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interview/6mn-w

TO: Annette
FROM: Debbie
DATE: May 24

RE: Main points from interviews with commissioners
prior to the third Commission meeting

My general comments

1. In some of the interviews, there seems to be a bit of confusion about the relationship of the IJE to the demonstration site. Sometimes the terms are used interchangeably (like in the interview done by Rotman). In some cases, Naparstek applied the functions of the IJE as questions about demonstration centers.
2. Not all of the interviewees mentioned the IJE/II by name, but did refer to some kind of nat'l implementation structure. I listed those comments separately.
3. By far, the most negative interview was with Yitz Greenberg. Second was Irwin Field. Beware!
4. Comments are in alphabetical order.

Positive about idea of IJE

Appleby: Could help Toronto; could link York Univ. to HUC, YU, JTS.

Arnow: IJE is good way to make sure demo sites are implemented and that ideas are diffused. Marketing of ideas will be a crucial role for IJE. Interested in participating in IJE but doesn't think the Commission should be disbanded just because the IJE is created.

Bronfman: Asked about cost and whether or not it should be part of JESNA.

Coleman: Sound idea but functions have to be carefully thought out. Should carry on the Commission's work. Should be the conscience of American Jewry, make periodic reports on Jew. ed., offer authoritative information; SHOULDN'T turn into another JESNA, but perhaps can help build JESNA up to leadership position.

Evans: IJE must grow out of previous discussions on enabling options and related programmatic options. Commissioners need to get excited about possibility of improvement.

Green: Board of IJE shouldn't be influenced by the funders

preferences. IJE will be a forum for articulating, evaluating a dream and securing the people to make the dream into an educational reality.

Hirschhorn: Very supportive of the idea, especially interested in evaluation and monitoring aspect.

Lainer: An implementation mechanism could help communities articulate its own goals and evaluate its programs and disseminate its successes.

Lee: Get the educators involved with it as early as possible.

Lipsett: Understands need; research should be a major part of it.

Rosenthal: Exciting, but how will operational decisions be made? How will it develop conceptual basis for guiding change (e.g. how will it determine standards for professional development)?

Shapiro: An IJE will only be effective if it involves all the major players - top fed leadership, synagogues, day schs., Ys, the Gruss fund, etc. [apparently AR didn't present the IJE concept very clearly - sounds like he got it confused with demo site]

Twersky: Mission of IJE should be narrowly defined so it can't do anything it wants to do.

Skeptical about IJE

Bieler: Focus on implementation rather than on content is too abstract; worried that too much time is being spent on the process of processing. Problem with IJE is it involves partnership with existing institutions which are committed to non-change.

Evans: Sees some value in IJE but thinks it defines the outcomes too narrowly. Role of Commission is to set the agenda for philanthropy for the next 2 decades. Don't put all emphasis on implementation. Need to present broad issues to the Jewish community. Commission should continue, not end with IJE.

Gottschalk: Mechanism needed but concerned about complexity of it.

Corson: "He believes that Seymour knew before the Commission was organized what kind of follow-up mechanism should be developed." While there is a need for a mechanism to follow up on findings of the Commission, shouldn't establish a new agency. Assign the job to JESNA. Commission's major contribution will be in the report it produces.

Field: Focus on implementation is premature; critical issue now is the product. A "good idea" is crucial to bringing about change - implementation follows naturally. Cautioned against starting another organization. Energy should be put into the product, not into the "building".

Greenberg: Why can't consortium of existing agencies play role of IJE? Why not give money to JESNA to be the think tank? If a new entity is created, it shouldn't be too big.

Ingall: Mistake to focus solely on implementation. What is needed is vision to inspire people.

Schipper: Doesn't have faith in national initiative; think that initiatives must come from local level, esp. from congregations.

Schorsh: Caution against something too complex and too expensive.

Tishman: National mechanism is a great idea which should become an arm of JESNA; we should use their administrative infrastructure.

Federation is a key player in bringing about change

Appleby: Fed can negotiate with existing institutions; Fed is focus of funding; the GA could be used as communication instrument.

Berman: don't create new local mechanisms; use existing; fed has to be the negotiator; key to running community action sites.

Greenberg: Don't underestimate the difficulty of coordinating local agencies.

Hirschhorn: We have very little by way of evaluation to guide federations in giving grants.

Maryles: Fed is definitely key in NY but could vary from city to city.

Schiff: Fed, BJE's, congregations will have to work together.

Schipper: Fed is not the key; congregations and BJE's are.

National Mechanism is needed

Appleby: Teacher training can't be done locally, but don't leave local lay leaders out of the picture - initiate a process that gets them excited.

Berman: Nat'l initiative needed for identifying, coordinating local programs, provide opportunities for innovation and expansion.

Dubin: Need something practical at end of Commission's life that will provide funds and keep commissioners involved - "seed" communities with new ideas, provide resources, planning. Money will differentiate IJE from JESNA or JWB.

Field: Does see a role for a nat'l / local partnership. Local ideas could be enriched and disseminated by a local entity.

Maryles: High visibility is needed; could stimulate local leaders. But shouldn't be too big. Strong lay leadership.

Schiff: Quality of what happens on a natl level is dependent on what happens at local level. Nat'l mechanism's job is to develop plans, validate them, demonstrate them, replicate them.

Schorsch: Nat'l effort needed for recruitment and training; roles of nat'l institutions (such as JTS) will be very important.

Shapiro: High profile, dramatic start is needed.

Demonstration Site

Appelby: Criteria should be interest of local university, strength of community, ability to raise matching funds.

Arnou: Likes the idea of each denomination developing its own philosophy of education to carry out in a demo site.

Bieler: Believes in power of demonstrations implemented by the best people working together, but that power cannot be disseminated thru normal channels. Need to spell out exactly what we want to create. Need to assemble a team to do best practice research. Use excellence in private school education as a model.

Berman: Would make sense only if built on what is currently working in the field. Need to look at best practice. Excellence in the community is criteria for choosing it as a site. Matching funds also a criteria.

Bronfman: Impact of Israel Experience programs would be strengthened if incorporated into school curriculum in a demo site.

Crown: Before beginning demo site need to do best practice

search and let the foundations "do their thing". Commission's job is market/diffuse information on best practice.

Evans: Surprised to hear about such specific implementation goals. Warned against undertaking it unless there was \$10 million/year for it. Suggested balance btw. broad issues and a demo site.

Gottschalk: Rabbis must play a role - but rabbis training as educators is weak.

Green: Favors the "multiple demo center approach". Local person should be hired to run the center; local agencies and Jewish college should support it; people from other communities should be brought in as interns; develop outreach for nat'l visibility. Build powerful models thru concentration of resources and talents.

Greenberg: Where will the educators for demo sites come from?

Ingall: Model is a good one but don't underestimate the individuality of communities. Also, different communities will need a bank to draw on for financing adaptations. Serious search for best practices is needed; don't need to invent everything anew. Concentration on only one community would be artificial: overwhelming influx of resources to one community would make other communities feel distant. Favors a less centralized approach.

Lainer: Before undertaking demonstrations, must do best practice study.

Lamm: Interested in the possibilities for training personnel in demo sites. Commission should immediately undertake best practice program to see what works.

Lee: Educators should help build them.

Lipsett: Interested in how it would provide personnel for suppl. school.

Lookstein: Criteria should be openness to new ideas, excellence.

Maryles: Don't choose N.Y - it's too big!

Schiff: Criteria should be ability to bring about change (NY has the necessary resources!)

Schipper: Rabbi must be active; fed has to be supportive.

Schorsh: Danger of planning improvements through existing personnel; need new blood.

Twersky: Very interested in deom site. Best practice should be

searched for and rewarded.

Zeldin: Dissemination of good programs is crucial but is not done well. Need coordinators who have the specific task of disseminating successful programs.

Evaluation of projects is important

Appelby: projects have to be consistent with mission of Commission; JESNA, JWB could play a role in screening projects.

Arnow: Evaluation is a sensitive issue; has to be done by special people who won't make programs feel defensive.

Berman: JESNA, JWB should play role in monitoring, evaluation of programs - don't want the natl mechanism (ii) to be the policeman.

Evans: Evaluation is a complicated process; can't make people feel defensive.

Greenberg: Qualitative judgements have to be made. Don't pay off mediocre existing structures.

Hirschhorn: Evaluation is needed to guide federations in giving grants. Interested in research evaluation goal-setting.

Rosenthal: Program impact needs to be measurable if it is to serve as model for another community.

Personnel

Bieler: Don't let time run out! Need to develop vision, best practice; need task forces.

Crown: Suggested looking into the Golden Apple Award - Foundation for Excellence in Teaching.

Greenberg: Suggests developing and sustaining 100 new educators through fellowships, nurturing network.

Hirschhorn: Profession-building is a key challenge for the Comm.

Ingall: Break personnel down into its components and search for specific communities already working on solutions to component problems. IJE could help develop these endeavors, could become the demo projects. IJE would set the standards and goals. IJE could give nat'l recognition to a community's specific expertise (e.g. teacher induction) - could have influence on other communities.

Lamm: We must get going on personnel! He's impatient for results.

Lee: Task force on personnel needed.

Rosenthal: June 14 should focus on this issue; need to get down to the basic questions.

Schorsh: Commission should make a direct attempt to recruit several hundred educators over the next 5-10 years, train them adequately, etc. 40 new people a year could have significant impact. Commission should also be directly occupied with increasing qualified personnel for federations and communal organizations.

Shapiro: Still "fuzzy" on how to grapple with it.

Tweresky: Have to work with people on-the-job. Concerned about the potential of training institutions. Thinks the depats. of Judaica in universities could do alot.

Zeldin: His temple's model: substantial grants for training, sending teachers to Israel, etc.

Community

Greenberg: CLAL does work in building community leadership; concerned about duplication.

Programmatics

Ackerman: Need to build rationale about Jewish continuity thru early childhood day care.

Arnou: Parent education, Hebrew are important. Israel is central to any Jewish identity.

Evans: Important to address the unaffiliated. Media should be given attention. Interested in impact of yordim.

Hirschhorn: Wants to know how much can be done in suppl. schools. Thinks that successful suppl. schs should be studied as examples for replication.

Lamm: Develop day high schools.

Lipsett: Don't leave out college age!

Schulweis: Need for personnel training in family education. He has developed a model for training congregation members to be family educators - a para-rabbinics program.

Zeldin: Family camps are a promising new idea.

Funding

Ackerman: Funders should be brought together. Have to think thru funding before beginning demo site. Will have a problem giving money outside of NY. Funders should contribute now to a feasibility study on demo site. Wants Commission to act as broker btw. her and NY BJE.

Berman: \$5 million/year for 5 years should be raised for a antl mechanism but local communities should raise matching funds.

Bronfman: Funders should get together to discuss the total package.

Corson: Wexner Foundation won't support an IJE, but it would support a JESNA department for the same purpose. Very touchy about the subject of financial support - didn't promise to finance the Commission's findings.

Crown: Interested in input from Commission for the work of his foundation; thinks other foundations are equally interested in that. Thinks one of the roles of the Commission is to stimulate funders and foundations. Thinks a meeting of the funders would be useful.

Evans: No chance of raising a nat'l fund of \$50 million for IJE. Many funders will be looking toward MAF as guide to what is expected.

Greenberg: MAF should make clear its commitment to fund new initiatives in one area and convince other foundations to choose different areas.

Maryles: The natl mechanism should be a catalyst and idea exchange but not a money exchange. Let people help themselves; don't let the IJE become a self-serving enterprise.

Shapiro: IJE will have to be funded as a joint venture of several foundations; communities can't come up with the money (UJA campaigns are suffering)

Tishman: So many UJA campaigns are down - fed funding will be a problem.

Zeldin: Foundations and federations should subvent costs of Jewish ed for families. Cost is keeping kids away from day schs.

June 14

Arnow: In favor of small group discussions around particular topics.

Beiler: Go back to the enabling options and spell them out concretely.

Berman: Wants small groups; need to come to some sort of closure

on strategy.

Coleman: Too long between contacts. Should circulate papers before mtgs. and invite feedback. Suggests setting dates for all remaining mtgs. Last mtg. (writing report) should be two days long.

Dubin: Should present specific problems and strategies for solutions - models being used (e.g. scholar in residence at JCCs) Commissioners must have a role in the development of the strategy.

Evans: Emphasis of mtg. should not be ii, rather on specific ideas (e.g. pension fund for educators, nat'l endowment fund, etc.). Impatient to get to specific programs. Interested in participating in small group on evaluation with Hirschhorn, Arnow.

Greenberg: Focus of mtg. should be strategies. Need to convince other foundations to do their share.

Hirschhorn: Interested in participating in small group on research or on suppl. sch. Willing to speak at mtg.

Lainer: Mtg. must deal with content of proposals on personnel, not just process.

Lookstein: In favor of small group discussions.

Schiff: Goals for mtg should be to get commissioners excited and to create preconditions for financial support of potential funders. In favor of small groups, ending with some kind of consensus on where we want to go, who the clients will be, structure for funding.

Tishman: Need a focused discussion to excite commissioners; need specific ideas on personnel and community. Favors small groups.

Denominations

Corson: Splits in organizational functioning of all three denominations - will probably have a negative effect on denominations being helpful in carrying out Commission's programs. E.g. Anything recommended by HUC will be ignored by UAHC.

Gottschalk: Everything is fine, no action needed.

Hirschhorn: Interested in Reform movement

Lee: Concerned about denominations.

Zeldin: Believes they have little role to play beyond producing materials. Education is not their priority.

INTERVIEW WITH
BENNETT YANOWITZ

ARTHUR J. NAPARSTEK
MAY 23, 1989

I. Progress Report on Commission Activities Since the December 13 Meeting

I reviewed with Bennett Yanowitz the progress the Commission has made. Specifically, we focused on the consensus that came out of the December 13th meeting. I asked Ben if he agreed that commissioners were comfortable with the idea that the Commission's mission was to bring about across-the-board change on a systemic level and to focus on implementation. I also reviewed with Ben the framework which was agreed to by the Commission at the December 13th meeting. The framework includes the identification of personnel and community as enabling options and the identification, without prioritizing, of 23 other programmatic options.

Ben pointed out that the challenge before the Commission is to bring about implementation.

II. Implementation

I reviewed with Ben that in thinking about implementation, we need to look at education on a local level. He agreed with that perspective. I then put forward the idea of the development of demonstrations. At that point Ben indicated that before we begin thinking of demonstrations or any other mechanism related to implementation, we need to assess the problem and get a group of commissioners to talk it through. Let people begin thinking of what personnel means in relationship to implementation on a local level.

Ben spoke of JESNA's emerging role in this area. JESNA is committing more and more time to the issues of personnel. Last month, JESNA's Executive Committee approved the concept of JESNA becoming the organization that could house an endowment for Jewish education. The JESNA goal is to raise \$10 million for the endowment.

He then asked me if I thought this would compete with the Commission. I turned the question back to him, his response being that he and Woocher discussed the problem of competition and felt that the needs in the field were great, and if the Commission only focused on community and personnel and not all the programmatic options, there would not be any competition. I pointed out that there was a relationship between personnel, community and the programmatic options.

Interview with Bennett Yanowitz

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III. Summary of Interview with Bennett Yanowitz

Bennett Yanowitz can be an eloquent spokesperson for the Commission. He understands the issues well. We are going to have to reconcile how a Commission-initiated mechanism will differ from what JESNA is planning with regard to the Endowment Fund. I asked Bennett for a copy of the proposal, and through Jon Woocher, have received it. I am attaching it to this interview.



Revised draft - 4/89

PLAN TO DEVELOP A
NATIONAL ENDOWMENT FOR JEWISH EDUCATION

Purpose:

A national endowment for Jewish education would provide a cornerstone of support for Jewish education projects (short- and long-term, local and national, within and outside JESNA) which would be free from the pressures and fluctuations of separate or annual fund-raising.

In addition to serving as a source of funding for such projects, an endowment would

- . stimulate and facilitate the identification of potential contributors to fund all manner of local, national or international educational activities.
- . bind local Bureaus and other educational agencies and institutions to JESNA by encouraging joint projects, thereby significantly strengthening the educational efforts across the country.
- . assist local communities to establish endowment funds of their own.
- . help cover the overhead costs of JESNA.

The National Endowment would not be a fund-raising organization or a "development" committee to meet JESNA's financial needs. However, by supporting certain special or long-term projects and programs undertaken by JESNA (e.g., the Educational Resource Center, fellowships and training programs, publications), it would allow JESNA to utilize its annual funding to provide basic community services not suitable for endowment support.

Governance:

Fund Trustees should be nationally prominent individuals: officers of JESNA; Bureau Presidents and other community educational leaders (community rotation); major contributors; grantors of individual funds within the Endowment.

Primary Activities:

Endowment Funds could be used for a wide range of purposes, including:

- . Fellowships for students
- . Programs to promote careers in Jewish education / recruitment for teachers as well as administrators

- . Grants to communities, agencies, and/or schools for specific educational projects
- . Support for educational projects undertaken by JESNA and other appropriate national organizations or institutions
- . In service training / accreditation
- . Research projects / trends and statistics
- . Publications (one-time and continuing)

"Private" Foundations Within The Fund:

Individual funds (established by families or individuals) may be established and administered by the Endowment, if the activities to be supported are Jewish education programs acceptable to the Trustees.

