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Alvin Schiff's Comments on Options

Option #19 - Supplementary Schools

quotation A. Schiff's suggested changes

1. change "270,000" to "260,000"
"a vast majority" to "over 3/4"
2. a. Switch outcomes #2 + #1 - so #2 comes first.
b. Amend #2 to read: ... educational experience to create more knowledgeable Jews, more commitment to the Jewish people, more observance and participation in Jewish life.
c. Amend #1 to read: ... personnel, more adequate ~~instruction~~ ~~in Jewish education~~ ~~and~~ ~~continued study after Bar Mitzvah,~~
continued study after Bar Mitzvah,
3. Amend last sentence: ... conditions experts list as essential for effectiveness (qualified personnel, family involvement, etc) ...
4. Amend #2 to: Intensifying parental and family involvement in Jewish education of children.
Amend #3 to: Enhancing opportunities for learning in informal educational settings such as more regular ~~attendance~~ attendance at summer camps over the course of a few years.
6. Amend to: Currently there is a pool of mostly part-time personnel, improvement would require far more full-time career opportunities so that people could be trained to fill those positions. Also required are more support...

Option #19 - continued = Schiff's suggested changes

Question #

7. add: ... not more prior tested and are of uncertain value.
8. amend: Generally yes.
9. Amend last sentence to: ... to help congregations re-organize practice and involve key personnel - lay and professional - in improving the schools and related educational programs.
10. amend: "large-school" to "large-scale".
13. #1 amend: In USA 70% of children enrolled in Jewish schools attend supplementary schools. They need ...
delete #2 + make #3 into #2.
~~#2 amend: Though most non-Orthodox congregations spend~~
15. Amend. improve the personnel picture, particularly by increasing possibilities for full-time employment, ...
17. Amend first sentence: Improving the supplementary school is not a necessary condition for Jewish education. Yet, some observers...

Option #20 - Day Schools = Schiff's suggested changes
quotation #

1. amend first sentence. ... school age who attend or are interested...
2. add #4. improve possession, or - ... day school education through the high school years.
4. delete in #1 "pre-school"
delete #2.
5. In first sentence, delete "making all ideological issues"
6. Amend last sentence to read: ... master and other professional teachers.
8. #2 amend to: ... to find more adequate and larger quarters.
#3 amend to ... costs of maintenance, repair and renovation.
9. Amend last sentence to: In the federation world there is growing awareness of need to support day schools; still the level of funding remains insufficient to meet needs.
10. add ... operational costs depending on demography and numbers...
add to list sentence: expand facilities, ^{improve} materials for instruction,
11. Amend second sentence to: Otherwise, communal support is increasing, but is not consistent or whole-hearted.
12. Amend: Judging by 100% increase in enrollments between 1962 and 1968, -
13. #1 change "a more complete setting" to "a more complete environment"
14. #4 Amend: Need to provide principals, administrators and teachers with full-time work and professional advancement opportunities
15. delete last sentence. In its place: It is estimated that currently ^{annual} per pupil expenditures in day schools is between \$4,000 and \$5,000. The best public school averages \$1,000 per year. A \$1,000 rise in per pupil expenditure could make a significant difference in educational quality.

#11 Inform
Add Knowledge outcome!
Gain theoretical and practical knowledge

#13 Integrate
"Common reality" - bad term
What we're doing now doesn't
work

#12 P
\$ - add per annum / not a one
time investment

#15 ^{Curriculum}
That is

~~Not a
Pers
Community~~

ENABLING

#9 Suppl.
Personnel

Fewer Jr. teachers in suppl. sch / more
in day

Some of whom are

then are interesting proposals (Steinitz,
Aronson & Banks)
take out "accept proposals"
No financing for the proposals

10 - FEELS STRONGLY

Know How, -
Overstated! Know much less abt
running successful day schs.

Don't know abt attitudinal stuff
faith devel., long-time commitment

We know something abt schools
(Even Gosh's is criticized -
Fishbein's kids)

Kids don't learn to interpret Torah, how
And to pray

We know certain things abt how
to teach certain subjects

imp go

Benefits

1. Incr. enrollment in ~~elementary~~ Jewish day and high schools (up & day)
2. ~~Increased~~ More ~~signif~~ programs of Jewish ed. due to greater ease to recruit parents at this time
3. Greater effectiveness of J. schs due to higher motivation of entering students & their mastery of basic skills and the Heb. lang.

1) Can't know answers yet

2) Purpose of this type of option is to start from scratch first thoughts

Barry Foltz's Comments on Options
College - doesn't point out why
it's difficult to affect
this age.

Don't know how effective
impact of the program's
psych dimension needs to
be studied

Emphasize Research
Life decisions - d

Overly optimistic

Adult

Desired outcomes

MISSING: People Judaism would have
impact on inner lives
of adults.

Questions of meaning

Something on a ~~the~~ more
profound level.

44. We want to increase knowledge
(Melton tries to increase knowl)

Don't know tie btw. lecture series & effect on peoples life

Don't have a lot of know how.

