

MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980 – 2008. Series E: Mandel Foundation Israel, 1984 – 1999.

Box	
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Folder 1900

CJENA correspondence, commissioner interviews, and meetings. Morton Mandel address to the CAJE Conference (Seattle, Wash.), 1989.

For more information on this collection, please see the finding aid on the American Jewish Archives website.

3101 Clifton Ave, Cincinnati, Ohio 45220 513.487.3000 AmericanJewishArchives.org 8/30/89

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TO: Those Assigned to Interview Commissioners

FROM: Ginny Levi

RE: NEXT ROUND OF INTERVIEWS WITH COMMISSIONERS - REVISED INTERVIEW SCHEDULE

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Following the June 14 Commission meeting, assignments were made for the next round of interviews with commissioners. A list of commissioner assignments is attached. We ask that you arrange to complete your assigned interviews and submit your reports by September 15 or as soon thereafter as possible. Following is a summary of what we seek from the interviews and a suggested epproach. You are encouraged to structure the interviews to the specific interests of the commissioners with whom you are speaking.

I. Purpose of Interviews

- A. To debrief on the June 14 meeting
- B. To begin a conversation on outcomes of the Commission's work
- C. To propare for the fourth Commission meeting

II. Basis for Discussion

- A. Debrief
 - General reaction to the June 14 meeting or, for those who did not attend, provide a summary and elicit reactions to this, the background materials, and the minutes.
 - Build on the sense of progress--from fairly abstract thinking to practical recommendations. Emphasize that the Commission is moving towards recommendations for implementation.
- B. Anticipated Outcomes of the Commission's Work
 - 1. An Action Plan that will include;
 - a. The development of Community Action Sites (see footnote)

Community Action Sites:

The Commission decided at its last meeting that the way to approach the challenge--the way to start bringing about change--will involve some form of demonstration in the field. The Commission, therefore, decided to consider establishing a program to develop Community Action Sites.

A Community Action Site could involve an entire community, a network of institutions or one major institution where ideas and programs that succeeded, as well as new ideas and programs, would be implemented. These Community Action Sites would involve the assistance of national institutions and organizations.

- A plan for enabling the development of North American elements (e.g., expansion of quality training opportunities)
- c. A funding program (possible sources of funding; short and long-term funding)
- d. Concrete recommendations on personnel and the community (e.g., expanded role for communal organizations; substantially increased financial support; steps for building the profession of Jewish educator, etc. . .)
- e. An agenda for the next decade: the programmatic options (possibly expanding the option papers to identify the major agenda items for each programmatic area)
- f. A successor mechanism for the Commission. (How do commissioners view their own future involvement; how do they feel about a possible annual meeting to discuss progress; other possible formats?)
- 2. In order to ensure that the Commission can decide on the basis of the best available information and analysis, MLM has commissioned a series of papers (see attached list).
- All of this will be summarized in a Commission report (see draft outline of final report).
- 4. Implementation

How will implementation be brought about? Who will do this? Who will see to it that the plan will be implemented, that the Commission will be pro-active in bringing about change? Many commissioners believe that some mechanism will need to be established that will facilitate the implementation of Community Action Sites and to be a catalyst for the implementation of the other elements.

5. <u>A Mechanism for Implementation</u>

If so, what kind of a mechanism should this be? Some of the functions that have been suggested have included:

- a. To serve as broker between expertise on the national level and local initiative and expertise.
- b. To encourage foundations and philanthropists to support innovations and experimentation in the Community Action Site.
- c. To undertake the diffusion of successful lessons learned in the process of implementation in the Community Action Site.
- d. To help establish monitoring and evaluation systems for the demonstration projects.

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6. The fourth meeting of the Commission: <u>October 23 at</u> <u>UJA/Federation of Jewish Philenthropies of New York, 130 East 59th</u> <u>Street, New York City, 10 a.m. to 4 p.m.</u> Check attendance plans, Review the tentative content of the meeting:

1. Discussion of a possible action plan

- 2. Discussion of a possible mechanism of implementation
- 3. Update on community/financing paper
- 4. Possibly first presentations on background papers

Please keep me informed of your progress and remember to send me your interview reports for distribution.

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AUG 30 '89 16:23 PREMIER CORP. ADMIN.

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8/29/89

Commissioner Interview Assignments

Sr. Policy Advisor/Staff

Commissioner

Seymour Fox

Hona Ackerman Charles Bronfman Lester Crown Alfred Cottschalk David Hirschhorn Sara Lee Seymour Martin Lipset Charles Ratner Isadore Twersky

Annette Hochstein

Stephen Hoffman

Morton Mandel

Joseph Reimer

David Arnow Norman Lamm Robert Loup Morton Mandel Matthew Maryles Florence Melton Esther Laah Ritz Ismar Schorsch Peggy Tishman

Ronald Appleby Robert Hiller

Max Fisher Joseph Gruss Ludwig Jesselson

Jack Bieler Josh Elkin Irwin Field Arthur Green Carol Ingall Henry Koschitzky Mark Lainer Haskell Lookstein Alvin Schiff Harold Schulweis Isaiah Zeldin



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8/29/89

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Sr. Policy Advisor/Staff

Commissioner

Arthur Rotman

Stuart Eizenstat Eli Evans Donald Hintz Daniel Shapiro

Jonathan Woocher

Henry Zucker

Unassigned

Mandell Berman Maurice Corson David Dubin Irving Greenberg Lester Pollack Harriet Rosenthal Bennett Yanowitz

John Colman

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Sr. Policy Advisor/Staff

<u>Commissioner</u>

Jonathan Woocher

Arthur Rotman

8/1/89

Eli Evans Donald Mintz

Mandell Berman Maurice Corson David Dubin Irving Greenberg Lester Pollack Harriet Rosenthal Bennett Yanowitz

Henry Zucker

John Colman

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FACSIMILE TRANSMISSION

NATIV CONSULTANTS - JERUSALEM, ISRAEL

Fax:972-2-699-951

To: Ginny Levi

From: S.Fox; A.Hochstein

Date: August 30, 1989

Pages: 4

Dear Ginny,

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Re: Interview Schedule

We attach the suggested changes to the interview schedule. As you can see we have left your text of 8/3/89 unchanged through section II.A (1 and 2). New sections B and C follow. Please append the revised list of papers to be commissioned. Also, interviewers may feel comfortable having a copy of the materials of June 14, as well as the Report Outline and the Research Design available for their own reference.

We hope this is useful,

Ex auto

P.S. Thanks for the fax test. It came through beautifully. Seems it is simply a matter of the quality of the telephone transmission at that time.

8/3/89

TO: Those assigned to interview commissioners

FROM: Ginny Levi

RE: Next round of interviews with commissioners

Following the June 14 Commission meeting, assignments were made for the next round of interviews with commissioners. A list of commissioner assignments is attached. We ask that you arrange to complete your assigned interviews and submit your reports by September 15. Following is a summary of what we seek from the interviews and a suggested approach. You are encouraged to structure the interviews to the specific interests of the commissioners with whom you are speaking.

- I. <u>Purpose of interviews</u>
 - A. To debrief on the June 14 meeting.
 - B. To begin a conversation on outcomes of the Commission's work.
 - mare for the fourth Commission meeting.

II. Basis for discussion.

- A. Debrief
 - General reaction to the 6/14 meeting or, for those who did not attend, provide a summary and elicit reactions to this, the background materials, and the minutes.
 - Build on the sense of progress -- from fairly abstract thinking to practical recommendations. Emphasize that the Commission is moving towards recommendations for implementation.

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B.Anticipated outcomes of the Commission's work

1. An Action Plan that will include:

- a. The development of community action sites (see footnote)
- b. A plan for enabling the development of North American elements (e.g. expansion of quality training opportunities)

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- c. A funding program (possible sources of funding; short and long-term funding)
- d. Concrete recommendations on personnel and the community (e.g. expanded role for communal organizations; substantially increased financial support; steps for building the profession of Jewish educator, etc...)
- e. An agenda for the next decade: the programmatic options (possibly expanding the option papers to identify the major agenda items for each programmatic area)/
- f. A successor mechanism for the Commission. (How do commissioners view their own future involvement : how do they feel about a possible annual meeting to discuss progress; other possible formats?)

2. In order to ensure that the commission can decide on the basis of the best available information and analysis, MLM has commissioned a series of papers (attach list).

3. All of this will be summarized in a Commission report (see report)

4. Implementation:

How will implementation be brought about? Who will do this? Who will see to it that the plan will be implemented, that the Commission will be pro-active in bringing about change? Many Commissioners believe that some mechanism will need to be

Community Action Sites:

the commission decided at its last meeting that the way to approach the challenge - the way to start bringing about change will involved some form of demonstration in the field. The Commission therefore decided to consider establishing a program to develop community action sites.

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5. A mechanism for implementation: If so, what kind of a mechanism should this be? Some of the functions that have been suggested have included:

a. To serve as broker between expertise on the national level and local initiative and expertise.

b. To encourage foundations and philanthropists to support innovations and experimentation in the community action site.

c. To undertake the diffusion of successful lessons learned in the process of implementation in the community action site.

d. To help establish monitoring and evaluation systems for the demonstration projects.

6. The fourth meeting of the Commission: October 23 at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, NYC. Check attendance plans. Review the tentative content of the meeting:

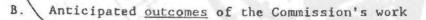
1. Discussion of a possible action plan

2. Discussion of a possible mechanism of implementation

3. Update on community/financing paper.

4. Possibly first presentations on background papers

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A report that will include:

- * broad directions for Jewish education for the next decade or two including programmatic options.
 - concrate recommendations on personnel and community (e.g. strengthen training program; expanded role for the communal organizations; national recruitment effort; substantially increased financial support, etc...)

(See outline of final report and research design -remember how tentative these are.)

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 Community action sites (introduce the notion of "who will do this," i.e. the need of a mechanism for implementation.) (See documents in background materials for June 14).

A. -

- 3. A successor mechanism: This is a commission that will end its work in June 1990 with more than a report. It intends to be proactive in following up on its recommendations. How should this be done?
- C. Prepare for the fourth meeting of the Commission Oct. 23 at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, NYC. Check attendance plans. Review of and reactions to tentative plans for meeting:
 - 1. Discussion of a possible mechanism for implementation
 - 2. Update on personnel and community/financing papers
 - 3. Presentation of capsule statements by authors of background papers to the final report.

8/3/89

Commissioner Interview Assignments

Sr. Policy Advisor/Staff

Commissioner

Seymour Fox

Mona Ackerman Charles Bronfman Lester Crown Alfred Gottschalk David Hirschhorn Sara Lee Seymour Martin Lipset Charles Ratner Isadore Twersky

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Morton Mandel

Arthur Naparstek

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Jack Bieler Josh Elkin Irwin Field Arthur Green Carol Ingall Henry Koschitzky Mark Lainer Haskell Lookstein Alvin Schiff Harold Schulweis Isaiah Zeldin 8/1/89

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Sr. Policy Advisor/Staff

Arthur Rotman

Jonathan Woocher

Commissioner

Eli Evans Donald Mintz

Mandell Berman Maurice Corson David Dubin Irving Greenberg Lester Pollack Harriet Rosenthal Bennett Yanowitz

Henry Zucker

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John Colman

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Draft - 8/29/89

Page 14

IV. Future Meatings

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A. The meeting of senior policy advisors tentatively scheduled for October 5 has been cancelled.

B. The next meeting of senior policy advisors will take place in New York (specific location to be announced) at 7:30 p.m. on Sunday,

October 22.

C. The fourth meeting of the Commission is scheduled for Monday, October 23, 10 a.m. to 4 p.m. at the UJA/Federation of Jewish Philanthropies of New York.

D. The senior policy advisors will meet for follow-up on Tuesday, October 24, 8:30 a.m. to noon at JWB in New York.

> olicy advisors will meet on Wednesday, December 6, 10:30 a.m. Sheraton Hopkins, Cleveland.

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Nativ Policy and Planning Consultants נתיב-יועצים למדיניות ותכנון ירושלים Jerusalem, Israel 1111 Tel.: 972-2-662 296; 699 951 Fax: 972-2-699 951 FACSIMILE TRANSMISSION AL PROPERTY. DATE: Sunday, Hug 27 TO: VIRG, NIA LEVI FROM: ANNE TTE Hochstein NO. PAGES: FAX NUMBER: Hello Ginny, We' received the first page of Mars G.'s , cover letter). The for of with ?! t come through. If attachments i you can't formari. ASAP today a copy of his letter to the planners we will try to his respond still today - as per request. Very Best Regards Runett

L. Alle Nativ Policy and Planning Consultants נתיב-יועצים למדיניות ותכנון Jerusalem, Israel ירושלים Tel.: 972-2-662 296; 699 951 Fax: 972-2-699 951 FACSIMILE TRANSMISSION 29/3/39 DATE: O: ochs :OM: NO. PAGES: X NUMBER: linny as being sent and received from all 2 a today - so please try to a premier too all others go the wo one from Here K sent k F. to at the _



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NATIV CONSULTANTS - JERUSALEM, ISRAEL Fax:972-2-699-951

* Fox

Dac . . . 31, 1989

Pages: /

Dear Ginny,

I would like to speak to ' "' Hank tomorrow, Friday.

I suggest between 11 and 1. , orning (Cleveland time). I

will call.

If the suggested time is no good sase let me know at home this evening, between 2 and 3 p.m. Cl. Land time. (662-452).

Best Regards,

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PREMIER CORP. ADMIN. AUG 31 '89 16:51 PAGE.01 DATE REQUESTED, SPECIFY HOW TO SEND MESSAGE PREMIER INDUSTRIAL CORPORATION REQUEST FOR TELEX/MAILGRAH/FAX D TELEX NO. OUNCENT Time exheitive - must ag et a TOTAS (REV 2/4 9) PRINTED IN U.C.A D MAILGRAM FAX NO. 011-972-2-699 DREGULAR - Bend at time rates are most economical NO. OF POS. (INCL. COVER SHEET) TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY FROM: TO: 1.LEVI OCHSTEIN NAME NAME AREMIER COMPANY COMPANY_ STREET ADDRESS DEPARTMENT. prusalem RAEL 090 COST CENTER CITY, STATE, ZIP, 2183619962 PHONE NUMBER **TELEX NO.: 6873015 PREMI UW** FAX NO.: 2157040027 TIME SENT: **MESSAGE:** Annette - Federation reports payments of \$1054.73 for June and \$1015.27 for July. We are guessing that your bank charges a fee for conversion, or something, to explain the slight difference. We are looking into the matter of timing on payment of Nativ fees. I'll get back to you on that. Regards, Ginny

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** TOTAL PAGE.01 **

FAX SENT -1 d Planning Consultants Nativ; נתיב-יועצים למדיניות ותכנון ירושלים Jerusale. Tel.: 972-2-662 2. 51 FACSIMILE TRANSMISSION Fax: 972-2-699 951 DATE: Aug 28, 1989 TO: GINN LEV NO. PAGES: FROM: S FAX NUMB 0 Hell as per Tal 900 () 5 ÷,

AUG 29 '89 15:48

PREMIER CORP. ADMIN.

Draft = 8/29/89

MINUTES:Senior Policy Advisors, Commission on Jewish Education
in North AmericaDATE:August 24, 1989DATE MINUTES ISSUED:XXXXXXXXXPRESENT:Norton L. Mandel, Chairman, Seymour Fox, Mark Gurvis,
Annette Hochstein, Stephan H. Hoffman, Joseph Reimer,
Arthur Rotman, Herman D. Stein, Jonathan Woocher,
Henry L. Zucker, Virginia F. Levi (Sea'y)COPY TO:David S. Ariel, Martin S. Krear, Arthur J. Naparatek,
Carmi Schwartz

I. Review of Minutes and Assignments

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

A. VFL will circulate a recent letter from Twersky to MLM.

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- B. VFL will work with MLM to develop a list of commissioners whom MLM should call before each Commission meeting.
- C. Senior policy advisors are encouraged to notify MLM of an occasional commissioner who would benefit by a phone call from MLM.
- D. It was suggested that MLM call Eli Evans and Archur Green. I Send L Liveno to H/M
- E. Each interviewar's assignment list will include a reminder to send notes of each interview with commissioners to VFL for circulation.

DATE: Policy an m, Israel SIMILE TRANSMISSION MIV CONSULTANTS - JERUSALEM, ISRAEL 96: 699 9 Fax: 972-2-699 951 Deborah Gottesman FL 28, 1989 Date FAX: 001+4 16-751 Pages: 3

Dear Mark,

Hope this arrives on time for you to have before your departure. We suggest that you take along - for your own reference, the IJE papers of March 25 and 29 (was faxed last week from New York to Ginny) as well as the progress reports and the report outline and research design. They might come in handy for some of the topics likely to be raised.

Have a great time and a successful meeting after that!

- will be fairing the transcript of unis inventation to the 3rd imon on Community Action Sites Segmon

Suggested points for presentation and discussion with Federation Planners

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1. Remind the planners of the rationale for the Commission - the concern about the trendlines, the underlying assumption that Jewish education and Jewish continuity are linked, the determination to deal with the problems facing Jewish education. (See first report and design document)

2. Refer to the materials you sent them - the executive summaries of the second and third meetings that took place respectively on December 12, 1988 and on January 17, 1989. The materials summarize briefly the thinking and the decisions of the Commission, as they moved from the consideration of 26 possible options for their work, to the decision to focus work initially on two options:

To deal with the shortage of qualified personnel for Jewish Education and To deal with the community - its structure, leadership and funding as major agents for change

3. The commission decided that the way to approach the challenge - the way to bring about change - will involved some form of demonstration in the field. The Commission therefore decided to consider establishing a program to develop community action sites.

4. A community action site could involve an entire community, a network of institutions or one major institutions where ideas and programs that succeeded as well as new ideas and programs would be implemented. These community action sites would involve the assistance of national institutions and organizations.

The commission is now considering how community action sites could be undertaken and it is my hope that we could devote a good part of our discussion to these matters.

5. How will community action sites be selected? a. what are some of the criteria to be considered (size of community; commitment to Jewish Education; strong lay leadership, etc...)

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b. By what process should community action sites be selected? Should communities volunteer? Should they be invited to compete? Should the Commission be pro-active and decide which communities to invite to become community action sites?

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- 6. Who shall be the convener and catalyst for the establishment of the community actions site? (A local commission on Jewish Education? the federation? what is the role of the denominations?)
- 7. Many Commissioners believe that some mechanism will need to be established that will facilitate the implementation of Community action sites.
- 8. If so what kind of a mechanism should this be? Some of the functions that have been suggested have included:

* To serve as broker between expertise on the national level and local initiative and expertise.

* To encourage foundations and philanthropists to support innovations and experimentation in the community action site.

* To undertake the diffusion of successful lessons learned in the process of implementation in the community action site.

* To help establish monitoring and evaluation systems for the demonstration projects.

9. As the commission begins to consider the wisdom of creating such a mechanism and the relationships of this mechanism to the community action sites, your advice can be very helpful. We would like to discuss these matters with you.

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AUG 25, '89 14:04

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MEMO TO:	Seymour Fox, Annette Hochstein
FROM:	Mark Gurvis WD
DATE:	August 25, 1989
SUBJECT:	Preparation for Meetings aff CLF Quarterly
	The second se
Following	is the letter sent to federation planners inviting them to mee

with me at the CJF Quarterly. They ware sent the Executive Summaries of the background materials from the December and June Commission meetings.

I would still find it very helpful if you could prepare an outline of the community action size and IJE concept with a series of questions for discussion. I would like to have a chance to review it, and discuss it with you before deciding whether it should or could be shared with planners before the meeting :: : ...

The only shot at reaching me before that are canceling is to fay me the material on Monday, August 28th care deborah Gottesman, 416-751-1430. Otherwise I will be back at Premier on Tuesday, September 5th in the afternoon. I would really prefer to segithe material on the earlier date.

cc: Ginny Levi

Letter ner answer

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MEMO TO: Roberta Goodman, Betsy Katz, Ron Reynolds, Elliot Spack

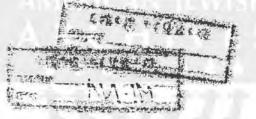
FROM: Mark Gurvis CMART

DATE: August 22, 1989

SUBJECT: CJENA Options Papers

Enclosed is the background material that was prepared for the December 1988 meeting of the Commission on Jewish Education in North America. The material includes the drafts of options papers that had been developed by that point. Further work on these has not been done since then, so you will find that there isn't a paper for each of the options noted.

I look forward to hearing from Elliot in a few weeks on the direction CAJE's leadership would like to pursue.



cc: Seymour Fox Annette Hochstein To: Seymour Fox

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From: Annette Hochstein

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Date: August 22, 1989

Re: Meeting of Senior Policy Advisors -- Recap of our current thinking --

Our preferred outcomes for that meeting depend largely on what we perceive as

I. the products of the Commission

II. how to get there - the workplan (and - as a result:)

III. what the fourth meeting should be.

The Senior Policy Advisors' meeting will optimally conclude with a design for the fourth meeting and a large measure of consensus on the background materials to be prepared.

* * * * *

I. The products of the Commission - the day it formally completes its work - will be (very roughly formulated):

- A. A written report (to inspire, set the agenda, recommend policy, etc...)
- B. An action plan that includes a mechanism for implementation
- C. Adequate funding to launch and carry out the plan

II. The workplan: in order to achieve the above products the following work needs to be completed (I include rough time estimates):

- A. Complete the Research Program (see itemized appendix). All the commissioned work will be completed between December 1989 and January 1990 - to allow for insertion of the data in the final report. Some reports will be completed earlier. Interim reports will be provided.
- B. Complete the Report.

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Three elements are involved:

- data analysis to provide an overview of the field, and a description of problems and of opportunities.
- development of recommendations, based on work with commissioners and on data analysis.

3. drafting the report

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This work will take approximately three months to complete (November 1989 - January 1990) -- (see appendix: preliminary outline of recommendations.)

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- C. Develop a funding program In order to launch the implementation of recommendations and to lend credibility to the process of the commission, funding commitments will need to be secured from both communal (federations) and private (endowments, family foundations) sources. (August 1989 - February 1990)
- D. Develop and operationalize the IJE and Community Action Sites This will require the following:
 - 1. Refine the concepts of the IJE and the Community Action Sites.
 - 2. Hire and prepare director for the IJE
 - Begin the selection process for Community Action Sites (define criteria; identify potential communities – through consultations and data analysis; initial contacts and negotiations).
- E. Continue the Commission Process:
 - Work with Commissioners (interviews, correspondence, the funders, individual interests in options, develop recommendations etc...)
 - 2. P.R.
 - 3. Relationship with all appropriate actors (together with partners work with : organizations; denominations; local commissions, etc...)

III. The Fourth Meeting of the Commission

A. Rationale:

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1. In its first three meetings the commission agreed on the nature, scope and content of its work. In particular the following elements were agreed upon:

a. The outcomes of this commission's work would include both a report and implementation.b. The community and personnel are the first options to be dealt

with. Programmatic options are also of interest to the commission.

c. Implementation and the development of solutions for the problems of Jewish Education will take place within the framework of Community Action Sites. Some elements will have to dealt with nationally/continentally.

2. In order to complete the work concrete recommendations - based on the best available knowledge - need to be developed for each of these elements. Moreover recommendations must include the means (mechanism, structures and resources) for operationalizing decisions. Together, all recommendations will form the Commission's outcomes: a proposed agenda for Jewish Education for the next decade, with policy recommendations and with a plan for action.

3. Whereas staff and policy advisors have been considering for close to six months the notion of a mechanism for implementation and for the past two months possible recommendations in all areas (see the report outline), little if any of this has been shared with Commissioners.

4. Thus, it would appear that the next step for the work of the Commission needs to be the consideration of possible recommendations towards their inclusion in the final report. We suggest that the outcome for the fourth meeting include a. A clear sense of suggested outcomes of the Commission b.Ownership and positive response to likely recommendations

5. Recommendations need to be developed for the following areas:

- a. The Community : leadership, structure and finance
- b. Personnel : Building a profession

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- c. An agenda for the next decade: Programmatic options
- d. Implementation (community actions sites; IJE)
- e. Continuing the work of the Commission after the report: who and how. In particular facilitate the following:
 - *. Implementation of Continental elements (training, etc..)

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- *. Umbrella organization for Programmatic Options
- *. Development of the North American Support system (possibly defer until 5th meeting)
- *. Monitoring and Accounting on Progress to the North American Jewish Community (Possibly through a yearly meeting of the Commission)
- f. Research, publications, etc...

6. In light of the above we suggest that at its fourth meeting the Commission begin to consider and outline its proposed agenda and recommendations.

* * * * * *

Before proceeding to a proposed scenario for the meeting, let us outline what recommendations are likely to emerge. In addition we should distinguish between recommendations which we feel ready to offer for discussion at this time (R) and recommendations were more data gathering and analysis are needed (NR). Let us also distinguish between recommendations that are "clarion calls" more declarative in nature (CC) recommendations that are more practical.

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B. Alternate Scenarios for the fourth meeting

The fourth meeting can be organised in a number of ways:

Alternative 1. The meeting could focus on work-in-progress as well as preliminary recommendations under three headings:

- a. The Commission's report and an agenda for the next decade
- b. The research being undertaken
- c. Implementation: Community Action Sites and the IJE

Reports and discussion on each can be introduced by MLM at the plenary. Commissioners can then break up into small group meetings, hear brief presentations which they will discuss - and re-convene to report.

The outcome could include : endorsement of the outline of the report; endorsement of the research program; endorsement of the concept of the IJE - with further elaboration on the Community Action Sites.

A weakness of this scenario is that recommendations are likely to be adressed in a secondary manner only. On the other hand the content of the work could be significantly clarified.

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Alternative 2. A variation on this model could include small group meetings in December to discuss recommendations.

Alternative 3. The mosting could focus on the outcomes of the Commission - particularly on the development of recommendations.

a. MLM would offer a brief report, including a summary of his own thinking concerning the Commission's outcomes, the community, implementation and funding.

b. Commissioners would be invited to join small groups that would begin to discuss suggested recommendations. Each group would be chaired by a pre-briefed chair-person and staffed by a resource person (researcher or staff).

c. The small group topics might include:

- 1. Specific recommendations on the community and personnel
- 2. General recommendations (National/Continental)
 - personnel training and recruitment
 programmatic options
- 3. Recommendations on Implementation
 - The IJE
 - other aspects of implementation (funding; structures...)

A different breakdown could include small group discussion on recommendations for the following topics:

a. The Community : leadership, structure and finance

- b. Personnel : Building a profession
- c. An agenda for the next decade: Programmatic options
- d. Implementation (community actions sites; IJE) e. Continuing the work of the Commission after the report: who and how. In particular facilitate the following:
 - *. Implementation of Continental elements (training, etc..)

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- *. Umbrella organization for Programmatic Options
- *. Development of the North American Support system (possibly defer until 5th meeting)
- *. Monitoring and Accounting on Progress to the North American Jewish Community (Possibly through a yearly meeting of the Commission)
- f. Research, publications, etc...

The plenary would be re-convened to discuss small group d. recommendations.

The advantage of focussing on recommendations is that we will be creating ownership for the final report and will be moving towards more concrete formulations of outcomes.