- . Minimum size: \$250,000 (to be achieved within a specified number of years)
- . Separate Boards would be established for such "Sub" Funds
- . the Toubin Fund would be one such Fund within the Endowment

Process for Organization and Initial 3 Year Funding thru JESNA:

- . Clear with Bureaus
- . Clear with Federations
- . Sell idea to small group of Board Members for the start-up funding of approximately \$100,000. This is intended to cover most of the first year fund-raising costs (which should produce \$500,000 in endowment funds).
- . Three (3) year funding goal of \$2.5 million
- . Fund-raising costs (for first 3 years) should not exceed 10% of funds raised (plus the initial \$100,000)

6 Year Goals:

- . \$10.0 mill
- . Fund-raising costs should not exceed 6%
- . Commence funding activities when income is sufficient to undertake priority programs

Timetable:

Year 1989

- . Fall - Undertake planning; receive approvals

1 Year 1990

- . Spring - Raise seed money of \$100,000; hire part-time Director of Endowment; appoint organizational Trustees

3

- . Fall - Full time Director; Develop marketing materials / solicitation lists; begin fund-raising

2 Year 1991

- . Spring - Complete raising of initial \$500,000 (including pledges) [announce at Continental Conference] .
- . Fall - Raise additional \$500,000 in new funds for total of \$1 million

3 Year 1992

- . Raise \$1.5 million in new funds
- . Complete 3 Year Goals, including total \$2.5 million of gifts
- . Major public national campaign kick-off

4 Year 1993 - \$2.0 million new funds

5 Year 1994 - \$2.5 million new funds

6 Year 1995 - \$3.0 million new funds

Funding of activities only from income (except for crises). Use income to cover fund-raising costs after 1st year.



E

followup/1Fox-W

To: Prof. Fox
From: Debbie
Date: May 21
Re: Follow-up on your recent interviews

You asked (on the tape you dictated) for a list of your assignments which emerged from your recent interviews:

1. Call Hirshhorn about whether or not you want him to speak at the June 14 mtg.
2. Bring Bob Hiller into the inner group (Hirshhorn's suggestion)
3. Contact Bronfman once more before June 14 - his role at mtg.?
4. Encourage Ackerman to come on June 14th (it's her son's graduation)
5. Send report of Cleveland Commission to Crown (Susan and Barbara)
6. Find out about Golden Apple Award - Foundation of Excellence in Teaching tel. 312-407-0006 (Crown's suggestion)
7. Find out what Jon Woocher is doing with Crown Foundation
8. Plan mtg. of all the funders.

TOWARDS THE THIRD COMMISSION MEETING:

INTERVIEW OF COMMISSIONERS

SUGGESTED SCHEDULE

1. The purpose of this interview is to bring the commissioner up to date on the developments since the second meeting of the Commission. These developments can be seen in the following stages, which might serve as a framework for structuring the interview:

- a. Much work has been done since December 13th (meetings of the planning group and the senior policy advisors, consultations with experts, etc.).
- b. How we moved from the personnel and community options to the notion of demonstration center/community action site - doing it in the field. The Commission, we felt, agreed to these options on the condition that ideas, projects and programs could be developed and implemented that would make a difference and lead to systemic change.
- c. As we did this we had to grapple with difficult questions such as: Who will carry out the work? Who could be responsible for the implementation of demonstration projects?
- d. For all of this, we need input from the commissioners.

2. A sample of interviews conducted recently revealed that different commissioners have very different conceptions of how the Commission is proceeding; the interview will have to be adapted to the individual situation. Although the concept of the IJE is still tentative, with some commissioners it might be desirable to cover the major ideas behind it. With others it may be more useful to deal with the challenge of moving from the decisions of December 13th to the idea of community action sites. In interviews conducted until now, we have found that commissioners tend to concern themselves with particular issues of importance to them. For example, heads of training institutions may be mainly interested in the training component of a demonstration project, where foundation principals may want to understand how their foundation's specific area of interest can be addressed.

3. Irrespective of these differences, we suggest that the following points be covered with all commissioners. They may be presented as questions to which the response or views of the commissioner are sought:

- * a. Review where we were at the end of the second meeting:
 - an agreement to go ahead on personnel and the community as first items (as enabling, as pre-conditions)
 - continued interest in programmatic options
 - some concern and possible skepticism as to how the personnel and community options can be implemented.
- * b. We see the challenge for the next meeting of the Commission as answering the question of how to bring about significant, across-the-board change through personnel and the community.
- * c. In thinking about implementation, we realized that because education takes place on the local level, we would have to get involved in the local scene. This would require some type of demonstration - a community, a network of institutions, or possibly one major institution where some of the best ideas and programs in Jewish education would be initiated in as comprehensive a form as possible. It would be a site where the ideas and programs that have succeeded, as well as new ideas and experimental programs, would be undertaken. Work at this site will be guided by a vision of what Jewish education at its best can be.

In a demonstration center, a community would have to grapple with such issues as: in-service training, the recruitment of educators, the status and salaries of its teachers. In a sense, Cleveland's Commission might be seen as a useful example of the beginning of a comprehensive approach, an important new development in educational planning and funding.

While education is mainly a local enterprise, we also realize that several factors will have to be dealt with nationally. For example, some training needs to be done on a regional or national level. Furthermore, across-the-board change can only be achieved if local change is implemented in enough places and becomes nationally accepted policy.

- * d. The demonstration center idea leads to a crucial question: Who will do the work? Who will be responsible for the planning and execution of the demonstration projects? In trying to answer this question the idea is emerging that some form of team or mechanism that will enhance and facilitate implementation may be needed.

- * e. You may want to discuss this issue with the commissioner in some detail and look at the functions that such a team or mechanism may fulfill.
- * f. If a mechanism were to be established, it will be necessary to deal with issues such as:
 - What are the criteria for choosing a community action site? What should its size be? What are the important characteristics?
 - How do we guarantee that the projects are of the quality that the Commission aspires to?
 - How will negotiations with the existing institutions in the community be conducted? What kind of local mechanism will need to be established to run the community action site?
 - How will appropriate funding sources be matched with specific projects?
 - What kind of monitoring and evaluation should accompany the implementation of projects? How can feedback be effectively incorporated into the ongoing work?
 - How will innovations be diffused from one community action site to other communities?
 - How will a central mechanism work with local communities to help them rise to their full stature without imposing something on them from the top down?
- * g. You may want to remind the commissioners of what the Commission has already achieved - in two meetings and eight months:
 - Created a pluralistic, private/communal forum for dealing with the issue of Jewish education-Jewish continuity;
 - Charted out what the commissioners perceive as the major areas in need of intervention and development (options);
 - Differentiated between programmatic and enabling options: start with enabling but link to programmatic.
 - Is beginning to consider what content (for personnel and community) and mechanisms are needed to bring about significant change and improvement.

* h. It is important to emphasize that we need the commissioners' input concerning each of the elements mentioned above.

* i. Check attendance on June 14.



Dear Seymour,

Some of MLM's, AJN's, and Senior policy advisors' ideas that have emerged during this trip are quickly being raised to the level of principle, of innovation, of major breakthrough. All this without the benefit of careful consideration. Among these two seem to me particularly dangerous to the whole endeavour:

- * The federations as the empowered locus of change in Jewish education

- * The existing national organizations and training institutions as the mechanisms for implementation and the focus of development efforts.



MEMO TO: Seymour Fox, Annette Hochstein, Morton L. Mandel,
Arthur J. Naparstek, Joseph Reimer, Arthur Rotman,
Herman D. Stein, Jonathan Woocher

FROM: Virginia F. Levi

DATE: May 17, 1989

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Attached, for your information, are reports of interviews with Eli Evans
and Maurice Gerson conducted by Henry L. Zucker.



TO: Arthur J. Naparstek
Virginia F. Levi

FROM: Henry L. Zucker

DATE: 5/15/89

DEPARTMENTAL AND LITERATURE

DEPARTMENTAL AND LITERATURE

REPLYING TO

YOUR MEMO OF: _____

SUBJECT: INTERVIEW WITH ELI EVANS

I met with Eli Evans on May 11, 1989 at his office for about one hour. Part of our agenda was devoted to another subject and our discussion about the Commission lasted perhaps 30-40 minutes.

It is clear that Eli believes we should not put the emphasis at the June 14 meeting on an implementation mechanism; rather we should come up with some ideas and should begin to point to what we will eventually be reporting and how we will implement our emphases on personnel and on community and financing. We should make it clear that we hope to come up with new ideas and with money. For example, Eli believes that there is a need for funds for a national pension system for education personnel. He believes there should be a fund for Jewish education built on the model of the National Endowment for the Arts.

Eli believes that the Commission has made good progress, but that there is now some impatience to get at more specific ideas.

Eli referred to his prior discussion with Seymour Fox. Seymour suggested the possibility of a national fund for the IJE, possibly in the neighborhood of \$50 million. Evans believes there is not a chance to raise a fund of this size. Evans believes that a fund of any considerable size would have to begin with a major contribution from Mandel, Bronfman, and Crown.

We reviewed the personnel option, the community option, and the implementation mechanism and the need for a follow up of each by the Commission. It is clear that Eli believes that the implementation mechanism should grow out of prior discussions about the enabling options and the related programmatic options. He believes it is necessary for the commissioners to become excited about the need for improvement in education and about the possibility of bringing about improvements.

INTER-OFFICE
MEMORANDUM

TO: Arthur J. Naparstek FROM: Henry L. Zucker DATE: 5/13/89
Virginia F. Levi NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: COMMISSION INTERVIEW WITH RABBI MAURICE CORSON
ON MAY 11, 1989, ONE HOUR AT THE LAGUARDIA AIRPORT
AND IN THE LIMOUSINE ON THE WAY TO HIS NEW YORK OFFICE
LARRY MOSES PARTICIPATED IN SOME OF THE INTERVIEW

Corson is skeptical about the mechanism to follow up the findings of the Commission. He believes that Seymour Fox knew before the Commission was organized what sort of follow-up mechanism should be developed. Corson believes that while there is need of a follow-up mechanism, it is not a good idea to establish a new IJE agency. Rather, the function should be assigned to ISNA.

The Wexner Foundation would not support an independent IJE. It probably would support a JESNA department for the same purpose.

Corson is very touchy on the idea of financial support of the Commission's recommendations because he made it clear in advance that in joining the Commission, he was not implying that Wexner would take on a financial obligation to support the Commission's findings. I made it clear that all financial support for ideas which emerge from the Commission would be strictly on a volunteer basis. Participating foundations would take on financial support in areas in which they have a specific interest.

Corson commented that there are serious splits in the organizational functioning of all three denominations, and that this will probably have a negative effect on the ability of the denominations to be helpful in carrying out ideas developed by the Commission. For example, anything recommended by the Hebrew Union College is likely to be ignored or opposed by the Union of African Hebrew Congregations.

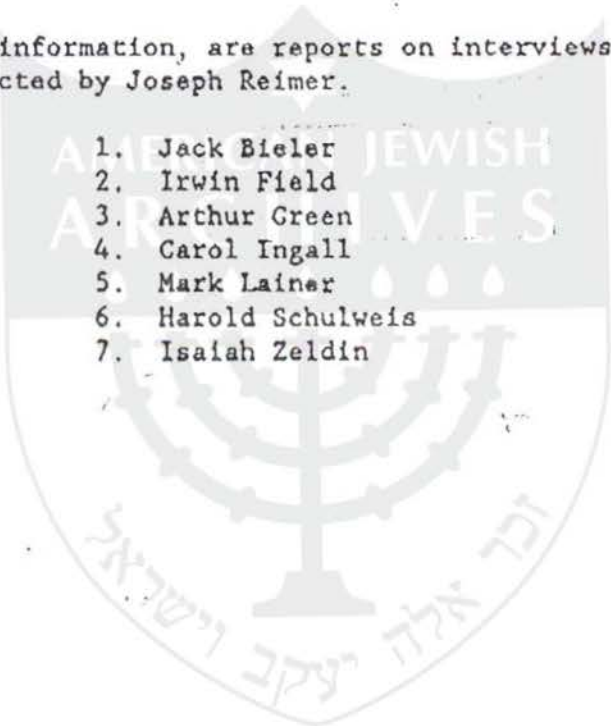
In general, Corson was supportive of the work of the Commission. He believes it will produce a report which will have substantial influence on Jewish education. He made it clear that the Wexner Foundation has a deep interest in Jewish education and is already supporting major efforts in this field and will continue to do so.

MEMO TO: Seymour Fox, Annette Hochstein, Morton L. Mandel,
Arthur J. Naparstek, Joseph Reimer, Arthur Rotman,
Herman D. Stein, Jonathan Woocher, Henry L. Zucker

FROM: Virginia F. Levi

DATE: May 12, 1989

Attached, for your information, are reports on interviews of the following commissioners conducted by Joseph Reimer.

- 
1. Jack Bieler
 2. Irwin Field
 3. Arthur Green
 4. Carol Ingall
 5. Mark Lainer
 6. Harold Schulweis
 7. Isaiah Zeldin

FEB-89 00:00:00 10

J. Reimer

Interview with Rabbi Jack Bieler (4/24/89)
2 hours in his home

1. Rabbi Bieler began by reacting to the 4/5 meeting of the educators saying he was taken aback by the direction taken. He did not anticipate that direction as a result of the December meeting, thought the focus would be on the content of the enabling options and found the current focus on implementation to be very abstract; the processing of process. That worries him.

2. I asked what he'd recommend for the June 14th meeting, Jack wants us to get back to the enabling options in a more concrete way and spell out what we'd like to create. What is the vision? What are the best cases and the scenarios for their creation and replication? What is the process for selecting community sites? What about task forces? He's concerned that time will run out and these issues won't be tackled sufficiently by the Commission.

3. A question Jack would like raised is whether public education should be seen as a model for Jewish education. He'd prefer using private education as model in particular to stress the issue of excellence in education. He believes that what most threatens the upgrading of the field are low expectations. If no one expects you to be excellent, why become excellent? Let us study what allows for the expectation of excellence in certain private schools and learn from their successes. Let's study our own successes and learn from them. Jack believes we need to assemble a traveling team (of teachers and other professionals) who can visit, observe and write up "best practices".

4. Rabbi Bieler's other concern about the proposal for implementation is the degree to which it involves partnership with existing institutions - such as BJE's - whom he sees as being committed to non-change. He believes in the power of demonstration projects implemented by the best people working together, and does not believe that the power of such a demonstration can be disseminated by the normal channels. It is rather a matter of setting an example and a standard and inspiring others to join in the pursuit of excellence.

5. Rabbi Bieler plans to attend on 6/14.

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J: Reimer

Interview with Irwin Field (5/1/89)
1 hour in his office

1. As I was explaining the direction of our work since December, Mr. Field stopped me to express a different point of view. He felt the focus on implementation is premature and the critical issue now is the product. If you have the right product, the implementation will follow.
2. Mr. Field disagrees with those who say there is no shortage of good ideas, only of good people. He thinks the right "good idea" is crucial to change. I cite the example of the havura - a good idea at the right time. As the right product at the right time, it spread rapidly without an implementation plan. The Jewish world looks for such ideas and tends to pick them up. (He did add that with Project Renewal, on which he worked at the UJA, it did take some pushing before anyone would try it out. But once word got out that it was right, it spread quickly - though with modification from community to community).
3. Mr. Field also cautioned against starting another organization, even if we call it an implementation mechanism. He feels our mental energy ought to go into product not "building". Let that follow as the need arises from the spread of the product.
4. Mr. Field thought that at this point the commission should still be concerned about whether it is asking the right questions. Maybe there are questions we've yet to ask that would point our work in different directions. As an example, he thought we have yet to explore the question of expectation: can we expect more of the family than is asked in general education? Can we do better than the general milieu or do we have to operate within certain other expectations? In his mind, if we could ask more and make the family take more responsibility for their children's education, we'd begin to solve the problem of leadership. Responsible parents would provide better leadership and also expect more of the personnel.
5. Mr. Field does see a role for a non-local presence in partnership with a local community. The implementation team could help to assemble an appropriate group of people to debate the issues, and generate the right questions and come up with the right ideas. Also, ideas from local places could be evaluated and enriched and then disseminated. He believes good ideas would be quickly picked up, but stresses the need for searching for the right questions which will lead to attaining the right products.
6. Mr. Field's not planning on attending the 6/14 meeting.

J. Reimer

Interview with Arthur Green (4/24/89)
2 hours in his home in Philadelphia

1. Rabbi Green had just received the letter to commissioners and seemed quite attuned to where we left off in December and where we were going in terms of demonstration centers - which he and I had discussed last in January. He favors what we then called "the multiple demonstration" approach.

2. We began the current discussion with the question of how does the Commission implement a demonstration approach. Given that a site has been selected, Arthur suggested the following scenerio: a. hire a central local person to run the demonstration center; b. develop an institutional link between the center and local Jewish colleges and agencies; c. establish fellowships to bring in practitioners from other locales to work as interns in the center; d. develop an outreach and publicity strategy to give national visibility to the demonstration projects.

3. We reflected on the model of the havura which we were both involved in at its inception. Green believes the original havurah demonstrated both how powerful it can be to bring together a concentration of talented people working on one project and how the image of something new and exciting can generate interest and replication. He believes in developing powerful models through the concentration of human resources and talents.

4. I begin to discribe in general terms the mechanism for implementing the community demonstration projects and he reacts positively. His remarks focus on these points: a. In balancing between the tasks of selecting communities and securing funding sources, it is important that the board and the director separate the tasks and not have selection made or directly influenced by the funders' preferences. While the funders need to know that their areas of interest will be concentrely demonstrated in projects, it should not be they who select where those demonstration sites will be. b. In the selection process, what is being compared are alternative dreams or visions. Who has the richest visions within a given area and the demonstrated ability to move towards its realization? What the mechanism can contribute is a forum to articulate and evaluate the dream as well as help in securing the people who can come into a site and help make the dream an educational reality.

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J. Reimer

Interview with Carol Ingall (4/24/89)
1 hour in her office in Providence

1. Carol Ingall attended the 4/5 educators meeting and did not need further review. She was ready to begin with her reactions to that presentation of the I.J.E. Carol believes it is a mistake to focus so singularly in the Commission on the process of implementation. What is also needed - and soon - is a vision of programs that can inspire people; where is the process leading - what might concrete, programmatic outcomes look like in the area of personnel.

2. In relation to the proposed focus on localism, Carol cautions not to overemphasize the individuality of needs in each community. A good model developed in one locale can serve as a guide to other communities who will know how to adapt the model to their local needs if there is a bank to draw on for financing adaptation; she believes the demonstration model is a good one.

