2/30/89	
2.	Contact assigned commissioners for follow up to June 14 meeting.  - Max Fisher - Joseph Gruss - Ludwig Jesselson  Send summary of interviews to VFL for circulation to senior policy advisors.		MLM	6/15/89	9/15/89	
3.	Convene foundation and federation representatives, with HLZ.		MLM	6/15/89	10/1/89	In process
4.	Hold meeting with Twersky.		MLM	2/9/89	11/1/89	
5.	Recommend an author for the final report to SF.		MLM	7/30/89	10/1/89	
6.	Call Eli Evans and Arthur Green		MLM	8/24/89	10/23/89	
7.	Consider calling Herschel Blumberg and Paul Berger to interest <u>Moment</u> in the Commission.		MLM	3/30/89	TBD	
8.	Meet with Michael Albanese, HLZ and VFL to discuss developing monthly trend report and to discuss Commission budget.		MLM	4/4/89	TBD	
9.	Consider a trip to the west coast to meet with the local LA commission.		MLM	5/7/89	TBD	
10.	Consider attending a JESNA Board meeting to discuss Commission.		MLM	7/5/89	TBD	



PREMIER INDUSTRIAL CORPORATION

 SEE MANAGEMENT MANUAL, POLICY NO. 6.3  
 FOR GUIDELINES ON THE COMPLETION  
 OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Fox Assignments

ORIGINATOR VFL

DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare proposal for implementation mechanism (IJE).	TP	SF	2/9/89	9/30/89	
2.	Prepare outline for a vision paper. (Part of IJE mission statement)	SP	SF	2/9/89	TBD	
3.	Contact assigned commissioners for follow up to June 14 meeting.  - Mona Ackerman - Charles Bronfman - Lester Crown - Alfred Gottschalk - David Hirschhorn - Sara Lee - Seymour Martin Lipset - Charles Ratner - Isadora Twersky  Send summary of interviews to VFL for circulation to senior policy advisors.		SF	6/15/89	9/15/89	



PREMIER INDUSTRIAL CORPORATION

 SEE MANAGEMENT MANUAL POLICY NO. 8.3  
 FOR GUIDELINES ON THE COMPLETION  
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☐ ACTIVE PROJECTS  
☐ RAW MATERIAL  
☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hochstein Assignments

ORIGINATOR VFL

DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting. ✓ David Arnow ✓ Norman Lamm - Robert Loup - Morton Mandel - Matthew Maryles - Florence Melton - Esther Leah Ritz - Ismar Schorsch -- Peggy Tishman  Send summary of interviews to VFL for circulation to senior policy advisors.		AH	6/15/89	9/15/89	
2.	Recommend an author for the final report to SF.		AH	7/30/89	10/1/89	
3.	Provide VFL with a revision of the suggested interview schedule for distribution to those appointed to conduct interviews.		AH	8/24/89	9/1/89	
4.	Develop a list of questions for a survey of community leaders' attitudes for review by senior policy advisors, who will recommend how best to gather the data sought.		AH	8/24/89	10/24/89	



PREMIER INDUSTRIAL CORPORATION

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hoffman Assignments

ORIGINATOR

VFL

DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to June 14 meeting.</p> <p>- Ronald Appleby - Robert Hiller</p> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		SHH	8/24/89	9/15/89	





PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL, POLICY NO. 6.5  
FOR GUIDELINES ON THE COMPLETION  
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Reimer Assignments

ORIGINATOR

VFL

DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to June 14 meeting.</p> <ul style="list-style-type: none"> <li>- Jack Bieler</li> <li>- Josh Elkin</li> <li>- Irwin Field</li> <li>- Arthur Green</li> <li>- Carol Ingall</li> <li>- Henry Koschitzky</li> <li>- Mark Lainer</li> <li>- Haskell Lookstein</li> <li>- Alvin Schiff</li> <li>- Harold Schulweis</li> <li>- Isaiah Zeldin</li> </ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		JR	6/15/89	9/15/89	
2.	Draft paper on the synagogue as a context for Jewish education.		JR	6/15/89	10/23/89	
3.	Recommend an author for the final report to SF.		JR	7/30/89	10/1/89	
4.	Take responsibility for completing the original option papers.		JR	8/24/89	10/1/89	
5.	Work with Alvin Schiff on a Commission report for COJEO's upcoming meeting.		JR	8/24/89	TBD	