The weakness of this alternative is that requires

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PRELIMINARY RECOMMENDATIONS

1. (CC) GENERAL STATEMENT : BASED ON ITS FINDINGS CONCERNING JEWISH CONTINUITY, THE STATE OF THE FIELD, THE SHORTAGE OF QUALIFIED PERSONNEL FOR JEWISH EDUCATION, THE SHORTAGE OF RESOURCES - THE COMMISSION RECOMMENDS THAT THE NORTH AMERICAN COMMUNITY ADOPT A TEN-YEAR AGENDA FOR DEALING WITH THE IMPROVEMENT OF JEWISH EDUCATION IN THE COMMUNITY. THE COMMISSION RECOMMENDS POLICIES...AS WELL AS A PLAN FOR ACTION AND IMPLEMENTATION.

a. The Community : leadership, structure and finance

Based on the background papers by Zucker, Fox and Ackerman, as well as input from commissioners and other experts consulted, this section will include recommendations on the following topics:

2. THE ORGANISED JEWISH COMMUNITY SHOULD PUT JEWISH EDUCATION AT THE TOP OF ITS LIST OF PRIORITIES. NATIONAL ORGANIZATIONS AND LOCAL ORGANIZATIONS AND INSTITUTIONS SHOULD DEVISE MEANS TO ATTRACT TOP LEADERSHIP TO THE SUBJECT OF JEWISH EDUCATION AND TO MAKE THE NECESSARY RESOURCES AVAILABLE FOR JEWISH EDUCATION ()

IN PARTICULAR THE COMMISSION RECOMMENDS THAT:

- (WHO IS THE CONVENER) develop recommendation in light of the complex relationship of federations and other agencies on the topic of Jewish Education,
- * (THE NORTH AMERICAN SUPPORT SYSTEM)
- * (METHODS FOR RECRUITING LEADERSHIP)

ALSO:

-- NATIONAL POLICIES: (cjf: the denominations: devise means for assisting the training institutions in their efforts)

-- LOCAL POLICIES: (create local commissions for planning and development; develop wall to wall coalitions of those involved in delivering services

b. Funding

INDICATE WHAT SHOULD BE DONE :

PERCENTAGES MENTIONED? ETC..

THE COMMISSION RECOMMENDS THAT ADEQUATE FUNDING FOR JEWISH EDUCATION BECOME A KEY PRIORITY FOR COMMUNAL AND PRIVATE SOURCES OF FUNDS. BUDGETS OF LOCAL FEDERATIONS, FEDERATION ENDOWMENTS, AS WELL AS PRIVATE FOUNDATIONS SHOULD ADOPT AN AGENDA FOR LOCAL DEVELOPMENT OF JEWISH EDUCATION AND FUND ITS IMPLEMENTATION ADEQUATELY, PLANNING A GRADUAL CHANGE IN RESOURCE ALLOCATION TO REFLECT THIS AGENDA.

Recommendations will depend partly on the outcomes of the meetings with the funders. At this time the following first funding - my foundation and other foundations second funding - cas is the local organised \$ third - every other kind of player - e.g.: l.a.

- b. Personnel : Building a profession
- c. An agenda for the next decade: Programmatic options
- d. Implementation (community actions sites; IJE)
- e. Continuing the work of the Commission after the report: who and how. In particular facilitate the following:
 - *. Implementation of Continental elements (training, etc..)
 - *. Umbrella organization for Programmatic Options
 - *. Development of the North American Support system (possibly defer until 5th meeting)
 - *. Monitoring and Accounting on Progress to the North American Jewish Community (Possibly through a yearly meeting of the Commission)
- f. Research, publications, etc...

B. Recommendations on Personnel

* In order to meet the acute shortage of qualified personnel we recommend addressing four elements simultaneously: recruitment; training; building the profession, retention.

a. Recruitment

1. EXPAND SIGNIFICANTLY THE POOL FROM WHICH CANDIDATES FOR TRAINING AND RETRAINING ARE SELECTED:

a. Identify hitherto untapped pools of potential candidates (e.g. Judaic studies majors, day school graduates, rabbis, career changers, general educators, etc.).

b. Identify and create the conditions under which talented potential educators could be attracted to the field (e.g. financial incentives during training,

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adequate salary and benefits, possibilities of advancement and growth, empowerment, etc.).

In order to do this:

** commission a market study
** undertake a (joint) systematic national recruitment
program - to be monitored for several years.

b. Training

2. DEVELOP SIGNIFICANTLY THE QUANTITY AND QUALITY OF TRAINING OPPORTUNITIES - BOTH PRE-SERVICE AND ON-THE-JOB.

1. IMPROVE, INTENSIFY, DEEPEN EXISTING PROGRAMS

WORK TOGETHER SPECIALIZATION

2. GENERAL EDUCATION PROGRAMS FOR JA PROGRAMS

3.JUDAICS DEPARTMENTS

4. NEW PROGRAMS

A. Develop "fast tracks" and on-the-job training programs for special populations. This should include new programs in existing training institutions or in general universities in North America and in Israel. A range of options may be developed from day-long programs to sabbatical years.

*Provide financial assistance to existing training programs for their expansion and improvement. This could include the endowment of professorships of Jewish education; the teaming of Israeli and Diaspora institutions; etc.

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- *Create new and/or specialized training programs e.g.: create elite senior personnel programs in North America similar to those in Jerusalem
- *Create a national consortium of training institutions and research centers.
- * research

The lacunae: early childhood; informal educations; In order to do this: a. Develop norms and standards for training

b. Prepare a national training-development plan -pre-service and on-the-job -- that will meet the shortage of qualified personnel within the next decade.

c. Building the profession

X. DEVELOP THE CONDITIONS THAT WILL [ISA - knowledge and autonomy]

* add all the elements we had: netweorking code of ethics etc.

*Develop a set of standards and norms to determine entry levels for positions in Jewish education.

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- * Create a map of positions in the field with a ladder of advancement that is not only linear (e.g. specialists in bible, early childhood, special education, teacher trainers, curriculum developers, etc.).
- *Adapt promising ideas from general education, such as "lead teacher," to Jewish education.

d. Retention

- *If retention remains as a separate category, it could include recommendations concerning opportunities for growth, sabbaticals, empowerment, salary and fringe benefits. The issue of "burn-out" and relationships between educators and lay leaders will have to be addressed. It may be decided to include retention in the section on profession-building.
- Recommendations of an agenda for the next decade: (Programmatic areas)

IN ADDITION TO THE AREAS OF PERSONNEL AND THE COMMUNITY - IDENTIFIED AS "ENABLING" DEVELOPMENT IN MOST OTHER AREAS, THE COMMISSION RECOMMENDS THAT THE NORTH AMERICAN COMMUNITY PUT ON ITS AGENDA FOR THE NEXT DECADE VIGOROUS INTERVENTION IN THE FOLLWING AREAS: {for each say max - see caje or alternatively}

A. EARLY CHILDHOOD PROGRAMS: Significant opportunity has been created for

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development (brief statement of the reasons)

5. Recommendations for implementation:

IN ORDER TO ENSURE THE IMPLEMENTATION OF ITS RECOMMENDED AGENDA THE COMMISSION HAS DECIDED TO LAUNCH A MECHANISM FOR IMPLEMENTATION - TO ACT BOTH AS A SUCCESSOR MECHANISM FOR THE COMMISSION AND AS ITS MEANS FOR FACILITATING IMPLEMENTATION OF ITS RECOMMENDATIONS BY BOTH LOCAL AND NATIONAL AGENCIES.

emphasize the local; ultimate success local. catalyst new part of existing organization or new organization. someone to galvanize. leadership, ideas and funding need galvanizing.

This mechanism will undertake the following activities:

a. Community action sites

- b. Continental elements (training, etc..)
- c. Umbrella for Programmatic Options
- d. The North American Support system (possibly defer until 5th meeting)
- e. Monitoring and Accounting on Progress to the North American Jewish Community (Possibly through a yearly meeting of the Commission)
- f. facilitate the development of one or several centers for research and innovation in Jewish Education.

g.A recommendation to undertake systematic research and evaluation will probably be included. (See MLM's suggestions above and the enclosed paper on the research design.)

One recommendation might be that the Commission continue to exist, meeting annually to hear the report of the IJE. This report could include:

- a review of progress by the IJE with particular reference to the work in the Community Action Sites, including the diffusion of findings and recommendations
- 2. a report on the work being done by the foundations on programmatic options

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- reports on the state of Jewish education (similar to the Brookings reports)
- 4. a focus on key agenda issues to be addressed by the community
- 5. suggestions for an R&D agenda

Environment

every player we care about will receive function and money (outright or help raise) on the conditions that they play by the agreed terms

> get smc get list of federation plans on jewish education

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- B. Agenda for the 4th meeting:
 - 1. Suggested recommendations for the final Report:
 - 2. Recommendations for the Community
 - 3. Recommendations for Personnel
 - Recommendations of an agenda for the next decade: (Programmatic areas)
 - 5. Recommendations for implementation:

a successor mechanism -- a mechanism for implementation -- in the following areas:

- a. Community action sites
- b. Continental elements (training, etc..)
- c. Umbrella for Programmatic Options
- d. The North American Support system (possibly defer until 5th meeting)
- e. Monitoring and Accounting on Progress to the North

American Jewish Community (Possibly through a yearly meeting of the Commission)

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Detailed

MEETING OF SENIOR POLICY ADVISORS - AUGUST 24, 1989

SUGGESTED AGENDA

- , I. AGENDA FOR THE FOURTH MEETING OF THE COMMISSION
 - A. Desired outcomes:

Ownership and positive response to likey recommendations

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- B. Agenda for the 4th meeting:
 - 1. Suggested recommendations for the final Report:
 - 2. Recommendations for the Community
 - 3. Recommendations for Personnel
- * In order to meet the acute shortage of qualified personnel:
 4 areas
- *~ Redruitment:
 - Recommendations of an agenda for the next decade: (Programmatic areas)
 - 5. Recommendations for implementation:
 - a successor mechanism -- a mechanism for inplementation -- in the following areas:
 - a. Community action sites
 - b. Continental elements (training, etc..)
 - c. JEurella for Programmatic Options
 - d. T. J North American Support system (possibly defer until 5th meeting)
 - e. Monitoring and Accounting on Progress to American Jewish 7 munity (Possibly t. gh a yearly meeting commission)
- II. We can for the fourth and fth (last?) means the Creatission:
 - Ampleting Research program

- B. Completing the Report
- C. Developing a funding program
- D. Developing and operationalizing the IJE and Community Action Sites
- E. Continuation of the Commission Process:
 - a. Working with Commissioners
 - b. P.R.

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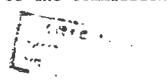
c. Relationship to all appropriate actors (together with partners work with : organizations; denominations; local commissions, etc...)

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III. The Fourth Meeting of the Commission:

Presentation



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Background papers for fourth meeting:

1. Progress report

recommendations

2. Appendices

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research design + executive summary

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PREMIER CORP. ADMIN. PAGE.02 8/22/89 Third Draft Proposed Agenda Senior Policy Advisors Thursday, August 24, 1989 Sheraton Hopkins 10:30 AM - 3:00 PM <u>Tab</u> Assignment Review minutes and assignments of 7/30/89 Ι. 1,2 II. The Fourth Meeting of the Commission as understanding actiones Desired outcomes Α. Suggested agenda Recommendations + () Work-in 2 See Next Preses Β. Format, preparations, logistics С. Workplan and report on progress III. Α. Timetable from now through the final meeting SF/AH Β. The Research Program -- Status report on SF/AH He Rennie all parens, authors, panels; reconsider all Options O Schuggen Ac Mid. 1. Update on community/financing papef HLZ 2. Update on synagogue as context paper JR-С. Completing the report (timetable, contents) SF/AH 3 month E Fechs Developing a funding program D. HLZ/ Developing and operationalizing the IJE Kine Anoass and Community Action Sites Culture & selection process Ε. SF/AH F. . Commission Outreach 1. Working with commissioners SF/AH

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	Tab	Assignment
	Tap	ASSIETMATIC
Relationship with:		
a. JESNA and Bureau Directors		JW
b. JWB		AR
c. CJF and Federations/community planners/GA	3	HLZ/MG
Involving organizations in development of report and implementation mechanism	3	JW
Report on CAJE meeting and proposed foll	.ow-up	SF
Public Relations	5 3	НG
meetings of Senior Policy Advisors		HLZ
ctober 5 - 1:30 - 5:00 pm - Cleveland (Sher	aton)	
ctober 22 - 7:30 pm - New York ·		
ctober 24 - 8:30 am - noon - New York (JWB)	a/	
	 a. JESNA and Bureau Directors b. JWB c. CJF and Federations/community planners/GA Involving organizations in development of report and implementation mechanism Report on CAJE meeting and proposed foll Public Relations a. A. J. J.	 a. JESNA and Bureau Directors b. JWB c. CJF and Federations/community 3 planners/GA Jivolving organizations in development 3 of report and implementation mechanism Report on CAJE meeting and proposed follow-up 1000 1000 1000 1000000000000000000000

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AUG-21 '89 14:24 PREMIER CORP. ADMIN. PAGE.01 SPECIFY HOW TO SEND MESSAGE DATE REQUESTED 8 PREMIER INDUSTRIAL CORPORATION REQUEST: FOR TELEX/MAILGRAM/FAX TELEX NO. DURGENT - Time sensitive mus go at once D MAILGRAM 2 2655098 X FAX NO. 2/2 CREGULAR - Send at time rates are most economical NO. OF PGS. E (USING DOUBLE SPACES) OR PRINT CLEARLY FROM: 1: GURVIS SEYMOUR MARK FOX NAME AE REMIER TEL MAY COMPANY_ APANY_ DEPARTMENT_ EET ADDRESS_ 090 YORK 14 COST CENTER_ I, STATE, ZIP 2163619962 INE NUMBER TIME SENT: FAX NO.: 2163910027 LEX NO.: 6873015 PREMI UW ESSAGE: 42 COPY PROVIDED PER YOUR REQUEST. I'm attaching a copy dou eymour outreach from J. Woocher books for 8/24 + enda 10 Comment

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SUMMARY OF MEETING OF AUGUST 16, 1989

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CAJE'S CONTRIBUTION TO THE WORK OF THE NORTH AMERICAN

COMMISSION ON JEWISH EDUCATION

August 16, 1989 -- CAJE Conference -- Seattle

Participants: Elliot Spack, Sara Lee, Betsy Katz, Ron Reynolds, Seymour Fox, Alvin Schiff, Paul Flexner, Roberta Goodman, Annette Hochstein, Mark Gurvis, (a guy whose name I don't remember)

1. The topic of the meeting was the possible contribution of CAJE to the work of the Commission -- a way of both involving CAJE in the work of the Commission in light of the fact that they are not represented on it, and a way of helping the Commission do its work.

2. The suggestion that has been discussed: That CAJE would turn to selected groups of its members. to undertake the expansion and the development of the option papers.

3. Elliot Spack remarked that CAJE does not usually take a stand on issues -- there is no "CAJE stand," ;

Seymour Fox clarified that the idea is not to take a stand, 4. but rather to expand on what are the possible assignments, the possible agenda items in any one of the option papers.

Elliot Spack raised the issue of the volunteer nature of 5. CAJE and therefore of the likely possible difficulty in turning to people to undertake a significant piece of work, without remuneration and within a limited time-frame.

5. A discussion ensued, the main points of which are:

-- CAJE might do only some of the option papers -- particularly those on which it has already created networks of members.

The issue of expenses was raised. It was understood that the Commission would cover any direct expenses arising from the work, such as travel expenses and meetings.

----The question of whether CAJE would be able to mobilize the right people and do quality-control was also raised.

7. Ron Reynolds raised the question of whether CAJE would be able to bring together the human resource for doing the work, It was agreed that the Board of CAJE would discuss the matter and that Elliot Spack would get in touch with the staff of the

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-Econmission to discuss this matter further, and tell them about CAJE's decision.

9. The products of the evening on the Commission (August 15, 1987, Were discussed:

-- I The questionnaire and data analysis: CAJE has hired a company to do the data analysis and expects to have the results available soon. The results will be made available to Annette Hochstein for the needs of the Commission.

-- Video tapes were made of the da-brief meeting of MLM with representatives of the several discussion groups. Though there were technical problems with the videotaping, AH asked that the Commission receive a copy, again for purposes of analysis.

-- There will be written reports of all reporters from each discussion group. The deadline for sending in reports was set for Yom Kippur, and the Commission will receive copies.



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MEMO TO: Seymour Fox, Annette Hochstein

FROM: Mark Gurvis (mf

DATE: August 18, 1989

SUBJECT: CJENA Relationship with CAJE

I thought it might be helpful to put down my thoughts coming out of the two days we spent with CAJE at their annual confarence. In general, I think we had an excellent interchange with CAJE leadership. This was an important first step in overcoming their frustration at being excluded from the process. Several important things surfaced which I think we should factor into our future planning:

- <u>Research at CAJE</u> Participation in the Tuesday evening program was lower than expected and very self-selective. This limits the usability of the data collected, either the questionnaire or the testimony taken in small group sessions. Some of the groups were extremely small, 3-6 people, and testimony from such a small sample can hardly be viewed as representative of anything. However, it may be that a critical threshold was crossed for future research efforts. It may be possible to work with CAJE on ways in which data on personnel might be collected each year. This could build a rich source of data over time.
- <u>Reactions to MIM Presentation</u> Two things stand out in my mind from the feedback I heard on Mort's presentation, either from the reports of the small group discussions, or in comments I heard in passing:
 - a. The language of "community" is heard by many at the local level as excluding synagogues. In fact, we do use the term in different ways. When we talk about community in the context of financing, we mean federations. When we speak of community action sites, we have a broader meaning of community that encompasses the whole local system of education, including synagogues. We need to be very careful about making this distinction clear in future presentations, particularly when dealing with denominational groups.

o. Particularly striking was the sense I got of the lack of empowerment falt by participants in the discussions. It manifested itself in the challenges made to the makeup of the Commission and the low percentage of women involved, and in the bitterness conveyed about lack of professional status, respect accorded by lay leadership and rabbis. Many, and perhaps most Jewish educators do not feel empowered to shape the direction of their work, the institutions within which they work, or the future of the Jewish education world around them. In a very real AUG 21 '89 10:40 PREMIER CORP. ADMIN.

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sense this disables them from even engaging in the discussion at any meaningful level. That is probably one reason why so many didn't attend the session Tuesday night or left before the group discussions began.

This issue also surfaced in the meeting with researchers. The focus on building the profession requires attention to the issue of the educator's autonomy, self-confidence, and ability to relate to and work with colleagues and lay leadership in productive and meaningful ways. This may be an issue to probe more deeply in the research.

- 3. <u>CAJE Project for CJENA</u> The meeting with CAJE leadership on this was very fruitful. They understood both their opportunity and limitation, and will be coming back to us in September with a specific proposal. I believe they are clear that what they generate will be viewed as their contribution to the Commission's process, to be used or not as determined by the Commission. However, we should focus on what they will need from us, as follows:
 - A. A sense of what the Commission's priorities are among the options papers. They would like to know where we think they should best focus their efforts, since they don't anticipate tackling all 26 options.' It would be helpful for us to proceed with collapsing the 26 options into a shorter list as soon as possible to facilitate this effort. Since I don't believe the Commission has gone through any process to prioritize the programmatic options, it may be difficult for us to come up with a short list of five or six areas that we think are critical.
 - b. Logistical and Financial Support It is likely that for each option GAJE undertakes they would convene a small group (5-10) of experts in that area for a 2-3 day period, out of which would be generated a refined option paper. We need to consider whether we want to facilitate this by covering out-of-pocket expenses for each group, and by engaging a consultant who might facilitate and coordinate all of the groups. The consultant might also be responsible for writing or editing all of the GAJE-produced papers.

Elliot has also raised the question of whether it might be appropriate to provide stipends to CAJE members who might engage in such an effort on the Commission's behalf. He makes the case that the Commission is engaging researchers for other projects and is paying them for their time and effort. Providing even a small stipend to those who get involved in the CAJE project would go a long way towards modelling a process which treats educators like professionals. I do not see participation in a two to three intensive session as parallel to taking on a research AUG 21 '89 10:41 PREMIE

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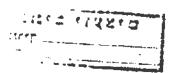
project of the scope we are commissioning elsewhere. Therefore, although sympathetic to what Elliot is putting forward, I do not buy it.

Whatever comes of this, we will still need to view this as part of a larger approach on the options papers, since it's clear that CAJE will only take on several of them initially.

In general, I think it was a very productive two days with CAJE. We will need to be very careful to nurture the relationship in a way that is consistent with the outreach we need to do with many groups, and which will be comfortable for CAJE.

cc: Virginia F. Levi Henry L. Zucker

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Five Years from Now

A CAJE Dialogue with the Commission On Jewish Education In North America Protocols for the Tuesday Evening Program

GOALS:

19.00

Our goals for this evening are three-fold:

- To inform the CAJE membership of the workings of the Commission on Jewish Education in North America.
- To make available to the Commission the insights and priorities of the diversity of those who transmit the Jewish heritage, the CAJE membership.
- To encourage Jewish teachers (of all kinds) to consider, articulate, and advocate for their own needs, and for those things which will enable their success.

PROGRAM DESCRIPTION

The evening will take place in three phases:

Phase One: The Plenary

Time: 8:00-8:45

An opening plenary session. Betsy will introduce our three speakers: Morton Mandel, Chairman of the Commission, Sara Lee and Joshua Elkin, members of the Commission. All of them are members of the Commission. They will share both some of the history and hopes for the Commission process.

Phase Two: Job-a-like Groups

Time: 9:00-10:00

Job-a-like meetings. CAJE participants will be broken into approximately 20 groups. Sign up will have taken place at registration and lists distributed on the chairs will announce time and location. In these meetings, participants will be asked to fill out a short questionnaire and then join in the discussion of a series of questions. Groups will be staffed by two CAJE members: a facilitator and an observer. (These tasks will be fully described later in this document). In general, facilitators will conduct this session, observers will observe, and then participate in the next session.

Phase Three: Debriefing

Time: 10:15-11:15

The commissioners, the facilitators, the observers, and few selected other interested parties will gather for debriefing the small groups. In a discussion between the commissioners and the facilitators, we will both share information and collectively draw conclusions. Joel Lurie Grishaver will introduce the session, Sara Lee will facilitate, and Morton Mandel will respond to the discussion.

Facilitators, interested parties, other dignitaries and those who sneak into the room will only observe this session. Active participation will be limited to the 20 or so observers. This session will be transcribed for later use as documentation.

The Job of Facilitator

- A. The name "facilitator" already implies most of the skills and style we desire. The role is that of a person who enables discussion, both drawing out and limiting, to maximize the amount of communication possible in a limited time. You were chosen because you already have the skills and instincts. You are good at this.
- B. The format for this discussion is very tight. We are going to provide very strict guidelines as to timing and sequence. We expect you to add the human elements.
- C. In one hour, you need to finish a seven-minute survey and seven questions. Yes, it is too tight. Yes, you need to complete it all. Yes, this is all the time we have available. It is hard to be a Jew.

When Betsy closes the plenary, she will announce a meeting time for the debriefing. Please close your session and be there on time. It must run on schedule. I know that your group will want to talk more. I know that you will want to listen. Even so, end your session and head for the debriefing. Thank you.

1. Questionnaire. A very brief questionnaire is to be filled out by all of the participants. Distributing and collecting the questionnaire is the responsibility of the observer. As facilitator, you should make sure that 7 or 8 minutes into the group time, people have finished. This may mean several prompts given throughout their working.

This questionnaire has two distinct purposes: Its first and most significant purpose is to prepare participants for this discussion. It has been designed as a "process" piece, replacing the introductions and sharings we would like to do with smaller groups and more time. Secondarily, it will provide us with some hard data on a limited number of issues.

2. The Questions: Seven questions need to be asked in the remaining 35 to 45 mintues. That means you have about seven minutes per question. You also will have between 30 to 50 people in your group. Together, this is a problem to be resolved by your skill.

We want people to clearly express their feelings. Knowing their reasoning as well as their actual decisions and recommendations is very important to us. We also like anecdotes. However, in order to let the maximum number of people speak, people have to be brief. Therefore, your role involves two contradictory processes (a balancing act per usual). On one hand, be a good interviewer. Draw people out. Probe to isolate the reasoning behind their decisions. On the other hand, keep people brief. Let as many people as possible speak on each issue.

Here are the questions:

1. What surprised you most about your answers to the questions on the survey?

The emphasis is on the <u>answers</u>, not the <u>questions</u>. We are interested in the struggles or insights which came from reflecting on the questionnaire.

Remember, this is an extension of the set induction. This is both a way of targeting important questions to consider later and a way of drawing them quickly into the discussion.

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2. What will get more good people to do your job?

Please use the original wording when asking each of the questions. The restatements are examples of how to clarify the question.

While this is a question about "recruitment," we have intentionally avoided the term. We don't want to color these discussions by having them fall into the patterns set by older discussions. Therefore, all of the questions avoid the key jargon used to label their category. Please continue this pattern in your group leading.

Provide your group with no examples. This is brainstorming, there is no limit or restriction on the suggestions given. Likewise, because this is brainstorming, there is no debate or comparative evaluation. We are, at this point, interested in gathering ideas, not evaluating them. However, in our usual dualistic mode, we are interested in areas of consensus (but we don't want to force them).

What will keep you doing your job? Wht do you think would keep others doing a similar job?

<u>Restatement:</u> Why do you continue working as a ______ (fill in the group name). What about teaching/group working/consulting keeps you going?

What would influence you to leave the field of Jewish education? What do you think would influence others to leave the field?

These are the "retention" questions. Please avoid the word "retention" They were the hardest to write. It was very difficult to find wording which doesn't color the responses. Especially, we didn't want to assume that all Jewish teachers were considering leaving the field.

While these two questions are related (a farce field analysis) to the "retention" question, they should be handled separately. They should not be asked together. Each should get their own 7 minutes, and each should be treated as completely different subjects (this will assist our later triangulation of this issue).

5. What would help you to grow in the way you carry out your role in Jewish education?

<u>Restatement:</u> What experiences or opportunities would help you to improve the way you ______(teach/administrate/lead/etc.) Fill in the job role of your group.

This is the first of two questions about teacher education. Intentionally we have avoided all direct references to learning/classes/education which might have colored the response. Please do the same.

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What would most enrich you as a person engaged in Jewish education?

Restatement: (This restatement is worded for classroom teachers, please reword it for your group). One of the things you offer your students is yourself. Part of what you teach is who you are. What opportunities or experiences would you personally find most fulfilling opportunities for growth.

This, too, was a hard question . We know that such things as "Jewish learning" or "a personal spiritual retreat" won't come to the forefront of the previous question, yet are important considerations in terms of teacher growth. This discussion is designed to encourage these responses.

If you had an opportunity to make one recommendation about improving the experience and effectiveness of those engaged in providing Jewish education, what would it be?

Restatement: We've talked about a lot of different options and possibilities tonight (and I'm sure there are a lot we haven't yet included)-out of all of these, what would really make the most difference?

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This is clearly the most important of the questions, because it calls both for synthesis of all that has been discussed, and allows for a statement of prioritization.