3. What is needed to make the demonstration model work is a serious search for best practices. She does not believe that the IJE necessarily needs to invent new solutions, but in many cases, existing best practices - which are currently locally-run and nationally unknown can serve as models of what should be done in that area. But they must be found, encouraged, developed and put on view for others to emulate. "Best practices" is an urgent and top priority agenda item for the commission.

4. Carol's main disagreement with the IJE presentation was with the assumption of synergy: that many demonstrations should be centered together in one or several communities. She believes that concentration of effort in one community would be artificial: it would have no history - no organic roots in that community. Suddenly one or several communities would get a terrific influx of resources - which might be overwhelming and which might make that community seem very distant from other communities. She doubts that people would pick up and come to work in one centralized site.

5. Carol strongly believes in a more de-centralized approach. Take the issue of personnel and break it down into its component parts. Then search hard for where in the country communities are already at work on creating positive solutions for that component problem. (She believes more is being done in the field than is generally recognized, and hence already underway). Then use the IJE to help develop and expand what is already begun in the local community. (She agrees that here the IJE plays a crucial role in setting standards and getting much improved output; but only if it works on goals and programs that are already underway in a community). Then be sure to publicize the local best practice and finance its adaptation to other communities.

6. As a local BJE director Carol believes that her community or comparable communities can develop expertise in one or several aspects of the personnel issue, but not in the whole area. She adds, though, that it would add great luster to her whole program if her agency received national recognition for its area of expertise (eg. - teacher induction) and that these

J. Reimer

Interview with Mark Lainer (5/1/89)

1 hour in a restaurant

1. Mr. Lainer is well attuned to the direction of the Commission and is supportive of the current thinking. He had the following comments:

- a. It is crucial that the 6/14 meeting deal not only with the process of implementation, but also with the content of the proposals around personnel.
- b. Before new projects in demonstrations be undertaken, we must know what is going on "on the ground" in the field. He suggests we send a team around to interview key people from the field in each of the central locations.
- c. What an implementation mechanism can do for a community like LA is to
1. get into our heads and see the issues as we do; 2. help us articulate the goals we set for ourselves; 3. help us to evaluate if we are reaching our goals, and plan for how we can improve upon that; 4. help us to consider alternatives to our current goals and plans; 5. help us to understand our own successes - how they work as well as they do; 6. help us to disseminate our successes - within our community and nationally.

2. Mr. Lainer is planning to attend on 6/14. He'd like to have his bio rewritten as it does not accurately reflect his involvements in Jewish education

J. Reimer

Interview with Rabbi Harold Schulweis (5/1/89)
One hour in his office

1. Rabbi Schulweis listened to the general direction of our work and agreed with that direction. Most of our conversation focused on his explaining the need for personnel training in family education - which is the latest focus of his attention in his congregation.
2. To summarize: Rabbi Schulweis has practiced a model of training selected lay members of the congregation to assume key educational roles alongside the professionals. He developed that in a para-rabbinic program and is now expanding it to a training family educators who will work in homes, family to family. The training is extensive, but there are no materials to use or any teachers to do the training. The rabbis will begin the process, but who will carry it on? There needs to be a new type of training education if this is to have any long term success.
3. As Rabbi Schulweis' focus is on synagogue life, I asked if he saw a need to develop a relationship among congregations, JCC's & federation. He did see the need and admitted that rabbis can be too far of themselves. He would see the foundation as playing a crucial "shadchan" role in sponsoring formats in which first lay people and then professionals from these organizations could get to know one another's concerns and learn to bridge differences to find more common ground.
4. Rabbi Schulweis does not plan to attend on 6/14.

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J. Reimer

Interview with Rabbi Isaiah Zeldin (5/1/89)
One hour in his office.

1. In explaining the general direction of our work, Rabbi Zeldin reacted to several points, based on his experience at the Stephen Wise Temple, an education-oriented synagogue and its sponsored day school.
2. He believes that dissemination is a crucial issue not done well at present. He gave two examples. When they began their parenting center, one woman was hired half time by the reform movement to disseminate the model which she did to over 90 other congregations. When she asked for more time to support those sites, she was refused. No further dissemination has taken place since. Also he seen family camps as a very promising new idea. It has succeeded in several places in California, but has no way to spread beyond that narrow circle. A real effort at dissemination would be crucial.
3. His temple has set up a substantial fund to which teachers in the day school may apply for training grants. Rabbi Zeldin believes this has stimulated teacher initiative to plan their own professional development and has allowed for innovative practices such as sending general studies teachers to Israel to learn Judaism to incorporate into their classrooms. (Interestingly, the temple does not extend this to teachers in the supplementary school and the rabbi does not believe they should.)
4. Rabbi Zeldin believes there are certain positions that are lacking which could be crucial for both dissemination and training of personnel. He cites the example of a coordinator for the dozen reform day schools. Those schools have no way now of consistently sharing or networking, and yet one additional person could make a real difference.
5. He sees federations and foundations playing a significant role if they could subvent the costs of Jewish education for families. Especially for day schools, but also for supplementary schools, he thinks cost is an increasing factor in keeping students away. Perhaps a campaign to support Jewish learning. As for denominations, he believes they have little role to play in producing materials. Education is not their priority and hence not really their active domain.

Rabbi Zeldin is not planning to attend 6/14 meeting. He'd appreciate announcing the dates for next year now to allow him to plan in advance to come.

MEMO TO: Seymour Fox, Annette Hochstein, Morton L. Mandel,
Arthur J. Naparstek, Joseph Reimer, Arthur Rotman,
Herman D. Stein, Jonathan Woocher, Henry L. Zucker

FROM: Virginia F. Levi

DATE: May 10, 1989

Attached, for your information, are reports on interviews of the following commissioners conducted by Arthur Naparstek, Seymour Fox and Jonathan Woocher.

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1. Ronald Appleby
 2. Mandell L. Berman
 3. David Dubin
 4. Alfred Gottschalk
 5. Irving Greenberg
 6. David Hirschhorn
 7. Sara Lee
 8. Seymour Martin Lipset
 9. Haskel Lookstein
 10. Matthew Maryles
 11. Harriet Rosenthal
 12. Alvin Schiff
 13. Lionel Schipper
 14. Peggy Tishman

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INTERVIEW WITH
RONALD APPLEBY

ARTHUR J. NAPARSTEK
MAY 1, 1989

I began the interview with a review of where we were at the end of the December 13th meeting and asked Ron if he agreed that the Commission came to a consensus on the personnel and community options as enabling and preconditions in relationship to the programmatic options. Ron indicated he was in agreement with that.

I then asked Ron if he was clear on the mission of the Commission. Ron indicated clarity in terms of the Commission's objective as being implementation and to bring about change, further to deal with change in a systemic way. I decided that, with Ron, it was desirable to cover the IJE and the major ideas behind it in a more complete way. With regard to the IJE, Ron is very positive. He believes that the federation is a key player in bringing about any kind of change.

He also feels that personnel is a key issue, that even in Toronto where teachers are paid well, teaching is a low status profession. Ron does not believe money is the critical issue in terms of teaching. It cannot be just money, focus has to be on upgrading the profession as a whole by having the profession be perceived by others in the community as high status. We have to work on ease of entry, professional development, and making it fulfilling.

He also feels that personnel should be handled on a national or local level. Teacher training, he indicated, should be handled on a national level or regional level, as it cannot be accomplished locally. It has to be coordinated through some kind of national mechanism.

As we began our discussion of how that coordination would take place, I explained to Ron our thinking behind the IJE. Ron's response to the overall idea was that the IJE could help Toronto build up the quality of the profession. It could link York University to other universities on the continent like HUC, Yeshiva University and the Seminary in helping to build a model for the profession.

We then began to discuss specifics related to the IJE.

1. Criteria for Choosing Sites

Ron felt the criteria for choosing a community action site could be the local university and the expression of interest in the site. Other criteria could be a judgment as to the strength of the Jewish community, the ability of the local community to raise funds on a matching basis, and the ability of the community to make proposals.

2. Quality of Projects

Ron felt that the screening and evaluation of projects was very important. National organizations could play that role like JESNA or JWB as part of the screening process. Projects have to be consistent with its mission as laid out by the Commission and IJE, that is, projects should be focused on bringing about systemic change and have full potential for impact and application.

3. Negotiations with Existing Institutions

How will negotiations with existing institutions in the community be conducted? Ron felt that the federation was key from a funding point of view. The mechanism had to be the federation. Make it as high on the agenda as possible.

4. Appropriate Funding

How will appropriate funding sources be matched with specific projects? Here again, Ron felt that the federation was the focus point.

5. How will Innovations be Diffused from One Community Action Site to Another?

Ron thought that we needed to develop a communication instrument. He also thought that an annual formal convocation might work. This would provide a system of accountability and reporting through annual convenings, perhaps through the CJE General Assembly.

6. How will a central mechanism work with local communities to help them rise to their full stature without imposing something on them from the top down?

Ron felt that we could not leave out the stakeholders or the lay community, that partnerships needed to be developed. Local people can get excited where there is interest. Make the lay people players. It cannot be imposed but instead a process has to be initiated. There are various methods to doing that. Ron suggested that what might work in Toronto would be a white paper that could become the focal point of debate.

With regard to the June 14th meeting, Ron will be attending. He felt the key aspect of that meeting was to get people involved, get them excited with the process and with the ideas and vision that are behind the IJE. The IJE should evolve out of a set of ideas that, in effect, justify it as a mechanism for change.

INTERVIEW WITH
MANDELL L. BERMAN

ARTHUR J. NAPARSTEK
APRIL 28, 1989

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The interview began with a review of where we were at the end of the December 13th meeting. I reaffirmed that the Commission came to consensus on the personnel and community options as enabling and preconditions in relationship to the others. I asked Bill if he had the same understanding of the Commission with regard to the conceptual framework. Berman indicated that he was in agreement, that he felt there was a consensus with the framework.

Berman also agreed that the challenge for the next meeting of the Commission is to answer the question of how to bring about significant across-the-board change through personnel and the community. Berman felt very strongly about implementation. He stated that only a report by the Commission would not be sufficient, that implementation of some type was necessary and that he felt it had to take place on the local level. I asked him if he thought a demonstration program would make sense. He agreed that demonstrations would make sense only if they build on what was currently working in the field.

Berman is of the strong opinion that there is much good that is going on and the Commission needs to identify those "best practices" and build upon them through demonstrations. I asked him how the community could grapple with such issues as in-service training, the recruitment of educators, etc. He indicated that the key on the local level has to be through negotiations with the federations. He did not believe we could create new mechanisms locally, but instead had to use existing organizations. We may use local surrogates that are then picked by the federation.

I asked him how we would diffuse innovation. It was at this point that he began to discuss the need for some type of national initiative that could begin to coordinate and identify local programs and provide opportunities for innovation, monitoring and evaluation. We moved from there to a discussion of establishing a mechanism on a national level that would begin to meet these needs.

I raised the question with Berman that if a mechanism were to be established, it will be necessary to deal with the following issues. I asked for his opinion on these issues:

1. What are the criteria for choosing a community action site? Here Berman feels very strongly that we need to identify successful programs. Excellence is the strongest criteria.

Interview with Mandell L. Berman

Page 2

2. Berman feels that key to the success of a national mechanism will be money. He believes that \$5 million per year for five years should be raised. However, if a locality were to become involved in the program, it would have to raise matching funds. The matching funds, in effect, would become a part of the criteria for selection. Thus, criteria would be programs that currently exist, and offering matching funds. To the issue of how do we guarantee projects of the quality the Commission aspires to, Berman suggested that a monitoring and evaluation program be established through existing organizations on the national level such as JESNA or JWB, that through the evaluation process quality would be ensured and that the national mechanism, in effect, would not become the policeman of the programs.
3. To the question of how will negotiations with the existing institutions in the community be conducted, Berman suggested that guidelines need to be developed by the national organization and constantly refined by the board so that negotiations will be guided by these guidelines.
4. To the question of what kind of local mechanism will need to be established to run the community action sites, Berman responded that local federations are the key.
5. To the question of how will a central mechanism work with local communities and help them rise to their full stature without imposing something on them from the top down, Berman felt that the mechanism around evaluation and monitoring can do that.

In conclusion, Berman felt that the national mechanism should work with existing programs and enrich them through the leveraging and matching strategies, that these programs in turn should be evaluated and monitored by national organizations like JESNA and JWB, and that through that evaluation and monitoring a diffusion process should be initiated throughout the country so that replication could occur.

The remaining part of the interview dealt with his suggestions related to the June 14th meeting. He felt very strongly that there is a need to excite people and get them to buy into the process in the June 14th meeting. He felt that we should come to some degree of closure on our strategy for how the Commission will work from June 14 through June 1990. He felt that there is a need for commissioners to receive material prior to the meeting, that everything should be organized in advance, and that the key part of the meeting should be through small groups, that each small group should have a chair (not a permanent chair), nor should these small groups become permanent subcommittees but at least chairs for the day.

Berman felt that the June 14th day should begin with a brief overview by MLM from approximately 10:00 a.m. to 10:45 a.m. From 10:45 a.m. until 2:00 p.m. we should meet in small committees of subgroups, and at 2:00 p.m. reconvene for a full meeting. Prior to the June 14th meeting, chairs need to be selected, people should be assigned to the small groups, and each commissioner should receive written material that gives a sense of direction for the meeting.

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REPORT ON INTERVIEW WITH DAVID DUBIN, 4/25/89 BY JONATHAN WOOCHEER

I. IJE

DD agrees strongly that there is a need to come up with something practical at the end of the Commission's life, which will include the promise of funds and the involvement of the Commissioners.

DD envisions a post-Commission process which involves teams bringing ideas to communities in order to "seed" these communities with new ideas appropriate for their situation. These would be, in effect, "mobilization units" to work with communities, and would include Commissioners as well as professionals. The concept could also encompass study teams which would help communities with comprehensive planning.

The assistance must include resources; there must be a pool of funds available at the end of the process to implement what has been designed. Money is the key to differentiate an IJE from JESNA, JWB, and other current instrumentalities. The IJE must not compete with these in fund raising or in direct services. We need to be alert to the question: what are we doing for the institutions which exist?

II. Commission process

DD suggested that the next Commission meeting should present illustrations of specific problems and strategies for solutions in the areas of focus (personnel and community-building).

E.g., the scholar-in-residence model as developed at the JCC on the Palisades is now being brought to a number of different communities as a way of creating a community "master teacher" who can work with lay leaders.

Other possible problems and strategies might be:

- 1) Problem: lack of top lay people involved in Jewish education
Strategy: hire a professional just to develop leadership and human resources for Jewish education
- 2) Problem: lack of money for innovation
Strategy: development of a local "venture capital" fund for innovative projects

Before the meeting, Commission members should have the opportunity to suggest ideas of this type. At the meeting, the Commission should help prioritize various suggestions.

He suggests a short staff paper identifying specific problems related to the enabling options and some suggested strategies to deal with them. It should be indicated that the document will be used to a) expand the list of options through discussion, and b) prioritize strategies.

Some of the programmatic options will be "paid respect" within the strategies as specific reference points -- e.g., developing family educators, or educational programs for Jewish leaders as a vehicle for building advocacy.

The Commissioners must have a role in the strategy development process.



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REPORT ON INTERVIEW WITH YITZ GREENBERG, 4/28/89 BY JONATHAN WOOCHEER

I. IJE

YG raised the question of why an existing agency or consortium of agencies could not and should not play the role envisioned for the IJE.

He agrees that the strategy of seeking change at the local level is correct, but cautions that we should not underestimate the difficulty of achieving the high degree of coordination envisioned even at the local level. Institutions do not have a commonality of perspectives and interests. Thus, the strategy being projected may call for a level of organization greater than local institutions are currently capable of, and yet fall short of promoting change in the national arena. He is concerned that the process will become mired in politics, the least productive area if one is interested in educational change. In trying to encompass everything (in a community), nothing may be achieved.

In practical terms, he wondered where the educators would come from to implement the comprehensive approaches. YG feels that a different cut on the personnel problem, e.g., on developing and sustaining 100 new educators, through fellowships or a venture capital fund to support a "nurturing" network for talented individuals in the field who burn out too soon, might be more productive. Creating a structure for supporting 100 such educators would be worth \$15-20 million a year in terms of its impact.

Later, when the dynamics have changed and the talented people are out there, we can think in terms of coordinating more systemic change.

With respect to the building community leadership and support option, YG is concerned that the work of existing organizations like CLAL not be duplicated.

He is also concerned, on the other hand, about how to deal with the fact that existing structures are often mediocre. We can't just "pay them off" to secure their political cooperation. Qualitative judgments will have to be made.

In general, YG advocates that MAF make clear its commitment to fund new initiatives in one area, e.g., personnel, and try to convince other foundations represented on the Commission to take an area of their choosing -- either a project or a community. Once the initiatives are up and running, we can tackle the question of coordination.

YG does see the potential role of a "think tank" type instrument, although this is not his highest priority. One option would be to give the funds to an existing organization like JESNA to do this. If an independent entity is to be created (and YG is

concerned this may be premature), it should not be massive. There is also the question of where to locate such an entity. Brandeis or another non-denominational setting -- perhaps even Beit Clal -- is a possibility, and fellows could be brought in from the denominational institutions.