PREMIER INDUSTRIAL CORPORATION

 SEE MANAGEMENT MANUAL, POLICY NO. 13  
 FOR GUIDELINES ON THE COMPLETION  
 OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Rotman Assignments

ORIGINATOR VFL

DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting.  - Stuart Eizenstat - Eli Evans - Donald Mintz - Daniel Shapiro  Send summary of interviews to VFL for circulation to senior policy advisors.		AR	7/30/89	9/15/89	
2.	Recommend an author for the final report to SF.		AR	7/30/89	10/1/89	
3.	Work with HLZ to arrange for a Commission presentation at February meeting of JWB Center executives.		AR	8/24/89	12/15/89	
4.	In consultation with SF and JR, plan strategy for meetings with Lamm (including Torah U'mesorah involvement) and Gottschalk (including link with UAHG).		AR	8/24/89	9/20/89	

PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 6.5  
FOR GUIDELINES ON THE COMPLETION  
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Stein Assignments

ORIGINATOR

VFL

DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNMENT STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Call CJF Personnel Department for details on current needs in area of personnel.		HDS	7/5/89	9/15/89	
2.	Recommend an author for the final report to SF.		HDS	7/30/89	10/1/89	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 1.3  
FOR GUIDELINES ON THE COMPLETION  
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Woocher Assignments

ORIGINATOR VFL

DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting.  - Mandell Berman - Maurice Corson - David Dubin - Irving Greenberg - Lester Pollack - Harriet Rosenthal - Bennett Yanowitz  Send summary of interviews to VFL for circulation to senior policy advisors.		JW	6/15/89	9/15/89	
2.	Recommend an author for the final report to SF.		JW	7/30/89	10/1/89	
3.	In consultation with SF and JR, plan strategy for meeting with Schorsch.		JW	8/24/89	9/20/89	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 23  
FOR GUIDELINES ON THE COMPLETION  
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR VFL

DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting.  - John Colman  Send summary of interviews to VFL for circulation to senior policy advisors.		HLZ	6/15/89	9/15/89	
2.	Develop a plan for follow up to federation related meetings at which Commission presentations occur.		HLZ	4/3/89	10/1/89	
3.	Work with C. Schwartz to ensure that Commission reports are on agendas of groups he convenes or reports to.		HLZ	5/7/89	ongoing	
4.	Recommend an author for the final report to SF.		HLZ	7/30/89	10/1/89	
5.	Draft a community/financing paper with staff assistance of MG and VFL.		HLZ	7/30/89	9/30/89	
6.	Call Steve Solender for suggestion of a New York lay person to add to panel on community/finance.		HLZ	7/30/89	9/30/89	
7.	Work with Kraar, Hoffman, Gurvis to plan a presentation for the General Assembly in November.		HLZ	7/30/89	9/30/89	In process
8.	Discuss with Hoffman and Kraar holding meetings with foundation donors regarding their interest in funding Commission implementation.		HLZ	7/30/89	9/15/89	



PREMIER INDUSTRIAL CORPORATION

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

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SEE MANAGEMENT MANUAL POLICY NO. 45  
FOR GUIDELINES ON THE COMPLETION  
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
9.	Meet with Ken Myers for possible free-lance writing of Commission press releases and advise MLM.		HLZ	8/24/89	10/1/89	
10.	Consider inviting Barbie Weinberg to attend a Commission meeting and advise MLM.		HLZ	8/24/89	10/1/89	
11.	Recommend a staff person to work directly with individuals identified by CAJE and other organizations for input on programmatic options.		HLZ	8/24/89	9/15/89	