Make sure that you finish on time. Thank you for lending your skill and your time. (Police in proper, fight wind in out in For the recimberent dhe from downed) conferences

The Job of Observer

- A. The end results of this entire program are in the hands of our observers. We know that you have the skills to pull it off. The job breaks into three parts:
 - 1. Gathering data from the groups both by distributing and collecting the questionnaires and by carefully taking notes on the session. You are welcome to tape the session for your own personal use, but we ask that you keep a set of written notes which will serve you that evening in the debriefing.
 - 2. Participating in the debriefing by both reporting on your group's discussion, and by joining in a search for common threads between the groups.
 - 3. Providing us with a written summary of your group's discussion within one month of the conference. Yes, we will hound you until we get it.
- B. The core of your job is not secretarial but analytical. While we do want you to keep some accurate notes which will enable you to recreate the key moments in the discussion, we really want you to synthesize your group's discussion into an accessible form, helping others to see its essence. Your perceptual abilities are very important.
- C. One of the key questions behind the evening's process is a question of unity and diversity. We want to know what issues and concerns are common to all of those who belong to CAJE, and what are the particular needs of given job-a-like groups. Establishing these parameters is the core of our final discussion.
- The Questionnaire: There will be a table at the back of the ballroom that evening. When you come into the plenary please stop at the table and pick up the questionnaires for your group.
- 2. At the top of each questionnaire there is a blank line for the participant to designate their "Professional Role." During the plenary session, please fill in this top line on every questionnaire with the name of your group, which will be provided to you in advance. "We want to use our definitions for this question, not self-created job titles.
- 3. As participants enter the discussion area, pass out the questionnaires. Tell them that they have only a few minutes to fill them out. Do not wait for the room to be full. Do not expect to make a frontal presentation. Have them start right away.
- Here are the seven questions which will be asked:

SET INDUCTION: This is a group process question. The transcription of these answers is not important (unless something really interesting is said). Use your own judgement.

a. What surprised you most about your answers to the questions on the survey?

RECRUITMENT: Starting here, we want an accurate record of the testimony given in the group.

b. What will get more good people to do your job?

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RETENTION: The next two questions approach the issue of retention from two different angles. While you are keeping a record of this discussion, see if you can perceive a common pattern between the two sets of answers.

c. What will keep you doing your job? What do you think would keep others doing a similar job?

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d. What would influence you to leave the field of Jewish education? What do you think would influence others to leave the field?

EDUCATION: These two questions are also paired. Here, in addition to recording the specific testimony, we want to establish the contrast between the two sets of answers.

- e. What would help you to grow in the way you carry out your role in Jewish education?
- f. What would most enrich you as a person engaged in Jewish education?

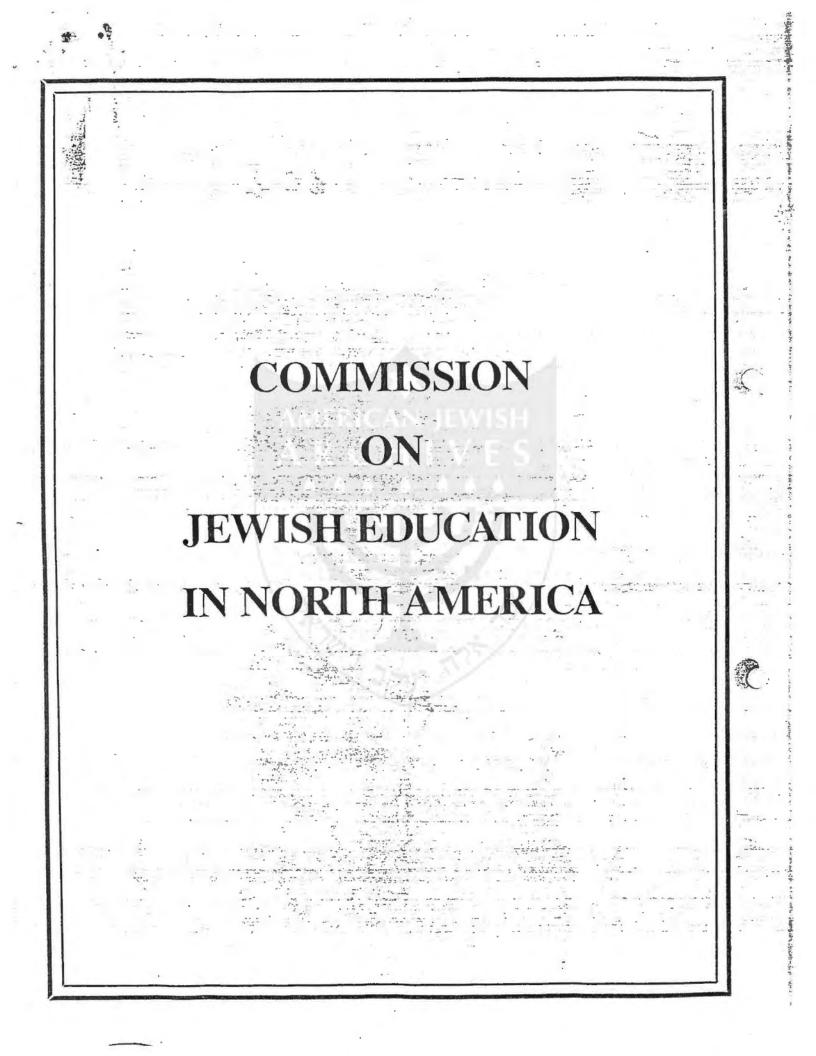
SYNTHESIS: This question sums up the whole discussion. It will be a chance to see the consensus of the group as well as the individual responses. See how much of both you can pick up.

- g. If you had an opportunity to make one recommendation about improving the experience and effectiveness of those engaged in providing Jewish education, what would it be?
- Do not let any of the questionnaires escape. Make sure that you collect them all before the group disbands.
- 6. At the debriefing you will be asked to summarize your group's experience. You will have two to three minutes to speak. Organize your thoughts in advance.
- 7. As soon as possible after the conference (or at it if you are really dedicated) write up a summary of your group's experience. We do not need to have a protocol, but we should have a good record of the diversity of opinion, the nature of consensus, and in context, the transcription of the best quotations. These summaries will be collected and published (in some form) by CAJE.

We want these records organized by question! Thank you.

Please send your reports to Joel Lurie Grishaver, Torah Aura Productions, 4423 Fruitland Ave., L.A., CA.90058

 We really need these reports. We will be persistent in "reminding" you about your responsibilities. Thanks again.



COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Commission Members

<u>Mona Riklis Ackerman</u> (Ph.D.), Riklis Family Foundation, 595 Madison Avenue, New York, NY 10022, (212) 888-2035 Dr. Ackerman is a clinical psychologist and President of the Riklis Family Foundation. She is active in UJA/Federation of Jewish Philanthropies of New York and American Friends of Rechov Sumsum.

Ronald Appleby Q.C., Robins, Appleby & Taub, 130 Adelaide Street, West, Suite 2500, Toronto, Ontario M5H 2M2, (416) 360-3333 Mr. Appleby is chairman of the law firm of Robins, Appleby & Taub, involved mainly in business income tax consultations; he speaks and writes regularly on this subject. He is active in many civic and Jewish causes, including the Toronto Jewish Congress, Jewish National Fund, Council of Jewish Federations, and United Jewish Appeal.

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<u>David Arnow</u> (Ph.D.), 1114 Avenue of the Americas, New York, NY 10036, (212) 869-9700 Mr. Arnow is a psychologist, President of the New Israel Fund and chair of the UJA/Federation of Jewish Philanthropies of New York Subcommittee on Governance.

<u>Mandell L. Berman</u>, 29100 Northwestern Highway, Southfield, Michigan 48034, (313) 353-8390 Mr. Berman was President of Smokler Corporation, a real estate developer. He is Chairman of the Skillman Foundation, President of the Council of Jewish Federations, and past President of the Detroit Federation. He served as Chairman of the American Association of Jewish Education and is Honorary Chairman of JESNA.

<u>Jack Bieler</u> (Rabbi), Hebrew Academy of Greater Washington, 2010 Linden Lane, Silver Spring, Maryland 20910 (301) 649-3044 Rabbi Bieler is Coordinator of Judaic Studies and Supervisor of Instruction at the Hebrew Academy of Greater Washington. He has served as Chairman of the Talmud Department at Ramaz Day School and was a Jerusalem Fellow.

<u>Charles R. Bronfman</u>, 1170 Peel Street, Montreal, Quebec H3B 4P2, (514) 878-5201 Mr. Bronfman is Co-Chairman and Ghairman of the Executive Committee of The Seagram Company, Ltd., Chairman of The CRB Foundation and Honorary Chairman, Canada-Israel Securities Ltd. He is Director of the Canadian Council of Christians and Jews, and active in many civic and Jewish causes.

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

John C. Colman, 4 Briar Lane, Glencoe, Illinois 60022, (312) 835-1209 Mr. Colman is a private investor and business consultant. He is a member of the Executive Committee of the American Joint Distribution Committee and is active in a wide variety of Jewish and general institutions.

<u>Maurice S. Corson</u> (Rabbi), The Wexner Foundation, 41 S. High Street, Suite 3710, Columbus, Ohio 43215, (614) 461-8112 Rabbi Corson is President of the Wexner Foundation. He was a director of the Jewish Community Relations Council of Philadelphia, United Israel Appeal of Canada, and B'nai B'rith. He is active in many Jewish and civic causes.

Lester Crown, 300 West Washington Street, Chicago, Illinois 60606, (312) 372-3600 Mr. Crown is President of Henry Crown and Company, Chairman of the Board of Material Service Corporation and Executive Vice-President of General Dynamics. He has served as Chairman of the Board of The Jewish Theological Seminary of America.

David Dubin, JCC on the Palisades, 411 E. Clinton, Tenafly, New Jersey, (201) 569-7900 Mr. Dubin is Executive Director of the Jewish Community Center on the Palisades and author of several articles in <u>The Journal of Jewish Communal Service</u> on Jewish education within Jewish community centers.

<u>Stuart E. Eizenstat</u>, Powell, Goldstein, Frazer & Murphy, 1001 Pennsylvania Avenue, N.W., Sixth Floor, Washington, D.C. 20004, (202) 347-0066 Mr. Eizenstat practices law in Washington, D.C. and teaches at the Kennedy School of Government at Harvard University. He was Director of the domestic policy staff at The White House under the Carter Administration. He is active in many civic and Jewish organizations and speaks and writes widely on public policy.

Joshua Elkin (Rabbi, Ed. D.), 74 Park Lane, Newton, Massachusetts 02159, (617) 332-2406 Rabbi Elkin is Headmaster of the Solomon Schechter Day School of Boston. He has taught in the Jewish Education program at the Hornstein Program in Jewish Communal Service at Brandeis University and has just completed a year as a Jerusalem Fellow.

Eli N. Evans, Charles H. Revson Foundation, 444 Madison Avenue, New York, NY 10022, (212) 935-3340 Mr. Evans is President of the Charles H. Revson Foundation which supports programs in urban affairs, Jewish and general education, and biomedical research policy. He has written two books on the history of Jews in the American South. David Hirschhorn, The Blaustein Building, P. O. Box 238, Baltimore, Maryland 21203, (301) 347-7200 Mr. Hirschhorn is Vice Chairman of American Trading and Production Corporation. He is a Vice President of the American Jewish Committee and active in Jewish education in Baltimore.

<u>Carol K. Ingall</u>, Bureau of Jewish Education of Rhode Island, 130 Sessions Street, Providence, Rhode Island 02906, (401) 331-0956 Mrs. Ingall is Executive Director of the Bureau of Jewish Education of Rhode Island, curriculum consultant to the Jewish Theological Seminary and representative of the Council for Jewish Education to the Conference on Jewish Communal Service.

Ludwig Jesselson, Philipp Brothers, Inc. 1221 Avenue of the Americas, New York. NY 10020, (212) 575-5900 Mr. Jesselson has served as Chairman of Philipp Brothers, Inc., Chairman of the Board of Governors of Bar Ilan University, Treasurer of the Board of Yeshiva University and President of UJA/Federation of Jewish Philanthropies of New York Joint Campaign.

Henry Koschitzky, 1 Yorkdale Road, #404, Toronto, Ontario M6A 3A1, (416) 781-5545 Mr. Koschitzky, a former Rhodes Scholar, is President of Iko Industries Ltd. He has served as Chairman of the Board of Jewish Education in Toronto.

<u>Mark Lainer</u>, 17527 Magnolia Boulevard, Encino, California 91316, (818) 787-1400 Mr. Lainer is an attorney and real estate developer. He is an officer of the Jewish Federation of Los Angeles and Vice President of JESNA. He was founding president of Abraham Joshua Heschel Day School, Vice President of Education at Temple Valley Beth Sholom, Encino, and Chairman of the Bureau of Jewish Education of Los Angeles.

Norman Lamm (Rabbi, Ph.D.), Yeshiva University, 500 West 185th Street, New York, NY 10033, (212) 960-5280 Dr. Lamm is President of Yeshiva University, founder of <u>Tradition</u> magazine and the author of many books including <u>Faith and Doubt</u>. He was a member of the President's Commission on the Holocaust and lectures extensively on Judaism, law and ethics.

Sara S. Lee, Rhea Hirsch School of Education, Hebrew Union College, 3077 University Avenue, Los Angeles, California 90007-3796, (213) 749-3424 Mrs. Lee is Director of the Rhea Hirsch School of Education at Hebrew Union College in Los Angeles and Vice Chairman of the Association of Institutions of Higher Learning in Jewish Education. She is a frequent contributor to conferences and publications on Jewish education. <u>Irwin S. Field</u>, Liberty Vegetable Oil Company, P. O. Box 4236, Cerritos, California 90703, (213) 921-3567 Mr. Field is President of Liberty Vegetable Oil, and Chairman of the Executive Committee of Luz International Ltd. He is Vice Chairman of the Jewish Federation of Los Angeles and a past National Chairman of the United Jewish Appeal. He serves many other national and international organizations.

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Max M. Fisher, Fisher Building, 27th Floor, 3011 Grand Boulevard, Detroit, Michigan 48202, (313) 871-8000 Mr. Fisher was Chairman of the Board of Governors of The Jewish Agency for Israel, President of the Council of Jewish Federations, and President of the United Jewish Appeal. He was Chairman of United Brands Company and has been involved with many other corporations and civic and Jewish organizations.

<u>Alfred Gottschalk</u> (Rabbi, Ph.D.), Hebrew Union College, 3101 Clifton Avenue, Cincinnati, Ohio 45220-2488, (513) 221-1875 Rabbi Gottschalk is President of the Hebrew Union College-Jewish Institute of Religion. He has written extensively on ethics, education and Jewish intellectual history.

Arthur Green (Rabbi, Ph.D.), Reconstructionist Rabbinical College, Church Road and Greenwood Avenue, Wyncote, Pennsylvania 19095, (215) 576-0800 Dr. Green is President of the Reconstructionist Rabbinical College and the author of many books and articles including <u>Tormented Master</u>; <u>A Life of Rabbi</u><u>Nahman of Bratslav</u>.

Irving Greenberg (Rabbi, Ph.D.), The National Jewish Center for Learning and Leadership, 421 Seventh Avenue, New York, NY 10001, (212) 714-9500 Rabbi Greenberg is President and co-founder of CLAL: The National Jewish Center for Learning and Leadership. He founded and chaired the Department of Judaic Studies at City College and has taught and written widely on Jewish thoughts and religion.

Joseph_S. Gruss, Gruss & Company, 900 Third Avenue, New York, NY 10022, (212) 688-1500

Mr. Gruss is former head of Gruss & Company. He established the Fund for Jewish Education in New York in association with UJA/Federation of Jewish Fhilanthropies. He has provided full medical and financial support to Jewish educators, grants to 400 Jewish Day Schools and Yeshivot and to community organizations dedicated to Jewish outreach, and funds for school building renovations. He supports Jewish educators through scholarships for high school and college students.

<u>Robert I. Hiller</u>, Zanvyl Krieger Fund, 101 W. Mount Royal Avenue, Baltimore, Maryland 21201, (301) 727-4828 Mr. Hiller is a consultant to non-profit organizations and President of the Zanvyl Krieger Fund. He has been chief professional officer of the Council of Jewish Federations and the Jewish Federations in Pittsburgh and Baltimore. <u>Seymour Martin Lipset</u> (Ph.D.), Visiting Scholar, The Russell Sage Foundation, 112 East 64th Street, New York, NY 10021, (212) 750-6000 Professor Lipset is a Senior Fellow in political science and sociology at the Hoover Institution at Stanford University. He has been co-editor of <u>Public</u> <u>Opinion</u> and author of many books including <u>Political Man</u> and <u>The Politics of</u> <u>Unreason</u>.

<u>Haskel Lookstein</u> (Rabbi, Ph.D.), Ramaz School, 125 East 85th Street, New York, NY 10028, (212) 427-1000 Rabbi Lookstein is Principal of Ramaz School and Rabbi of Congregation Kehilath Jeshurun. He teaches at Yeshiva University and has served in leadership roles with the National Rabbinic Cabinet, the New York Board of Rabbis, the Coalition to Free Soviet Jews and the UJA-Federation of New York.

<u>Robert E. Loup</u>, Loup-Miller Construction Company, 10065 E. Harvard Avenue, Suite 900, Denver, Colorado 80231, (303) 745-7000 Mr. Loup is a real estate developer. He is life president of the Allied Jewish Federation of Denver, National Chairman of GLAL, and past national chairman of the United Jewish Appeal.

<u>Morton L. Mandel</u>, Premier Industrial Corporation, 4500 Euclid Avenue, Cleveland, Ohio 44103, (216) 391-8300 Mr. Mandel is Chairman of the Board of Premier. He has been President of the Jewish Community Federation of Cleveland, the Council of Jewish Federations, and JWB.

<u>Matthew J. Maryles</u>, Oppenheimer and Company, Inc., 1 World Financial Center, 200 Liberty Street, New York, NY 10281, (212) 667-7420 Mr. Maryles is a Managing Director of Oppenheimer and Company, Inc., a New York investment banking firm. He is President of Yeshivah of Flatbush, Chairman of the Fund for Jewish Education and Vice President of UJA/Federation of Jewish Philanthropies of New York.

<u>Florence Melton</u>, 1000 Urlin Avenue, #1505, Columbus, Ohio, 43212, (614) 224-5239 Mrs. Melton is the founder of R. G. Barry Corporation where she serves as Design Consultant. She has served on the Board of Huntington National Bank, Columbus, and is an inventor who holds a number of patents. Through her philanthropic efforts, she has initiated numerous innovative projects in Jewish and secular education, including a research project at Ohio State University designed to increase the self-image of junior high school children. She has served on many national education boards.

<u>Donald R. Mintz</u>, McGlinchey, Stafford, Mintz, Cellini & Lang, 643 Magazine Street, New Orleans, Louisianna 70130, (504) 586-1200 Mr. Mintz is Founder and Director of McGlinchey, Stafford, Mintz, Cellini and Lang and a Professor at Tulane University Law School. He was President of the New Orleans Federation and is now President of JWB.

Lester Pollack, Lazard Freres & Company, One Rockefeller Plaza, New York, NY 10020, (212) 373-4904 Mr. Pollack is a General Partner of Lazard Freres and Chief Executive Officer of Centre Partners. He is Vice President of the JWB and of UJA/Federation of Jewish Philanthropies of New York.

<u>Charles Ratner</u>, Forest City Enterprises, Inc., 10800 Brookpark Road, Cleveland, Ohio 44130, (216) 267-1200 Mr. Ratner is Executive Vice President of Forest City Enterprises, Inc. He is Vice President of the Jewish Community Federation of Cleveland, Chairman of the Cleveland Commission on Jewish Continuity, and of the Cleveland Jewish Welfare Fund campaign. He is active in other civic and Jewish organizations.

Esther Leah Ritz, 929 N. Astor Street, #2107-8, Milwaukee, Wisconsin 53202, (414) 291-9220

Mrs. Ritz has been President of JWB and Vice President of the Council of Jewish Federations. She is Vice Chairman of Wurzweiler School of Social Work at Yeshiva University and is a Past President of the Jewish Federation in Milwaukee.

Harriet L. Rosenthal, 368 Woodland Place, South Orange, New Jersey, 07079 (201) 762-7242 Mrs. Rosenthal is a Vice President of JWB. She was a delegate of the National Council of Jewish Women to the Conference of Presidents, and serves on the Board of The National Conference on Soviet Jewry.

<u>Alvin I. Schiff</u> (Ph.D.), Board of Jewish Education of Greater New York, 426 West 58th Street, New York, NY 10019, (212) 245-8200 Dr. Schiff is Executive Vice President of the Board of Jewish Education of Greater New York, Editor of <u>Jewish Education</u> and Professor of Jewish Education at Yeshiva University. He is past president of the Council for Jewish Education.

Lionel H. Schipper, Q.C., Schipper Enterprises, Inc., 22 St. Clair Avenue, East, Suite 1700, Toronto, Ontario M4T 2S3, (416) 961-7011 Mr. Schipper is president of Schipper Enterprises, Inc., a private investment firm. He is director of several organizations, including Co-Steel, Inc., Toronto Sun Publishing Corporation and the Alzheimer Society. He is past chairman of the United Jewish Appeal of Metropolitan Toronto.

Ismar Schorsch (Rabbi, Ph.D.), Jewish Theological Seminary, 3080 Broadway, New York, NY 10027, (212) 678-8072 Dr. Schorsch is Chancellor and Professor of Jewish History at the Jewish Theological Seminary of America. He has served as President of the Leo Baeck Institute and has published in the area of European Jewish history. <u>Harold M. Schulweis</u> (Rabbi, Th.D.), Valley Beth Shalom, 15739 Ventura Boulevard, Encino, California 91436, (818) 788-6000 Rabbi Schulweis is Rabbi of Valley Beth Shalom Congregation of Encino. He is a contributing editor to <u>Reconstructionist</u>, <u>Shima</u>, and <u>Moment</u> magazines. He has taught at the University of Judaism and Hebrew Union College in Los Angeles and is on the faculty of the Binai Birith Adult Education Commission.

<u>Daniel S. Shapiro</u>, Schulte, Roth & Zabel, 900 Third Avenue, New York, NY 10022, (212) 758-0404 Mr. Shapiro is a partner in Schulte, Roth and Zabel. He has served as President of the Federation of Jewish Philanthropies of New York and is Vice President of the Council of Jewish Federations.

<u>Margaret W. Tishman</u>, 1095 Park Avenue, New York, NY 10028, (212) 980-1000 Mrs. Tishman is President of the UJA/Federation of Jewish Philanthropies of New York. She has served in leadership roles with the Jewish Community Relations Council of New York, the Jewish Theological Seminary, and Yeshiva University.

<u>Isadore Twersky</u> (Rabbi, Ph.D.), Harvard University, Center for Jewish Studies, 6 Divinity Avenue, Cambridge, Massachusetts 02138, (617) 495-4326 Professor Twersky is Nathan Littauer Professor of Hebrew Literature and Philosophy and Director of the Center for Jewish Studies at Harvard University. He has written numerous scholarly books and studies in Jewish philosophy and law.

<u>Bennett Yanowitz</u>, 2600 Erieview Tower, Cleveland, Ohio 44114, (216) 696-3311 Mr. Yanowitz is a principal in the firm of Kahn, Kleinman, Yanowitz and Arnson. He is President of JESNA. He has served as Vice President of the Jewish Community Federation of Cleveland and Chairman of the National Jewish Community Relations Advisory Council.

Isaiah Zeldin (Rabbi), Stephen S. Wise Temple, 15500 Stephen S. Wise Drive, Los Angeles, California 90077, (213) 476-8561 Rabbi Zeldin is the Founder and Rabbi of the Stephen S. Wise Temple in Los Angeles. He is founding dean of the Los Angeles branch of Hebrew Union College, and past president of the Pacific Association of Reform Rabbis and the American Zionist Council.

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O: Henry L. Zucker	FROM: Mark Gurvis	DATE:8/10/89
DEPARTMENT/PLANT LOCATION	DEPARTMENT/PLANT LOCATION	REPLYING TO YOUR MEMO OF:

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SUBJECT: PUBLIC RELATIONS EFFORTS

Public relations efforts for the Commission need to be viewed as an extension of outreach to various constituencies. The goals are really parallel:

- to heighten awareness of the activities of the Commission and its progress; and
- 2. to set the stage for implementation of the Commission's recommendations.

With outreach to various groups, we need to present the Commission in a way that allows an opportunity for discussion and input into the process. With other public relations efforts, the communication is more unidirectional. It's our opportunity to reach broad audiences with our message.

I've reviewed the material that Paula Cohen developed last spring. Based on her initial work and where the Commission stands currently, I suggest we undertake the following specific communications projects:

- JTA Community News Reporter reports community and organization news and will accept press releases describing the Commission and its activities.
 We should use this periodically to highlight Commission meetings or major presentations of the Commission's work.
 - JTA Daily News Bulletin reports breaking news of international interest; should be contacted at the time the report is issued.
 - CJF Satellite Network satellite conference should be scheduled for shortly after the Commission's report is issued.
 - JESNA Trends single theme newsletter published semi-annually; use for an in-depth article on the Commission's process and its relationship to local community planning initiatives.
 - 5. JWB Circle bi-monthly publication; use for a general article on the Commission process with a focus on JWB involvement.
 - CJF Newsbriefs monthly newsletter; should be used for brief updates on Commission progress.
 - 7. General publications (B'nai B'rith International Jewish Monthly, Reform Judaism, Hadassah Magazine, Jerusalem Post, Present Tense, Moment) monthly or bi-monthly publications through organizational or subscription channels; ideal for general interest features on the Commission; should be targeted to coincide with issuance of the report or within the next few months after that time.

- Page 2
- 8. New York Times excellent opportunity to reach broad Jewish audience and general public; should be used for both breaking news of issuance of report and commitment of funding, and for editorial on the Commission as an agent for change in education.
- Brochure text for a general brochure has been drafted. We should move ahead to edit and print to use with presentations on the Commission (G.A., national organization boards, etc.).

The above represent what I believe are the most critical means to get our message out during the coming year. We could assign staff or senior policy advisors to develop journal articles and opinion pieces. I suggest we engage a freelance writer to assist with developing press releases, brochures, and other written materials as needed. I would supervise the freelance writer and ensure that we keep to a schedule of exposure, meet appropriate deadlines, and emphasize the right message in the right periodical. We could designate a small group to review materials before release (MLM, HLZ, VFL, SF, JR).

Another project Paula Cohen outlined was a newsletter which might be issued shortly after each of the next three Commission neetings. It should go to board members of CJF, JESNA, JWB, CAJE, and be distributed to the CJF top nineteen federations and those engaged in Jewish education studies for distribution to their boards of trustees. It could also become an ongoing mechanism for the IJE. This is a very time-consuming project and we should carefully consider whether it is important enough to warrant the resources it will take.