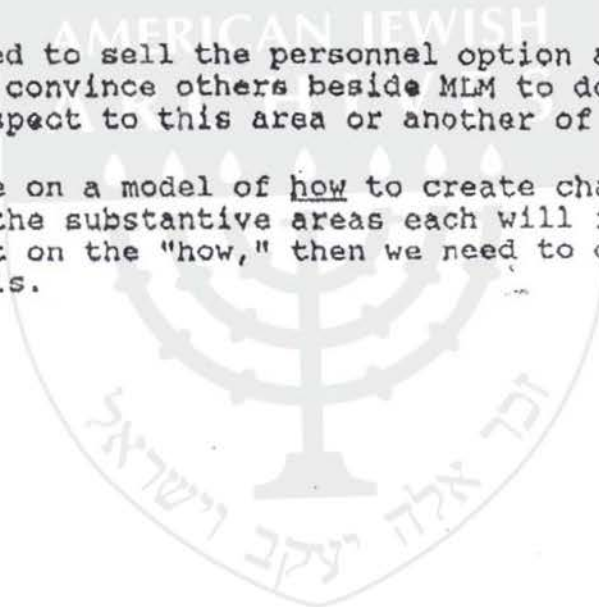
II. Commission Process

The June meeting should focus on strategies for change. (If there are foundations already committed to certain initiatives, these should be incorporated.)

There should be papers in advance on strategies, assuming that several alternative models have been identified [my note: e.g., the IJE model and YG's proposal]. These can be the focus for discussion.

There is no need to sell the personnel option at the meeting. The need is to convince others beside MLM to do their share, either with respect to this area or another of their choosing.

If we can agree on a model of how to create change, then the need is to discuss the substantive areas each will focus on. If there is disagreement on the "how," then we need to discuss the different models.



TOWARDS THE THIRD COMMISSION MEETING

INTERVIEW OF COMMISSIONERS

78 I

COMMISSIONER NAME: PROF. MARTIN LIPSET

INTERVIEWER: PROF. SEYMOUR FOX

DATE: APRIL 5, 1989

PLACE: RUSSELL SAGE FOUNDATION

Summary:

I had a very enjoyable hour and a half with Prof. Lipset. I took him through the steps of the work of the Commission since the meeting in December to where we are today.

I went through the concept of the demonstration site very carefully. He asked some very important questions, particularly concerning the personnel for supplementary schools. Again, he brought up his concern about us leaving out the college-age, the Hillel Foundation group. I think that he understood the necessity for an implementation instrumentality and I began to sketch some of the possibilities there. At that point, he brought up the importance of research and made a very reasonable argument for the kind of research which should accompany the ii and would help us make decisions more intelligently.

He has the meeting of the 14th of June on his calendar and I believe that he will be very helpful, as he has been in the past.

TOWARDS THE THIRD COMMISSION MEETING

INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: DAVID HIRSCHHORN
INTERVIEWER: PROF. SEYMOUR FOX
DATE: APRIL 3, 1989
PLACE: BALTIMORE, MD.

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Summary:

I had a meeting with Mr. Hirschhorn at the Blaustein Building in Baltimore where we discussed the ideas he had presented at the previous Commission meeting on the importance of research and evaluation.

This was a very enjoyable three-hour meeting and I will give a more complete report after I see Mr. Hirschhorn again on May 5th.

I did begin to sketch the concept of demonstration site and the need for some implementation instrumentality to help build and develop the demonstration site.

I discovered that Mr. Hirschhorn is particularly interested in the work of the Reform Movement, and I believe that his foundation, and he personally, would be very much interested in participating actively in the work of the Commission and in its outcomes.

TOWARDS THE THIRD COMMISSION MEETING

INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: MS. SARA LEE
INTERVIEWER: PROF. SEYMOUR FOX
DATE: APRIL 2, 1989
PLACE: NEW YORK, NEW YORK

2
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1

Summary:

Annette Hochstein accompanied me at this meeting which began at the Mayflower Hotel and continued with a thoroughly enjoyable brunch. We had a very intense discussion on the work of the Commission.

We did not have to review with Sara Lee the history of the work of the Commission; she is very much involved, has kept herself informed and did not have to be reminded of what was taking place.

Annette and I feel that Sara Lee's suggestion for establishing a task force in the area of personnel, which she suggested in writing to us earlier, is worthy of very careful consideration and that she could play a leading role, possibly even serve as a co-chair for such a task force.

We had previously discussed the concept of demonstration sites so it was easy to move in to the connection between the decisions of the Commission on December 13th and the possibility of establishing some version of a demonstration site.

She quickly understood the significance of the need for an

implementation instrumentality. She offered many suggestions and raised a good number of problems related to the concept of an ii. She strongly urged us to get the educators involved as soon as possible, and thought that many of them would want to help us in the work of building demonstration sites and the ii. She also participated, later in the week, in the meeting of the educators who are on the Commission, which took place at the Board of Jewish Education in New York City.

She is concerned about the role of the denominations in our work. We told her that meetings are being arranged between MLM and the various presidents of institutions of higher learning.

She has the June 14th date on her agenda, and is planning to attend.

I believe that Sara Lee is an important person for the Commission and will be willing to play a key role in our work.

INTERVIEW WITH
HASKEL LOOKSTEINARTHUR J. NAPARSTEK
MAY 4, 1989

79T

I opened the interview with a discussion on the overall mission of the Commission. Haskell agrees that the Commission's objectives are to bring about change and implementation. When we talked about how change could come about, Haskell indicated that an ongoing mechanism would be needed.

From that we went into the interview related to the issues that needed to be dealt with.

1. Criteria

He felt that in choosing community action sites, we needed to look at places that were open to new ideas, that were not doctrinaire and would allow for external stimulation. Excellence should guide us in terms of picking places. But the key issue from his point of view is the openness to new ideas from which a lot of different organizations and groups could learn. He said that the major ingredient about the Commission which inspired him was the fact of openness.

2. Quality

How do we guarantee that the projects are of the quality that the Commission aspires to? There, he indicated that we have to choose well and, after choosing, monitor the projects. He said that no program should be guided by a blank check. We should withdraw if need be.

3. Negotiations with Existing Institutions

How will we negotiate with the existing institutions in the community? Here again, different communities will require different styles of negotiation. In New York, Alvin Schiff plays that kind of role. In other communities, it might be the federation.

4. Appropriate Funding

How will appropriate funding sources be matched with specific projects? Leveraging is essential. We need to be careful here so that people are not guided only by funding and that, instead, the funding will lead to programs that can bring about systemic change and are consistent with the Commission's overall objectives.

JESNA playing those roles.

6. Central Mechanism

How will a central mechanism work with local communities? Lookstein does not have any answers on that other than to say that we cannot have a central mechanism impose its will on local communities.

With regard to the June 14th meeting, Lookstein will attend and would like to see the meeting have more group discussions. That was the only response he gave to that question.



INTERVIEW WITH
MATTHEW MARYLES

ARTHUR J. NAPARSTEK
MAY 3, 1989

80T

We began the meeting with a discussion of the mission's overall objectives. Matt Maryles agrees with the direction in which the Commission is going as well as its underlying assumptions that are related to change and implementation.

Matt is an orthodox Jew, but is committed to pluralism and believes the Commission has tremendous potential in legitimizing pluralism in the Jewish community. Matt Maryles began the interview by brainstorming and indicating that New York City is too big for the Commission to get its arms around, that whatever the Commission ends up doing should not be done in New York. We have to begin to look at communities and markets in which we can be assured of success.

Matt, quite independent of anything that I had said, moved immediately into how a national entity needs to be created that could provide high profile and visibility. To make this go, the lay community needs to be able to see Jewish education considered at the highest level.

I asked Matt if he thought the federation was the key and he indicated that the federation is the leader in New York City, but it would vary from community to community. Every community might have a different mechanism but he did say that, overall, the federation could be the mechanism. He went on to explain that a national entity or mechanism could stimulate national and local leaders.

I then began to discuss with Maryles the very functions that a national mechanism, were it to be established, would have to deal with.

1. Criteria

Maryles believes that it should be small in size, well organized in a Jewish sense with strong lay leadership.

2. Impressions related to quality

Select people who have high credibility. We need lay leaders who believe in excellence, that professionals can't control it, and that lay people can drive it.

3. Impressions related to negotiations with the existing institutions

Here he feels that lay leaders set standards and that federations, in concert with congregations and bureaus, can begin to initiate the process.

4. Funding Sources

He feels dollars are not as important as a lot of people think. Ideas are what is important. Maryles is not comfortable with funding. His philosophy is, it works best when people help themselves. He feels the national organization should be a catalyst and an idea exchange, not a money exchange. Professionals should support lay leadership in getting them to help. The national mechanism, again, should be hands on by definition but sell ideas. By selling ideas and not giving out too much money, he believes that will make the difference. If you are implementing ideas and strategies, it is by definition hands on, but with the money involved, it becomes self-serving. This was the first expression I've heard that money could be a problem in relationship to a national mechanism.

5. Monitoring and Evaluation

We did not get into monitoring and evaluation or how the central mechanism will work with local communities.

Matt felt that the June 14th meeting had to excite people. He indicated that he was extraordinarily impressed with the quality of commissioners and, in fact, felt that he was unable to fully express himself because of the powerful intellects that are on the Commission.

Matt indicated that he would make every effort to attend the meeting. He was not sure he could give it an entire day. I asked him if he thought small groups would make a difference in terms of his participation and he indicated that they could make a difference.

81I

REPORT ON INTERVIEW WITH HARRIET ROSENTHAL, 5/4/89 BY JONATHAN WOOCHEER

I. IJE

HR found the concept as described exciting, although she wondered how the operational decisions would be made.

She sees evaluation as a significant issue, especially if the goal is to develop good, replicable models for other communities to emulate. Program impacts will need to be evaluated and measurable.

HR agrees that concentrating on one site (a la the Flexner report and Johns Hopkins) can push others to address their needs.

She also raised the question of whether and how the IJE will develop the conceptual base needed to guide the change process. Do the professional "experts," e.g., agree on universal standards for professional development? She is skeptical that the Commission could in fact agree on what is adequate training of Jewish educators. So what base of concepts will guide the IJE in its work? The diversity of the community also makes it difficult to devise universal personnel standards.

As a practical matter, she is also concerned about whether communities will buy into the scope and intensity of change which IJE might try to induce. When one seeks to introduce universal changes, there is often a tendency to retreat to the "tried and true" because it is much easier to build consensus around. Communities may not be prepared to make the degree of commitment -- financial and political -- which they will be expected to under this approach.

II. Commission Process

HR feels the next meeting should focus first on the personnel issue. (When we need to, we can figure out how to market almost anything.)

We need the beginnings of a plan for how to develop the personnel we need. We should attempt to answer: What would constitute a "well-trained" teacher or administrator? Can such people teach all age groups? What would be a well-trained informal educator? Do we have the places available, locally, to train such individuals? We have to define who the personnel are and what training they need.

Ideally, we should develop a model of what a well-planned educational process would look like in a few communities. Based on the demographic profile, this is what we would need for a good educational system in community X, in terms of structures, support systems, funding, personnel, and lay leadership.

We might also ask what would constitute a well-educated Jewish child, perhaps by the time of Bar or Bat Mitzvah, at what we would

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INTERVIEW WITH
ALVIN SCHIFFARTHUR J. NAPARSTEK
MAY 3, 1989

Alvin Schiff has been very close to the process as he participated in the Jewish educators meeting of late March and was briefed at that time.

We began the discussion with Alvin talking about how national initiatives must tie into localities. He went on to say that the quality of what happens on the national level is dependent on the input from localities. Once a national mechanism develops guidelines, it has to implement them locally.

Alvin put forward a model that he has used in developing initiatives, both on a national basis as well as locally. He stated that the role of the national mechanism is first to develop plans; second, to validate those plans; third, to demonstrate the plans in program form through localities and; fourth, to replicate the plans throughout the country.

The remaining part of the interview dealt with a look at the functions that the IJE may fulfill:

1. Criteria for Choosing Community Action Site

What are the criteria for choosing a community action site? What size should it be? What are the important characteristics? Alvin's response on criteria was that it should not be seen as a Mandel initiative solely. He also feels that the mechanism should be located in New York as much of the resources are there. The first criteria is for us to determine whether the community has the ability to bring about change in personnel. He went on to say that it may not matter how big the community is, but whether or not it has critical mass, for example, does it have three or four schools? He feels that we should select communities that are both large, medium and small and to determine whether or not they have the infrastructure to bring about change. Infrastructure can be defined in terms of leadership, organization, etc.

2. Quality of Projects

How do we guarantee that the projects are of the quality the Commission aspires to? He feels the quality must come from the IJE and the relationship with the local community. We need to use a variety of techniques in order to receive ideas and proposals from local communities. He identified three ways of assessing that: (1) experimental programs that would be initiated by the IJE staff and

Interview with Alvin Schiff

Page 2

funded directly, these are trial balloon programs in which IJE staff feel they want to learn something; (2) programs of match where local communities can come up with a match; and (3) programs in which local communities respond to a request for proposals.

3. Negotiations with Existing Institutions

How will negotiations with the existing institutions in the community be conducted? Alvin believes that there has to be a synergism between the lay and professional through federations, bureaus and ~~organizational leadership~~. It will vary from community to community and be pluralistic. However, he does believe it's the interrelationship between the federation and the bureau.

4. Appropriate Funding

Alvin referred back to the earlier question on quality in which he put forward the three options: trial balloon, match, and application. He does believe that the IJE should have appropriate funds so that it can make an impact. He did not come up with an amount, however.

5. Monitoring and Evaluation

Alvin has a theoretical formulation that is quite technical for monitoring and evaluation and is not necessarily appropriate to get into here.

6. Diffusion

On the question of diffusion, Alvin feels that through the IJE and the evaluation process, diffusion can occur. He would use national organizations.

7. Central Mechanism

On the question of a central mechanism imposing itself on localities, Alvin feels that through the threefold proposal process for funding and carefully drawn up guidelines, communities will be protected.

Regarding the June 14th meeting, Alvin feels that we should have three goals for this meeting: (1) to keep commissioners' interest alive, (2) to get them excited and, (3) to create the preconditions in which we will get their financial support. Here he was talking about foundations and others who are potential donors. Alvin felt the agenda for the meeting should be for MLM to provide a quick review on where we are and how we've gotten to where we are. We then need presentations that put forward personnel and community in interesting ways, but the plenary session should be over by 11:30 a.m. He would like to see small groups meet from 11:30 a.m. through 2:00 p.m., possibly having lunch as they work, and from 2:00 p.m. to 4:00 p.m. to meet in a plenary session. He hopes the meeting ends up with consensus on general direction of where we want to go, who our clients will be, the beginning ideas of how it will be funded or perhaps even the structure for funding. I indicated that Alvin's wish was somewhat ambitious and he agreed but said we should shoot for it.

INTERVIEW WITH
LIONEL SCHIPPERARTHUR J. NAPARSTEK
MAY 1, 1989

83-I

Lionel Schipper is very supportive of the Commission and its initiatives. However, he had not been invited to join the Commission until after the August 1st meeting and, because of a previously scheduled meeting, was not able to attend the December 13th meeting and will not be able to attend the June 14th meeting.

I asked Lionel if he agreed with the Commission's overall mandate to bring about systemic change and across-the-board impact on Jewish education through an across-the-board approach, both through formal and informal education. He agrees with that as an approach. He indicated that he would have difficulty with a continental or national initiative that would impact on the local level. He feels that what is needed is a variety of programs that would begin on the local level through congregations. He does not see the federation as a key mechanism locally. Instead, it would be the congregation or the local board of education.

If there was to be any mechanism, he would like to see a Canadian mechanism be established with a modest budget, be small, and be only institutionalized to initiate and motivate people. He went on to indicate that if there was criteria used to choosing a local community action site, the criteria should be organized around the congregation and individuals such as an activist rabbi. The rabbi would have to take the lead, engage the federation, and have the federation become supportive.

With regard to the question of quality, he went on to say that you have to have quality people monitor and evaluate it. With regard to the question of negotiations with existing institutions in the community, here again he feels that the institutions would be the board of education and the congregation. Only through getting that process going can you begin to think of appropriating funding sources. The funding for this would have to come from federations, but after the process was initiated.

With regard to monitoring and evaluation, he does not have an opinion but worries about quality. Innovations: he does see a national organization as being responsible for diffusion as well as networking. It cannot occur on a local level. With regard to how a central mechanism would work with a local community, here again he points to the quality of people.

Overall impression: Lionel Schipper is committed to the notion of Jewish education, but does not have focus on how to bring about change. The quality of the interview with him was very different than with those who have participated in Commission meetings.

INTERVIEW WITH
PEGGY TISHMAN

ARTHUR J. NAPARSTEK
MAY 4, 1989

Peggy opened the discussion by stating there is a need for an attitudinal change in the Jewish community if the quality of Jewish education is to be improved. She agrees that there is a firm linkage between the national and local role and that any initiative that comes out of the Commission must build on the successes that are already out there. She also feels that we have to reach out to young people and develop strategies for recruitment.

She seemed to have known about our thoughts related to a national mechanism, and preempted my questions by immediately discussing that a national mechanism was a great idea which should become an arm of JESNA; that we should use their administrative infrastructure. That led me into asking her about the various issues that would have to be dealt with if such a mechanism was established, either within JESNA or linked to JESNA or independent of JESNA.

1. Criteria

On the question of criteria, she responded by indicating that small, medium and large cities would be appropriate.

2. Quality Issues

On quality issues, she feels that trial and error is perhaps the way to go and learn from the mistakes we make. The key on quality is for the staff of the IJE and its board to work on setting standards and being flexible. She then moved into another discussion on JESNA and indicated that JESNA should be given an additional mandate, take on the priority of dealing with this mechanism.

3. Negotiations with Existing Institutions

With regard to questions and issues related to negotiations with existing institutions and how they would be conducted, she urged us to consider working through local federations and their boards.

4. Funding

With regard to funding, she indicated that funding will be a problem as so many campaigns are now flat. She did not go further into that other than to indicate that it would be a problem.

5. Monitoring and Evaluation

What kind of monitoring and evaluation should accompany the implementation of the projects? Here again, she did not have any ideas but talked about the need for excellence.

We then moved into a discussion of the June 14th meeting. Her opinion was that there has been unfocused discussion at earlier meetings and that we now had to excite the commissioners. We need to give a series of interesting options that commissioners could consider in personnel and community. What is going on in the field that would be interesting and exciting may be of interest to commissioners.