PREMIER INDUSTRIAL CORPORATION

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

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

73890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Curvis Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Make necessary arrangements for a meeting with planners at the next Quarterly.		MG	7/30/89	9/1/89	In process
2.	Coordinate development of a PR plan through 1990.		MG	7/5/89	ongoing	
3.	Contact Carmi Schwartz to discuss how Commission should be featured at GA.		MG	7/5/89	8/24/89	In process
4.	Talk with David Ariel about arrangements for Sara Lee or Ariel to report on the Commission at the next AIHLJE meeting.		MG	8/24/89	9/20/89	
5.	Distribute summary of CAJE meeting to senior policy advisors.		MG	8/24/89	9/1/89	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.3  
FOR GUIDELINES ON THE COMPLETION  
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Levi Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Follow procedure for scheduling Commission meetings for 2/14/90 and 6/13/90.		VFL	5/7/89	9/30/89	
2.	See that Lionel Schipper is assigned an interviewer.		VFL	8/24/89	9/30/89	
3.	Circulate Twersky letter to senior policy advisors.		VFL	8/24/89	9/15/89	
4.	Work with MLM to develop a list of commissioners whom MLM should call before each Commission meeting to urge their attendance.		VFL	8/24/89	9/30/89	
5.	Circulate a proposal from Aryeh Davidson on a training research paper to senior policy advisors.		VFL	8/24/89	9/1/89	



9/8/89

Commission on Jewish Education in North America  
Interview Checklist  
Follow-up to Commission Meeting of 6/14/89

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Commissioner	Assigned to	Scheduled	Interviewed	Report In
Mona Ackerman	SF			
Ronald Appleby	SHH			
David Arnow	AH	X	X	X
Mandell Berman	JW			
Jack Bieler	JR			
Charles Bronfman	SF	X	X	
John Colman	HLZ	X	X	
Maurice Corson	JW			
Lester Crown	SF			
David Dubin	JW			
Stuart Eizenstat	AR			
Joshua Elkin	JR			
Eli Evans	AR			
Irwin Field	JR			
Max Fisher	MLM			
Alfred Gottschalk	SF			
Arthur Green	JR			
Irving Greenberg	JW			
Joseph Gruss	MLM			
Robert Hiller	SHH			
David Hirschhorn	SF	X	X	
Carol Ingall	JR			
Ludwig Jesselson	MLM			
Henry Koschitzky	JR			

9/8/89

Commission on Jewish Education in North America  
Interview Checklist  
Follow-up to Commission Meeting of 6/14/89

Commissioner	Assigned to	Scheduled	Interviewed	Report In
Mark Lainer	JR			
Norman Lamm	AH	X	X	
Sara Lee	SF			
Seymour Martin Lipset	SF			
Haskel Lookstein	JR			
Robert Loup	AH			
Morton Mandel	AH			
Matthew Maryles	AH			
Florence Melton	AH			
Donald Mintz	AR			
Lester Pollack	JW			
Charles Ratner	SF	X	X	
Esther Leah Ritz	AH			
Harriet Rosenthal	JW			
Alvin Schiff	JR			
Ismar Schorsch	AH	X	X	X
Harold Schulweis	JR			
Lionel Schipper	??			
Daniel Shapiro	AR			
Peggy Tishman	AH			
Isadore Twersky	SF	X	X	
Bennett Yanowitz	JW			
Isaiah Zeldin	JR			

340C

MORTON L MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

July 25, 1989

Dear Barry:

Thank you for your recent letter in which you suggest that we include Hillel representation in the activities of the Commission on Jewish Education in North America. I agree with you! College youth represents an important segment of the population we wish to reach, and the Commission staff will consider ways to involve Hillel in our work.

Thanks for sharing your thoughts with us -- we will do our best to implement them.

Warmest regards.

Sincerely,

MORTON L. MANDEL

Mr. Barry Shrage  
Executive Vice President  
Combined Jewish Philanthropies  
of Greater Boston  
One Lincoln Plaza  
Boston, MA 02111



## COMBINED JEWISH PHILANTHROPIES

O F G R E A T E R B O S T O N

JOEL B. SHREMAN  
President  
BARRY SHRAGE  
Executive Vice President

341C  
One Lincoln Plaza  
Boston, Massachusetts  
02111  
617 410 5000  
617 410 5001  
617 410 5002

June 13, 1989

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

As a community that has a major stake in college-age services, we will be taking a look at our student population in our Commission on Jewish Continuity. I'm hoping that this can emerge as a major priority and that we can develop some models that can be useful around the country.

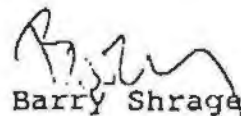
In my view, our work on the campus can and should focus on providing work experiences and training for students in Jewish education and Jewish communal service. This might provide both short and long-term benefits with regard to our personnel challenge.