No. of the second secon 1.1.4 CAJE 14 Tuesday Evening Program August 15 FIVE YEARS FROM NOW CAJE Dialogue with the Commission on Jewish Education in North America..... EARLY-CHILDHOOD EDUCATORS..Group 1 (last name A-L) Loew 102.....Facilitator: Leslie Brenner Observer: Cecil Jordan e Group 2 (last name M-Z) Loew 105.....Facilitator: Janice Alper Observer: Joan Kaye erstand and the state the set the EARLY CHILDHOOD DIRECTORS.......Mechanical Engineering 243......Facilitator: Lori Forman Observer: Jeff Schein ELEM. DAY SCHOOL TEACHERS Observer: Fran Hirschman E. ELEM. HEBREW SCHOOL TEACHERS.Group 1 (last name A-L) Loew 205......Facilitator: Vicki Kelman Observer: Robert Abramson and the second second Group 2 (last name M-Z) Loew 226.....Facilitator: Robin Eisenberg Observer: Gail Dorph PRINCIPALS SMALL SCHOOLS.....Group 1 (last name A-L) Loew 217......Facilitator: Martha Aft Observer: 👾 Roberta Goodman Group 2 (last name M-Z)...Mechanical Engineering 242......Facilitator: Melanie Berman Observer: Sam Joseph PRINCIPALS LARGE SCHOOLS..Group 1..Mechanical Engineering 245......Facilitator: Fran Pearlman Observer: Isa Aron Group 2 (last name M-Z)...Mechanical Engineering 246......Facilitator: Frieda Huberman Observer: Ron Reynolds NCI-FORMAL EDUCATIONLoew 215.....Facilitator: Jane Perman Observer: Lavey Derby PEOPLE.....Facilitator: Nancy Tamler Observer::: TBA LAM-PEOPLE the state A Construction of the second s

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P 1992 1 11 ----1. Constraint of the second s second seco the set of the and a set for the the nin y Pin y mucha Pin y mucha 1,124 CENTRAL AGENCY STAFF...... Abe Gittelson ADULT EDUCATION...... Loew 112....Facilitator: Livia Strauss Observer: Jody Hirsch martin and the second second a section of the weather and an and the states of the second s soon as the formal presentation ends please proceed immediately to the room assigned to your profession. The schedule is very tight so please move quickly. All OBSERVERS please meet in HUB 310 at 10:15 P.M. SHARPIIIII Thank you for all your effort! A A ALAN The state of the state of the 19 - 19 - 19 - 19 - 19 " The state of the and the second second second second and the state building and the state A SET - ANY PERSONAL TY -

 Please check the factor below which is most influential in your remaining in Jewish education: (one answer only) ----

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- I find the work rewarding.
- I find being part of the community of educators rewarding.
- - It provides me with important income.
- ____ I accept it as a community responsibility.
- ____ Given the need for Jewish educators, I would feel guilty leaving the field.
- I think that it is an important model for my children.
- Other

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- Please check the factor below which is the strongest factor influencing you to consider leaving Jewish education: (one answer only)
 - There are no factors.
 - Lack of sufficient income.
 - ____ The way my institution treats me.
 - ____ The way the community views the job I do.
 - ____ The way the clients/students/families value what I do.
 - ____ The job is overwhelming.
 - ____ The work I do doesn't make a difference.
 - ____ I do not feel equipped to do my job.
 - ____ Other __
- 7. Five years from now, what do you think your Jewish educational role will be?
 - the same kind of role.
 - _____ a role with greater responsibility or scope.
 - _____ a role with less responsibility or scope.
 - _____ a role with very different responibilities.
 - no role in Jewish education.
- 8. My greatest reward from working in Jewish education is:
- 9. The greatest barrier to my effectiveness in Jewish education is:
- The one thing which could most enhance my effectiveness in Jewish education would be:

CAJE QUESTIONNAIRE

Haverim, because time is very short, you will have only five minutes to fill out this very brief questionnaire. It will provide us with data necessary to process this evening's experience. It is important, because of our limited access to data processing, that, in spite of some frustration, you follow directions carefully and provide only one answer to each question. Thank you very much.

- 1. Professional Role:
- 2. How many years have you been in this professional role?
- Please indicate the category below that best describes the highest level of professional education that you have completed in preparation for your professional role.
 - none (informal study)
 - _____ non-degree training programs
 - B.A./B.S. (in professional field)
 - Teacher's Seminar
 - M.A./M.S. (in professional field)
 - Ordination as Rabbi, Investiture as Cantor
 - Doctorate (in professional field)
- Please indicate the category below which best describes your motivation for working in Jewish education.

I had a very positive experience as a client/student in Jewish education. (please check the one which was most influential)

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- ____ camp
- ____ religious school
- day school
- community center
- Israel trip or program
- Youth group
- ____ I had a very negative experience as a client/student in Jewish education.

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- I wanted to be like a Jewish educator who was significant in my life.
- I had an experience working in Jewish education which I found rewarding.
- Jewish education offered me the opportunity to earn money I needed.
- I was drafted to work in Jewish education.
- Working in Jewish education is a family tradition.
- Other

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то:	Henry L. Zucker	FROM:	Mark Gurvis	DATE:_	8/8/89	
DEPAN	THE NT/PLANT LOCATION	NA		REPLYI	NGTO	

SUBJECT: CJF QUARTERLY AND GA STRATEGY

The CJF Quarterly and General Assembly meetings represent an excellent opportunity for intensive interaction with federation lay and professional leadership. We should view these meetings as critical community organizing steps focused on building federation interest in, investment in, and commitment to the outcomes of the Commission process. We need to engage the federations at two levels--education as a planning priority, and financing possibilities in Jewish education.

Objectives:

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- to involve federation lay and professional leadership in the Commission process;

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- to stimulate Jewish education planning initiatives in local communities;
- to test the IJE and community action site concepts; and
- to define the roles of local and national institutions in an evolving national Jewish education system.

1. September Quarterly

There are two primary planning groups we should meet with at the Quarterly meeting--federation planners and the CJF Commission on Jewish Continuity.

- A. <u>Planners</u> this session should be a follow up to the July meeting with planners in Jerusalem. At that session reactions focused on local concerns about top down approaches which supersede local initiatives and priorities. Accordingly, the September meeting should provide an opportunity for input and participation in the process, and particularly to allow them to help shape the IJE and community action site concepts. Seymour Fox will develop a brief discussion paper which fleshes out the planning questions to be addressed, and which can be shared with the planners in advance of the meeting. Structure of the session:
 - Brief presentation on Commission goals, structure, process--five minutes.
 - Update on current status (research projects, drafting of report, consultation with constituent groups)--five minutes.
 - 3. Outline IJE and community action site concepts--ten minutes.

YOUR MEMO OF: ____

- 4. Discussion with focus on planners' input into various issues--one hour:
 - criteria for determining community action sites; а.
 - Ъ. regional approaches to community action sites;
 - c. balancing national resources with local initiative and resources; and
 - balancing roles of national agencies with the independent d . . Commission.
- B. <u>CJF Commission on Jewish Continuity</u> this committee is scheduled for a session during the September Quarterly. They already have a full agenda for their session (scheduled for 10:15 a.m. on September 11). Based on discussion with the Commission's staff director, Elaine Morris, and its chairman, Phil Wasserstrom, we could make a brief presentation updating the group on the Commission's progress. And the second
- II. General Assembly

All spectrum as a second s While the GA gives us the best shot at reaching a large gathering of federation leadership, it is a very busy gathering and we need to engage people in very targeted and focused ways. At that time we should be much further along in refining the IJE and community action site concepts and should be laying the groundwork for implementation. Following are the various sessions we should be accempting to set up:

- A. CJF presidents and executives we should ask for the opportunity to use this meeting to present on the Commission, its likely recommendations, and the opportunities that will exist for local communities. In particular, presentation and discussion should focus on:
 - Increasing local funding for Jewish education -- include analysis 1 of trend of federation support for Jewish education in last ten years;
 - IJE and community action site concepts as further defined;
 - 3. possible funding partnerships between national and local communities. The best way to do this might be to lay out several scenarios of the ways in which IJE and community action site concepts could come to life.
 - Ample opportunity for questioning and discussion. This will be a 4. key time to listen for potential problems among the federation constitutency.





- B. Forum session we should reach a large general audience at the GA through one of the forum sessions. A high caliber presentation by MLM should generate excitement, enthusiasm for the Commission process and anticipated outcomes. We should particularly focus on the vision for the future, partnership among national organizations, and between national and local resources. I suggest the use of audio-visual supports (short video, overhead projection, etc.). The presentation should be followed by table discussions on the presentation, focused by key questions--(1) how can local communities respond to this national initiative; (2) what national resources are necessary to help local communities change priorities or succeed with local initiatives; (3) can regional approaches to these issues work.
- C. <u>Planners</u> a potential opportunity for a third session with the planners to share the refined IJE and community action site concepts and to talk through implementation issues.

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D. <u>CJF Commission on Jewish Continuity</u> - a possible opportunity for meeting again with this group. They generally do not meet as a commission at the GA, but rather sponsoria session open to all GA participants. We could convene a meeting by special invitation, in which case we could set the agenda as a time to review the IJE and community action site concepts with this group. I suggest we determine the need for this after the September Quarterly meeting.

CJENA MEETINGS AT CJF QUARTERLY

- JESNA Board Meeting Sunday, September 10, 10:00 a.m. Jon Woocher and Bennett Yanowitz to lead discussion updating JESNA board on CJENA progress. Mark Gurvis to sit in as observer/resource.
- Federation Planners Monday, September 11, 7:30 a.m.
 Informal session with 10-12 federation planners to share and discuss IJE and CAS concepts. Mark Gurvis to convene.

Invitees

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Rachel Lieberman	-		-	Washington, [D.C.'
Peter Friedman		Chicago. Nancy Rosenfeld	-	Montreal	
Steve Huberman	-	Los Angeles Joel Fox Atlanta Larry Ziffer	-	Cleveland	
Steve Gelfand	i.	Atlanta **Larry Ziffer	-	Detroit	
*Sherry Israel	-	Boston Marshall Levin Toronto Yisroel Cohen Columbus Richard Sinser	-	Baltimore	
Allan Reitzes		Toronto Yisroel Cohen		Miami	
Susan Tanur	-	Columbus Richard Sipser	-	Philadelphia	

* Not at Planners Institute in Jerusalem

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- CJF Commission on Jewish Continuity Monday, September 11, 10:15 a.m. Phil Wasserstrom to provide update on CJENA progress as part of introductory remarks for the meeting. Mark Gurvis to sit in as observer/resource.
- 4. <u>Federation Executives</u> Tuesday, September 12, 7:00 a.m. Informal session with 8-10 federation executives to build support for CJENA efforts among key policy makers. Steve Hoffman and Marty Kraar to convene. Mark Gurvis to serve as resource.

Invitees

Steve Solender	- New York	Howard Rieger	- Pittsburgh
Steve Nasitir	- Chicago	Steve Ain	- Toronto :
Howard Charish	- Metrowest N.J.	Bob Aronson	- Milwaukee
Wayne Feinstein	- Los Angeles	Alan Gill	- Columbus
David Sarnat	- Atlanta	Hans Mayer	- Houston
Barry Shrage	- Boston		



JEWISH EDUCATION MEETINGS AT CJF GENERAL ASSEMBLY

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Tentative as of 8/22/89

Wednesday, Nov. 15, - Joint meeting of federation planners and a.m. BJE directors on respective roles in planning in Jewish education. (Joel Fox and Alan Bennett, coordinators) 134 -1-Meeting of intermediate cities on planning Thursday, Nov. 16, 1:45 p.m. in Jewish education. (Simcha Goldberg, CJF staff coordinator) We State a state when 200 141 - The Martineton Meeting of small cities on planning in Thursday, Nov. 16, 4:00 p.m. Jewish education. (Lynn Markowitz, CJF staff coordinator) Friday, Nov. 17. 8:00 a.m. - "Forum session on Jewish Education: "20 Years "After Boston - What's Happened Since in Jewish Education." (Invitation to be extended to MLM)

Also on G.A. agenda

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- 1. Meeting of federation presidents and executives.
- 2. Meeting of Bureau Directors Fellowship opportunity for CJENA agenda.
- CJF Commission on Jewish Continuity agenda scheduled to focus on Jewish life on the campus.

FEDERATION - AGENCY RELATIONSHIPS IN JEWISH EDUCATION

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Remarks Prepared for the CJF Committee on Federation - Agency Relations

Bennett Yanowitz, President Jonathan Woocher, Executive Vice President JESNA, Jewish Education Service of North America

We have been asked this morning to speak about issues of Federation - Agency felations in the area of Jewish education. There can be little question that these relationships are among the most complex in any field of Jewish communal and human services. At the same time, in no other area is the Federation's capacity to have a positive impact more dependent on developing positive relationships with the operating and/or coordinating agencies at work in the community as it is in Jewish education.

Our comments in this presentation are divided into two parts. We will begin by outlining briefly some of the underlying structural and historical factors which shape Federation - agency relations in the Jewish educational domain. We will then focus on one area - the relationship between Federations and central agencies of Jewish education - which is especially significant and problematic in many communities today.

Factors Shaping Federation - Agency Relations in Jewish Education

The complexity of Federation - agency relations in the Jewish educational arena reflect several underlying factors which are not always recognized by those responsible for maintaining these relationships.

1. Probably the most important factor shaping Federation - agency relations in Jowish education is the multiplicity of institutions involved in Jowish education. Unlike other fields of service, where Federations are typically outcomed with how they releas to one or two major institutional actors (a JCC, a family service agency), in Jowish education Federations must often relate to a myriad of actors. In the communities where a central agency (bureau) of Jewish education exists, the Federations must, of course, relate first and foremost to it, the organized community's designated instrument for educational services and coordination. But rarely today can or does the Federation relate only to a central agency. Both in those communities which have central agencies and in the majority (including even some larger communities) which do not, Federations find themselves relating directly to other actors as well: to synagogues and the schools which they sponsor, to day schools, to communally sponsored supplementary schools, to agencies carrying out informal education programs, to campus organizations, to sponsors of educational programs in Israel. Not all of these actors are "agencies" in the traditional sense in which we often use that term when discussing Federation - agency relations, but all are critical components of a community's educational system and, increasingly, all are likely to be linked to the Federation in some fashion.

2. Not only must Federations relate to a wide variety of very different institutions and agencies, but these organizations typically have very complex relationships among themselves. Federations must, therefore, build both bi-lateral and multi-lateral relationships within a complex, shifting field. (This is a challenge which central agencies of Jewish education have been working to meet for years.) The development of relations with one actor or set of actors (e.g., day schools) will inevitably impinge upon relationships with other actors (e.g., the bureau or synagogues).

3. Jewish education, as it is practiced and organized in North America today is primarily religious, ideological, and denominational in character. Federations, though they have clearly forged a positive orientation toward Judaism and Jewish tradition, are not religious, ideological, or denominational in the way that these terms apply to the educational domain. This means that there is an inherent gap between the cultural reality within which Federations operate and that which shapes much of Jewish education. Community-sponsored educational agencies - JCCs, other non-denominational, nonideological, non-religious deliverers of Jewish education, and especially bureaus of Jewish education, which are charged to serve the entire educational system -- often find themselves in the particularly difficult position of having to mediate between two cultures, that of Federation and of the world of Jewish education.

4. Education differs from many other traditional areas of service and Federation concern in

additional ways. It does not tocus on meeting immediately observable "needs" or on the treatment of "pathologies." Its "clients" are both the individuals participating in educational programs and the Jewish community as a whole, the perpetuation of whose life and culture is its ultimate aim. Jewish education's results cannot be effectively measured in simple or immediate terms: its "success" or "failure" may not become evident for decades. Nor do conventional indices of efficiency in service delivery necessarily apply: who can judge whether helping to nurture a single great scholar may not be more important for Jewish continuity than marginally impacting on a larger group, or vice versa? We cite these distinctions not to deny that Jewish education can and should be within Federation's sphere of competent concern, but to indicate that in developing its relationships with agencies working in the educational domain, Federations must be unusually sensitive to education's unique characteristics as an all-encompassing Jewish activity.

5. Further, the boundaries of what we mean by Jewish education are increasives today unclear. Choosing a narrow or a broad definition – education as schooling alone, on the one hand, or education as anything that contributes to Jewish identity, on the other – has implications for the nature, extent, and quality of Federation's relationships with the institutions engaged in doing or supporting "Jewish education." If Federations take a narrow view of what constitutes Jewish education, it may simplify its relationships hy focusing on only a few institutions or program areas, but at the price of reducing its potential impact. If it takes a broad view, it will make itself liable to a significantly greater investment of energy in maintaining productive relations with all of the actors involved in one way or another in "identity-building" and in prioritizing among the various educational options and approaches.

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6. Finally, current Federation - agency relations in Jewish education reflect the historically complex pattern of both Federation engagement with and distancing from Jewish education (itself perhaps a reflection of an underlying American Jewish ambivalence as to whether Jewish education is in fact a "public" or a "private" concern). Today, we are obviously riding a rising tide of Federation involvement with Jewish education. This itself has important and ambiguous implications for its relationships with agencies operating in the educational domain. More involvement means a higher intensity of

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relationships, but it also demands much greater clarity concerning the precise character of these linkages. How Federation perceives its ideal role, and how agencies perceive that role -- what each wants and expects from the other -- may vary dramatically. Is Federation's role to be supportive, facilitative, coordinative, guiding, supervisory, initiatory, responsive, directive -- some, all or none of the above? Does it relate to each actor in the same way, or differently -- e.g., are bureaus, day schools, and synagogues all to be treated in the same way, or does each demand a very different model of "Federation - agency relations"?

Federations and Central Agencies of Jewish Education

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Because of these underlying factors, forging effective Federation - agency relations in Jewish education is an extraordinarily challenging task, both conceptually and practically. Even with respect to what should be the simplest and most straightforward of these relationships -- that of the Federation with the Bureau of Jewish Education, an agency almost everywhere largely supported by and closely tied to the Federation -- these complexities manifest themselves in ways which are often poorly understood and which impact negatively on what should be a strong, positive, collaborative relationship.

The problems of Federation - Bureau relationships cannot be understood without recognizing some of the basic ambiguities affecting the status and functions of central agencies of Jewish education today.

The history of Bureaus of Jewish Education in North America goes back many decades. These agencies were designed and created, often by Federations themselves, to provide an instrument for undertaking educational advocacy, setting educational standards, delivering centralized services to schools, and promoting exordination of educational activities. Many Bureaus were established at a time when Federations were not directly involved in Jewish education to any significant extent, and did not wish to be. Bureaus were then conceived of as a means of providing arms-length assistance to Jewish education, when direct subvention of schools and programs was rare. More recently, central agencies have been established precisely to reflect a growing interest of Federation leadership in Jewish education.

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Following the model of other domains of service, establishing a community instrument for supporting Jewish education was seen as an expression of commitment to the importance of Jewish education and a means of promoting greater communal involvement.

Regardless of their origins, however, Bureaus of Jewish Education today nearly all operate within an environment of both purposive and structural ambiguity. In simple structural terms, there is today no single model of how a Bureau should be organized and how it should be linked to the Federation. Many Bureaus are fully independent agencies, enjoying the same formal status and relationship to Federation as a JCC or Jewish Family Service. Others, however, are in fact departments of Federations themselves, whose autonomy ranges from substantial (functioning almost as if they were separate agencies) to minimal.

Functionally, i.e., in terms of what Bureaus do, the situation is little clearer. The historical development of central agencies of Jewish education has been shaped by two quite different models: The first conceptualizes the Bureau as a true "board of education" -- an instrument for establishing standards, determining curricula, supervising personnel practices, and administering communally sponsored schools and programs. The second model sees the Bureau as essentially a "service agency" -- a reliefe to give fundamentally autonomous schools what they want, without imposing the Bureau's normal. The two measures are not, of transc, cuticely incompatible -- but they do represent subtry different definitions of a central agency's essential role and, hence, of its relationship to the other educational institutions in a community. In turn, this ambiguity of definition affects the way in which the Bureau relates to the Federation, what is expected of it, and the place it occupies in the complex network of relationships which Federations seek to manage and maintain in the educational domain.

Today, most Bureaus embody (or try to embody) elements of both models: providing services to specific institutions on a non-ideological, non-evaluative basis, and also promoting a trans-institutional agenda of enhanced quality and increased coordination of activity. In practice, Bureaus are involved in an extremely broad range of activities: direct consultation with schools, recruitment, training, and/or placement of personnel, running schools (especially high schools), sponsoring and conducting a variety of

other educational programs (adult education, retreats, community-wide events, Israel trips), operating educational resource centers, developing curricula and other educational materials, and a host of activities that fall into the category of coordination and community planning, including in some instances involvement in allocation of funds to other educational institutions. Few Bureaus engage in all of these activities; almost all in more than one. To further complicate matters, there are in some cities (Detroit, Pittsburgh, and Minneapolis are three prominent examples), other communally-sponsored educational institutions -- usually a community school -- which perform some of these functions and thus serve as "quasi-bureaus." Again, what functions a given central agency does and does not engage in, both reflects and affects not only its relationships with other educational institutions, but with the Federation. W In general, we would argue that the lack of a consistent, widely understood and accepted model dof what a Bureau is and what it does is one of the major causes of ambiguity and tension in its relationships with Federation. The Bureau often finds itself caught between the needs and expectations of Federation - on which it is dependent for nearly all of its funding -- and those of the educational institutions it is supposed to coordinate and serve. In mediating between these two "worlds," the Bureau has the added disability of lacking any real leverage over either. Except where funding relationships mandate otherwise (and these are rare), schools are essentially autonomous with respect to central agencies. No school must attend to the Bureau's views on educational issues. As a result, from the perspective of both the educational institutions and the Federation, the central agency is more a convenience than a necessity.

This means that Bureaus must live, prosper, and justify themselves in an environment of responsibility with little authority. As the "central agency" for Jewish education in a community, it is expected, by Federation and the institutions, to make a demonstrable difference in the Jewish educational life of that community. Else why have -- and fund -- a Bureau? Yet, the Bureau's perception of what is needed and desirable to make that difference educationally may not correspond to what the institutions want, nor to what the Federation sees as desirable politically. Thus, Bureaus today often find themselves on the defensive, having to justify both to the educational institutions of the

community and to the Federation that they are worth the investment being made in them.

The growing involvement of Federations in educational planning, funding, and in some cases programming, bringing with it new direct relationships with schools and synagogues, has added further ambiguities to the Bureau's role and to the Federation - central agency relationship. One could construct a plausible argument that where a central agency for Jewish education exists, the Federation should channel all of its activity and institutional relationships in the field of Jewish education -including its financial support -- through that central agency. For the Federation to create and/or support a central agency for Jewish education, and then to enter Itself into the domain of educational planning, assistance, and coordination -- often without specific educational expertise -- raises questions of duplication, inefficiency, and of undercutting one's own agencies.

Yet the matter is not so simple. Not all Bureaus are viewed or view themselves as agencies commissioned or equipped to undertake educational planning and funding. Community planning, especially where the service delivery system embraces multiple institutions (as it does with Jewish education), has become primarily'a Federation responsibility. And for good reason: Federation is likely to be the only agency able to mobilize the broad participation, quality of leadership, and resources necessary for effective planning. For Federations <u>not</u> to claim Jewish education as an arena of direct concern and involvement is to make an implicit negative statement: that Jewish education does not enjoy the same priority status for community and leadership attention as do other domains of activity where the Federation is engaged.

Simply in practical terms, if the Federation is to allocate a quarter or more of its local funds in support of Jewish education — the norm today — it is almost surely going to be directly involved not only in determining to whom those funds are distributed, but in shaping how they are used. The principle of accountability, as well as the politics of allocations, lead Federations toward direct involvement with Jewish education and the institutions that provide it. This direct involvement makes it difficult -- even where a Federation might wish it to be so -- to preserve the central agency as the sole focus and conduit for expressing Federation's interest in Jewish education.

This pattern of both mediated and direct involvement by Federation in Jewish education subjects the Federation - Bureau relationship to additional strains and tensions. Because the boundaries between planning, coordination, operations, and services are often fluid and indistinct, Federations may find themselves duplicating or infringing on what Bureaus understand as their role. Further, Federation's control of allocations may put the Bureau in the unenviable position of being irrelevant to, or worse, a perceived competitor in, the process by which the institutions it is mandated to serve, and, at least to some extent, to guide, receive the funds that are the most tangible expression of communal involvement in Jewish education.

There is, we believe, simply no easy answer to the question of how to structure Federation central agency relations in a way which maximizes both the Federation's direct responsibility for supporting Jewish education and the Bureau's capacity effectively to enhance the quality of the educational enterprise in a community. The range of current structures and practices is so vast, and the relevant history and dynamics in particular communities so different, that it would be futile to try to prescribe a single model for what central agencies should do, what Federations should do, and how the two should relate to each other.

The critical requisite at this time is for explicit, mutual clarification of expectations between the Federation and the Bureau in each community, a process which should be undertaken in full awareness of the problematic dimensions of the central agency - Federation relationship as described above. Once the Federation and Bureau have determined as best they can the structural and functional relationship they wish to maintain, then it becomes the responsibility of both to insure that each can in fact succeed in the roles it has been assigned. This means in particular that the central agency must have resources, leadership -- lay and professional -- and authority commensurate with its responsibilities, and that whoever is charged with responsibility for educational planning -- Federation, Bureau or both -- must have the competence in education and community organization to play that role effectively.

The process of corolul deliberation and explicit decision-making about the respective roles and responsibilities of the Federation and the Bureau - and about what each needs and must do in order to

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perform its assigned role - has, in our experience, taken place too rarely, and then often in and atmosphere of crisis and mutual recrimination. JESNA's involvement together with CJF in sponsoring an ongoing professional dialogue between Federation social planners and Bureau executives is designed in part to address this need for a thorough reassessment of Federation - central agency relations in this new era of communal educational activism. But even this is no substitute for local efforts to address proactively what has become, regrettably, an area of increasing uncertainty and tension.

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There are many other important issues of Federation - agency relations in Jewish education which merit careful consideration today: how to strengthen the growing relations between Federations and synagogues in Jewish education; the development of a model of accountability appropriate to the educational domain; the implementation of community-wide educational planning, involving many institutions operating in diverse sub-domains. Each of these deserves its own careful analysis - but that would take us beyond the scope of what we are able to attempt in this presentation.

It appears, thankfully, that Federations are here to stay as important participants in the effort to enhance the quality and impact of Jewish education in North America. It is, therefore, increasingly vital

that Federations become more aware of the complex interactions which take place in the educational arena and more skillful in orchestrating the range of relationships needed for it to play a constructive and effective role in that domain. Promoting this understanding and capability is one of JEONA's central missions, and we hope that this presentation has helped in fulfilling that responsibility.

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TO:	Seymour Fox, Hark Gurvis, Morton L. Mandel, Joseph Reimer, Henry L. Zucker
FROM:	Henry L. Zucker Virginia F. Levi Humm August 9, 1989
DATE:	August 9, 1989

Enclosed are the following documents:

- Minutes of the July 30, 1989, Senior Policy Advisors/Commission on Jewish Education in North America Meeting
- 2. Assignments (attached to the meeting minutes)

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- Paper on Federation Agency Relationships in Jewish Education, by Bennett Yanowitz and Jonathan Woocher
- 4. Minutes of the July 31, 1989, Commission Follow-Up Meeting

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

DATE: July 30, 1989

DATE MINUTES ISSUED: August 8, 1989

PRESENT: Horton L. Mandel, Chairman, David S. Ariel, Seymour Fox, Mark Gurvis, Stephen H. Hoffman, Martin S. Kraar, Joseph Reimer, Arthur Rotman, Harman D. Stein, Jonathan Woocher, Henry L. Zucker, Virginia F. Levi (Sec'y)

COPY TO: Arthur J. Naparatek, Carmi Schwartz

I. <u>Review of Minutes</u>

Assignment The minutes of June 15, 1989, were reviewed. It was agreed that MLM will talk with Rotman and Woocher about who should accompany him to meet with each of the denomination heads and will arrange the meetings for as soon as possible.

II. Final Report

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A. <u>General Discussion</u>

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Seymour Fox presented the draft outline of the final report and accompanying research design, both of which were circulated in advance. In discussing the purpose of the report, we were reminded of the importance of remaining sensitive to programmatic interests.

It was suggested that some could perceive the emphasis in the document to be on formal education. We mean to define Jewish education to include both the formal and informal realms. A clear definition of Jewish education should appear early in the final report and should be woven throughout the document. Rotman agreed to convene a group including himself, Kraar, and Woocher to develop a recommended definition.