She saw the morning part of the meeting as being devoted to personnel and community in terms of overview, options, with plenary group discussion. In the afternoon, to begin to break down into small groups or workshops and to begin to examine the options, to begin to look at questions related to how do we implement, the question of national organizations as a way of bringing about change, and coherence to the whole process.



INTERVIEW WITH
LIONEL SCHIPPER

ARTHUR J. NAPARSTEK
MAY 1, 1989

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Overall impression: Lionel Schipper is committed to the notion of Jewish education, but does not have focus on how to bring about change. The quality of the interview with him was very different than with those who have participated in Commission meetings.

TOWARDS THE THIRD COMMISSION MEETING

INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: DR. ELI EVANS

INTERVIEWER: SEYMOUR FOX

DATE: FRIDAY, MAY 5, 1989 -- 3:30 P.M.

PLACE: NEW YOR CITY

Summary:

I had a two and a half hour meeting with Eli Evans, which was very useful. He was quite skeptical about the concept of demonstration site and ii throughout most of the meeting.

Before the meeting ended, he was able to see some value in it, but still felt that we were missing the main point which was the broad issues that he thought the Commission should present to the Jewish community -- issues such as how to effect families; the role of women and their relationship to the professions; what is likely to have a real impact in Jewish education, etc.

He felt the real role of the Commission was to set the agenda for philanthropy for the next 10-20 years, and that this is something we ought not neglect. He felt that the Commission was a very important entity and ought to be continued. He warned us about the complicated problems involved in evaluation. One of the issues that he thinks is major is the issue of the unaffiliated. He thinks that this is a great moment in the history of Jewish life, a time to emphasize the big issues. He also felt that his own matter of the media should be given sufficient attention.

Later in the meeting he saw some value in the suggestion of demonstration site, but still felt that we might be defining our outcomes too narrowly. He also warned against putting all our emphasis on one approach.

He was suprised to hear that we had specific implementation goals such as building a demonstration site, and warned us that this should not be undertaken unless there was approximately \$10 million a year to be spent on the project.

I think there should be a meeting of Mort Mandel, Evans and possibly Hank Zucker because I believe he can be brought on board and can be very helpful.

Dr. Evans was very constructive throughout; he just disagreed. At the end of the meeting he said that he certainly felt a demonstration site was an approach, providing it was sufficiently funded.

By the end of the meeting he suggested some kind of a balance between the broad issues and the issue of a demonstration site. He said the ii depended entirely on who the personnel would be; that unless the right person was put into the ii, it was better not to begin with it.

He continued to emphasize that he thought the purpose of the Commission would be to list the issues, and set the agenda for the next decade or two.

He indicated that many of the funders would be looking toward what the Mandel Foundation decided to do in this area to give them some conception of the proportions that are being considered.

He was also very much interested in the question of yordim and their impact on the American Jewish community, as well as on the area of Jewish education.

He would be willing to participate in small groups, especially a small group on evaluation together with Hirschhorn, Arnow, etc.

He intends to participate in the meeting on the 14th.



TOWARDS THE THIRD COMMISSION MEETING

INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: MR. LESTER CROWN

INTERVIEWER: SEYMOUR FOX

DATE: MONDAY, MAY 8, 1989 10:30-12:30 P.M.

PLACE: CHICAGO, ILL.

Summary:

Mr. Crown reiterated his interest in having the Commission wait for the results of the work of individual foundations and build on their results (as he had mentioned in his meeting with Mr. Mandel in New York in April). Thus we would know what works before we went into any kind of macro activity.

Susan Crown and Barbara Manilow attending the meeting as well.

Mr. Crown like the idea of discussing what we know currently from best practice and putting that together in first conceptions of what demonstration sites could be, but continued to return to giving the foundations an opportunity to "do their thing."

On the other hand, he is looking for whatever possible input the Commission could have in the work of his foundation and he thought that other foundations are equally interested.

He described his own conversations with Larry Tisch and trying to get him to offer his expertise and understanding of the media for the work of Jewish education. He also described his conversations with Evans on this issue.

Mr. Crown sees essentially two major roles of the Commission: one is to stimulate the interest of individuals, funders and foundations. He believes that the Commission has already succeeded in doing this. Second is to market, diffuse, distribute information on anything related to best practice, to vision, etc.

He showed a good deal of interest in the Cleveland Commission and I promised him that we would send the report of the Cleveland Commission. He would like most of this material to be funneled not only through him, but through Barbara Manilow and Susan Crown. I agreed to stay in contact, not only with Mr. Crown, but with Barbara and Susan.

Mr. Crown will not be able to attend the meeting on the 14th; he will be at the Air Show in Paris selling airplanes.

In the conversation, much interest was expressed about the area of personnel. They brought to my attention one project which they believe has had some impact in Chicago in the area of general education. It's called the Golden Apple Award, and its director is Dren Geerof. The Foundation of Excellence in Teaching. (The number is 312-407-0006.)

Jonathan Woocher is going to be involved in a series of consultations for the Crown Foundation and I think we ought to coordinate our efforts with his. They have not settled on their area of work.

Mr. Crown thinks it would be useful to arrange a meeting of the funders and he would be willing to participate in it. I think we ought to plan that meeting as soon as we can.

In this meeting Mr. Crown showed a great deal of interest and support for the work of the Commission and though he will be missed on the 14th, I think that his absence should not be interpreted as lack of interest.

Despite the fact that he was under great business pressure, he carried on a full meeting and devoted a good deal of energy and time to our agenda.



TOWARDS THE THIRD COMMISSION MEETING

INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: MR. DAVID ARNOW

INTERVIEWER: SEYMOUR FOX

DATE: FRIDAY, MAY 5, 1989, 10:30 A.M.

PLACE: NEW YORK CITY

Summary:

David Arnow began the interview by reminding us, as he had said to Annette, that he did not see continuity as the ultimate value, but rather the content of Judaism.

He was intrigued by the possibility that in the demonstration site each of the movements would be challenged to develop its own conception of philosophy of education, and thus the content of the Judaism that it wanted to perpetuate. He had some doubts about whether the movements could really produce an effective definition of Judaism.

He thought that the ii could be an interesting way of seeing that demonstration sites were truly implemented.

He reminded us of the sensitive issues involved in evaluation and the special kind of people that must carry out evaluation in order to prevent the participants in a demonstration site from feeling defensive. This same issue returned in the conversations with Mona Ackerman and Eli Evans.

Mr. Arnow strongly feels that the Commission should continue to do its work and is concerned about the idea of the ii replacing the Commission. He thinks that in light of the effort that has been made to create such a group, it would be a mistake to disband it, even after creating an ii, and even though he had the sense that he might be invited to participate in the ii. I believe that he would be interested in funding part of the program as well.

He brought up the issue of parent education which he thinks is very important. The importance of Hebrew was again brought up by him. He was concerned about Jews being very defensive about their Jewishness and wanted some balanced sense of identity. He brought

up the whole question of Israel, which he believes ought to be central to any conception of Jewish education, as it is central today to any conception of Jewish identity. He thinks that if Israel is anything less than a magnet for Jews, Jewish education will suffer greatly.

He is also someone whom we ought to continue to work with carefully between Commission meetings. I think he is a potential funder. He was concerned about the issue of marketing. He felt that marketing, or what we might call diffusion, was a very important matter to be carefully incorporated into the work of the ii to make sure that it was not merely one demonstration site that we were talking about.

He wants to participate in small group meetings around particular topics. He would be a good person to join with Hirschhorn and possibly Evans on the issue of research.

He will be attending the meeting on the 14th.



TOWARDS THE THIRD COMMISSION MEETING
INTERVIEW OF COMMISSIONER

COMMISSIONER NAME: DAVID ARNOW

INTERVIEWER: ANNETTE HOCHSTEIN

DATE: 2.2.89

PLACE: MR. ARNOW'S OFFICE IN MANHATTAN

Summary:

This was a content-oriented meeting which lasted close to two hours. D.A. expressed his views and thoughts on the education/continuity issues and his misgivings about the way the topic is being addressed in conventional (establishment) Jewish circles. We clarified how the work of the Commission would be different: the Commission will address that which is currently ineffective in education; its goal is to take an honest look at the current situation, and make suggestions for across-the-board changes, in terms that would make sense to young American Jews at the end of the millennium.

This interview was important because I believe D.A. represented eloquently some views of American Jews of his generation.

We discussed the work of the Commission itself, and the notion of demonstration centers ("model communities" in this conversation).

D.A. expressed great interest and even enthusiasm for the idea. In sum, it was a rich and useful meeting with a commissioner who could potentially be actively involved if we work at engaging him.

The Interview:

The meeting began with a reference to David's contribution to the second meeting of the Commission: his questions about the relationship between Jewish continuity and Jewish education which this Commission takes as an underlying assumption. He pointed to the fact that this concern alone seems remote from the content issues that trouble him.

A few of the points noted:

- * Knowledge is not a panacea; Jewishly knowledgeable people have left Judaism in the past.
- * What is it that drives people away from Jewishness? Is it something inherent?
- * What can education do for this?
- * Education as a transmitter of social values is the least exciting part of it for him.
- * The problems of the equation of Jewish education with religious education.

(He mentioned having read Schiff's book that was sent to all commissioners. He expressed his own allegiance to pluralism and his concern that Jewish education, in the Commission, might not be expressed in pluralistic terms.)

- * Learning for learning's sake is what attracts him personally in Jewish education.
- * The noxiousness of the view of the evil world versus the good Jews (for pluralism, openness).

On the work of the Commission:

The notion of a demonstration center's work (in his term, "model community") was explored at length. D.A. coined this: "to bring the ideal down to the real."

D.A. raised the issue of how to bring change into an existing system that has vested interests in the way the situation is. He expressed skepticism: how do you sell your ideals to people who have been doing the less-than-ideal throughout, and who are stakeholders in existing situations? How do you intervene in existing situations?

D.A. raised the issue of replication. The leadership has to market the models to the rest of the community. D.A. said, that some commissioners may be suited for this "marketing" job, but that not all are. He pointed out the need for a gradual process of replication and marketing.

The conversation then dealt with aspects of suburban Jewish families today. Using Scardale as an example, D.A. pointed out how very apathetic his own peers would be - and are - to any notion of being actively involved in Jewish education or in any form of active Jewish life. A rather dramatic process would have

to be undertaken in order for his peers to take any of this seriously. "They're very closed. They don't come to meetings. They are hard to reach." He described the insignificant Jewish life in Scarsdale among his peers. "They are reminded they are Jews when it is UJA time and that's about it." *

We spoke again about Hebrew as a programmatic option. D.A. described how his own understanding of Israel is being changed by virtue of studying everyday spoken Hebrew, as this allows improved communication with and understanding of Israel. "Wouldn't it be wonderful if things Jewish tasted more comfortable; if parents were interested in this whole business; if the outcome of the work of the Commission would lead to a situation where Jews did not regard "continuity or not" as the main question, but that the content of Judaism is the main concern? Today we have to deal with both."

D.A. will be pleased to be actively involved. He would try to come a small group meeting if invited.

TOWARDS THE THIRD COMMISSION MEETING

INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: DR. MONA ACKERMAN

INTERVIEWER: SEYMOUR FOX

DATE: MAY 5, 1989 -- 1:00 P.M.

PLACE: NEW YORK CITY

Summary:

Mona Ackerman is very excited about the work of the Commission and thinks that it will serve as a catalyst for all activities in Jewish education. Her main interest is in model early childhood day care, which she sees as related to family education.

She believes that a rationale has to be developed of why Jewish continuity can be built through day care, and that's something she'd like to be involved in.

She would be happy to participate in a sub-group of the funders. She certainly thinks the funders should be brought together and was very concerned, and brought this up several times, that the funding be thought about before we go into a demonstration site. She understood the idea of demonstration site quickly and thought that her own day care interests could find their expression there.

She then brought up something which I imagine will accompany us throughout our work. She said that she has to make a large contribution in New York City. "If your demonstration site could have something to do with my work in New York City, I can give a great deal of money. If it is going to be outside of New York City, I don't know how much money I can give."

She thought all the funders should be asked to contribute some money now to a feasibility study about the demonstration site. She said, "If any one of the funders is not ready to contribute, they ought to be thrown off the Commission."

She is the first person who asked us to serve as a broker for her. She asked us particularly to meet with Dr. Alvin Schiff and work out with him what her role could be in New York City in the area of day care. Schiff had mentioned something to me about this and now I understand that he has been negotiating with her as well. She thought that we could be a broker without a vested interest and could represent her in terms of content.

She also asked that we be in touch with Kathy Hat who is her right arm on the foundation.

She seems to be fairly close to Eli Evans and she is ready to join small groups. She has some problems about the meeting on the 14th, because her son is graduating from Ramaz that same day. I think if we remind her and encourage her, she will come to all or most of the meeting.

Again, we are reminded of how important it is to get the funders together. I think that she also must be met with regularly to keep her on board.



85 I

TO: Arthur J. NaparstekTO: Virginia E. Levi

NAME

DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

DATE: 5/4/89REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

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I met with John Colman on May 3 to review the progress of the Commission and some of our thoughts about the June 14 agenda.

He is well impressed with the developments in the Commission. He believes the IJE concept is sound and should be discussed by the Commission on June 14. He believes that the functions of the IJE have to be very carefully thought out. It should be assigned issues carrying over from the Commission's work when the report is issued.

The IJE should be the conscience of American Jewry in the Jewish education field. For example, it should make a periodic report on the state of Jewish education in North America. It should have a high powered research function to evaluate programs. It should be able to offer authoritative information to American Jewish leadership on Jewish education proposals and undertakings.

The Commission should take care that the IJE not turn into a second JESNA. Perhaps it should have a time-limited function during which JESNA is built up to its appropriate leadership position in the field of Jewish education.

Colman suggests that important papers issued by the Commission should be circulated in advance of meetings when they will be discussed. We should invite feedback from Commission members and this can be taken into account when the subject is presented at the Commission meeting. This process is important, particularly since there appears to be too long a period of time between contacts between the Commission's leadership and the members of the Commission.

Colman believes it is a good idea to determine now what will be the meeting dates of all the remaining meetings of the Commission. He suggests the possibility that the last meeting, which would be for the purpose of drafting a report, should be a two-day meeting. The draft report could be converted into the Commission's final report with the benefit of input of the Commission members.

Colman plans to attend the June 14th meeting and has put on his calendar the October 4th meeting.

TOWARDS THE THIRD COMMISSION MEETING

INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: MR. CHARLES BRONFMAN

INTERVIEWER: SEYMOUR FOX

DATE: MAY 4, 1989

PLACE: MONTREAL, CANADA -- LUNCH 12:30 P.M.

Summary:

Mr. Bronfman invited the new director of his foundation, Mr. Tom Axeworthy, and Mr. Stan Erman, a member of his staff who has participated in previous interviews, to join us at the meeting.

Charles Bronfman listened carefully as I described the demonstration site and the possibility of a demonstration site being a full community or something smaller than that.

Upon hearing that, Mr. Bronfman made a distinction between his role on the Commission where he wants to be a good commissioner, and his own "selfish" interest -- that is, in the work of his own foundation. Mr. Axeworthy and Mr. Erman then described several of the projects that the Bronfman Foundation has decided to undertake, such as twinning Diaspora schools with Israeli schools, particularly in the area of schools; doing work in the teaching of Israel in the Diaspora; increasing the number of groups that come to Israel as well as improving the impact of these groups. They are also talking about a training program for the staff of Israel Experience groups.

We then considered the impact that the Israel Experience could have if it were related to other aspects of an educational program in a demonstration site, such as the community center, the day school, or the supplementary school. Those schools could introduce the Israel Experience into the curriculum and take advantage of the youngsters' experience when they returned. Charles thought that was an interesting point and seemed to be supportive of the idea of demonstration site.

We then proceeded to the issue of the ii, and Charles began to ask questions about how much it would cost. I told him I had no idea. He asked some perceptive questions about whether this should be a separate entity or a part of JESNA or some other organization. I left all those matters open. He felt that the funders ought to get together and begin to discuss the total package. He asked whether others, such as Mona Ackerman, were interested in participating in a demonstrate site. I said I did not know as I hadn't seen her. (As you will see later in my

interview with Mona Ackerman, she's very much interested in doing this, perhaps more so at this time than any of the other people that I have interviewed.)

Charles then used a part of the meeting to talk about problems of Israeli education. I believe this was in light of several of the possible projects that his own foundation is considering.

I found Charles to be very involved in the work of the Commission and very complimentary about the "Mandel" Commission. I believe that a good deal of time should be invested particularly in Mr. Bronfman and also in Mr. Axworthy and Mr. Erman. I think Mort must continue to meet with Charles. He will be attending the meeting on the 14th, although he will have to leave after lunch to go to Kansas City.

I think that we should be in touch with Charles one more time before the meeting and possibly suggest a role for him at the meeting, including some comments that he might make that would be useful. He certainly wants to play that role.



TOWARDS THE THIRD COMMISSION MEETING

INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: MR. DAVID HIRSCHHORN

INTERVIEWER: SEYMOUR FOX

DATE: MAY 3, 1989 -- 3:00-5:00 P.M.

PLACE: BALTIMORE, MD.

Summary:

This was my second meeting with Mr. Hirschhorn. It was another excellent meeting. Mr. Hirschhorn definitely wants to be involved in the work of the Commission and has particular interests which fit within the general work of the Commission, and particularly the work of the ii.

I reviewed with him the conception of demonstration site, leaving open the exact definition, with the possibilities ranging from a whole community to several schools in different communities. He made some important points regarding the politics of working with any particular community.

He understood the need for a mechanism to carry this out, and is very supportive of the idea of the ii. Again, he returned to his two major interests which are research-evaluation goal setting, and encouraging the various denominations to work out their goals, to articulate them, and to decide what practice is likely to lead to their goals.

He saw the evaluation and monitoring aspect of the work of the ii as very important, and I think he would be particularly interested in being involved with this.