MOLO, I've recently met Richard Joel, the new international director of Hillel. I believe he would be a real asset to your national commission. In any event, some Hillel representation might be helpful in dealing with the continuing issues that affect students directly and in helping to make the best use of our student and campus resources in dealing with the personnel challenge.

Thanks so much for considering this thought.

Best regards to Barbara.

Sincerely,

  
Barry Shrage

BS:mm

FAX SENT: 10/9/89  
DATE: 10/9/89

317c

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

FACSIMILE TRANSMISSION

TO: Ms. Esther Leah Ritz  
FROM: Annette Hochstein  
FAX NUMBER: 001-414-291-0207

DATE: September 10, 1989  
NO. PAGES: 1

Dear Esther Leah,

This is a brief note to confirm that I will be coming to New York on the 18th of October. Unless you decide otherwise, I will be meeting you at 2:00 P.M. on the roof of the Grace Building in the "Sukkah-in-the-Sky."

I very much look forward to that meeting, as there are a number of significant items on which we need your advice. They pertain to the North American Commission on Jewish Education, to the December meetings of the Institute in Jerusalem, and to developments with the personnel project of the Jewish Education Committee.

It being already the month of Elul, it is not too early to begin sending you my very best wishes for a fruitful, healthy, happy, active, rewarding New Year. Looking forward to our meeting,

Shana Tova

Annette

FAX SENT

DATE: 4/9/89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

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ירושלים

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

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FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: September 4, 1989

FROM: Debbie Meline

NO. PAGES: 1

FAX NUMBER: 001-216-361-9962

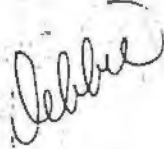
Dear Ginny,

I hope you managed to enjoy some vacation time this summer. I am easing back into work after a long and relaxing break, so today I have only a simple request:

Could you please send a copy of the outline of the final report and the research design to Dr. Barry Holtz? His address is:

Melton Research Center, JTS  
3080 Broadway  
New York, NY 10027

Thanks!



P.S. Annette thanks you for the financial information. It clarified matters.

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Jerusalem, Israel

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## FACSIMILE TRANSMISSION

Ginny Levi

September 3, 1989

TO: Seymour Fox and Annette Hochstein

DATE:

FROM: 001-216-361-9962

NO. PAGES: 2

FAX NUMBER:

Dear Ginny,

We have a few comments and some suggested corrections for the minutes of the Senior Policy Advisors meeting of August 24th. Below are our suggestions.

Page 3 - 3.b. "Write report including recommendations"

Page 4 - d.ii. "Establish criteria for selecting Community Action Sites (e.g. determine scope of sites) and develop a process for the selection of sites."

Page 4 - e.iii. "Together with partners (JWB, JESNA, CJF), develop relationship with interested organizations"

Page 4/5 - 4.a. "Its primary function will be to serve as a catalyst for bringing about the implementation of the Commission's recommendations and decisions."

Page 5 - last paragraph of a. (instead of "While the ....")  
"The issue of some continuation mechanism for the Commission was discussed. While the Commission, as currently constituted, should have no direct responsibilities following the conclusion of its work, we might wish to consider some forum - such as an annual meeting at which IJE staff would provide commissioners with progress reports on implementation."

Page 5/6 - b.

"The Community Action Sites are viewed as a means for developing responses to the issues/problems of personnel and community. Implementation of personnel and community in the Community Action Sites will involve programmatic options, because personnel is always personnel for specific educational programs.

It was suggested that we might wish to wait with the selection of Community Action Sites until the IJE is in place. Criteria might begin to be developed."

Page 6 - c.

". . . . This involves possibly collapsing the options into a smaller number and elaborating on the initial options papers. The elaboration might include a list of major agenda items for each option, though specific action will not be recommended."

Page 8 - A.1.

"Prof. Israel Scheffler has agreed to draft a paper on the relationship between Jewish education and Jewish continuity. The paper will be in an interview format with SF conducting the interview."

Page 8 - A.2.

"Mr. North America and may suggest that someone such as Susan Shevitz . . . ."

Page 9 - 6. 2nd paragraph

Steve Huberman may be able to provide data on teachers from the survey conducted in Los Angeles. JESNA may be able to provide similar data from surveys in Miami and Philadelphia which Aron should feel free to use.