In place of the term "road map," we will substitute "agenda for the next decade."

It was agreed that the primary audience for the report is the enlightened lay leadership of North America, and a secondary audience is professionals. The document should be accurate and complete and written in a readable style. It should be a serious document (with historical significance) and attractively designed.

The retionale for the Commission should emphasize our belief that Jewish continuity in North America is at risk, and that improvement of the quality of Jewish education for Jewish continuity is worthy of a serious effort.

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Senior Policy Advisors July 30, 1989

B. Commissioning of Papers

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A memorandum was distributed offering an updated list of potential papers to be commissioned (see Exhibit A). This list and the descriptions of the papers in the outline of the final report were discussed in detail.

These papers are to be prepared as a basis for writing the final report and will appear in an appendix to the report:

- 1. The relationship between Jewish education and Jewish continuity. This paper will be written by a major Jewish philosopher.
- 2. The organizational structure of Jewish education in North <u>America</u>. It was suggested that Walter Ackerman could write an effective paper on the historical context, but that others should be consulted on current issues. Reimer has a paper on federation/agency relationships in Jewish education by Yanowitz and Woocher which might prove helpful, VFL will distribute it to senior policy advisors.
- 3. The synagogue as a context for Jewish education. Reimer has begun work on this paper. He distributed a preliminary summary of his work to date.
- 4. Attitudes, opinions, and perceptions of needs of lay leadership. It was suggested that the proposed approach--to collect data at the November General Assembly--is not the bast way to gather the desired information. Alternatives include (a) A letter from Garmi Schwartz and Bill Berman, transmitting a survey to each federation executive for distribution to each board, (b) conducting a pretest of the instrument at the GA and do a general administration later, (c) commissioning a firm to conduct the survey, or (d) none of these. HLZ will review these options and recommend an approach.
- 5. <u>Approaches to training personnel and current training</u> <u>opportunities</u>. Following discussion, there was general agreement that this paper should be commissioned. SF will review with Sara Lee possible authors. Two names suggested were Arysh Davidson and Susan Shevitz.
 - 6. <u>Assessment of Jewish education as a profession</u>. This topic was agreed to without any discussion.

In addition, we were reminded that papers are being prepared describing Community Action Sites and the Initiatives for Jewish Education. HLZ is working on a comprehensive paper on community. (See Section IV of these minutes.)

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Senior Policy Advisors July 30, 1989 Page 3

Assignment

In discussing the preparation of papers, it was noted that there are a number of organizations with a strong interest in these topics and with useful information to contribute. Woocher will provide VFL with a list of organizations which fit this description and suggestions of how to involve each appropriately. It was noted that an organization with a vested interest in a particular topic could be extremely helpful in providing input and feedback, but is not the appropriate body to write the paper.

Assignment It was agreed that the papers which have not yet been commissioned should be authorized and authors engaged as soon as possible by SF.

An author for the final report has not yet been identified. Fox and Hochstein will oversee the research and writing process. Senior policy advisors are asked to recommend an author for the final report.

III. <u>CAJE Plans</u>

It was reported that at the August meeting of CAJE, MIM will make a presentation on the Commission followed by responses by Elkin and Lee. Thereafter, conference participants will fill out a questionnaire to identify issues of concern to Jewish educators and will discuss these in light of the Commission's work. The recorders of these groups will then meet with MIM and Commission staff on the outcome of those discussions.

It will be made clear that CAJE is one of a number of organizations whose input will be sought in meetings such as the CAJE conference.

It was suggested that this Commission/CAJE activity should be publicized by CAJE.

IV. Community/Financing Option and Relationships with Federations and CJF

HLZ presented an outline of a comprehensive paper on community. He
proposed the following papel to review a community/financing paper:
Ariel, Fox, Hiller, Hoffman, Kraar, Mandel, Naparstek, Rotman, Stein,
AssignmentAssignmentWasserstrom, Woocher, and Yanowitz. Zucker will draft the paper with
staff assistance of Gurvis and Levi. It was suggested that HLZ call
Steve Solender for the suggestion of a New York lay person knowledgeable
in the area of finance to add to the panel. HLZ will prepare a brief
paper for review at the next meeting of the senior policy advisors.

Assignment HLZ will work with Kraar, Hoffman, and Gurvis to develop a plan for a presentation at the General Assembly in November. This might be a topic for a forum. In addition, it was suggested that an audio/visual presentation be considered. We will discuss this further with CJF.

Assignment MIM will call Bill Berman to propose that the next meeting of federation presidents and executives he devoted to the Commission.

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V. Family Foundations

It was suggested that a preliminary meeting be held to include MIM, Grown, Bronfman, and possibly Hirschhorn, to discuss their willingness to provide funding for implementation. This would be followed by a larger meeting of potential funders. The initial meeting should be held soon.

Assignment HLZ will talk with Hoffman and Kraar about holding meetings with supporting foundation donors about their interest in funding Commission implementation.

VI. Plans for the Next Round of Commissioner Interviews

An outline to be used in the next round of interviews with commissioners () and the list of commissioner assignments were reviewed and revised. VFL will send the corrected versions to interviewers so that interviews may be conducted and reports submitted by September 15.

VII. Good and Welfare

A. SF reported on a meeting with federation planners in Israel and noted that representatives of five communities asked to be involved in the Commission process. It was suggested that communities active in Jewish education, whether or not they have local commissions, should be involved with the Commission. Woocher can help to identify these communities. Gurvis suggests that at the next quarterly there be a follow-up meeting with planners and will make the necessary arrangements.

B. At the October 23 Commission meeting we might divide into three groups, one to discuss the IJE/Community Action Sites, one to discuss personnel, and one to discuss community. As an alternative, each group might discuss all topics. We might also hear a series of capsule statements by the authors of background papers.

- C. We might wish to take a different approach with the programmatic options. Initially, the ideas were broken down into as many options as possible. Now we may wish to collapse them into a smaller number of options and develop a strategy to approach each.
- D. We might wish to consider holding a series of meetings of interested organizations to discuss how they can contribute to and benefit from the work of the Commission. This might occur between the fourth and fifth meetings of the Commission and is among the items listed for discussion on August 24.
- E. It is important to have a plan to move from the Commission to implementation.

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Assignment

Assignment

9 '89 16:01 PREMIER CORP. ADMIN.

Senior Policy Advisors July 30, 1989

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VIII. Future Meetings

A. Senior Policy Advisors

The next meeting of the senior policy advisors is scheduled for Thursday, August 24, 10:30 a.m. to 3:00 p.m. at Cleveland Hopkins Airport Hotal. The following agenda items were identified for that meeting:

- 1. Involvement of community planners
- 2. Public relations
- 3. Progress report on Community Action Sites and IJE
- 4. Agenda for 10/23 Commission meeting
- 5. Discussion on how to deal with programmatic options and the agenda for the future
- 6. Woocher grid on involvement of organizations
- 7. Time table through the last meeting of the Commission
 - B. Role of CJF, JESNA, and JWB between now and the final meeting (input, data, public relations, stc.)
 - 9. Consider holding a series of meetings of interested organizations on how they see their involvement in the report and implementation
- 10. Presentation by HLZ of brief paper on community
- Possible presentation by JR on his research on the synagogue as a context for Jewish education
- 12. Status update on each of the papers to be commissioned
- B. Fourth Commission Meeting

The fourth Commission meeting is scheduled for Monday, October 23, 10 a.m. to 4 p.m. in New York. Senior policy advisors will meet to prepare for that meeting at 7:30 p.m. on Sunday, October 22, and to debrief on Tuesday, October 24, 8:30 a.m. to noon.

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1.	Meet with Schorsch, Lamm ar to develop a mechanism to i denominations, along with A	involve the		MIM	3/30/09	9/1/89	
2.	Arrange for Premier's PR re- work with Paula Berman Cohe lishing contacts with the 1 and the <u>Wall Street Journa</u>	on in estab- New York Times	Au	MLM	3/30/89	TBD	
3.	Consider calling Herschel I Berger to interest <u>Moment</u> :			MLM	3/30/89	TED	
4,	Contact assigned commission up to June 14 meeting.	ners for follow		HLM	6/15/89	9/15/89	
	- Max Fisher - Joseph Gruss - Ludwig Jesselson - Daniel Shapiro						T :-
5.	Meet with Michael Albanese to discuss developing month and to discuss Commission	hly trend report		нім	4/4/89	TBD	
6.	Consider a trip to the wes with the local LA commissi			нім	5/7/89	TBD	
7.	Convene foundation and fed representatives, with HLZ.			MLM	6/15/89	10/1/89	
8.	Consider attending a JESNA to discuss Commission.	Board meeting		HLM	7/5/89	TBD	
9.	Hold meeting with Twersky.			нти	2/9/89	11/1/89	

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.0,	Discuss with Rotman and Woo should accompany MLM to mea denomination heads and arra as soon as possible.	t with		MLM	7/30/89	9/15/89	
1.	Recommend an author for the to SF.	final report		MLM	7/30/89	10/1/89	
2.	Discuss with Bill Berman a the next meeting of federat presidents and executives b the Commission.	ion		MLM	7/30/89	9/1/89	
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		 Ronald Appleby Stuart Eizenstat Robert Hiller Matthew Maryles Lionel Schipper Peggy Tishman 						\cap
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	1.	Prepare proposal for implem mechanism (IJE).	mentation	TP	SF	2/9/89	8/24/89	
	2.	Prepare outline for a visi (Part of IJE mission state		SP	SF	2/9/89	TBD	9
	3.	Contact essigned commissio up to June 14 meeting.	ners for follow		SF	6/15/89	9/15/89	
		 Mona Ackerman Charles Bronfman Lester Crown Alfred Gottschalk David Hirschhorn Sara Lee Seymour Martin Lipset Charles Ratner Isadore Twersky 						
	4.	Draft MLM's presentation t group in consultation with JR.	o 8/15 CAJE S. Les and		SF	7/5/89	8/7/89	
	5.	Review with Sara Lee sugge for a paper on approaches opportunities.	sted authors to training		SF .	7/30/89	8/15/89	
	6,	Engage authors to do paper senior policy advisors.	approved by		SF	7/30/89	8/15/89	
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Commission on Jewish Education in NA

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1.	Contact assigned commissioners for fol up to June 14 meeting. - David Arnow	low	АН	6/15/89	9/15/89	0
	- Norman Lamm - Robert Loup - Morton Mandel - Florence Melton - Esther Leah Ritz - Ismar Schorsch (done)				*	
2.	Recommend an author for the final repo to SF.	ort	AH	7/30/89	10/1/89	
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ſ	NÔ.	DESCRIPTION	<u> </u>	PRIORITY	A\$\$IGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
	1.	Contact assigned commission	ers for follow		HLZ	6/15/89	9/15/89	
		up to June 14 meeting.	ICIA LOL AGILOW					
		- John Colman						\cap
	2.	Develop a plan for follow up to federation- related meetings at which Commission presentations occur.			HLZ	4/3/89	10/1/89	
	3.	Work with G. Schwartz to ensure that Commission reports are on agendas of groups he convenes or reports to.			HLZ	5/7/89	ongoing	
C	4.	Coordinate development of a PR plan through 1990.			HLZ	7/5/89	ongeing	
	5.	See that planning group co holding periodic meatings Commission after 6/90 to m	of		HLZ	5/7/89	TBD	
	6.	Contact Carmi Schwartz to Commission should be featu			HLZ	7/5/89	8/24/89	
	7.	Work with S. Lee on encour publicize Commission prese their group.			HLZ	7/5/89	8/15/89	
	8.	Review proposal to collect attitudes, opinions, and p needs of GJF leadership ar approach.	erceptions of		HLZ	7/30/89	8/24/89	

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9.	Recommend an author for the to SF.	e final report		HLZ	//30/89	10/1/89	
10.	Draft a community/financing paper with HLZ staff assistance of MG and VFL.			HLZ	7/30/89	8/24/89	
11.	Call Steve Solender for su New York lay person to add community/finance.			HLZ	7/30/89	8/24/89	
12.	Work with Kraar, Hoffman, a presentation for the Gen in November.	Gurvís to plan eral Assembly		HLZ	7/30/89	9/30/89	
13.	Discuss with Hoffman and K meetings with foundation d regarding their interest i Commission implementation.	onors n funding		HLZ	7/30/89	9/15/89	
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	. 1,	Contact assigned commission	ners for		JR	6/15/89	9/15/89	
		follow up to June 14 meetin - Jack Bieler						
	•	- Josh Elkin - Irwin Field - Arthur Green - Carol Ingall - Henry Koschitzky - Mark Lainer						
		- Hark Lainer - Haskell Lookstein - Alvin Schiff - Harold Schulweis - Isaiah Zeldin				•		
C	2.	Draft paper on the synagog context for Jewish educati	70 83 8		JR	6/15/89	10/23/8	9
	3.	Recommend an author for th to SF.	e final report		JR	7/30/89	10/1/89	
	4.	Propose panel for paper on as context to SF and HLZ.	 ,		JR	7/31/89	8/15/89	
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1.	Contact assigned commission follow up to June 14 meet			AR	7/30/89	9/13/89	
	- Elí Evans - Donald Míntz						
2.	Convene meeting with Kraar and Woocher to draft an acceptable definition of Jawish education.			AR	7/30/89	8/24/89	
3.	Recommend an author for t to SF.	he final report		AR	7/30/89	10/1/89	
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	1,	Contact assigned commissio up to June 14 meeting.	ners for follow	2	JW-	6/15/89	9/15/89			
	•	 Mandell Berman Maurice Corson David Dubin Irving Greenberg Lester Pollack Harriet Rosenthal Bennett Yanowitz 						(0)		
	2. Provide VFL with list of organi: with a strong interest in the Co process and recommend how to in- each.		the Commission		J¥	7/30/89	8/15/89			
	3.	Recommend an author for th to SF.	ne final report		WL	7/30/89	10/1/89			
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1.	Follow procedure for schedu meetings for 2/14/90 and 6/		VFL	5/7/8	9 9/15/89		
2.	Call J. Woocher for feedback on recent meeting with bureau directors and advice on who should meet with burear directors in November.			VFL	7/5/8	9 7/20/89	\bigcirc
3.	Draft MLM response to B. Schrage letter, with HLZ.			VFL	7/5/8	9 7/24/89	
4.	Distribute BY/JW paper on federation/ agency relationships in Jewish education to senior policy advisors.			VFL	7/30/8	9 8/15/89	
5.	Review JW list of organizat and JR and distribute to se advisors.			VFL	7/30/8	9 8/24/89	£
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8/8/89

TO: Seymour

FROM: Ginny

RE: Aug. 13 - 16

A. You asked me to remind you that you wish to discuss the following with MLM at your meeting on Sunday, 8/13:

1. You are unavailable for the 10/5 meeting of Sr. Policy Advisors

- 2. Next steps with Bronfman and Grown
- 3. What to do about Sara Lee pick-up at airport (may be too tight)
- Whether Flexner should attend CAJE meeting Wed. AM (HLZ is strongly in favor of including him.) * Further discussion here reiterates the belief that Flexner should be invited.
 B. Following is what I have on plans for the CAJE meeting.

Monday, 8/14

Arrive Seattle. Staying at Meany Tower 4507 Brooklyn Ave. Seattle, WA 98105 (206) 634-2000 Rate: \$68/night (They'll have our tax exempt certificate on file.)

7:00 - 9:30 p.m. - Hochstein & Gurvis to meet with Aron; Fox to meet with Davidson. (I told both to come to hotel and ask for your rooms. No meeting rooms have been reserved for this.)

9:30 p.m. - Fox, Hochstein, & Gurvis to meet

Tuesday, 8/15

8:00 a.m. - Fox, Hochstein, & Gurvis to meet

10:00 a.m. - 2:00 p.m. - Meeting in Dean's Room, lunch to be served next door in President's Room: Fox, Hochstein, Gurvis, Alexander, Ariel, Aron, Davidson, Elkin, Flexner [already left for Seattle - I left a message for him about this meeting), and Schiff

[SF - You will prepare instructions for discussion group responsibilities and discuss with this group.]

5:30 - 6:30 p.m. - Cleveland Fallows Reception Fishbowl Lounge Terry Lander Hall

Tuesday (cont.)

8:00 - 11:15 p.m. - Commission presentation and follow-up The HUB Ballroom 8 - 9 - Presentation by MLM, Elkin, and Lee 9 - 10 - "job-alike" group deliberations 10 - 11:15 - Selected people will meet with MLM and other Commission *** representatives for synthesis. Spack expects MLM to *** make some concluding comments

Wednesday, 8/16

8:00 a.m. - Meeting of Fox, Hochstein, Gurvis, Katz, Lee, Reynolds, Spack Flexner? (Location not yet determined.)

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8/9/89

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Second Draft							
Proposed Agenda							
Senior Policy Advisors							
Thursday, August 24, 1989							
Sheraton Hopkins							
10:30 AM - 3:00 PM							

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I.	Revi	ew minutes and assignments from 7/30/89	VFL	r
II.	Upda	te on Commissioning of Papers		Ċ;
	A.	Status report on all papers, authors, panels; reconsider opinion survey; timetable	SF	
	в.	Update on community/financing paper	HLZ	
	c.	Update on synagogue as context paper	JR	. `
III.	Com	ission Ourreach		Ċ
	Α.	Programming the following (Involvement of boards and leadership in planning; role in implementation)	·	
		1. JESNA and Bureau Directors	JW.	
		2. J₩B	AR	

В. Involving organizations in development JW of report and implementation mechanism [Woocher grid]

С. Report on CAJE meeting and proposed follow-up SF

D. Involvement of community planners MG

Ε. Plans for GA HLZ

IV. Public Relations

Outline of plans

V. Agenda for 10/23 Commission meeting SF/HLZ

SF-Will you C We propose that the Commission meet as a whole have anything to hear and react to presentations on each paper, to distribute including a proposal on the IJE and Community Action 1567 Sites and a report on the status of community/financing. OM [Guidelines for presentations by researchers]

VII. Timetable from now through the final meeting SF

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ADDRESS BY MORTON L. MANDEL TO THE CAJE CONFERENCE SEATTLE, WASHINGTON

Betsy, I want to thank you for your generous introduction.

I was told that one cannot understand CAJE without participating in a national CAJE conference. I learned today, in a few short hours, that this is, in fact, the case. The power of meeting 1800 people who are deeply involved in and committed to Jewish education at one time and in one place is enormous.

It is also inspiring to see so many Jewish educators and lay people here to share their concerns, their insights and their wisdom. The diversity of backgrounds, of affiliations and respect for pluralism displayed here is impressive.

I sauly appressions your institution_

I know and am pleased that the Commission on Jewish Education in North America is being recognized by this body.

I understand that the purpose of this evening's session is to consider the opportunities that this commission may offer all of us -- educators, rabbis, scholars and community leaders.

AUG 9 '89 15:35 PREMIER CORP. ADMIN.

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I would like to begin by sharing with you why our family decided to suggest the establishment of the Commission, and why we are investing so much hope in its outcomes.

I have been involved in communal activity for more than 40 years, although I am a relative newcomer to the field of Jewish education. I have had a rich and very rewarding experience within the organized Jewish community. During much of my adult life, the priorities were life-saving, relief and rehabilitation, and the building up of Israel. I did not come to appreciate the vital role Jewish education could play in the future of the Jewish people until I joined the Board of Governors of the Jewish Agency in 1979.

Shortly thereafter, I became involved in Jewish education. It soon became very clear that, throughout the Jewish world, not enough top lay leaders were devoting themselves to the issues and problems of Jewish education. So, in 1984, we decided to call a World Leadership Conference for Jewish Education in Jerusalem. We invited 200 people, and we set a goal of recruiting 50 top lay leaders to this conference who were not involved. Through the conference, we hoped they would be stimulated to at least think about Jewish education. The conference was a great success. One prominent Jewish educator called the conference "a watershed in the process of Jewish education emerging as a top priority for the Jewish community".

When I look back at the World Leadership Conference, one could ask why so many of us began to show an interest in Jewish education at that time. Was it the sudden recognition of the trend lines? The impact of the data about - 3 -

the many who are not officially affiliated with the Jowish community? Was it the data about assimilation and intermatriage? Was it the concern about the small number of students in day schools, or the anxiety about the effectiveness of the supplementary school where most Jewish children receive their Jewish education? Maybe it was simply a maturing of the world Jewish community to the point that it was ready to seriously consider how it could intervene to insure a meaningful Jewish future through Jewish education.

Whatever the reasons, it was clear then, in 1984, that what we were experiencing was more than a sudden burst of interest and concern. Jewish education was appearing more regularly on the agenda of important Jewish organizations. In communities throughout America, when federation leaders were polled, Jewish education was found to be a primary concern, one of their top three priorities.

About the same time, there was another very important development. Federation endowment funds were growing very fast, and a significant number of affluent Jewish families were establishing large private foundations. Many of these foundations were searching for ways to impact the Jewish future. Several began to show an interest in Jewish education.

Together, these developments pointed to the possibility that we might be witnessing the beginning of a new era for Jewish education.

Our family began to ask how our foundation could help accelerate and intensify this process.

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We consulted with educators, scholars and academics in North America and in Israel. They all felt that what was happening was significant. Jews of all persuasions -- Orthodox, Conservative, Reform, Reconstructionist and secular -- were becoming more and more concerned about the future. Along the way, we also discovered that Jewish academics, not only those who were scholars in Judaica, but world-renowned experts in the natural aciences, the social sciences and the humanities, were ready to contribute their time and energy. We recognized an opportunity. Could we bring these forces together -- influential community leaders, talented Jewish educators and outstanding scholars -- to create a vital and meaningful partnership? Could we develop an approach that might lead a more hopeful future for the Jewish community in North America?

We understood from the very beginning that a message, a vision, was important but that it had to be accompanied by concrete plans that would be implemented in the real world - in schools, in community centers, in camps, in educational programs in israel, in adult and femily education.

We knew that private foundations have used commissions as effective tools for achieving their goals.

This led us to invite a group of people to consider whether a commission was timely to look at Jewish education. Could Jewish educators, scholars and community leaders be brought together to think, and could they produce a report that would inspire and energize the field? More importantly, could a report be prepared whose implementation would lead to across-the-board and systemic change? We consulted with other foundations, with educators and rabbis, with the leaders of the organized Jewish community -- CJF, JESNA and JWB -- and with the heads of the institutions of higher Jewish learning. All of them, without exception, enthusiastically endorsed the idea.

We began to formulate the principles that were to guide the establishment of the Commission. Let me share them with you.

1. Because Jewish education is the key to meaningful Jewish continuity, Jewish education must be defined in the broadest terms. Jewish education must be seen as including not only the formal instruction offered in classrooms, but the informal learning that takes place in many settings -within the family circle, at Jewish camps and community centers, through Israel-related activities, at community events and so on.

2. The Commission should respect and benefit from the power of the various religious persuasions. Pluralism must be honored.

3. The membership of the Commission should reflect the broad spectrum of Jewish educators, Jewish scholars and community leaders.

4. In order for the Commission to make a lasting contribution, it must be a cooperative effort of the private and communal sector, of the private foundations and philanthropists and the organized Jewish community. No matter how much private sector financial support is provided, implementation will ultimately be the responsibility of the federations, the denominations, the institutions of higher Jewish learning, the schools,

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the community centers, the bureaus of Jewish education, and, above all, the educators on the front lines.

5. The Commission's final report must include a plan for implementation of the report's recommendations, as well as the necessary funding for implementation. The Commission should be proactive in implementing its findings and recommendations.

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These five principles guided the establishment of the Commission and the selection of the commissioners.

The Commission was launched by the Mandel Associated Foundations, JWB, and JESNA, in collaboration with CJF, in May 1988. Hundreds of names of potential commissioners were considered. We eventually invited 48 people to be commissioners. 46 accepted.

The first meeting was held on the first of August 1988. As you can see from the list of the commissioners, we have involved a very distinguished group, with very diverse backgrounds.

We realized that we could not discuss the "goals" of Jewish education with this group, since many of the commissioners held differing, sometimes even contradictory, conceptions of the educated Jew. They simply disagreed about the goals and the methods of Jewish education. However, we felt enormously challenged by the possibility of so diverse and powerful a group arriving at a consensus, about the kinds of intervention to be undertaken if Jewish education were ever to rise to its full stature and make the required contribution to a meaningful Jewish community.

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We adopted a method of operation that involved interviewing every commissioner before and after each meeting of the Commission. Before the first meeting of the Commission, we needed their input in shaping and setting the agenda. In the interviews hold before the first meeting and at the first meeting itself, we were flooded with an abundance of wonderful and challenging ideas. It was clear that almost any one of the ideas the commissioners suggested could occupy a commission for several years. For example, one commissioner argued that we should devote our entire agenda to various forms of early childhood education (day care, nursery schools, kindergartens). She claimed that working mothers need an appropriate educational setting for their children, and early childhood is the time for deep and enduring educational experiences. Another commissioner claimed that the media - television, video and the computer - was the way to improve education in the classroom, as well as a way to reach the entire family. There were those who claimed that, if we could only reduce the tuition for the day school, thousands of students would enroll. Others argued that the college campus, where more than 80 percent of all young Jewish people spend several of the most crucial years of their lives, is where we should concentrate our efforts.

In all, at the first meeting, the commissioners suggested 26 ideas - or as we decided to call them, options - for the agenda of the Commission. There were good reasons to undertake most of them. The question was how to decide among them. HUG 3 103 13:42 PREMIER CORP. ADMIN.

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After a great deal of deliberation, we realized that we could organize all of these options into two categories: programmatic options and enabling options. Most of the options that were suggested by the commissioners could be characterized as programmatic. They approach Jewish education through a particular cut into the field - either through age groups, institutions or programs, for example, the college-age group, the supplementary school or Israel Experience programs. On the other hand, enabling options approach Jewish education through interventions that are tools or facilitators. They serve many of the other options. They are preconditions for the programmatic options.

We concluded that two of these enabling options were vital to any across-the-board improvements in Jewish eduction. They are: 1) dealing with the shortage of qualified personnel in all areas of Jewish education, and 2) dealing with the community - its atructures, leadership and funding - as major agents for change. The proponents of each programmatic option understood that, in order to succeed, all programs require the recruitment and training of additional talented personnel and a change in the climate of the community so that Jewish education would be recognized as an honored and high-priority pursuit and so that there will be an infusion of substantial new funda to make this possible. Furthermore, in addition to serving as preconditions to all of the other options, the community and personnel options are interrelated, and a stratagy involving both would need to be devised.

Clearly, if we hope to recruit outstanding people, they will have to believe that the community is embarking on a new era for Jewish education. They will have to believe that they are entering a field where there will

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be reasonable salaries, a secure career line, where their ideas will make a difference, and where they will be in a position to influence the future. Creating these conditions will require a commitment by the North American Jewish Community at the continental and local levels. In turn, an infusion of more dedicated and qualified personnel into the field of Jewish education will help convince parents that Jewish education can make a difference in the lives of their children and in the lifestyles of their families. The community, through its leadership, will then be able to more effectively design and take the steps necessary to place Jewish education higher on its list of priorities.

This distinction between programmatic and enabling options made it possible for the Commission, at its second meeting on December 13, 1988, to agree on an agenda. We were going to concentrate on these two areas: personnel and the community. But how? What would we do that would be different? What could we introduce that would change the situation? One commissioner reminded us that educators and community leaders have agreed for a long time that these two areas are in need of improvement. Articles have been written; conferences have been held; solutions have been suggested; programs have been tried. Yet significant enough improvement has not occurred.