He brought up the question of federation grant-giving and its relationship to Jewish education. He is concerned about the fact that we have very little by way of evaluation to guide federations as they make decisions. He continuously referred to his own role in the Baltimore Federation.

Another topic that is of importance to him is the supplementary school and he wants to find out how much can be done in a supplementary school. We discussed the fact that there are several supplementary schools in the United States that appear to be successful. He thought it would be useful to study those schools, to see what it is that makes them "successful" and decide whether they could be replicated.

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He would be happy to participate in small group meetings related to the issue of research or the supplementary school. He was ready to speak at the next meeting of the Commission on the issue of research and the supplementary school. I promised to get back to him to tell him whether this would be useful.

He mentioned the importance of bringing Bob Hiller into the inner group. Mr. Hirschhorn is also concerned with the issue of profession-building and thought that this was going to be one of the key issues and challenges for the Commission.

I think we have a very supportive member of the Commission who is happy to participate and be active.

At the end of the interview, Mr. Hirschhorn thought it would be useful for me to meet with several other members of the Blaustein family. He proceeded to discuss with them the work of the Commission and described it, I thought, very effectively.

Mr. Hirshhorn is expecting to attend the meeting on the 14th.



TOWARDS THE THIRD COMMISSION MEETING

INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: PROF. ISADORE TWERSKY

INTERVIEWER: SEYMOUR FOX

DATE: THURSDAY, MAY 4, 1989

PLACE: BOSTON, MA., 5:00 P.M.

Summary:

Prof. Twersky was very interested in the concept of a demonstration site. He thinks that "best practice" must be rewarded and that it is even more important than any of the work with the training institutions. He believes that working with people on the job, training on the job (as he has said all along) is the way to proceed.

He is very concerned about the potential of the training institutions -- how much they can ultimately do. He thinks that the departments of Judaica in various universities could do a great deal.

He believes that the Commission ought to charge the ii with a very specific mission statement which limits the role of the ii, so that it can't do just anything. He was interested in the ii as a successor organization. I think he would be happy to serve as and an active member of the board.

He generally supports the idea of an ii and I think that he would be happy to participate actively in the meeting on the 14th, which he plans to attend.

I think Prof. Twersky has a great deal to offer regarding the content of a demonstration site, as well as the training programs that would accompany these demonstration sites.

I will be seeing Prof. Twersky again in Israel on May 23rd.

FAX SENT
DATE: 19/5/89

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FACSIMILE TRANSMISSION

TO: GINNY LEVI
FROM: Annette Hochstein
FAX NUMBER: 216 - 391 8327

DATE: 19/5/89
NO. PAGES: 3

Hello Ginny,
This is the last interview I have. Am
scheduled to speak to ELRitz on
Monday and will send summary after that
Best Regards Annette

RECEIVED: 19/5/89
DATE: schor3.88

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

INTERVIEW OF COMMISSIONER

1. COMMISSIONER: DR. ISMAR SCHORSH
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: APRIL 3, 1989
4. SETTING: DR. SCHORSH'S OFFICE AT JTS
5. DURATION: 1 HOUR
6. SPIRIT: CHALLENGING AND INVOLVED AND INTERESTED

The purpose of this meeting was to present the evolution of our thinking since the last Commission meeting and particularly to present the idea of demonstration centers and possibly of the "ii". I introduced the two topics - demonstration centers and a mechanism for implementation.

Dr Schorsch raised the issue of local versus national efforts - pointing out that in his view what is really needed for personnel is a major national effort at recruitment and at training. We discussed how local efforts might be linked to the national service organizations. Dr Schorsch raised the question of the national structures - their roles and relative importance. Clearly, as head of a national institution he sees the role of service deliverers - such as JTSA or the Conservative movement - as very important.

He raised the question of what will be the institutions dealing with Jewish Education and which institution it should be. What is and should be the relative importance of BJE's, Federations, denominations, congregations etc..

I presented the staff's work since December, including a briefly detailed illustration of demonstration sites. Dr Schorsch cautioned us against the danger of planning improvements extensively through existing personnel, rather than with "new blood". He suggested that the way to bring in new personnel would be by attempting a direct move at recruitment for training programs: "if the Commission could bring about the recruitment of several hundred young people into Jewish Education over the next 5 to 10 years, and train them adequately, then the Commission will have made a significant difference." We discussed numbers. I.S. suggested that if 40 additional people would be trained annually this could have a significant impact. We discussed this figure in the light of the 30,000 or so educators in the field.

Dr Schorsch pointed to the fact that many new professional positions are being created by federations and other communal organizations: the Commission should be directly pre-occupied with increasing the qualified personnel for these.

I presented the "ii" in some detail and we discussed the various functions - particularly the Community interface function. We discussed how the "ii" would be able to launch a multi-pronged attack on the problem - dealing with training and recruitment as well as with profession building, job-development etc. I.S. cautioned us against a mechanism that would be too complex and too expensive.

Note: this was a challenging meeting, by far the best of the 4 I have had so far with I.S. as regards concern and involvement with Jewish Education. I.S. reflected positively on the work done by the Commission. I told him that Mr Mandel would probably call him and might want to meet to discuss the institutional issue. I.S. seemed to look positively upon that idea.



DATE: 4.9.89

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

INTERVIEW OF COMMISSIONER

1. COMMISSIONER: DR. NORMAN LAMM
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: APRIL 3, 1989
4. SETTING: DR. LAMM'S OFFICE AT YESHIVA UNIVERSITY
5. DURATION: 1 HOUR
6. SUMMARY:

As in previous meetings with Lamm, the conversation centered primarily on what the Commission would yield for the training institutions. The message - essentially unchanged since our first meeting - is : " we must get going. Meetings and talking are time consuming and there has been plenty of that. In the meanwhile we do not have the funds needed to pay our faculty or to give scholarships to our students"...

We discussed possible demonstration sites. We discussed how training programs might be built up and strengthened through their role in training for demonstration centers. Norman Lamm was quite interested in the training possibilities of such projects.

When addressing the content of training (what the training of Jewish educators should consist of), the issue of the goals of education came up. I expected N.L. to deal at this point with the ideas of Centrist Orthodox education. Instead, he chose to make a strong point of the pluralistic nature of YU's Azrieli School of Education: "It is an ideologically neutral program; in fact it is a content-neutral program which concerns itself primarily with administration."

N.L. believes the Commission should immediately undertake a best-practices program, both for seeing what can be replicated and for finding out what works well and is good.

He repeated his view that efforts should be made to develop day-high-schools, because "this is the age when you can most influence the young person". He urged that excellent model-high-schools should be established

Altogether Lamm is supportive of the Commission and its work, but impatient with its process, hoping it will yield concrete outcomes soon.

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Interview with Commissioner Dan Shapiro

Date of Interview: April 27, 1989

Location: Dan Shapiro's office

Interviewer: Art Rotman

Duration: 1 hour

General observations: While not familiar with the field, Dan is very committed to the importance of ensuring Jewish continuity, and accepts fully the premise that a well-educated Jewish community will ensure such Jewish continuity. Dan is a good listener, and expresses himself clearly and succinctly. Because of this, the interview covered material which ordinarily would have taken much longer.

Re: June 14, 1989 meeting: DS will be at the meeting.

DS was not at the last meeting. The early part of the interview was spent in reviewing the decisions of that meeting. DS understands and accepts the distinction between the enabling and programmatic options. He also accepts the priority of dealing primarily with the enabling options.

DS has been past president of Federation in New York City. He is familiar with the work of the Gruss Fund which has considerable resources. The Fund has, according to DS, done significant work in raising the salaries and benefits of teaching staff in the New York City area primarily in day schools and, to a lesser extent, in secondary schools. DS recognizes that efforts in this area are helpful, but that they are not sufficient to achieve the goal of the commission in ensuring Jewish continuity. DS raised the question as to the "time frame" of the work of the commission. He feels that since one cannot foresee easily a span of more than about five years, the commission should work within a targeted time frame of 3-5 years.

AR described the work of the commission set up by the Federation in Cleveland. DS is not unfamiliar with the community in Cleveland, as he is originally from that city and visits there frequently. At several points in the interview, DS made reference to translating the type of approach taken by the commission in Cleveland to the New York City situation. DS finds that the fund for Jewish education in New York City is "narrow-based." It has not successfully involved

community lay leadership. We spent some time discussing the possibility of setting up some instrumentality (the IJE) in New York City. DS stressed that he could only see it effective if it involved all the major-players, including the Gruss Fund, the Federation top leadership, synagogues, day schools, Ys, etc.

Properly done and with a sound process of involving all concerned and particularly with the "bait" of additional Foundation funding, DS felt that much could be done. He suggested that IJE be established in one of the geographic areas, for example, Long Island, and once success has been demonstrated there, move on to other areas in the City until the entire New York area is covered.

DS feels strongly that work on the community option is the highest priority. Not only would the other options "not work," but even the "personnel piece" would ~~not work~~ ^{become involved}. In order to get the participation of this leadership, there would have to be a high-profile and dramatic start to the work of the IJE.

In discussing the community option, DS cautioned that we not pay too much attention to "lip service." It has been his experience that there is much talk about Jewish continuity and Jewish education, but that these are not necessarily accepted as "fundamental principles."

After a discussion of some time, DS, at the end of the interview, indicated that he was still "fuzzy" on how we might grapple with the personnel issue. He understands that work needs to be done in raising salaries, benefits, and providing training experience. He also knows, as in any other enterprise, that the senior personnel determine the course of events. However, he is not sure that these efforts will in and of themselves create the body of well-motivated, well-educated and effective personnel which are needed.

DS pointed out that the IJE concept would only work if financing could be obtained from a "joint venture" of several foundations. In the light of New York's lack of success in the UJA Campaign, he was not sanguine that the community apparatus could come up with any funds for the purpose.

Summary: DS looks forward to the June 14 meeting, and hopes that the foundations represented on the commission will become involved in a significant way, as their participation is crucial.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

INTERVIEW OF COMMISSIONERS

TOWARD THE FOURTH MEETING OF THE COMMISSION

COMMISSIONER: FLORENCE MELTON
INTERVIEWER: ANNETTE HOCHSTEIN
DATE: OCTOBER 20, 1989
SETTING: MRS. MELTON'S HOME -- COLUMBUS, OHIO
DURATION: TWO AND A HALF HOURS

SUMMARY

FM began the discussion by suggesting that criteria for implementation, in particular for the selection of Community Action Sites, be established and presented to the Commission. She warned, however, that in establishing criteria we should beware to include the mid-west, the west coast and south -- lest they be left out of the phase of implementation of the Commission's recommendations.

Best practice should be looked at seriously for programmatic options. This will require research into what exists and what works effectively in the field today (see many examples in JESNA's The Pedagogic Reporter). Preparatory research is crucial for the success of implementation and for establishing credibility. We must assess the current training and establish professional standards of recruitment if we want to help communities solve their problems.

Community Action Sites: we are assuming that communities are ready and waiting for the Commission to hand them the ideal model for Jewish education. We cannot try to impose our ideas on a community. Communities must want and initiate the work. Then they must realize that we are available to work with them and help them solve their problems. The initiative must come from the community. (See Syracuse [Louise Zachary] as a good example of a community planning process.)

The plan for a Community Action Sites must include a well defined budget so that the community knows exactly how much it is going to cost. Communities will not be willing to commit to an undefined investment. The federations have to be brought into the funding of Community Action Sites.

Continuation: The Commission should establish an advisory body with broad exposure and involvement in Jewish education. An appropriate professional leader and team should serve as the address to which communities could turn if they are interested in improving the quality of their Jewish education. Each community will have to determine their own highly specialized needs and initiate the process.

Funding and First Steps: FM believes that the Commission or interested private foundations should undertake the initial funding of the first steps: that is the preliminary research, improvement of training programs, a professional national recruitment plan and the hiring of a professional leader for the mechanism. CJF should appeal to the local federations to get involved in the funding of scholarships to training programs - perhaps through endowment funds or foundations in their own communities. The local communities should make an annual allocation to a national scholarship fund.

Because the federation leadership in each community changes every year or two, it is important to establish a continuous process for educating new leadership -- a systematic national effort for leadership training and goal-setting. She is concerned about the lack of coordination among all of the national organizations (B'nai Brith, etc.) and the work of the Commission.

In the area of personnel, FM sees retention as the most complex issue. She cited the need for establishing a salary scale according to training/degrees as a way of encouraging teachers to continue their education. She stressed the need to create more full-time jobs for educators so that communities could make optimal use of their talents. She suggested the establishment of a professional commercial placement firm for Jewish education and for communal services.

With regard to research, FM believes that short-term and long-term goals need to be established, with the short-term research providing the basis for action and the long-term being a system of evaluation of what the communities implement.

FM questioned how the mechanism will facilitate strategies on the continental level and in Israel. She is concerned about the notion of the mechanism telling training institutions, and others what to do; as with communities, the initiative must come from the institutions. They must turn to the mechanism with specific requests for assistance.

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JOSEPH REIMER

OCTOBER 19, 1989

INTERVIEW WITH HENRY KOSCHITZKY

Mr. Koschitzky was glad to meet and have the opportunity to speak about the Commission. He is clearly heavily involved in and thoughtful about Jewish education.

1. While he favors the community action approach and believes the Commission should set its own clear priorities and find communities with developed infrastructures and starts in those priority areas, he has questions about funding. Who, he wonders, will be willing to fund efforts in someone else's community? He can see funding a unique national institution (like Yeshiva University), but not projects in another community.
2. He believes it appropriate for the Commission to maintain a focus on personnel which is, he thinks, the most pressing generic problem in Jewish education. Yet, based on his Toronto experience, he wonders how to overcome the economic disincentives of living on an educator's salary. He realizes that universities do overcome these disincentives, but can schools? He thinks we should seriously consider - especially for day schools - setting up a more extensive shlichut system in which we invest in the training and economic well-being of Israeli educators who, as part of their careers, would be placed for a 5-year teaching shlichut in a North American community. He has thought through a possible way to structure such a program. He is not optimistic about developing a sufficient number of native North American Jewish educators.
3. He tells me of recent efforts to develop a Jewish education program at York University in Toronto. He wonders if this is a good idea, or whether we ought not to invest more heavily in existing programs in the U.S. which are currently underutilized in their expertise of training Jewish educators.
4. Mr. Koschitzky reminds me that in this conversation, when he speaks of Jewish education, he is primarily thinking of day school education. He believes this to be an ongoing dilemma for the Commission: that the impressive members of the Commission come with their own agendas and tend to refer back to them. In the third meeting, after the focused discussions in small groups about CAS, he was surprised to see people in the plenary refer back to their previous agendas.
5. As for any continuation of the Commission after June, 1990, Mr. Koschitzky believes it will depend on the projects initiated. He predicts that they will appeal to certain commissioners more than others and those will wish to continue involvement. Perhaps the whole body can reassemble on occasion to hear reports on those projects. But it will work better to have an ongoing group that is smaller and more homogeneous in focus.

DATE: 25/9/89

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FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: September 25, 1989

FROM: Debbie Meline

NO. PAGES: 6

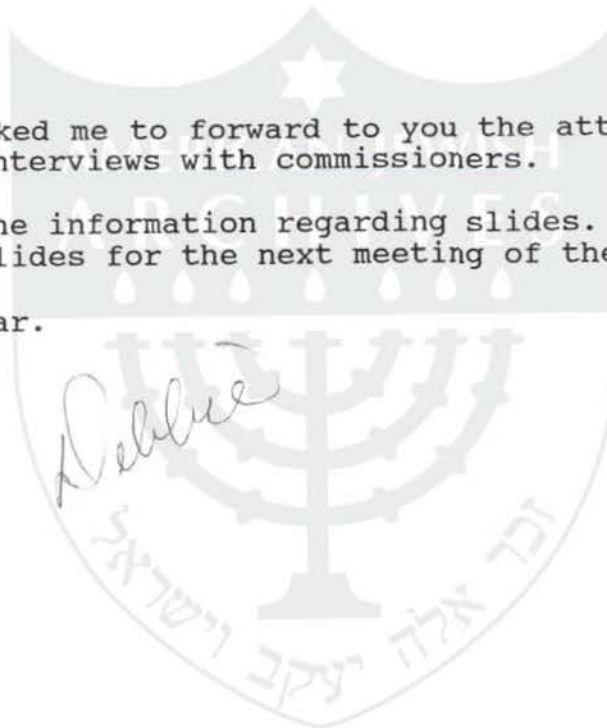
FAX NUMBER: 001-216-361-9962

Dear Ginny,

Prof. Fox asked me to forward to you the attached reports of his recent interviews with commissioners.

Thanks for the information regarding slides. We have decided to prepare slides for the next meeting of the Commission.

Happy New Year.

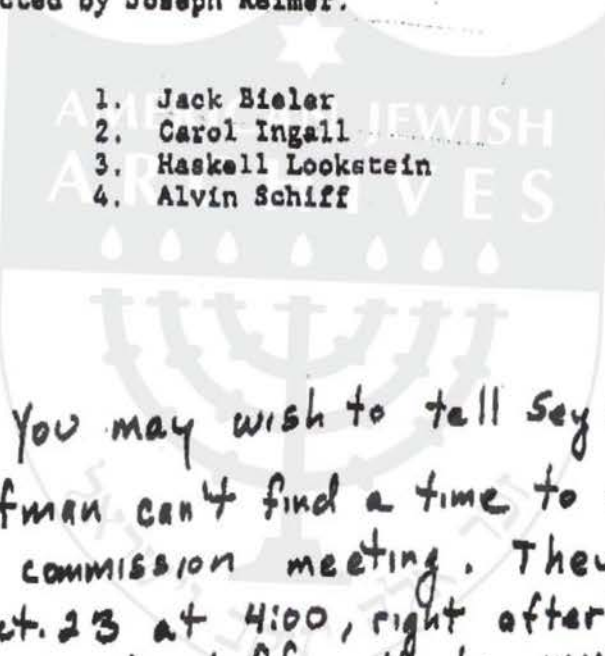


MEMO TO: David Ariel, Seymour Fox, Mark Curvis, Annette Hochstein,
Stephen H. Hoffman, Martin S. Kraar, Morton L. Mandel,
Arthur Rotman, Herman D. Stein, Jonathan Woocher,
Henry L. Zucker

FROM: Virginia F. Levi *Levi*

DATE: September 28, 1989

Attached, for your information, are reports on interviews of the following commissioners conducted by Joseph Reimer.