As we examined previous efforts to deal with the problem of personnel, we discovered that all of them addressed only a part of the problem. No systematic, sustained, across-the-board, and well-funded approach has ever been undertaken. We were convinced that such a comprehensive approach is required. To deal effectively with the personnel option means that recruitment, training, profession-building and retention must be addressed simultaneously. How can we hope to recruit people to the field of Jewish

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education unless they believe that they are entering a fully-recognized profession where they will be empowered to determine policy and practice, where there will be a variety of options for professional advancement, and where their life's work will be appreciated?

We learned that there are fewer than 20 full-time professors of Jewish education in North America, and too small an academic base to prepare enough educators for the tens of thousands of positions that exist --- and to help guide pre- and in-service education.

We discovered that significant numbers of Jewish educators leave the field after a few years. Burn-out appears to be a serious problem that affects some of the most talented teachers, informal educators and administrators. What must be done to retain our very best people?

Thus, we believe that we must try to approach personnel in a comprehensive manner. That if we attack the problem systematically and sustain our efforts over time, if the community leadership can be convinced to make this a top priority and secure the required funding, that our efforts will make a difference.

In all, there now have been three meetings of the Full Commission. The first was last August 1, when we learned of the many opportunities, the many options that the Commission could consider for its agenda. The second meeting last December, when we decided on our agenda: to deal simultaneously and comprehensively with the personnel and community options. And, our third Commission meeting, just last June, when we considered the issues involved in how to proceed and where to begin.

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I want to stress that our Commission is committed to more than issuing a report. We want to act on the findings of the report, and convince as many communities as possible to join us. We want to implement the final recommendations in our report, and enlist others in the process of implementation.

When we all established the Commission, it was with the hope that it would cause across-the-board, systemic change for Jewish education throughout North America. But, to convince others to join us after we have started, we feel that some conception of demonstration is called for. Clearly, we knew that we could not Address personnel and the community at once, and across-the-board throughout North America. We now helieve, however, that it could be feasible to begin such an undertaking on the local level, in communities. There are a number of reasons for beginning on the local level. Here are six of them:

 Most education takes place on the local level - in schools, synagogues, community centers and camps.

2. There are advantages to building programs "from the bottom up" - with the local community playing a major role in initiating ideas and being leading partners in their implementation - thereby establishing ownership of the initiative.

3. There are already ideas and programs - "best practices" - that, if brought together in one site, integrated and implemented in a complementary way, could have a significantly greater impact than when their application

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is fragmented. Frankly, who can understand this point better than you, the members of CAJE? Imagine if a good selection of the many ideas and programs that have impressed you at this conference and at previous conferences were introduced into one community. If they were carefully orchestrated, guided by a comprehensive plan, imagine what the impact could be.

4. Then, in addition to ideas and programs that are now being tried in various communities, new visions of Jewish education which have not yet been tried could be translated into practice and carefully experimented with.

5. The results of such a local undertaking would be tangible and visible hopefully, within a reasonable amount of time. It could generate interest and reactions that might lead to a public debate on the important issues of Jewish education.

6. A network could be developed among local sites which could increase the impact of each and, hopefully, generate interest among additional communities to replicate and adapt this approach.

As we considered the advantages of working on the local level in communities, we recognized that an indispensable contribution can be made through the broad and sustained efforts of experts working "from the top down". Local projects will not be able to reach their full potential without the full involvement and assistance of the training institutions and national organizations. - 13 -

Our challenge is to work simultaneously on the local and national levels. We need to combine these two approaches, rather than treat them separately. For these reasons, the Commission has decided to develop a program for communities that wish to participate, and we will call such communities "Community Action Sites".

What exactly do we mean by a Community Action Site? That is what our staff and commissioners are working on at present, and it is one of the main issues to be considered at our next meeting of the Commission on October 23. As of now, we imagine that a Community Action Site could involve an entire community, a network of institutions, or perhaps, just one major institution. As I have mentioned, 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 would be guided by visions of what Jewish education at its best can be.

An assumption implicit in the whole notion of Community Action Sites is that, as we achieve success, other communities would be able to see what a successful approach to the community and personnel issues could be, and would be inspired to apply the lessons learned to their own communities.

The idea of the Community Action Site raises a whole series of questions. How will this be done? How can we insure that the local initiative will be supported? Who will be the broker between the national resources and institutions and the individuals in the communisies where projects are undertaken? How can one bring the best practice of Jewish education to

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bear on specific programs? Who will be responsible for the effective implementation of local projects? What can insure that standards and goals are maintained? Who will see to it that successful endeavors are brought to the attention of other communities and that the ideas are appropriately diffused? And more.

It is becoming clear to us that some continuing mechanism will have to be (created that will carry on the work of the Commission as we undertake these complex assignments. What kind of mechanism? Will it be a new organization or a new part of an existing organization? How will the mechanism operate so as not to diminish local initiative and planning? Clearly, it must be a cooperative effort of those individuals and organizations now involved in Jewish education, as well as the funders that will help support the entire activity. Local federations will need to play a central role, and the denominations will have to be involved from the very beginning. JWB, JESNA, and CJF will need to continue as full partners in the work of the Commission, as they have from the beginning.

My friends, these are some of the complex problems and exciting challenges that our commission must deal with before we issue our report next year.

CAJE has already had a significant impact on the work of the Commission. Some of our commissioners are among your most active members. Sara Lee and Josh Elkin, who are participating with me in this session, Florence Melton and Alvin Schiff, Yitz Greenberg, Carol Ingall and Jack Beiler. Some of our senior policy advisors and staff members, such as Joe Reimer, Jonathan Woocher and David Ariel also play an important role in the work of CAJE.

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Now, we are asking all of you to help us. As we grapple with the problem of defining a Community Action Site, as we begin to consider what the programs and ideas are that should be introduced in Community Action Sites, we hope that we will be able to turn to you for guidance. We want your input to understand how to best approach the issue of personnel for Jewish education.

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This evening, you will make an important contribution to our thinking. We look forward to learning from your discussion groups, particularly in relation to the issues of recruitment, training, profession-building and the retention of personnel for Jewish education, in both formal and informal settings, for all age groups.

Tomorrow morning, key members of our staff will be meeting with your leadership to begin to develop the most effective way for us to collaborate, and for the Commission to benefit from your thinking.

We believe that, if we make wise decisions, and implement skillfully, we can gain support for a systematic process of change. If we all work together and stick to it, we can seek no less than to bring about a new age of Jewish education, and a better Jewish life for all our children.

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TO: Hanan Alexander, David Ariel, Iss Aron, Arych Davidson, Josh Elkin, Mark Gurvis, Annette Hochstein, Sara Lee, Alvin Schiff

FROM: Seymour Fox

DATE: August 8, 1989

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This will confirm plans for a meeting to discuss research needs of the Commission on Jewish Education in North America to take place on <u>Tuesday</u>. <u>August 15, 10 a.m. to 2 p.m. at the Meany Tower Hotel, 4507 Brooklyn Avanue</u>. <u>Seattle, telephone (206), 634-2000, in the Dean's Room</u>. I look forward to seeing you there.

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	SPECIFY HOW TO SEND MESSAGE	DATE REQUESTED
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Note from M. L. Mandel:

I'm expecting you and Annette at Hotel Pierre Sunday, 8/13, 10 a. to 4 p.

If you need to talk to me, call me in New York at 10 a., Saturday, 8/12.

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I was told that one cannot understand CAJE unless or until he or she participates in a national CAJE conference. I learned today, in a few short hours, that this is in fact the case. The power of meeting, at one time and in one place, 1500 people who are deeply involved in and committed to Jewish education is enormous. It is inspiring to see so many Jewish educators and laypeople who are here to share their concerns, their insights and their wisdom. The diversity of backgrounds, of affiliations and the respect for pluralism displayed here is particularly meaningful to me personally. I deeply appreciate your invitation.

Betsy, I want to thank you for your generous introduction. Though I am genuinely flattered by the invitation to address the 14th Annual CAJE Conference, I understand that it is the Commission on Jewish Education in North America that is being recognized.

The purpose of this evening's session is to consider the unusual opportunity that this commission may offer all of us -- educators, rabbis, scholars and community leaders.

I would like to share with you why our family decided to suggest the establishment of the Commission, and why we are investing so much hope in its outcomes.

I am a relative newcomer to the field of Jewish education. Though I have been involved in Jewish community activity for more than 40 years - most of my adult life - I served as president of my local community center; then as the national preseident of JWB; and I was privileged to serve as CJF's president from 1978-1981 -- I did not come to appreciate the centrality of Jewish education to the future of the Jewish people until I was elected to the Board of Governors of the Jewish Agency.

Time does not permit me to share with you my many interesting experiences first as chairman of the Joint Program for Jewish Education, a foundation that grants support to innovative projects in Jewish education throughout the world, and then, from 1984-1988, as chairman of the newly created Jewish Education Committee of the Jewish Agency. There is, however, one experience that I would like to describe.

As I began to work in the field of Jewish education, it became clear that not enough of the top lay leadership was devoting itself to the issues and the problems of Jewish education. So we decided to call a World Leadership Conference on Jewish Education. We set as our goals the recruitment of 50 top lay leaders to this conference, and through the conference we hoped they would become involved in the field of Jewish education. The conference was judged by most people as a great success. More than xxx people attended and one prominent Jewish educator wrote that the conference was "a watershed in the process of Jewish education emerging as one of the top priorities for the Jewish

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community."

When I look back at the World Leadership Conference and ask myself why so many of us began to show an interest in Jewish education, or - as some critics have formulated it -- why it took us so long, I must admit that I do not really know the answer. Was it the sudden recognition of the trends? The data about the many Jews who are not officially affiliated with the Jewish community? The data - as controversial as it may be - about assimilation and inter-marriage? Maybe it was simply the maturing of the world Jewish community to the point that it was ready to seriously consider how it could intervene to insure a meaningful Jewish future through Jewish education.

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Whatever the reason, it became clear to some of us that a new era was beginning. Jewish education was appearing more and more on the agendas of every important Jewish organization. In several communities where federation leaders were polled, Jewish education was found to be one of their primary concerns, one of their top three priorities. Another very important development was the creation of several large, private Jewish foundations, each of them searching for the way to make an impact on the Jewish future. Almost all of them were beginning to show an interest in Jewish education.

Collectively, these circumstances created an interesting challenge. Could we somehow create a real and meaningful

partnership between Jewish educators, community leaders and Jewish scholars? How? Where?

As our family began to seriously consider the agenda for our foundation, we felt that we needed guidance in determining how we could have the greatest impact. We consulted with colleagues, with friends and with experts. We investigated the history and achievements of various commissions, especially those in the area of general education. We were impressed by the potential power of a partnership between the private and public sectors. We were particularly struck by the influence that the Carnegie Foundation had in the field of medicine in the early part of the 20th century.

As many of you know, the Carnegie Foundation turned to a layman, Abraham Flexner, and asked him to study medical education in America which, to put it mildly, was in a state of disarray. At that time, entrance to medical school didn't even require a high school diploma! There were more medical schools in 1910 than there are today, but few of them were in touch with the advances in the natural and biological sciences. In 1910, Flexner submitted the now-famous Flexner Report which was used to convince the Rockefeller Foundation to contribute \$50 million for a new beginning for medical education. This \$50 million was leverage to raise another \$500 million. As important a role as the money played, Flexner's primary contribution was the creation a new model for medical education. We are indebted to him and to the Carnegie Foundation for establishing a new medical school at

Johns Hopkins University in Baltimore, which eventually influenced Harvard, Yale, Princeton and possibly all medical education institutions to this very day.

We began to contemplate whether a similar strategy could be appropriately applied to Jewish education. Could Jewish educators, scholars and community leaders be brought together to think, and to produce a report would inspire and energize the field and, most importantly, whose implementation would lead to across-the-board and systemic change?

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After consulting with other foundations, with the leaders of the organized Jewish community -- CJF, JESNA and JWB -- and with the presidents of the institutions of higher Jewish learning, we were encouraged to convene a commission on Jewish education.

The principles that were to guide the establishment of the commission were drafted.

1. If Jewish education is the key to Jewish continuity, then the definition of Jewish education must be broad. Jewish education was to be seen as including not only the formal instruction offered in classrooms, but the informal learning that can take place in virtually any setting -- within the family circle, at Jewish camps and community centers, through Israelrelated activities, at community events and so on.

2. The proposed commission had to respect and benefit from the power of the various religious persuasions, in other words it had

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to honor pluralism.

3. In order for the commission to make a lasting contribution, it had to be the cooperative work of the private and communal sector, of the private foundations, philanthropists and the organized Jewish community. No matter how much financial support would be provided by philanthropists, implementation would ultimately be the responsibility of the federations, the denominations, the institutions of higher Jewish learning and the many organizations who deliver services.

4. And finally, the membership of the commission had to reflect the broad spectrum of Jewish educators, Jewish scholars and community leaders. ()

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These principles guided the establishment of the commission and the selection of the commissioners.

Hundreds of names were considered and we eventually invited 45 people to be commissioners; 44 of the 45 accepted. The Commission was convened by the Mandel Associated Foundations, JWB, and JESNA in collaboration with CJF, in May 1988. The first meeting was held in August of 1988. We approached the meeting with great anticipation and no small amount of trepidation. We didn't know exactly how to work with 45 outstanding commissioners. How do you chair a commission when so many members of the commission are themselves chairs of important organizations and institutions?

We soon realized that we could not discuss the goals of Jewish education with this group. Many of the commissioners held very

strong beliefs and their conceptions of the educated Jew were different, sometimes even contradictory. They disagreed about the goals and the methods of Jewish education. The problem we faced was ominous, but we felt enormously challenged by the possibility of so diverse and powerful a group arriving at a consensus about the kind of intervention that had to be undertaken if Jewish education was to rise to its full stature and make the required contribution to a meaningful Jewish continuity.

Before the first meeting of the Commission, we interviewed each commissioner individually in order to yet their input in shaping and setting the agenda.

Alesund - Utter ne 200 loway ot 4/8/89 Dear Seymour, We landed in a small Norwegian town, to spend here a quiet sel before the big treck North! Sofar each day has surpassed the other in beauty: Norway has the likes of O me at Ja loss fat words to describe it. It is very simply marrellous, So in between marvels I have pondered our conversation about your u.s. meeting, and here are my thoughts about it, and some further thoughts - suggestions of to consider for an next steps DIG I heard you well the meeting took place as if the

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04.08.89 17:47 for it are the main tasks at hand. 2. That of course would result in a commission with more limited impart that it itself, a MCM a us, ever conceived of 3. This statement is correct insofan as we believe that significant change requires force-management, functing and demonstration (in reverse order) 4. If we believe this to be true we still also need to believe it feasible (I'll get back to that () later) 5. For the Commission to achieve the lapger, reform-oriented goals, many

HOT SCAND ALS 29488 Fox -3 now (I'll come back to "hay how"): a. The final report (for inspiration; for climate; for convincing; for reconnecting and having also others pick up recommendations; for \$tetting policy-setting in the "Community- at - large ; etc ...) b. Research (for pointing out Keedo; for shetorical support; for defining needs. and possibilities; for as bases for recommendations; etc...) C. A mechanism for indementation Some for 1. Community Action Sites 2. Unbrella function for programotications (3. Monitoring and Reporting (carl of these needs developing) (4. National Elements: force-managing this

04.88.89 17148 P. 5 FOXY d. Funding: Unless funding is. clearly forthcoming no. mpleudentation of Isignificance ** *** *** 5. Why isn't our main next. task to re-tell this story to MLM? [on the 13th] It is) quite obvious that our present and research), leaves out of the process all direct links to the implementation of change. 7. If so I should prepare a new remains it in detail. 8. No-time before 520 fa more Nore on Sunday! Best J. ***END***

HINA TAND STREATER CORD ADDIN CADE AD 1.65 . . 8/3/89 Seymour: Following is what I have on plans for the CAJE meeting. Monday, 8/14 Arrive Seattle. Staying at Meany Tower 4507 Brooklyn Ave. Seattle, WA 98105 (206) 634-2000 Rate: \$68/night (They'll have our tax exempt certificate on file.) 7:00 - 9:30 p.m. - Hochstein & Gurvis to meet with Aron; Fox to meet with Davidson. (I told both to come to hotel and ask for your rooms. No meeting rooms have been reserved for this.) C 9:30 р.т. - Fox, Hochstein, & Gurvis to meet Tuesday, 8/15 8:00 a.m. - Fox, Hochstein, & Gurvis to meet in the state 10:00 a.m. - 2:00 p.m. - Meeting in Dean's Room, lunch to be served next door in President's Room: Fox, Hochstein, Gurvis, Alexander, Ariel, Aron, Davidson, Elkin, Lee (who will not get to campus before 1:15 and doubts she will make this meeting), and Schiff [See my memo to MIM, attached. Spack would like MIM to spend some time with B. Katz and possibly one other CAJE officer, preferably for dinner.] 5:30 - 6:30 p.m. - Gleveland Fellows Reception Fishbowl Lounge Terry Lander Hall 8:00 - 11:15 p.m. - Commission presentation and follow-up The HUS Ballroom 8 - 9 - Presentation by MIM; Elkin, and Lee 9 - 10 - "job-alike" group deliberations 10 - 11:15 -Selected people will meet with MIM and other Commission representatives for synthesis. Spack expects MLM to make some concluding comments Wednesday, 8/16

8:00 a.m. - Meeting of Fox, Hochstein, Gurvis, Katz, Lee, Reynolds, Spack (Location not yet determined.)

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8/3/89

TO: Those assigned to interview commissioners

FROM: Ginny Levi

RE: Next round of interviews with commissioners

Following the June 14 Commission meeting, assignments were made for the next round of interviews with commissioners. A list of commissioner assignments is attached. We ask ther you arrange to complete your assigned interviews and submit your reports by September 15. Following is a summary of what we seek from the interviews and a suggested approach. You are encouraged to structure the interviews to the specific interests of the commissioners with whom you are speaking.

Purpose of interviews

- A. To debrief on the June 14 meeting.
- D. IU Doglii a conversation on <u>subsemps</u> of the Commission's work.
- C. To prepare for the fourth Commission meeting.

II. <u>Basis for discussion</u>

A. Debrief

- 1. General reaction to the 6/14 meeting or, for those who did not attend, provide a summary and elicit reactions to this, the background materials, and the minutes.
- Build on the sense of progress -- from fairly abstract thinking to practical recommendations. Emphasize that the Commission is moving towards recommendations for implementation.
- B. Anticipated <u>outcomes</u> of the Commission's work
 - 1. A report that will include:
 - broad directions for Jewish education for the next decade or two - including programmatic options.
 - * concrete recommendations on personnel and community (e.g. strengthen training program; expanded role for the communal organizations; national recruitment effort; substantially increased financial support, etc...)

(See outline of final report and research design -- romembor hew contative these are.)

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- Community action sites (introduce the notion of "who will do this," i.e. the need of a mechanism for implementation.) (See documents in background materials for June 14).
- 3. A successor mechanism: This is a commission that will end its work in June 1990 with more than a report. It intends to be proactive in following up on its recommendations. How should this be done?
- C. Prepare for the fourth meeting of the Commission Oct. 23 at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, NYC. Check attendance plans. Review of and reactions to tentative plans for mosting:
 - 1. DISCUSSION VL a product moderate & .. inflorentation
 - 2. Update on personnel and community/financing papers
 - Presentation of capsule statements by authors of background papers to the final report.

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8/3/89

Commissioner Interview Assignments

Sr. Policy Advisor/Staff

Commissioner

David Arnow Norman Lamm Robert Loup Morton Mandel Esther Leah Ritz Ismar Schorsch

Seymour Fox

Mona Ackerman Charles Bronfman Lester Crown Alfred Gottschalk David Hirschhorn Sara Lee Seymour Martin Lipset Charles Ratner C

Annetre Hochstein

Morton Mandel

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Arthur Neperchak

Joseph Reimer

Max Fisher Joseph Gruss Ludwig Jesselson Daniel Shapiro

Ronald Appleby Stuart Eizenstat Robert Hiller Matthew Maryles Lionel Schipper Peggy Tishman

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Jack Bieler Josh Elkin Arthur Gran Carol Ingall Henry Koschitzky Mark Lainer Haskell Lookstein Alvin Schiff Harold Schulweis Isaiah Zeldin

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Page 2

Sr. Policy Advisor/Staff

Commissioner

Arthur Rotman

Jonathan Woocner

Eli Evans Donald Mintz

Handell Downers Maurice Corson A JA BALIA ZLVING Oxeanburg Lester Pollack Hasslet Rosenthal ्री. Bennett Yanowitz

Henry Zucker

John Colman

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cc: Seymour Fox

Morton L. Mande		V1 DATE:8/3/89
IAME	NAME UFI	REPLYING TO
PPARIMENT ALANT HICATION	DEPARTMENT/PLANT LOCATION	YOUR MEMO OF:

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IECT: CAJE CONFERENCE

I spoke with Ellist Spack yesterday and have some details on CAJE arrangements, as well as an invitation to relay to you.

- and plans to meet you at your gate and unive into the ster with you.
- 2. You are invited to spend some time on Tuesday afternoon or early evening with Dr. Botsy Kate, President of CAJE, and possibly one other CAJE officer. They would like to show you around the CAJE conference and take you to dinner. They will make themselves available at your convenience, and I am to let Spack know about your availability. (He emphasized the extent to which CAJE has adjusted to our requests and indicated how grateful he would be if you could be available for some time.)
- The Tuesday evening program is scheduled to take place at the HUB Ballroom on the University campus. The schedule is as follows:
 - 8 9 p.m. -- MLM report; Elkin and Lee response
 - 9 10 p.m. . Doliberations among groups of participants
 - 10 11:15 p.m. Recorders of small group meetings will meet with MIM and other Commission representatives to present a synthesis and debrief.

It is hoped that you will have some concluding commence.

Please let me know if/when you can see Betry Katz.

ALIS 3 'AS 13:38

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Carta.

8/3/89

TU: Seymour Fox

FROM: Ginny Levi

In Posponse to Susannah's tax, received this musulus:

- 1. Huberman coulnu't meet with you on Thurs. AM and was planning in he in touch vis fax in make necessary arrangements.
- 2. What, it anything, do I do about Florent Complete to the Philadelphia until Mone Florence will be talking with him and I woman't be surprised if .W calls you.

J. 1'11 Do out on Falday and Monday Con you call Tuesday?

h. I've attached details on CAJE. Spack is prepared to host everyone (I gather that means provide used tickets) for Tues. dinner. I said i thought other meals would be (shew warn of in conjunction with meetings.

P.S. HLZ would like to see the CASE speech by Mon. please.

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(...)

 TU: Seymour Fox, Mark Ourvis, Monatte Hochstein, Stephen Hoffman. Morton L. Mandel, Joseph Reimer, Herman Stein, Henry L. Zucker
 FROM. Virginia F. Lovi Mining

DATE: 8/2/89

SUBJECT: COMMISSION STEERING COMMITTEE MEETING

This is notify you that the meeting of the Commission Steering Committee scheduled for Wednesday, August 9, at 3 p.m. has been canceled. The next scheduled meeting of this Committee is Tuesday, September 5, 1:30 to 5:00 p.m. at Premier.

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and the second s and the second second second PAGE. 01 PREMIER-CORP. ADMIN. ADG 5.88 8:58 NATE REQUESTED SPECIFY HOW TO SEND MERSAGE IN INCUOTINAL CONFORATION ANALGRAM EST FOR TELEX/MAILGRAM/FAX ----NO. OF PGS. (INCL. COVER SHEET) DUDLE BOADEOI ON PRINT CLEARLY FROM: OX VIRGINIA LEVI NAME Bullin RUMIE OOMENIN'-DEPARTMENT 15/2 090 lein ZIP. COST CENTER 21636 996 IED 10.: 8873015 PREMI UW FAX NO TIME GENT: BE: Paul Flexmen of JESNA called today D sa ymoul -Ware 2 Ju's place. 100 ting in - aut Rotm rom a f Ç lo abou ? this 10.00 HON TOTAL PAGE. D1 HON Ξ.

AUG 2 '89 8:39 PREMIER CORP. ADMIN.

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HEHO TO: Deymour For

FROM: Mark Gurvis

DATE: Tuesday, August 1; 1989

It was a pleasure to see you again while work. I am very evolted about the project and the opportunity to work with you and Annette. Following are a couple of follow-up items from our meetings:

- 1. Research deadline following is an outline of research deadlines. Please share your reactions so that we can have it in shape to share with the researchers at CAJE.
- 2. The GJF Quarterlies are depresented to -12 and represent a great opportunity to most again with the planners. I would foresee using it to share the IJE and community action site concepts in some depth and gaining their input and insights. In order to set the stage appropriately, we should have draft documents on the IJE and community action sites very soon. We will need to share them with some of the key planners in the next-few works, and with all of the planners by September 1. I would hope you would have comothing you can send us before August 10, when HLT goes eversees, so that we can review it together in Seattle. This would allow you to include some of the vision more fully in MLM's speech at CAJE. Within that time frame we can also use the August 24th meeting of senior policy advisors to share the IJE and community action site drafts. Please advise.

title/10mn-w

Re: Title for the Final Report

MLM's suggestion

"A Time for Renewal: Jewish education and Jewish continuity in North America"

HDS's suggestion

"New Ideas, Energy and Funding: Revitalizing Jewish Education in North America"

or: "The Task Ahead: Revitalizing "

SF's suggestion

A descriptive or qualifying clause and/or subtitle explaining the purpose of the document will have to be added. See, as an example, the Carnegie Forum's Report:

"A Nation Prepared: Teachers for the 21st Century The Report of the Task Force on Teaching as a Profession"

David Ariel's suggestion

The title should be Jewishly literate, referring somehow to Jewish tradition. One possibility is "At the Crossroads" or "On the Threshold"

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For Final Report Box

December 19, 1984

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Ms. Annette Hochstein Nativ Policy and Planning

Dear Annette,

Though we should be talking on the telephone soon, I am writing to inform you of some of the latest wrinkles regarding the Della Pergolla census, and also to give you some of my reactions to the draft of the Commission's recommendations.

I had a long telephone conversation with Leora Isaacs yesterday, regarding her concern with the response rate for the Della Pergolla (DLP for short) study. DLP collected data from 2,861 schools, which is 855 short of the list JESNA gave him. Since they used a telemarketing firm to call the schools that did not respond to the written questionnaire, DLP concluded that the 855 schools which did not respond no longer exist. Leora takes issue with this conclusion, and offers an alternate interpretation: a) that some of the schools (right-wing Orthodox, to take but one example) are hostile towards JESNA, and simply refused to cooperate; b) that other schools are headed by volunteers who don't have an office, or time to return phone calls. Since 855 schools amounts to 23% of the total sample, the dispute is a significant one. Even if one assumes that a third of the schools are defunct, and that the remaining only have 15 pupils each, (which, in my view, is too conservative an assumption), we're talking about over 4,000 students.

Leora has promised to FAX me DLP's preliminary report, and I can FAX it to you or summarize it for you, if you wish. The only results, thus far, concern numbers of schools and pupil enrollment.

www ry Now to my comments on the Commission's recommendations (the draft in I am working from is dated November 26th):

Neadled 1) p.10, paragraph 2: The study that Adriance Bank and I conducted for JESNA contains a state-by-state chart of teacher with the time that school opens. The problem is that all the data are second or third hand, gleaned from Bureau staff members, some of whom were quite knowledgable and some of whom just took wild guesses. I don't know whether this chart will be useful to you or not, but I'll be happy to send it, and/or to include it in the report that-Debra is writing. Let me know either way.

2) Page 10, points 1, 3 and 4: I think you need to be very careful to distinguish between senior level personnel and teachers, and probably between day and supplementary school teachers as well. It is simply not true that the profession of

-1-

educational leader "offers few rewards and lacks standards." For senior level personnel, some salaries are reasonably high, and many senior-level educators do feel empowered to make changes. Not distinguishing between teachers and administrators can undermine your otherwise valid points.

3) Page 24, bullet #1: "the elaboration of the educational . philosophy of the supplementary school" This is a critical task, but it cannot be done by an inter-denominational council, or even by a body larger than the school itself. A school can be encouraged and assisted in this task, but it would be entirely inappropriate for a larger task force to make decisions for the school. This might seem like nit-picking, but I think it is very important to legitimate the view that supplementary schools can vary greatly in their goals, methodologies, and standards for success.

Many of the other recommendations seem to me to be right-on-taget, and you are to be commended in your effort! My only additional concern is with the word "mechanism," which sounds as though it were taken from science fiction. I assume you are searching for a better term, and will be happy to contribute some suggestions, if you like.

We'll talk soon, I hope.

Rugia

P.S. - A last minute question:

When Detra lists the number of teachers in her report, should she include general studies teachers as well ?

-2-

Recommendations

1. The Community

1. The Commission recommends that more outstanding community leaders, scholars, educators and rabbis be recruited to take leadership and assume responsibility for Jewish education on the national and local level. Appropriate structures will have to be developed to meet the new challenges.

We will have to decide if Funding should be a separate section of the report, with separate recommendations and elaborations. In this case the topic will be removed entirely from this section.

2. The Commission recommends the establishment of a fund of $_$ for Jewish education so that its recommendations can be acted upon immediately. The founders of this fund call on the organized Jewish community—local federations, national organizations and institutions to (double?) the amount of money available for Jewish education over the next five years.

2. Personnel

The Commission recommends that a ten-year plan to build the profession of Jewish education in North America be undertaken. The plan will include the development of training opportunities; a major effort to recruit appropriate candidates to the profession and improvements in the status of Jewish education as a profession.

3. Programmatic Areas

The Commission has identified the following 12 programmatic areas, each of which offers promising opportunities for intervention

Early Childhood Education and Child Care The Supplementary School (elementary and high school) The Day School (elementary and high school) Informal Education Israel Experience Programs Curriculum The Hebrew Language The Use of Media and Technology The College Age Group Adult Education Family Education The Retired and the Elderly

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

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

The mechanism will continue to develop the programmatic agenda towards implementation in Community Action Sites and will diffuse the results of work in these areas throughout the North American community.

4. Research

The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations, and at specialized research facilities that need to be established.

5. Community Action Sites

The Commission recommends the establishment of several Community Action Sites, where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. Community Action Sites will be initiated by local communities which will work in partnership with the mechanism for implementation. The mechanism will help distil the lessons learned from the Community Action Sites and diffuse the results.

7. The Mechanism for Implementation

The Commission recommends the establishment of a mechanism that will undertake the implementation of its recommendations. It will be the driving force in the attempt to bring about across-the-board, systemic change for Jewish education in North America.

The mechanism will facilitate the establishment of Community Action Sites, encourage foundations and philanthropists to support excellence, innovation and experimentation; facilitate the implementation of strategies on the continental level and in Israel; assist in the planning and development of programmatic agendas; help to develop the research capability in North America and prepare annual progress reports for discussion by the North American Jewish community.

recs/9mn-w November 14, 3:50 PM

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Recommendations to be included in the Final Report - A Map

I. COMMUNITY: PUT JEWISH EDUCATION AT THE TOP OF THE PRIORITY LIST

A. Attract top leadership

- Nat'l orgs (CJF, etc.) must devise ways to attract/train leaders (specific methods and strategies to do this)
- 2. Local orgs " " " " "
- 3. Bring other national orgs on board (e.g. AJC, ADL) [said by Arnow? - 4th mtg]
- Heighten awareness of current leaders; stimulate thinking about need for change [Lee - 4th mtg.]

B. Improve the structures

- 1. Create local commissions for planning and development
- Build local and national coalitions of those who deliver services (strategies for how to do this)
- 3. Use the G.A. as a communication instrument [Appelby interview towards 3rd mtg]

C. Make necessary funds available for Jewish education

- 1. Federation Budgets
- 2. Federation Endowment Funds
- 3. private foundations local and national
- 4. individual philanthropists

II. PERSONNEL: BUILDING THE PROFESSION

A. Recruitment

- 1. Identify new pools of candidates Market Study
- Create conditions to attract people to the field (e.g. salary and benefits)
- 3. Create conditions to attract people to training programs (e.g. scholarships, stipends while training) Federations should allocate to nat'l scholarship fund
 - [Melton interview for 4th mtg.]
- 4. Systematic national recruitment program
- Need to increase pool of qualified personnel for federations and communal organizations [Schorsch interview towards 3rd]
- B. Training
 - 1. Expand pre-service training opportunities new programs
 - (e.g. fast tracks, on-the-job training, Israel, elite sr. personnel programs)
 - 2. Expand in-service training opportunities
 - (e.g. day-long seminars, sabbaticals, Israel)
 - 3. Improve the quality of training opportunities
 - (e.g. partnerships between training institutions and local universities, consortiums, specialization, research network)
 - Depts, of Judaica in univeristies could contribute much [Twersky - interview towards 3rd]
 - 4. Financial assistance to training institutions
 - (e.g. endowment of professorships, research grants)
 - Nat'l orgs (CJF) and denominational support for training institutions
 - 6. Norms and standards for training
 - 7. National 10 yr. development plan for training
 - 8. Identify communities already working on solutions to
 - specific problems; nationally recognize their expertise; could become model for other communities [Ingall - interview towards 3rd]
- C. Develop the professional conditions of Jewish education that will attract and retain educators
 - 1. Establish a national salary scale and benefit program
 - 2. Develop a professional code of ethics
 - 3. Standardize the body of knowledge of the profession
 - 4. Set standards to determine entry level positions
 - 5. Create sabbatical programs
 - 6. Establish a professional network
 - 7. Map out positions in the field and ladder of advancement (specialists, teacher trainers, curriculum developers)
 - Adapt "lead teacher" model and other ideas from secular education
 - 9. Devise ways of dealing with "burn out"
 - 10.Develop models for improving relationships between educators and lay leaders
 - 11.Reward excellence
 - Look into Golden Apple Award Foundation for Excellence in Teaching [Crown - interview towards 3rd]

III. PROGRAMMATIC AREAS: DEVELOP AN AGENDA FOR THE NEXT DECADE

A. Prepare agendas that would facilitate intervention in each of the following areas:

- 1. To Develop Early Childhood Programs
- 2. To Develop and Improve the Supplementary School (elementary and high school)
- 3. To Develop and Improve the Day School (elementary and high school)
- 4. To Focus Efforts on the College Age Group
- 5. To Focus Efforts on Adults
- 6. To Focus Efforts on the Family
- 7. To Focus Efforts on the Retired and the Elderly
- 8. To Develop Informal Education
- 9. To Develop Israel Experience Programs
- 10. To Focus Efforts on the Hebrew Language
- 11. To Enhance the Use of Media and Technology
- 12. To Encourage Innovation in Jewish Education
- B. Broker between individuals/foundations/organizations and their areas of interest Help in the planning and implementation of programmatic agendas.

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IV. RESEARCH: CREATE AN ONGOING AGENDA

A. Evaluation of the effectiveness of Jewish education

- Evaluation of individual programs
 Has to be done without making programs feel
 defensive [Arnow, Evans interview towards 3rd]
 Qualitative judgements have to be made; don't settle
 for mediocrity [Greenberg interview towards 3rd]
- Establish methodology for evaluation
 Evaluate according to the program's stated objectives [Hirschhorn - 4th mtg]
- 3. Empirical studies on link between Jewish education and Jewish continuity
- 4. Developing criteria for "best practice"

B. Monitoring of programs implemented by the Commission

 Local communities should be involved in monitoring/evaluation in their communities, their problems [Melton - 4th mtg.]

C. Research for innovation in Jewish education

- 1. Collection of data needed for innovation
- Market study: what do people want (survey of leaderhip's attitudes)
- D. Research on the cost/financing of Jewish education
- E. Continued research on personnel (profiles of good educators, training history)
- F. Norms and Standards for Jewish education

V. DEMONSTRATE WHAT JEWISH EDUCATION CAN BE: ESTABLISH COMMUNITY ACTION SITES

A. Develop criteria for choosing a site Criteria should be strength of community, interest of local university, ability to raise matching funds [Appelby, Berman - interview towards 3rd] Criteria should be openness to new ideas [Lookstein interview towards 3rd]

- B. Build coalition within the community; cooperative planning (define roles for different institutions) Get educators involved in it as soon as possible [Lee interview towards 3rd mtg] Federation should be key negotiator [Berman - interview towards 3rd] Congregations and BJEs are key to bringing about change [Schipper - interview towards 3rd]
- C. Recruit the best available personnel from around the country to work there (what will it take to get them?) Can't plan improvements thru existing personnel; need new blood [Schorsch - interview towards 3rd]
- D. Identify examples of "best practice" to be replicated in the CAS (includes defining "best practice") [See Schiff, Bieler, Coleman, Elkin comments - 4th mtg] Use excellence in private schools as a model [Bieler interview towards 3rd] Commission should market/diffuse information on best practice [Crown - interview towards 3rd]
- E. Set standards for programming in CAS [Hiller 4th mtg] Build powerful models through concentration of resources and talents [Green - interview towards 3rd] Best practice should be rewarded [Twersky - interview towards 3rd]
- F. Carefully document everything so that information can be properly diffused [Elkin - 4th mtg] Power of demonstrations cannot be disseminated through normal channels [Bieler - interview towards 3rd] Concentration on, overwhelming influx of resources into only one community would make others feel distant. Other communities have to be able to draw on, adapt ideas. [Ingall - interview towards 3rd]

Bronfman - interview towards 3rd: Impact of Israel Experience programs would be strengthened if incorporated into school curriculum in a demonstration site.

VI. A MECHANISM FOR IMPLEMENTATION: INITIATIVES FOR JEWISH EDUCATION

Twersky - interview towards 3rd mtg: The IJE's mission should be narrowly defined so that it can't do anything it wants to do.

- A. Facilitate establishment of Community Action Sites (develop criteria, help in planning, recruit personnel)
- B. Broker between national expertise and local initiative Help communities articulate their own goals, evaluate their programs, disseminate their success [Lanier interview towards 3rd mtg] Local ideas could be enriched and disseminated by a national entity [Field - interview towards 3rd]
- C. Encourage foundations and philanthropists to support innovation - either in CAS or undertaking their own programmatic agenda (help secure funding for projects) Don't put all the emphasis on implementation; need to present broad issues to the Jewish community and set agenda for philanthropy. [Evans - interview towards 3rd]
- D. Facilitate implementation of strategies on a continental level Teacher training can't be done locally, but don't leave local lay leaders out of the picture; get them excited. [Appelby - interview towards 3rd]
- E. Assist in the planning and development of programmatic agendas

Develop conceptual basis for guiding change [Rosenthal - interview towards 3rd mtg]

- F. Monitor and Evaluate Evaluation to help guide federations, foundations in giving grants [Hirschhorn - interview towards 3rd]
- G. Report annually to the Commission/to the public on progress

Marketing of ideas / diffusion will be crucial role for IJE [Arnow - interview towards 3rd mtg] IJE should be the conscience of American Jewry; should offer authoritative information [Coleman - interview towards 3rd mtg] High visibility is needed to stimulate local leaders [Maryles, Shapiro - interview towards 3rd]

Green - interview towards 3rd: The Board of the IJE shouldn't be influenced by the funders' preferences. The IJE should be a forum for articulating and evaluating a dream and securing the people to make the dream into educational reality.





Nativ Policy and Planning Consultants Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון ירושלים

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

FACSIMILE TRANSMISSION

TO: Henry L. Zucker

DATE: November 27, 1989 NO. PAGES: 40

FROM: Seymour Fox and Annette Hochstein FAX NUMBER: 001-216-361-9962



November 26, 1989

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

Dear Hank,

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

1. An Introduction

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

2. The Seven Recommendations

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

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

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

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

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

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

Sincerely Yours,

Seymour Fox and Annette Hochstein

A Decade for Renewal*

* This title is not complete. A descriptive or qualifying clause and/or a subtitle explaining the purpose of the document will have to be added. See, as an example, the Carnegie Forum's Report:

> "A Nation Prepared: Teachers for the 21st Century The Report of the Task Force on Teaching as a Profession"

A Decade for Renewal

Introduction

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

There is deep and wide-spread concern that the commitment to important Jewish values, ideals and behavior is diminishing. Jewish institutions and organizations want to ensure that Jews maintain and strengthen the beliefs that are central to the diverse conceptions of Judaism expressed in the North American Jewish Community. They want to guarantee that the contribution American Jews have made to the establishment and maintenance of the State of Israel, to the safety and welfare of Jews in all parts of the world, and to the humanitarian causes they support be continued. They are all concerned with the trends, with the number of unaffiliated Jews, with the rate of assimilation and intermarriage.

These are among the important reasons for the renewed and intensified interest in Jewish education -a Jewish education that will enable Jews of all ages to experience, to learn, to understand, to feel, and to act in a way that reflects their commitment to Judaism.

Responding to these challenges will require a richer and broader conception of Jewish education. It will require that North American Jewry join forces, pool the energies of its many components, and launch a decade of renewal—a common effort over the next ten years to raise the standards and quality of Jewish life on the North American continent.

The North American Jewish community will have to mobilize itself as it did for the establishment of the State of Israel, for the rescue of Jewish communities in distress and for the fight against discrimination and injustice of various forms. Beginning with the central organizations of Jewish communal life—CJF, the religious denominations, JWB and JESNA—and encouraged by the vision and generosity of private Jewish foundations, all Jewish organizations will be recruited to join this effort. Through the work of this Commission, we have learned that there is no Jewish institution that is not concerned about its future.

The Commission believes that if the appropriate people, energy and funds are marshalled, positive across-the-board change will be initiated.

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

1. The Community

The success of the Decade of Renewal will depend on the commitment and conduct of the Jewish community.

The community will have to recruit its top leadership for Jewish education, just as it has for other major challenges.

Following the example of the _____ family foundations, the community will have to change its funding priorities on the local and continental level.

It will have to create an environment that will allow for the enhancement of ideas and programs that have proven effective and, at the same time, encourage creativity and experimentation.

When these steps are taken, a new climate will emerge which will attract more and more people to devote their personal time or their professional careers to Jewish education.

2. Personnel

When it is clear that a new era for Jewish education is beginning, we will be able to build the profession of Jewish education.

Many people will want to join in this endeavour when they recognize that they can make a difference. If they see that they can play an important role in intensifying what works and developing what is needed to guarantee the Jewish future, they will consider it a privilege to devote their lives to the profession and to work with like-minded people who have chosen to do the same.

As the Jewish community recognizes the profession's contribution to the quality of Jewish life, it will grant respectable remuneration and appreciation to those who qualify for the emerging profession of Jewish education.

The community will then be able to:

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

3. Programmatic Areas

The Commission has learned that there are at least 12 areas which could be significantly improved through appropriate intervention.

Early Childhood Education and Child Care The Supplementary School (elementary and high school) The Day School (elementary and high school) Informal Education Israel Experience Programs Curriculum The Hebrew Language The Use of Media and Technology The College Age Group Adult Education Family Education The Retired and the Elderly

Some of these can be acted upon immediately; others require several years of preparation. Interventions in all of these areas must be carefully planned and closely monitored.

The Commission will identify opportunities in each of these areas and encourage foundations, philanthropists and institutions to concentrate their efforts in the area of their interest.

4. Research

The Commission discovered that little is known about Jewish education. There is almost no empirical data available on the impact of Jewish education, the cost of Jewish education, the needs and desires of parents and students, the qualifications of teachers, and other important subjects.

Unless monitoring, evaluation and research accompany this endeavour, it will be impossible to expect the massive mobilization of community leaders and the significant infusion of funds that will be required.

The North American Jewish Community must undertake an ongoing research program and establish centers for research and development.

The Way to Begin

The Commission will launch the decade of renewal by:

- establishing several Community Action Sites;
- establishing the _____Fund for Jewish education;
- establishing a mechanism to implement its recommendations.

5. Community Action Sites

In partnership with local communities, the Commission will facilitate the establishment of several Community Action Sites aimed at effecting and inspiring change throughout the field of Jewish education.

A Community Action Site will be an entire community or a network of institutions in several communities where excellence in Jewish education will be demonstrated for others to see, to learn from and, where appropriate, to replicate. It will bring together those programs and ideas that have proven effective, adequately fund them and implement them in a complementary way, thus significantly increasing their impact. Community Action Sites will provide an environment where educators, rabbis, scholars and community leaders can jointly experiment with new ideas. Local and national institutions will work together in designing and field-testing approaches to the problems of Jewish education.

6. Funding

The _____Fund for Jewish education has been established in order to act immediately on the Commission's recommendations. The _____Fund will offer challenge grants to national and local institutions and to communities prepared to undertake the establishment of a Community Action Site or the implementation of a programmatic agenda.

The founders of this fund are committed to the idea that local federations, national organizations and institutions will work intensively during the next five years to (double?) the amount of money available for Jewish education. In establishing the _____Fund, the

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

7. The Mechanism for Implementation

The Commission has established a mechanism that will continue its work and facilitate the implementation of its recommendations. Among its functions will be facilitating the establishment of Community Action Sites; encouraging foundations and philanthropists to support innovation and experimentation; facilitating the implementation of strategies on the continental level and in Israel in areas such as recruitment and training of personnel; assisting in the planning and development of programmatic agendas; helping to develop the research capability in North America; and preparing annual progress reports for public discussion by the North American Jewish Community.

1. The Community

I. Background

The quality and effectiveness of Jewish education in North America will improve if conditions are created in the community that support and lend credence to efforts for change. The energy, the will, the vast human and material resources needed will be found provided the community can be mobilized for Jewish education as it has for other major causes during this past century. At present, the limited support granted Jewish education does not permit it to effectively carry out existing programs. It certainly leaves little room for growth and improvement.

Many more top leaders need to be recruited to assume critical communal positions in Jewish education. A concerted effort to recruit them must be undertaken. Moreover, the definition of leadership and the concept of "the community" need to be enlarged to include Jewish academics, rabbis and educators as well as community leaders if Jewish education is to be guided and inspired by the best wisdom of the community.

The Jewish community has been searching for appropriate ways to harness the brain power of Jewish academics. The needs of Jewish education offer an ideal opportunity to involve them. They will be called upon to help deal with the content of Jewish education in its various forms, to elaborate on the values that must be the driving force for Jewish education and to help create the criteria for evaluating the impact of Jewish education.

If Jewish education is to realize its potential, a larger share of communal funds will have to be allocated to it. Funds are needed to raise educators' salaries, to create positions for faculty at training institutions, to offer scholarships to students of Jewish education, to allow for the development of new quality programs, to finance existing good programs, and more.

Recent developments have indicated the timeliness and feasibility of these objectives. A number of local commissions on Jewish education/Jewish continuity have been convened by local federations and are at work. Some have already demonstrated the possibility of recruiting outstanding leaders to the task and significantly increasing funding for Jewish education.

As new groups in the community become involved in Jewish education (leaders in federations and the UJA, scholars and others), the structures that are responsible for the governance and delivery of services in Jewish education will have to be reconsidered. The present structures maintain the sharp division between formal and informal education and

do not offer a forum where all actors can join together. To respond to the new challenges and opportunities, structures will have to be created that include the many institutions and organizations that can contribute to Jewish education. The federations, the denominations, the national and local organizations responsible for formal and informal education, JWB and JESNA and others will have to be involved. These structures will want to maintain the pluralism that the Commission is committed to and derive maximum benefit from the richness and diversity of the various elements in the community.

The Commission believes that, with the appropriate marshalling of people, energy and funds, systemic change will be initiated and the trends will be positively affected.

II. Recommendations

1. The Commission recommends that more outstanding community leaders, scholars, educators and rabbis be recruited to take leadership and assume responsibility for Jewish education on the national and local level. Appropriate structures will have to be developed to meet the new challenges.

We will have to decide if Funding should be a separate section of the report, with separate recommendations and elaborations. In this case the topic will be removed entirely from this section.

2. The Commission recommends the establishment of a fund of \$_____ for Jewish education so that its recommendations can be acted upon immediately. The founders of this fund call on the organized Jewish community—local federations, national organizations and institutions to (double?) the amount of money available for Jewish education over the next five years.

III. Elaborations

1. The Commission recommends that more outstanding community leaders, scholars, educators and rabbis be recruited to take leadership and assume responsibility for Jewish education on the national and local level. Appropriate structures will have to be developed to meet the new challenges.

This recommendation will involve:

A. Leadership

The Commission recommends that an immediate effort be undertaken to recruit the outstanding community leaders, scholars, educators and rabbis to assume leadership in the realm of Jewish education on the national level and in their communities. They will be encouraged to engage in an ongoing dialogue on the key issues facing Jewish education.

National organizations – the federation movement, the community center movement, the denominations, Jewish studies organizations, rabbinical groups, and others are called upon to create educational programs that will inform their leadership of issues facing Jewish education/Jewish continuity so that these issues will become and integral part of the communal agenda.

B. Structure

The Commission turns to the federation movement – on the national and local level – to assume responsibility for convening the appropriate actors for the implementation of its recommendations. Together with JESNA, JWB and the denominations, the organized Jewish community should invite all organizations concerned with Jewish continuity to join in taking responsibility for the decade of renewal.

2. The Commission recommends the establishment of a fund of \$_____ for Jewish education so that its recommendations can be acted upon immediately. The founders of this fund call on the organized Jewish community—local federations, national organizations and institutions to (double?) the amount of money available for Jewish education over the next five years.

The Commission is grateful to the following foundations and philanthropists for offering leadership and vision to the Jewish community by establishing the _____ Fund.

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This fund has been established so that the Commission can act immediately on its recommendations. The fund will offer challenge grants to national and local institutions and organizations, and to communities prepared to undertake the establishment of Community Action Sites or the implementation of a programmatic agenda.

The Commission calls on the federations to reconsider their priorities and ensure adequate funding for Jewish education.

All purveyors of Jewish education are called upon to (double?) their allocations to Jewish education in order to implement these recommendations. This will make it possible for them to undertake the necessary training of educators, to release teachers for training periods, to send young people to Israel, and more.

The Commission turns to all Jewish organizations concerned with a meaningful Jewish continuity to join it and undertake specific assignments. This will require the education of their leadership and membership as well as reconsideration of their programmatic and funding priorities.

2. Personnel

I. Background

In North America there are over 40,000 people working in the field of Jewish education, formal and informal. Of these, some 5,000 hold full-time positions; the remainder work part-time. A significant percentage of the educators are unqualified for their jobs, with a large proportion having minimal Jewish knowledge and professional training.

There is a serious shortage of qualified personnel in all areas of Jewish education in North America. The shortage is both quantitative—there are fewer people to be hired than positions to be filled—and qualitative—many educators lack the qualifications, the knowledge, the training needed to be effective. The studies that have been undertaken document this shortage (e.g. Della Pergola, New York BJE's study of supplementary schools; L.A. teacher study; Miami teacher survey; Isa Aron's analysis of the state of the profession). They reveal that many educators lack knowledge in one or several of the following areas: the Hebrew language, Jewish sources, Jewish practice, teaching and interpersonal skills, and more. The shortage is not limited to specific institutions or programs, geographic areas or types of community; it exists across the board. [For documentation, see Chapter X and Appendices YYY.]

The shortage of qualified personnel is the result of the following:

1. It is difficult to recruit qualified candidates for work in the field and for training programs because of the reputation and realities of the profession.

2. Current training opportunities for Jewish educators do not meet the needs of the field.

3. The profession of Jewish education is underdeveloped; it offers few rewards and lacks norms and standards. Salaries and benefits are low and educators are not empowered to affect the field.

4. There is a high rate of attrition among Jewish educators.

In competition with other professions to attract talented young Jews, Jewish education fares poorly. Why should the brightest and the best choose Jewish education when it is perceived as a low-status profession in a field that is frequently failing? Remuneration is low. Educators work with little opportunity for professional growth, a feeling of isolation from their colleagues and a sense that their work usually does not make a significant difference.

The key to meeting the shortage of qualified personnel for Jewish education resides in building the profession of Jewish education. The profession will be strengthened if talented, dedicated people come to believe that through Jewish education they can affect the future of the Jewish people, and therefore choose to become educators. These people must believe that a new era is beginning for Jewish education, that dedication will be rewarded and that creativity will be given a chance.

If educators are given an opportunity to try out new ideas, are encouraged to grow as they work, and are recognized by the community for their successes, they will be able to better affect the lives of children and their families.

II. Recommendations

The Commission recommends that a ten-year plan to build the profession of Jewish education in North America be undertaken. The plan will include the development of training opportunities; a major effort to recruit appropriate candidates to the profession and improvements in the status of Jewish education as a profession.

This plan will require that:

A. The North American Jewish community undertake a five-year program to significantly increase the quantity and enhance the quality of pre-service and in-service training opportunities in North America and in Israel. The plan will raise the number of people graduating from training programs from "x" to "y" per year and will expand the availability of in-service training from "x" educators to "y" educators per year.

B. A nationally co-ordinated recruitment plan to increase the pool of qualified applicants for jobs and for training programs be prepared and implemented. The plan will seek to significantly expand the pool from which candidates for training and re-training are recruited, and develop methods and techniques for recruiting them.

C. The profession of Jewish education, including creating the conditions that are likely to attract and retain a cadre of dedicated, qualified educators, be developed. In particular, the plan will implement continental policies to improve the status of educators, their salaries and benefits, grant them empowerment and improve their working conditions.

III. Elaboration

A. The North American Jewish community undertake a five-year program to significantly increase the quantity and enhance the quality of pre-service and in-service training opportunities in North America and in Israel. The plan will raise the number of people

graduating from training programs from "x" to "y" per year and will expand the availability of in-service training from "x" educators to "y" educators per year.

This will require investing significant funds in the development of existing training programs to enable them to rise to their full potential, and developing new programs within training institutions or at general universities in North America and in Israel.

These funds will be used to:

- Develop faculty for Jewish education programs, including the endowment of professorships and fellowships for training new faculty.
- Create specializations in various institutions to meet the needs of the field (e.g. specialization in pre-school education, in informal education, in the teaching of the Hebrew language, in the use of media for education, "fast-track" training programs for career-changers, etc.).
- Improve the quality of training opportunities by creating partnerships between training institutions in North America and Israel, research networks, consortia of training programs.
- Establish training program for geographic areas that do not have any at this time (e.g. the South-East-see maps, Appendix X).
- Develop elite training for leadership in Jewish education in North America (see the Jerusalem Fellows and Senior Educator programs in Jerusalem as possible models).
- Support specialized programs at general universities (e.g. George Washington University, Stanford University, York University) and consider the establishment of new programs where they are desirable.
- Provide a significant number of fellowships for students who want to become Jewish educators.
- Develop models of, and norms and standards for, the training and in-service training of Jewish educators.
- Develop a variety of in-service training programs throughout North America and in Israel that will accommodate many more educators. The programs will be designed to fulfill a variety of in-service needs:

On-the-job training programs, either at existing training institutions or at education departments and Judaic studies departments at general universities.