- 
1. Jack Bieler
 2. Carol Ingall
 3. Haskell Lookstein
 4. Alvin Schiff

Annette - You may wish to tell Seymour that MLM + Bronfman can't find a time to meet before the next commission meeting. They set up a time on Oct. 23 at 4:00, right after the Commission meeting. No staff will be involved.

NAIC DJE

Levi

P.S. Ackerman will see SF at 10:00 rather than 10:30 on the 19th. There are flights to Cleveland from LaGuardia at 12:30 + 1:10.

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JOSEPH REIMER

9/25/89

INTERVIEW WITH JACK BIELER

1. Jack suggests that the upcoming meeting focus more on issues of action than research. Commissioners, he believes, care most about what concretely will happen as a result of the Commission and less about what the report will say. Therefore, he believes the focus on Community Action Sites should be continued: what they will look like, how they will be selected, how many should be started, what timetable should be employed, what results may be expected, etc. He wonders if these CAS will all be general centers for Jewish education or whether some will specialize in one area and some in other areas of Jewish education.
2. As to the papers commissioned, Jack hopes they will be written as popular pieces that break new ground; that lay people will feel about them, "we have to read these"; that they will generate a sense of excitement about possibilities. He also hopes they will not be blandly transdenominational, but will be multi-faceted and include different denominational perspectives. (He notes an absence of an Orthodox perspective among the authors and is concerned about it).
3. As to the format of the meeting, Jack was disappointed to be in the small group whose time was dominated by a few members. He thinks that small groups are a good idea if they have stronger leadership and an ethic of fair play.
4. Jack feels that as a Commissioner, he would like to have more input into the process. He thinks the idea of creating work groups or other smaller formats between meetings is a good one and still should be considered. He'd like to receive more regular literature on what is going on between Commission meetings.
5. Rabbi Bieler plans to attend on October 23.

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JOSEPH REIMER

9/20/89

INTERVIEW WITH CAROL INGALL

1. Carol felt very positively about the last Commission meeting, especially its action focus and use of small group format in which she felt freer to contribute.

2. Carol would like to see at coming meetings a continued focus on CAS and on implementation mechanism. She sees no conflict between supporting JESNA in what it already does in servicing Federations and communities and creating a more action-focused

AMERICAN JEWISH

3. As to the background papers, Carol related most immediately to the one by Isa Aron on teachers. She'd find it very helpful to get more accurate data on teachers' salaries and benefits; it would be useful in setting pay scales in Providence. She missed two possible topics among those proposed; best practices, which she thinks essential for planning CAS; and day schools.

4. Ms. Ingall had the most to say, as a head of a successful bureau, about the role of bureaus and Federations in community sites. She is alarmed at the prospect of this Commission skipping over bureaus and working directly with Federations on Jewish education. Understanding that the role of the bureau and Federation varies from city to city, she is yet willing to hazard the generalization that often enough, Federation and its leadership are not familiar with or committed to the detail work of running Jewish educational programs. She sees Federation attracting a different lay leadership than do bureaus, and Federations' leaderships' priorities are more global--and often, Israel and campaign-centered. While she agrees that this is what needs to change (and she is working on changing leadership attitudes in Providence), she also notes that there is resistance and it will take time. Her plea is that the Commission not be unrealistic about the resistance and not be afraid to work through bureaus and Federations in cities where that is appropriate (often large, intermediate cities have best working bureaus).

5. Ms. Ingall plans to attend on October 23.

JOSEPH REIMER

9/21/89

INTERVIEW WITH HASKELL LOOKSTEIN

1. Rabbi Lookstein was pleased with the last meeting and with its emphasis on Community Action Sites. He hopes that we continue with a clear emphasis on action.
2. When I read to him the list of papers commissioned, he grew concerned. Will these be academic in tone and substance? Will they be more d'rash than halacha? He hopes not. He wants a continued emphasis on tachlis.
3. Rabbi Lookstein was also concerned about commissioner input into the papers. He wondered "what is there in our three meetings that will make these papers different?" Do they grow out of Commissioner input? I stressed that the commissioners will have much input at this meeting and in reaction to the first drafts, that the final report will emerge from the commissioners' reactions to these papers. He reacted more favorably, but stressed the need for their not being only academic.
4. Speaking of his own expectations, he said that he wanted the commission to give him a clear list of steps of what ought to be done, e.g., to increase the professional satisfaction of Jewish teachers. He'd like to be able to take these findings to his board and say, "Here is what we need to be doing to get these results."
5. Rabbi Lookstein is planning to attend on October 23.

1341

JOSEPH REIMER

9/21/89

INTERVIEW WITH ALVIN SCHIFF

1. Dr. Schiff believes that we should be continuing the focus on Community Action Sites and he has much to say on the topic. He approved of the papers commissioned, saying that he'd like to have input into them -- especially the one by Walter Ackerman on Institutional Analysis.

2. As to CAS, Alvin is convinced that is the way to go, that the action all starts locally. National agencies can provide services, but they have a secondary or tertiary relationship to the action itself, while the community is closer to the action.

3. He had strong feelings about the denominations. Our approach should be to work with the total community, which means that we show respect to the denominations, but not be bound by them. The commission has to create by its own vision and consult, but not see itself as beholden to particularistic interests. Bring denominational people on board to make sure their perspectives are represented.

4. As to choosing sites, it has to be a community where people already know how to work together as a community across denominational lines. If we are speaking about personnel, the approach has to be generic and applicable across the board. The site should also allow for developing a comprehensive model which is replicable, so the community has to be somewhat representative.

5. To make the CAS work, there needs to be created an independent fund which is not tied down by political considerations. This fund could then be used in a CAS as a challenge to the community to come up with matching funds to support the projects specific to that community.

6. As to the successor mechanism, Alvin envisions a new model of a foundation that does not give out grants, but works with its money to see that given projects are undertaken. He would envision this foundation as engaging in research as to what could be done, giving seed money to start implementation and evaluate its success and then handing over the project to the local community and dissemination to JESNA. He believes JESNA and JWB can only be stimulated by an independent foundation whose purpose is to take the state of the art knowledge and make it work in a particular site.

7. Dr. Schiff is planning to attend on October 23.

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15 EAST 28TH STREET, NEW YORK, N.Y. 10010-1879

September 27, 1989

North American Commission on Jewish Education

Meeting with Yeshiva University Chancellor, Rabbi Norman Lamm, on Monday, September 25, at Dr. Lamm's office.

Presence on Commission

Dr. Lamm suggested that each of the three seminary heads be accompanied by their senior staff person having responsibility for Jewish education. In the case of Yeshiva University, this would be Vice Chancellor Bob Hert.

Torah U'Mesorah

Rabbi Lamm endorsed the idea of involving the Torah U'Mesorah Schools in the work of the Commission and its successor. He cautioned that we not try to bring up any ideological questions but rather the approach should be that our only interest is to see to it that, whatever they do, the Commission would try to assist them to do it better.

Hasidim

Each of the Hasidic movements has its own school and in some cases these are very large. These, too, should be involved in the process in the same way as the Torah U'Mesorah Schools. Al Schiff has contact with these schools. It was suggested that, after the October meeting of the Commission, the various heads of each of these Hasidic schools, or at least the larger ones, be brought together. At the same time, we could bring in other representatives of the Orthodox movement, such as the rabbis and synagogue groups. Rabbi organizations are the Rabbinical Council of America (RCA) and the Union of Orthodox Jewish Congregations. Such a meeting could be convened either by Mort Mandel as the Chairman of the Commission, or Dr. Lamm would be willing to do so. Again, the theme here would be that we are "anxious to help." The total number at the meeting should be between ten and twenty.


In response to Dr. Lamm's question, Mort Mandel described the work of the Cleveland Commission as a model of the Community Action Sites, which the Commission is interested in developing. This would require considerable funding and MLM was confident that it could be done. As to the Commission's successor, this could either be a continuation of the Commission, meeting perhaps once a year to oversee this development, or a separate entity set up for the purpose.

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

FROM: Virginia F. Levi

DATE: September 25, 1989

Attached, for your information, are reports on interviews of the following
commissioners conducted by Seymour Fox and Arthur Rotman.

- 
1. Stuart Eizenstat
 2. Eli Evans
 3. Alfred Gottschalk
 4. David Hirschhorn
 5. Seymour Martin Lipset
 6. Charles Ratner
 7. Isadore Twersky

NORTH AMERICAN COMMISSION ON JEWISH EDUCATION

Date of Interview: September 19, 1989
Interview with: Stuart Eisenstadt — Location: Washington, DC
Interviewer: Art Korman Duration: One Hour

Stuart Eisenstadt was full of praise for the staff work of the Commission. He had rarely participated in any meeting where the staff work was as thorough.

As to the problems facing the Commission's successor, he identified relations with the synagogues and the denominations as the "toughest nut." From his experience the synagogues are not only jealous of any non-synagogue entity but are even jealous of one another, and in his community three conservative synagogues, for example, have not been able to come together to operate a common school, as desirable as that would obviously be. This is an indication of the difficulties that would be faced in trying to get various groupings in the community to come together which Eisenstadt feels will be crucial to the success of the Commission.

Eisenstadt is very intrigued with the idea of a Community Action Site. He cautions that we should not spread ourselves too thin. Better to have fewer sites but provide each one with the proper resources. This approach would call for no more than about three or four sites and not more. More than that would dissipate the funds and energies available so that we would end up just doing somewhat more of the same. Eisenstadt feels that it's not an incremental change that's called for, but a dramatic change which can only be made possible by a concentration of resources.

Washington would be ideal for one of the community action sites. The current president of the Federation is the past president of the JCC and is familiar with the Jewish educational thrusts, at the nursery school, some in the adult education programs and its day camps. In other words, the CAS, if located in Washington, would be assured of a sympathetic voice at Federation.

A problem locally, as he sees it, is that the Federation does not have the resources to be helpful. The campaigns have been flat, after taking inflation into account. This does not allow for any expansion or any increase of allocations to any of the functional agencies. This has inhibited the development of creative programming.

Eisenstadt understands very well the catalytic mission of the CAS in each community. He thinks that the "carror" approach could do wonders in bringing various elements of the community together.

The Commission is on the right track in selecting personnel and community as its targets. He agrees completely and suggests that we stick to those targets for at least the first few years since success in these areas would enable other things to happen.

SEP 21 '89 15:59

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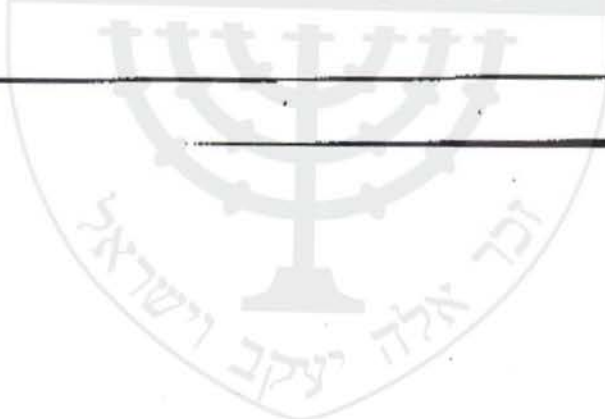
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S + A - I've deleted the Bronfman interview from your packet. I sent only the 2 pages of interview report. Talk to you tomorrow.


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

FROM: Virginia F. Levi *Ginny*

DATE: September 21, 1989

Attached, for your information, are reports on interviews of the following
commissioners conducted by Seymour Fox, Jonathan Woocher and Henry L. Zucker.

- 
1. Mandall Berman
 2. Charles Bronfman
 3. John Colman
 4. David Dubin
 5. Irving Greenberg
 6. Lester Pollack
 7. Harriet Rosenthal
 8. Bennett Yanowitz

REPORT OF INTERVIEW WITH BILL BERMAN -- 9/13/89
By Jon Woocher

BB sees the work of the Commission as having two foci:

- 1) identifying promising ways of dealing with Jewish identity issues -- this has largely been done in the development of the materials thus far (though not in detail at the programmatic level)
- 2) focusing dollars to implement these ideas

This does not really require another major "study" of Jewish education.

The Commission's role is to excite and educate the leadership who can make a difference, individuals and foundations, and bring them up to speed.

BB sees the implementation process as requiring that a pool of several million dollars be created which would be used to leverage leadership buy-in on the local level. A pool of \$5 million could be expended at \$1 million per year for infrastructure and grants over a 7-8 year period. If the model was working, the funders could be asked to contribute again to continue the process.

Four or five key areas should be selected, e.g., family education, campus work, teacher training. The programs with the highest potential in these areas should be identified. Local sources (federation and others) should be approached with the offer of matching funds for a period of time to implement these programs. The programs should be monitored, and if they are successful, the local community should take them over.

The Commission or successor must be in the local communities to get the buy-in and should draw from what is being done in the field to find the high potential programs. Its role should be to stimulate the further development of such programs, but not to operate them.

BB believes that creating new institutions to carry out the implementation is wrong. Existing institutions are starving for money and leadership.

The Commission has to be the funding arm and come up with the money to leverage community action. It may need a subsidiary with a small staff to implement this, or might put such staff into JESNA, which has the grass-roots links with the communities.

The federations are looking to make this happen. We should work with them to identify the programs to be developed and the buy-in.

Program monitoring should come from a non-denominational, non-partisan source. JESNA is the best possibility, or, if the

programs are Center-based, JWB.

To set standards for programs to be funded, representatives of the funding sources should meet together with some experienced people in the field. The emphasis should be on funding programs that are working already.

BB will not be at the next meeting (he'll be in Hungary). He recommends that operational options to implement the overall concept of CAS be presented, and that there should be discussion about these. The key is to give the Commissioners who will need to come up with the money feel that they are making the implementation decision so that they will buy-in.

Presentation of position papers will come many of the participants. They are interested in making something happen.



123 T

TO: Y. Dupont - TR. Y. and
NAME _____
DEPARTMENT/PLANT LOCATION _____

FROM, Henry J. Zucker
NAME
DEPARTMENT/PLANT LOC. 1097

DATE: 9/13/89

REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

I interviewed John Colman on September 5 in my office to get the update on his views of the work of the Commission.

He is very positive about the work of the Commission. He feels each of the meetings has been on target, and that the Commission has good momentum.

We spent most of our time talking about the next meeting on October 23 which he plans to attend. He believes that we are ready to begin to consider the implementation phase of the Commission's work. He is much interested in our ideas on financing, which would put the financial emphasis on federations for the long term and on family foundations for the next five years. As the new president of the Chicago Federation, he will be involved in helping to guide priority-setting in the direction of Jewish education.

Colman emphasized that federations like the Chicago federation, which have a heavy current financial obligation in the resettlement of Russian Jews in Chicago, are faced with a critical financial problem which will make it difficult to finance other important programs. He believes that the general problem of resettling Russian Jews faces a total American Jewish community which has not distinguished itself in arrangements up till now.

Colman believes that a very important aspect of the Commission's work is to encourage research into the effectiveness of education programs. He believes that it is crucial for communities to evaluate what they are already doing in Jewish education to see whether organization for Jewish education can be improved, and whether some programs can be changed or given up in favor of new and better ideas. Evaluation of programs and accountability to the public should be high on our list of emphases.

Commission and will continue to be very helpful, both in the work of the Commission and in our implementation period.

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REPORT OF MEETING WITH DAVID DUBIN -- 9/19/89
By Jon Woolcher

DD believes that the implementation process will require some type of oversight board, probably smaller than the current Commission.

There will also need to be an action agent, since existing agencies may not pick up fast enough on what needs to be done. This brokering agency will need to go into communities to stimulate activity.

DD believes that it is important to begin the communication with the communities. He favors developing an initial menu of 10-20 existing program strategies. These can be introduced to the communities, and additional ideas solicited from them. These should be programmatic options that relate to personnel and/or community. Examples would be: an invitational training program for top level community leadership; a community educators program; a resident scholar program.

Ideas like these are needed to animate and illustrate what the Commission is trying to do.

The Commission can suggest a comprehensive planning process be undertaken, but must also give communities concrete programs that demonstrate what outcomes might emerge. Lay leaders are turned on by specific initiatives. We need to sell them by outlining the programs that might result from a planning process. The process alone is too vague. And, re-planning, addition, communication another process.

DD will be at the next meeting.

He suggests that it discuss:

1. what to do after the Commission? what type of continuing structure should exist and how should it relate to implementation? We should reach a decision on this.
2. what do we offer to the communities and how do we offer it? just a planning process or specific services and programs that are being recommended?
3. how do we communicate with the communities if we decide to offer new initiatives and programs? how do we market them?

DD suggests that one page writeups of some specific projects, based on the problems we have identified and meeting identified needs, be presented to the Commissioners. We could then take one illustrative project and show how the idea would be worked through from conception to implementation. This would be a scenario of a success story to show what impact the Commission might have.

REPORT ON INTERVIEW WITH IRVING (YITZ) GREENBERG -- 9/19/89
BY JON WOOCHEER

YG still has some concerns about focusing almost entirely on action at the community level. With respect to personnel, e.g., this could result in cannibalization -- one community strengthening itself at the expense of others -- unless the underlying continent-wide issues are addressed. We must recognize the need for action at the national level to expand the supply.

With respect to implementation of the CAS process, YG believes that JESNA is the logical instrument, in partnership with the academic institutions. Creating a small implementing instrumentality is an option, either as fully independent or attached to JESNA. If an independent instrumentality is created, there will be an issue of how it relates to the existing infrastructure. Will it have the necessary networks?