Specialized programs for the various content areas and for specific positions (e.g., curriculum writers, Israel Experience educators, teacher trainers).

Programs that use Israel more extensively as a resource for educators.

B. A nationally co-ordinated recruitment plan to increase the pool of qualified applicants for jobs and for training programs be prepared and implemented. The plan will seek to significantly expand the pool from which candidates for training and re-training are recruited, and develop methods and techniques for recruiting them.

This will involve:

- Undertaking a survey to identify new pools of candidates (e.g. Judaic studies students at universities; dayschool graduates; rabbis; career-changers; general educators who are Jewish; members of large Jewish organizations such as Hadassah and the National Council of Jewish Women; etc.).
- Identifying the conditions under which talented potential educators could be attracted to the field (e.g. financial incentives during training; adequate salaries and benefits; possibilities of advancement and growth; challenging positions).
- Developing a systematic marketing and recruitment program based on the findings of the survey.

C. The profession of Jewish education, including creating the conditions that are likely to attract and retain a cadre of dedicated, qualified educators be developed. In particular, the plan will implement continental policies to improve the status of educators, their salaries and benefits, grant them empowerment and improve their working conditions.

This will involve:

- Developing appropriate salary scales and benefits for all Jewish educators and assuring their funding (see Appendix).
- Creating a comprehensive career development program for educators which will allow for professional advancement and personal growth.

- Mapping out the positions that need to be created and filled in order to meet the current challenges of Jewish education (e.g. specialists in early childhood, family education, adult education, special education, the teaching of Hebrew, and the many positions for the education of educators).
- Developing both linear and non-linear ladders of advancement for education, ranging from avocational positions to senior academic and executive positions. The ladder of advancement will be accompanied by the appropriate criteria for advancement and related salaries and benefits.
- Encouraging collegial networking through conferences, publications and professional associations, as a way of maintaining standards, exchanging ideas and facilitating innovation and experimentation.

3. Programmatic Areas

I. Background

The Commission has learned that there are at least 12 programmatic areas that offer clear opportunities for intervention.

Early Childhood Education and Child Care The Supplementary School (elementary and high school) The Day School (elementary and high school) Informal Education Israel Experience Programs Curriculum The Hebrew Language The Use of Media and Technology The College Age Group Adult Education Family Education The Retired and the Elderly

A good deal of work has been done in some of these areas, whereas in others work is just beginning.

The Community Action Sites will offer an important opportunity to learn bow to act upon many of these programmatic areas. Examples of best practice will be assembled there and will be carefully studied. Local taskforces will probably be established for specific programmatic areas in Community Action Sites.

The Commission was reminded that though programmatic areas are at the very heart of the educational endeavour, the history of general education and of Jewish education offer many examples of important ideas that were acted upon prematurely. It wants to avoid this pitfall for programmatic areas.

For these reasons – the opportunities inherent in programmatic options; the readiness and interest of institutions, foundations and philanthropists to undertake specific areas; the need of Community Action Sites to work through programs – the Commission has decided to design an agenda for programmatic options. The agenda will form the basis for further work hy the mechanism for implementation.

II. Recommendations

The Commission has identified the following 12 programmatic areas, each of which offers promising opportunities for intervention.

Early Childhood Education and Child Care The Supplementary School (elementary and high school) The Day School (elementary and high school) Informal Education Israel Experience Programs Curriculum The Hebrew Language The Use of Media and Technology The College Age Group Adult Education Family Education The Retired and the Elderly

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

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

The mechanism will continue to develop the programmatic agenda towards implementation in Community Action Sites and will diffuse the results of work in these areas throughout the North American community.

4. Research

I. Background

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

Because of this, decisions are made without the benefit of clear evidence of need; major resources are invested with insufficient evaluation or monitoring. We seldom know what works in Jewish education; what is better and what is less good; what the impact of programs and investments is. The market has not been explored; we do not know what people want. We do not have accurate information on how many teachers there are, how qualified they are, what their salaries are. There are not enough standardized achievement tests in Jewish education; we do not know much about what students know.

Various theories and models for the training of educators need to be considered as we decide what kinds of training are appropriate for various types of educators. The debates in general education on the education of educators need to be considered in terms of their significance for Jewish education. A careful analysis of the potential of the existing training institutions will help us consider both what is desirable and what is feasible.

We are also in need of important data and knowledge in areas such as the curriculum and teaching methods for Jewish schools. For example, the teaching of Hebrew needs to be grounded in research. The various goals for the teaching of Hebrew should determine the kind of Hebrew that must be taught: the Hebrew of the Bible, of the prayer book, spoken Hebrew, Hebrew useful on a first visit to Israel, and so on. These decisions in turn would determine the vocabulary to be mastered, the relative importance of literature, of Jewish sources, of grammar, etc.

The potential for informal education has also not been researched. Summer camping appears to make a difference. Is this really so? If it is, how can its impact be increased by relating it to the education that takes place in the JCCs and in schools?

The role of Israel as an educational resource has not been studied adequately. It plays too small a role in the curriculum of Jewish schools and there is a shortage of educational materials. There is little literature about teaching methods for this topic.

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

II. Recommendations

The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations, and at specialized research facilities that need to be established.

5. Community Action Sites

I. Background

A Community Action Site is a place – a whole community or a network of institutions – where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. The Community Action Site will engage in the process of re-designing and improving the delivery of Jewish education according to state-of-the-art knowledge. The focus will be on personnel and the community, with the goal of effecting and inspiring change in the various programmatic areas in the field of Jewish education.

Assumptions

The concept of the Community Action Site is based on several assumptions.

1. LEARNING BY DOING

The notion of a Community Action Site assumes that it is possible to demonstrate effective approaches to problems in a specific community which can then be replicated elsewhere. Significant questions concerning innovation and implementation, such as what elements should be included and how they should be combined, can only be resolved in real-life situations, through the dynamics of thinking about implementation, and in the process of implementing.

2. LOCAL INITIATIVES

The initiative for establishing a Community Action Site must come from the local community and the key stakeholders must be fully committed to the endeavour. The community must be willing to set for itself the highest possible standards and guarantee the necessary funding for the project. The community selected will have to develop a local mechanism that will play a major role in the initiation of ideas, the design of programs and their implementation.

3. BEST PRACTICE

Best practice will be an important resource for the work of the Community Action Site. Examples of best practice in Jewish education, suggested by the national denominational bodies, their training institutions, educational organizations and other relevant groups, together with the staff of the mechanism for implementation, will be brought to the site, integrated in a complementary way, and adequately funded, thus significantly increasing their impact.

4. ENVIRONMENT

The Community Action Site will be characterized by innovation and experimentation. Programs will not be limited to existing ideas, but rather creativity will be encouraged. As ideas are tested they will be carefully monitored and will be subject to critical analysis. The combination of openness and creativity with monitoring and accountability is not easily accomplished, but is vital to the concept of the Community Action Site.

5. CONTENT

The philosophy, values and content of the education offered in a Community Action Site will be a central issue. The denominations, working with the local institutions, JWB, JESNA, the national mechanism for implementation and others invited to participate, will produce background papers on the philosophy that should guide the work being done. These papers should address the problem of translating the particular philosophy into curriculum, as well as describe the texts to be studied and the methods to he used. They will also help guide the evaluation of the program.

6. EVALUATION

The work of the Community Action Site will have to be monitored and evaluated in order to discover what can be achieved when there is a massive and systematic investment of thought, energy and funding in Jewish education. The results of the evaluation will serve as the basis for diffusion.

7. DIFFUSION

The results of work in a Community Action Site, and lessons learned from projects demonstrated there, will be diffused throughout the North American Jewish community and to other interested Jewish communities in the world. This will require thorough documentation of all aspects of the work.

The Scope of a Community Action Site

The scope of a Community Action Site has not yet been decided. Below are two possible models.

1. The Community Action Site could be an entire community where all the institutions involved in Jewish education are invited to join. One to three such comprehensive sites could be established. Each site would have to guarantee the participation of a minimum number of its institutions. It might be determined that 80% of all the Jewish educational institutions in the community (e.g. the early childhood programs, the supplementary schools, the day schools, JCCs, Judaic studies programs in the local university, adult education programs, etc.) would be needed to build this version of a Community Action Site.

2. Several Community Action Sites could be established with each of them taking different cuts into Jewish education. This could be a cut by ages (e.g. elementary school age), by institutions (e.g. all the day schools), or some combination of these approaches. If, for example, three Community Action Sites decided to concentrate on early childhood and the supplementary school, three others on the high school and college age groups, and three more on JCCs, summer camps and Israel Experience programs, a good deal of the map of Jewish education would be covered.

A Community Action Site at Work

After establishing criteria for the selection of a Community Action Site, the board of the national mechanism will consider several possibilities and choose from among them. The community that is selected will create a structure to work in partnership with the national mechanism for implementation. If a local commission already exists, it might serve as that structure. Together they will conduct a study of the community to learn about the market for Jewish education (e.g. how many people are involved); the nature and status of the personnel; the lay leadership of Jewish education, the current level of funding for Jewish education; etc. A preliminary plan would then be developed. Below are some of the elements of the plan which serve as examples of the work that will be undertaken in a Community Action Site.

A. PERSONNEL

The study might show that there are currently 1,000 filled positions (formal and informal, full-time and part-time) in all areas of Jewish education in the community. The study would also identify the gaps that exist—the positions that need to be created and filled. The denominations (organizations and their training institutions) and others will be invited to join in developing a plan for recruiting, training and retaining personnel.

I. RECRUITMENT

All of the recommendations related to recruitment in the Commission's report, and the results of the national recruitment study that will have heen undertaken, will be reviewed and the Community Action Site would act on those recommendations. Some examples:

- a. Recruiting appropriate college students (good Jewish background, commitment to Judaism) from the local universities, and hiring them for several years of work in the supplementary schools, day schools and JCCs in the community.
- b. Recruiting people interested in changing their careers.
- c. Encouraging general educators in the community to retool themselves for positions in Jewish education.
- d. Bringing a number of outstanding educators from outside the community to assume key positions (e.g. three Jerusalem Fellows, four Senior Educators, etc.). Five supplementary schools could offer full-time positions for principals, to be filled by local part-time principals or by people recruited from other communities.
- e. Recruiting personnel from among the membership of organizations like Hadassah, the National Council of Jewish Women, ORT, etc. and building a program to prepare them to work in the field.
- f. Canvassing the retired population in the community to recruit appropriate candidates for work in Jewish education.

2. TRAINING

In addition to preparing people who are new to the field, training would involve some of the following elements.

- a. In-service training for every person in the educational endeavour. All avocational teachers would be assessed in terms of their current knowledge and their potential and a program to advance them would be designed.
- b. All professional teachers, principals, and informal educators would be involved in some form of ongoing training planned jointly by the national and local mechanisms.
- c. Special fast-track programs would be developed for retraining general educators or career-changers who are moving into the field of Jewish education.

d. The Community Action Site might be adopted by a consortium of training institutions, with each institution undertaking a specific assignment. The national training institutions, the local universities, institutions in Israel, and any other relevant players would be invited to participate.

3. PROFESSION BUILDING

As a result of the community study, a new map of the Jewish educational needs in the community would be developed. This map might include three full-time positions for special education; several positions for experts in early childhood education; two teacher-trainers; specialists in the teaching of Bible, Hebrew, History; an expert on the use of Israel Experience programs; consultants on Jewish programming for the JCCs; several adult educators; several family educators; etc. To respond to these needs, it might be determined that a 10% increase in the number of positions in the community is required. This could include introducing more full-time positions for people currently working part-time. This map would be the beginning of a new conception of the profession and would grow with time.

Accompanying the map would be a description of the training, salary, benefits and status appropriate to each position. Thus, a Bible expert might earn the same salary and be granted the same status as a principal. This would expand the possibilities of advancement in Jewish education beyond the conventional linear pattern of teacher, assistant principal, principal.

4. RETENTION

The issue of retention would be addressed in light of the results of the community study. The study might have pointed to the need for improving the relationship between lay boards and educators; the need for sabbaticals, trips to Israel and more on-the-job training for teachers. The local mechanism will have to determine the elements that are necessary to retain good people in the field and deal with them accordingly.

B. COMMUNITY – ITS LEADERSHIP, FUNDING, AND STRUCTURES

From the onset of the Community Action Site, the appropriate community leadership will have to be engaged. These leaders, either the board of a local commission and its staff or newly recruited leaders, will have to be involved in developing the plans of the Community Action Site, overseeing them, monitoring them and responding to feed-back. The community would have to either create its own evaluation program or subscribe to the national mechanism's evaluation program so that success could be measured and appropriate decisions could be made.

Unless the community leadership is informed and committed, the necessary funding will not be obtained for the work of the Community Action Site.

C. AN INSTITUTION WITHIN A COMMUNITY ACTION SITE

The supplementary school is offered below as an example of how the national and local mechanisms would work together to implement appropriate recommendations for a specific community. Over time, such an approach could be introduced for all of the institutions in a Community Action Site.

A taskforce, composed of the top experts of the Conservative, Orthodox, Reform and Reconstructionist groups, would be created to examine the supplementary school. It would search for examples of hest practice and invite those who have developed them, as well as thinkers or theoreticians in the area, to join in deliberations on the supplementary school. Together, they would begin to plan an approach to improving the supplementary school which could include the following:

- the elaboration of the educational philosophy of the supplementary school;
- the supplementary school's relationship to the synagogue, to informal education, to summer camping, to trips to Israel, to family education and to adult education;
- legitimate educational outcomes of the supplementary school;
- the curriculum, the content that should be offered in the supplementary school;
- the methods and materials currently available that should be introduced;
- the crucial problematic areas for which materials must be prepared e.g., methods for the teaching of Hebrew. In such a case, one of the national institutions or research centers might be asked to undertake the assignment immediately.

Each of the denominations would be given the opportunity and appropriate support (e.g. funding, expert personnel) to develop a plan including all of the elements listed above. The local and national mechanisms would review, modify and adopt the plan. Funding and criteria for evaluation would be agreed upon. The appropriate training institutions would be asked to undertake responsibility for training the personnel and would accompany the experiment as a whole. For example, for the Conservative supplementary scbools, the faculty of the Jewish Theological Seminary and its Melton Research Center migbt work with the staff of the mechanisms, helping them decide what materials should be taught and developing a training program for the teaching of this material. JTS and Melton faculty would be involved with the local supplementary schools on a regular basis, to monitor progress and to serve as trouble-shooters.

Although they would have to work individually with their Conservative, Orthodox, Reform and Reconstructionist schools, there are some areas where all of the denominations could work together. On issues such as the integration of formal and informal education, the use of the Israel Experience, family education, and possibly even in certain content areas such as the teaching of Hebrew, combined effort would yield significant results.

Within a few years, we could learn what can be achieved when proper thinking, funding and training are invested in a supplementary school. We could also see how informal education, the Israel Experience, family education and other elements could be combined to increase the impact of the supplementary school. The extent of the success and the rate of introduction of new ideas will only become apparent when the Community Action Site is functioning.

The national mechanism, in addition to its role in planning, evaluating and overseeing the entire project, would, as quickly as possible, extrapolate principles from the experience of a Community Action Site to feed the public debate, leading to the development of policies on issues such as salaries, benefits, the elements of professional status, sabbaticals, etc. These policies, as well as specific lessons learned, would be diffused to other communities in North America.

II. Recommendation:

The Commission recommends the establishment of several Community Action Sites, where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. Community Action Sites will be initiated by local communities which will work in partnership with the mechanism for implementation. The mechanism will help distil the lessons learned from the Community Action Sites and diffuse the results.

6. Funding

A decision will have to be made as to whether there should be a separate section and a separate recommendation in the final report on funding, or whether the issue of funding should be part of the section on community. At present, funding is treated as a separate topic in the introduction, hut it is written into the paper on the community (see page 8). If it is decided that it should be treated separately, the section on funding can be taken out of the community paper, elaborated upon and re- written as a separate chapter.

November 21, 1989

7. The Mechanism for Implementation

I. Background

The Commission on Jewish Education in North America decided, at its meeting on October 23 1989, to undertake a plan of action aimed at significantly affecting the impact of Jewish education in North America.

The plan includes the following elements :

- 1. **Mobilizing the Community** (leadership, structure, finance) for implementation and change.
- 2. Developing strategies for **building the profession of Jewish education**, including recruitment, training and retention.
- 3. Establishing and developing **Community Action Sites** to demonstrate what Jewish education at its best can be, and to offer a feasible starting point for implementation.
- 4. Implementing strategies on the continental level and in Israel in specific areas such as the development of training opportunities or recruitment programs to meet the shortage of qualified personnel.
- 5. Developing **an agenda** for programmatic options and an approach for dealing with them.
- 6. Building a research capability to study questions such as the impact and effectiveness of programs.
- 7. Designing a mechanism for implementation that will continue the work of the Commission, as well as initiate and facilitate the realization of the action plan.
- * This introduction will not be appropriate in the final report. It will be covered in the chapters on the history and process of the Commission.

II. The Challenge

The challenge facing the Commission at this time is to create the conditions for implementation of its plan and to launch the process that will bring across-the-board change. Briefly stated the Commission needs to decide Who will do all of this and how will it be done.

The action plan, the implementation of the recommendations of the commission, will require that some mechanism be created to continue the work of the Commission after its report is issued.

The mechanism for implementation may be a new organization or part of an existing organization. It will be a cooperative effort of individuals and organizations concerned with Jewish Education, as well as the funders who will help support the entire activity. Central communal organizations – CJF, the JWB and JESNA–will be full partners in the work. Federations will be invited to play a central role and the religious denominations will have to he fully involved.

The relationship between this central mechanism and local communities or individual institutions involved in the implementation of the recommendations of the Commission—in particular the implementation of Community Action Sites—will be based upon a number of principles:

- Ready-made plans will not be offered or imposed upon communities. Rather the mechanism will act as facilitator and resource for local initiatives and planning. Commissioners have warned against "top down" planning
- The mechanism will act when invited by a community that wishes to become a Community Action Site.
- Participating communities and institutions will set up their own local planning and implementation mechanism, that will take responsibility for the work.
- The work will be guided by agreed-upon criteria such as pluralism, accountability and the highest professional standards.

III. The Suggested Mechanism for Implementation

A. Mission

- 1. The mechanism will be charged with carrying out the Action plan decided upon by the Commission, and bring about implementation of the Commission's recommendations. It will be a free-standing unit for the initiation and promotion of change and innovation in Jewish education. As such, it should be a center guided by vision, together with rigorous work and creative thinking. If successful, it will be a driving force for implementation and change, a source of ideas, characterized by an atmosphere of ferment, search and creativity. It will be the driving force for systemic change.
- 2. It will design and revise development strategies generally in concert with other persons, communities and institutions. It will be a full-time catalyst for development efforts for Jewish education. It will not deliver services, nor will it compete with existing organisations. Part of its mission will be to help institutions and organisations rise to their full potential.

B. Governance and Relationship to the Commission

The issue of the continuation of the work of the Commission and of the governance of the mechanism for implementation was addressed by Commissioners and a number of alternative suggestions were offered for consideration.

1. GOVERNANCE

- a. The mechanism will have an active Board, which will determine policy and accompany the decisions and work of the mechanism on an ongoing basis.
- b. The mechanism will have a small outstanding professional staff to carry out its mission.
- c. The work of the mechanism will be guided on an ongoing basis by the vision, the educational content and the philosophy contained in the final report of the Commission. In addition, the work of the mechanism will be enricbed through consultations with institutions, scholars, rabbis, educators and community leaders throughout the world. A Professional Advisory Team will be established to stimulate this activity.
- d. The authority of the mechanism will derive from the ideas that guide it, and the prestige, status and effectiveness of its Board and staff.

2. CONTINUATION OF THE WORK OF THE COMMISSION

Many Commissioners have expressed an interest in retaining an active involvement in the work of the Commission after the final report is issued.

Three possible scenarios have emerged to date:

- a. The mechanism could be viewed as heir to the Commission as its successor in charge of implementation. In this case the Board of the mechanism would he composed of some of the Commissioners interested in being actively involved in implementation, in addition to other members be it as funders, representatives of relevant institutions or communal representatives.
- Many Commissioners have expressed the desire that the Commission continue to exist. In this case, the full Commission would continue to work in addition to the mechanism. The Commission would convene twice or three times a year to discuss the work of the mechanism, review its agenda and consider progress on implementation.
- c. A third possibility, similar to the second, would have the Commission convene once a year possibly in an enlarged format, and become a major communal forum on Jewish education. This forum would review progress on implementation, might be accountable to by the mechanism, and review reports on the state of the field of Jewish education in North America.

C. Tasks & Functions

The mechanism will undertake the following tasks:

- a. To initiate and facilitate the establishment of several community action sites. This may involve developing criteria for their selection, assisting communities as they develop their site, lend assistance in planning, ensure monitoring, evaluation and feed-back. Each site will have its local mechanism—whether this be a commission, a planning unit or some other suitable structure—that will plan and implement the community action site and undertake responsibility for it.
- b. To facilitate implementation of strategies on the continental level and in Israel. This may mean encouraging institutions that will plan and carry out the development efforts. For example: the mechanism may commission the preparation of a national recruitment plan or a national training plan; it may lend planning assistance to existing training institutions as they undertake expansion and development of their training programs; it may help secure funding for these.

- c. To offer assistance as required for the planning and development of programmatic options by others. The mechanism will serve as consultant, help design a development process, recruit staff, gather experts who might bring best practice and other knowledge and data to the planning process for programmatic options. It will thus assist foundations, institutions and organizations that want to undertake work in a programmatic area.
- d. To help develop the research capability needed in North America for the development of more informed policies concerning Jewish education.
- e. To prepare annual progress reports for public discussion of the central issues on the agenda of Jewish education.
- f. To facilitate the development of a network of existing Commissions for Jewish education/Jewish continuity, local mechanisms of the various Community Action Sites and other relevant organisations, for the promotion of change and the diffusion of innovation.
- 2. In order to meet these complex tasks, the mechanism will undertake the following functions.
- a. research, data collection, planning and policy analysis;
- b. community interface (mainly for demonstration sites);
- c. funding facilitation;
- d. monitoring, evaluation and feedback;
- e. diffusion of innovations.

a. Research, data collection, planning and policy analysis

• This may be viewed as the research and planning arm of the mechanism. It will improve and maximize the knowledge-base upon which decisions are taken for the implementation of the report. The work may be commissioned, performed in-house or other institutions may be encouraged to do various parts. The necessary data bases will be created here; major issues will be studied, key questions will be researched. (e.g. inventories of Jewish educational resources may be developed; analyses of needs and wants in the community will be undertaken; the work on setting norms and standards for training will be initiated; the quality of existing training will be assessed and alternative models considered; etc.).

- To provide the analysis needed for informed decisions. (E.g. What are relevant criteria for the selection of Community Action Sites? What is the nature of the problem/s in that site? What are the political and institutional givens relevant to change in Community Action Sites? Who are the stakeholders and how can they be involved? What are the financial and funding possibilities?)
- To provide the knowledge and planning support needed and wanted by the Community Action Sites; to work with the local mechanism in Community Action Sites and provide expertise that may be needed; to help ensure the level and quality of the work intended.
- To be the arm of the mechanism for planning and strategic thinking.
- It is here that development plans will be designed and strategies will be defined and revised on an ongoing basis. This work will extensively involve other persons and institutions. It is a different activity from that of facilitating the setting up of a North American research capability but it may provide some of the initial impetus.

b. Community interface (for Community Action Sites)

• The mechanism will work extensively with the communities where Community Action Sites are located. This complex function will included negotiation over criteria, modes of operation, the establishment of local structures for planning and implementation, funding and more. It will be undertaken in cooperation with the local mechanisms that will be established in Community Action Sites.

The community interface function may deal with:

- Initiation of negotiations with relevant stakeholders and community leaders who want to establish a Community Action Site.
- Help the local community establish a mechanism for its Community Action Site and assist in recruiting staff for such mechanism.

• Carry out ongoing facilitation during implementation—as needed (e.g. assistance in negotiations with national training institutions, universities, organizations, etc.). The mechanism staff will be pro-active in its support of the local management of the Community Action Sites. Relevant mechanism staff will maintain ongoing contact with the local team.

c. Funding facilitation

This function may include the following:

- To undertake as appropriate, brokering between various possible sources of funding (foundations, national organizations, local sources of funds, federations, individuals) and the Community Action Sites.
- To be a central address both for funding sources and for relevant institutions who will seek guidance in accomplishing their objectives.
- To assist funders in moving ahead with programmatic options in which they have an interest, acting as a consultant, and providing professional assistance as appropriate.
- To develop long-term funding strategies with all relevant stakeholders.

d. Monitoring, evaluation and feedback

The purpose of this function is threefold:

- To monitor activity of each Community Action Site and all other elements of the implementation plan.
- To evaluate progress in whatever form or forms deemed most useful.
- To create and activate feedback loops to connect practical results with a process of re-thinking, re-planning and implementation.

e. Diffusion of innovation

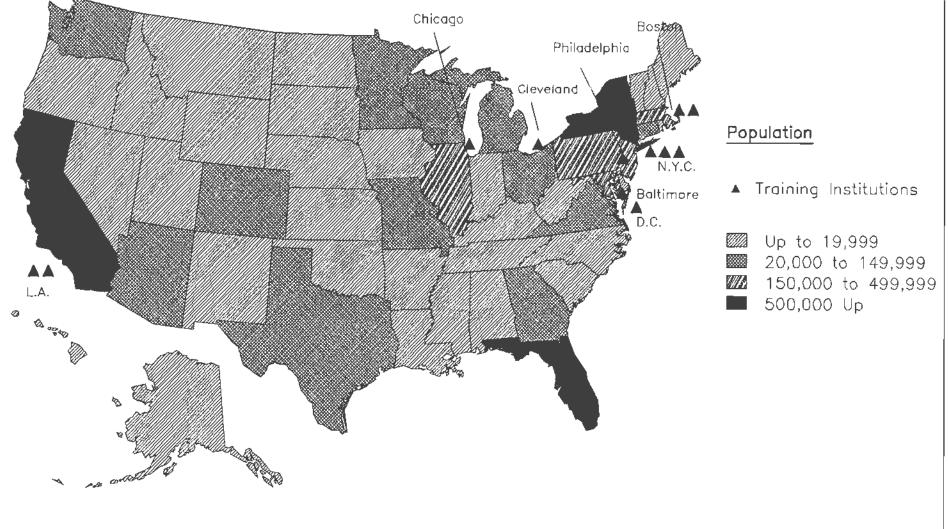
The goal of the Commission on Jewish Education in North America is to bring about across-the-board, systemic change in Jewish education in North America by initially dealing with the areas of personnel and the community. The mechanism will deal with the complex issue of the diffusion of innovation from one or more Community Action Sites, from programmatic undertakings and from Continental developments, to many or all communities. Strategies will be devised to maximize change throughout the community.

IV. Recommendation

The Commission recommends the establishment of a mechanism that will undertake the implementation of its recommendations. It will be the driving force in the attempt to bring about across-the-board, systemic change for Jewish education in North America.

The mechanism will facilitate the establishment of Community Action Sites, encourage foundations and philanthropists to support excellence, innovation and experimentation; facilitate the implementation of strategies on the continental level and in Israel; assist in the planning and development of programmatic agendas; help to develop the research capability in North America and prepare annual progress reports for discussion by the North American Jewish community.

Training Institutions in the United States & Estimated Jewish Population 1987



Source for Population: American Jewish Yearbook, 1988