YG remains concerned about the issue of how to balance the need for the implementing instrumentality to develop collaborative relationships with all the partners, and the need for it to be able to rock the boat when institutions are not operating at the highest levels of excellence. This may be especially true with respect to the religious institutions, which are vital to the success of the venture, but are often mediocre today. The person at the top of the implementation process will have to set and maintain the standard.

With respect to the final outcomes of the Commission, YG sees in addition to the report and action plan, the need for a major funding initiative, announced at the same time. He agrees that the report should touch on areas other than community and personnel, and should call on communities and others to act in these areas as well.

He will not be at the next meeting (he'll be in Israel). He believes that the meeting should include discussion on:

1. the balance of emphasis between CAS and national initiatives on personnel
2. the outline of the report
3. the framework for implementation
4. dollars and how to achieve the impact desired

He noted that it is important to build a pool of information on the best of what is being done in order to develop a sense of what are the standards of excellence to which we aspire.

REPORT OF INTERVIEW WITH LESTER POLLACK -- 9/6/89

By Jon Woocher

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Despite missing the last meeting, LP remains very positive about the Commission's direction and especially the notion of the Community Action Sites as catalytic agents for change.

With regard to an implementing mechanism, LP starts with a bias against creating any new Jewish organizations. However, creating an entity with a specific, limited focus, a funding capability, and the mission of providing resources to existing institutions to implement change may not be a bad idea. He would envision this as an "institute for Jewish educational development," national in scope, which would be focused on helping organizations through a targeted learning process and the development of a feedback and networking system.

The JWB Maximizing implementation process may provide a model. Energized, task oriented, forms and local leadership was kept CAS begin to think about the issues.

We need to develop a process roadmap for implementation focusing on the question: How do we energize the process? visits by teams of leaders may be a model. The recommendations must be community-oriented to get action sites to take on action.

The implementing mechanism will have to be proactive to get step-forward. We can't simply assume that the federation will convene.

In general, he prefers to start by seeking the optimal functional ideal, then "scaling down" the process and mechanism to meet real world considerations of turf, etc.

REPORT ON INTERVIEW WITH HARRIET ROSENTHAL -- 9/13/89
By Jon Woocher

HR believes that we must agree on a definition of "community" with respect to CAS. For her, "community" means a group of organizations linked to a Federation in a locality. This includes the synagogues. This approach may not immediately include the unaffiliated, but they will enter in, if at all, somewhere through this system.

HR is not in favor of spreading money around in a number of small research projects. She suggests pouring a sizable amount into one CAS, where the leaders could really be stirred to action. The aim should be to move a community to turn out really good Jewish education. The community chosen can't be in crisis, and can't be either too small or too large.

The Commission should be the basic implementing tool. Groups should come in and meet with local leadership. This will get people thinking. If we have "best models" available, we can help the community define what it needs to create a good educational system, and then develop a funding match.

The existence of the process will stimulate other communities to look at themselves.

To develop substantive recommendations, we may want to send Commissioners into communities to elicit their recommendations. The report will then include what communities themselves are saying.

HR also believes that one outgrowth of the Commission should be a computerized system to accumulate and access what we do know about Jewish education to reduce guesswork. This would include statistical information, information about programs, etc. She sees this as located in JESNA with software to access the information made available to local agencies.

FOR THE NEXT MEETING, SHE SEES THE FOLLOWING AS HER AGENDA ITEMS.

1. updating the Commissioners on the progress of the report writing -- involvement is not really needed at this time
2. a decision to continue the Commission, at least for a while, to monitor implementation
3. a basic plan for the CAS process -- there should not be RFPs; the Commission should invite selected communities to be involved
4. a decision to reach out and solicit input from others "out there" -- need to begin to get their "buy-in"
5. agreement that we are talking about communities, not a single denominational system, as implementing focus

HR likes breaking into groups. The groups might be asked to formulate criteria for the CAS.

HR expects to be at the meeting.

REPORT OF INTERVIEW WITH BENNETT YANOWITZ - 9/11/89
BY JON WOOCHE

BY thought the last meeting was well structured. With good professional preparation setting the framework.

In his mind, "community action" means: assisting communities in funding the development of comprehensive educational plans, including new programs.

Whatover the key question is how will we (i.e., the Commission or recommending or approving new programs in the communities? what will the validating process be? What will happen if the communities and we disagree about the merits of proposed initiatives?

A second major concern he has is in the area of evaluation, especially in light of the areas -- personnel and community -- we have chosen to focus on. Many of the initiatives that may emerge in communities will aim at long-term effects that are difficult to quantify. E.g., how do we measure an enhanced climate of community support: increased federation allocations? a better quality of leadership on the BJE board? If we are seeking to evaluate individual programs with an eye toward replicability, this may not be easy.

What are the criteria for success? How do we set a time frame if we are looking for a long term effect on personnel development and community climate? Will people be patient enough?

Since the heart of implementation will be a funding process as well as encouraging community-wide planning, we must be prepared to deal with these two issues.

BY will be at the next meeting.

NORTH AMERICAN COMMISSION ON JEWISH EDUCATION

Date of Interview: 9/14/89 Location: Revson Foundation
Interview with: Eli Evans New York City
Interviewer: Art Rotman Duration: One Hour

Evans had obviously prepared for the interview. He had asked me a few days before the interview for additional background material and it was evident from the discussion that he had read it and was familiar with the minutes of the last meeting.

Evans had a number of what he referred to as "questions" but which were really points of disagreement.

1. The governance of the "successor" to the Commission. He understood very well the necessity for having the mix of Commission members that we had including philanthropists, educators and academics. However, he was concerned that there seems to be an assumption that the work of whatever successor would emerge from the Commission would be composed in the same way. He thought that this would be disastrous. "Form follows function." In other words, the form that was suitable for the work of the Commission is not at all the form which should apply in the case of the "successor" as its function is completely different. Evans sees the function as being one of creating new opportunities, negotiating on a local and national level, etc. It is his opinion that this can best be done by a small Board of no more than 10 to 12 people and the personnel should be picked "ad persona." Consideration of representing various points of view should be secondary. We should avoid involving people who represent particular interests and/or who are diplomatic in their views. He suggests that MLM should convene a small group in consultation with some of the members of the current Commission, but that, in his experience, one person alone making these decisions is the best route. He wouldn't necessarily exclude people who are currently members of the Commission but, on the other hand, he would also not be limited by the Commission roster. People should be selected "ad persona" whether or not they had been members of the Commission.
2. Evans basically disagrees with the Community Action Sites as a starting point with a national entity almost as an afterthought. He doesn't think that the Commission leadership, both lay and professional, realize how "tough" it is to operate in a local community on behalf of a foundation. He has had considerable experience in his

career in doing this and does not underestimate the difficulties. It is also, he feels, an "extremely expensive" way to go and would not provide in the long run what the Commission is after.

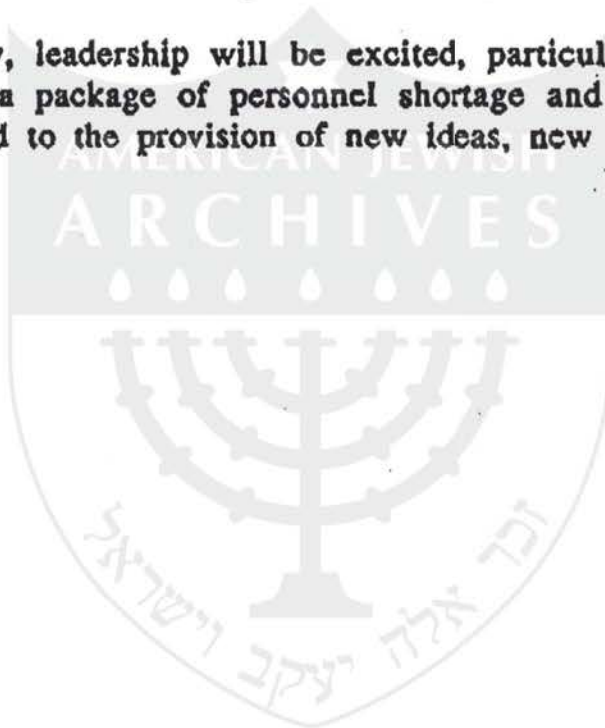
The difficulties on the local scene could be anticipated. While many in the community leadership will be pleased that their community had been selected as a site, there would be many who would be negative. The local community would no doubt be asked to come up with a portion of the funding for whatever is needed. This, in itself, would cause resentment since not all of it would be new money and some of it, at least, would be taken from existing community priorities. There is also a danger that the CAS would be seen as interfering. In his experience, too often, foundations or entities established by foundations operating in this area, no matter how skillful, are nevertheless seen as arrogant. It will require staff with highly honed skills of diplomacy to function in this arena and such staff would be difficult to locate.

3. Evans discerns a premise in the Commission documents that a relatively short period of time would be required for the Commission's successor to be effective. His own feeling is that we are talking about a much longer period of time, perhaps five to ten years and that this should be understood from the beginning. Whatever funding is provided should be available for an extended period of time. It is his experience that too often "philanthropists" become excited, provide funding for a year or two and then disappear. This would be fatal.
4. Evans is of the opinion that insufficient attention has been paid to the "infrastructure" which would be needed on a national level to make the Community Action Sites viable. He mentioned training and development of educational personnel, providing curricula, the development of new ideas, books, videos, etc. It is not merely a matter of going into a local community and saying "let's do the same a little better." It is his opinion that there needs to be a radical breakthrough on a national level of support for whatever is done on a local level. In addition to the educational materials and training, he suggests making sure that educational personnel have the appropriate salaries and fringes. Insurance, including retirement, disability, life insurance, etc., can be provided much more economically on a national level because of the economies of scale.

A portion of whatever funds are provided should be earmarked for the development of a national communications program directed to the home including approaches based on the latest audio-visual technologies.

Evans also suggested a national program of both master teachers and/or "fellows" which, in addition to training, there would be provision for monetary awards and salary supplements. This, too, could be done best on a national level.

5. Evans does not feel that enough attention has been paid to the scope of funding which would be necessary. It is his opinion that providing one or two million dollars per year would be a waste. The effort requires the assurance of the availability of at least \$10,000,000 to \$15,000,000 per annum for a period of ten years.
6. In a community, leadership will be excited, particularly by ideas. They will buy a package of personnel shortage and retention but only if it is tied to the provision of new ideas, new curricula, exciting video, etc.



IESNA



NOTES ON MEETING OF MORT MANDEL WITH ISMAR SCHORSCH -
9/25/89

Dr. Schorsch was enthusiastic about assisting the Commission in reaching out to other constituencies within the Conservative movement.

He has established an "education cabinet" which will include key professional leadership from the United Synagogue, Solomon Schechter Principals Association, Melton Research Center, Jewish Educators Assembly, and the Jewish Theological Seminary. It was agreed that Dr. Schorsch would invite MLM to speak at the second meeting of this group, projected for late January or early February. MLM's office will need to be in touch with Dr. Schorsch to arrange a specific date and time.

Dr. Schorsch also offered to make contact with Rabbi Albert Lewis, President of the Rabbinical Assembly, to facilitate a contact from MLM. MLM asked him to hold off on this until a general approach has been worked out for contacting the rabbinic leadership of all of the movements.

Jonathan Woocher

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JONATHAN S. WOOCHEER
Executive Vice President

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

FROM: Virginia F. Levi *Levi*

DATE: October 6, 1989

Attached, for your information, are reports on interviews of the following commissioners conducted by Jonathan Woocher, Joseph Reimer and Art Rotman.

- 
1. Maurice Corson
 2. Arthur Green
 3. Daniel Shapiro

REPORT ON INTERVIEW OF RABBI MAURICE CORSON - 10/4/89

(conducted by Jonathan Woocher)

Rabbi Corson is skeptical about the Community Action Site approach. He believes that the strategy of broad-based change through what will essentially be pilot projects is flawed in several respects:

1. Since the CAS will rely on extraordinary resources, replication in communities lacking those resources and even continuation in the CAS once the special resources are gone. The Malton program in Columbus is a relevant cautionary example.
2. Implementing the CAS will apparently be seen as requiring the creation of a new structure which is likely to be made permanent. This will be unnecessarily costly and duplicative. If the CAS strategy is to be followed, he suggests that implementation be done through a special desk or committee. A permanent entity should be created.

In general, he feels that the Commission has not yet reached out successfully to engage the critical grass roots delivery systems, especially the synagogues and their supplementary schools. They may have no investment in the findings and recommendations.

He also believes that insufficient emphasis has been given to examining existing structures and how to strengthen them: JESNA, the denominational commissions and departments, the bureaus of Jewish education. These are the agencies which together with the schools and other direct service providers are the delivery system (and will be so for the foreseeable future). Unless they are materially strengthened, the Commission will not have the desired impact.

MC feels that a "messianic" element has been creeping into the Commission's thinking. This has led to a shortchanging of many practical areas of intervention, e.g., developing better compensation and benefit packages for teachers, including pension and health insurance, stipends for professional development, etc.

In looking ahead to October 23, MC hopes we will come away with:

- 1) a commitment not to build a new bureaucracy
- 2) a commitment to focus greater attention on and to involve directly the synagogue community and the campuses (an important lacuna in the Commission's work thus far)
- 3) more attention given to how to upgrade professionalism and self-esteem of educators, which he sees as a national, not

MC expects to attend the meeting on October 23.

JOSEPH REIMER

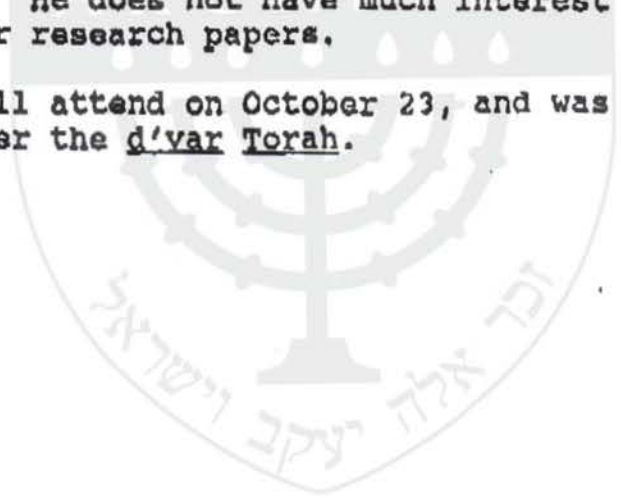
9/27/89

CONVERSATIONS WITH ARTHUR GREEN

Rabbi Green and I met during August and discussed the Commission. I called today to check in again.

Arthur's main concern is with pacing. He admits to being impatient and new to this process, but wonders why the pace feels slow-moving. As his colleague Prof. Twersky, Green believes reflection is for academics and action should be the mode for the Commission. He fully favors the Community action approach and would like to see us begin its implementation by setting up reasonable criteria by which sites could be selected. He continues to favor setting up a multiplicity of sites. He fears that if we delay starting implementation, the Commission will lose momentum. He does not have much interest in discussing the final report or research papers.

Rabbi Green will attend on October 23, and was honored to be asked to deliver the d'var Torah.





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September 28, 1989

Date of Interview: September 27, 1989

Interview with: Daniel Shapiro

Location: New York City

Interviewer: Art Rotman

Duration: 45 minutes

North American Commission on Jewish Education

Daniel Shapiro, New York City. Duration: 45 minutes

Shortly before the interview started, Dan Shapiro had determined that it would not be possible for him to attend the next meeting. While he was still interested in providing his input, I could not help but detect less of an interest in the meeting itself, since he knew he would not be there.

Continuing Mechanism

Shapiro recognizes that there should be a continuing mechanism to monitor and coordinate the efforts in the individual communities. At some point in the interview, he felt that the Commission should be that continuing entity, since it had worked so well up to now and since the group was so cohesive. At another point in the interview, he felt that to do so would be to run the risk of creating another national coordinating agency, which would be duplicating the work of the existing national agencies. After discussion back and forth, he finally came to the conclusion, which he would like to recommend to the Commission, that it continue, but meet only once a year in an "overseer" capacity. The actual responsibility for the coordination should be assumed by a separate operating entity with its own Board of Directors, with fewer members than the current Commission and associated with JESNA and JWB in the same way as the Commission. This operating board would meet perhaps three or four times a year and would have responsibility for hiring staff and for making ongoing policy decisions. It would take guidance from the successor to the Commission and keep the "large overseer" Commission informed.

Community Action Sites

The approach of having demonstrations in particular communities appeals to Shapiro. He suggested that we limit it to no more than two or, at the maximum, three such sites. The incremental value beyond that number decreases and there is the risk of the entire structure becoming unwieldy. Care should be taken to provide a geographic spread so that the sites are not all concentrated in one area. Consideration should also be given to size of community, with at least one site amongst the larger communities, such as Boston, and another in a small size community, such as Buffalo or Rochester. We should also be careful to insure that there is a spread in relative "sophistication", avoiding the most sophisticated and developed communities and, on the other hand, avoiding as well those that are at the other end of the spectrum in sophistication and development. There should be sufficient understanding and infrastructure in place so that the Community Action Site would not have difficulty in getting established; on the other hand, to select a community which had highly developed infrastructure would mean selecting a community which is atypical and difficult to replicate. Consideration should also be given to the potential for local community financial support, since he assumes that such support would be a requirement.

Based on his New York experience, Shapiro suggests that we make every effort to involve the Orthodox, even though this might be difficult. He was very interested to hear about the prospect of Mort Mandel and Rabbi Norman Lamm, convening a group of the Orthodox re the work of the Commission. Efforts should be made to involve all elements in the community, recognizing, of course, that it may not be possible to bring in some of the more extreme groups.

Summary

Dan Shapiro is very positive about the work of the Commission. He feels that it is an excellent group and is pleased to be a part of it. He thinks that the potential for making a major breakthrough is there but cautions that there is a great deal of difficult work before this can be achieved.