Don't know how work in adult ed
realt to adult development.

(Eddie Roth)



Family

Benefits c. "and strengthen day sehs"

Suppl.

Desired outcomes

1. — goes straight into means

x Schoff — take out name — NY BJE study
(Barry critical of ~~subject~~ study)
... and a few other studies in progress
Isaaron (HCC) — study in L.A.

החברה לענין החינוך היהודי בצפון אמריקה

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DR. DAVID RESNICK
ISRAEL REPRESENTATIVE

November 23, 1988

Ms. Annette Hochstein
Nativ
Jerusalem

Dear Annette:

I'm flattered that you asked me to review materials for the upcoming Commission meeting. As agreed, I've made many comments directly on the materials themselves -- in the interest of time. Therefore, what I'll do here is just make a few main points.

Background paper

1. The decision to "affect the macro picture" via means options is a bold one, but I see two main difficulties (which ought to be addressed, if possible):

- Programmatic priorities will still have to be set, e.g. for which domains will we train personnel, early childhood, elementary, high-school, formal, informal, etc.? So the ostensible main benefit of abandoning the programmatic option -- not having to make these hard choices -- may be illusory.
- Means options are one step removed from the fray, and make it more difficult to measure short- and medium-term impact on the entire field of Jewish education.

2. I found the distinction between program options and age-group options (page 4) to be largely artificial. Intelligent programming is preceded by a needs assessment of the target population, and that can entail as broad a vision of change as any other approach. In any case, the options papers end up combining the categories, despite the supposed difference!

3. Some key terms used in the options papers were not defined in the introductory paper (at least not in the version I have, dated November 15): necessary, sufficient, enabling. Is it in an appendix I didn't get?

Options papers

1. My overall, and most important criticism, is that the options papers make tedious reading and, relatedly, don't advance the "state of the art" as much as they could. Some reasons for this may be:

- Without specific examples of successful program options in each domain, the papers don't put "the best foot forward" for each option.
- Therefore, each option is described in such general terms, that "outsiders" are probably relying on their own stereotypes of the domain under discussion, rather than a new, more clearly focused understanding of each area's potential.

Since the options papers may themselves be an important contribution to the field, they need to be as colorful and comprehensive as possible. (I know the constraints of short time and space under which you're working!)

2. I found the "How important is this to the field?" section to be pretty wishy-washy; it's almost always a variation of "some say very important, others not at all." I hoped the "means options" evaluations on this point might be different, but the only means option we received (#15) didn't even have this section! Instead, there are some new categories (never defined), quantitative/qualitative improvement.

3. There is a quantitative unevenness in the papers. Not all target populations are defined numerically, nor are costs (how high is "high"?). In the "how long to implementation" section, what does "full-fledged" or "full-implementation" mean?

- full program development, or
- nationwide distribution, or
- both?

4. Enabling conditions. I continue to believe that significant improvement in any area is an enabling condition to related areas.

5. Of the nine options papers given me, I had the most substantive comments on #4, #9, #10, and #15. Again, see the comments directly on the papers themselves.

Let me close with words of congratulation on a job so well done in such a short period of time! But you're the ones who set the standard so high! Please feel free to call if I can clarify any of my chicken scratchings. I look forward to seeing you on December 1.

Best regards,



David Resnick

DR/gwr
enc.

cc: Jonathan Woocher

Dear Annette & Seymour,

11/30

I held two pages up one day in hope of getting immediate feedback from Lipsett. But he is very busy & will not get to it until Friday. I was not able to get in immediate touch with Evans or Melton (she has moved to Florida) - so no immediate feedback then. Art Rotman wrote back on the informal education one the following. Add under question #8:

Israel has proved to be a most effective resource for the training of JCC personnel. All staff in informal education would benefit from the opportunity for such learning in Israel.

I am now writing on the age-focus options.

They will be shorter. Hope to finish by Friday.

Evans - Spoke to
Read article

But,

The

Melton -

Lipsett

Horstein ~~should~~ see day school

Fried Amarany (next week)

Koshitzky

Green coming Thursday night

a

call Home around 4 p.m.

FAX SENT
DATE: 11/28/88

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FACSIMILE TRANSMISSION

TO: DR. JOE REIMER, Horowitz Program

FROM: DEBBIE MELINE

FAX NUMBER: 617-736-4724

DATE: November 28, 1988

NO. OF PAGES: 4

Dear Joe,

The document is on its way to Cleveland (we sent it on Saturday night with someone flying to the States) and will be mailed out immediately to all of the Commissioners. Now we are working on completing the final document that will be distributed at the meeting.

Attached is the options paper on the high school age group - your draft amended. We hope that it is helpful and look forward to receiving your drafts of the other age group options in the next few days.

Annette noticed that Bernie Reisman's name was not on your list of people to acknowledge. Did you really not consult with him?

Warm Regards,

Debbie

OPTION #3 – TO FOCUS EFFORTS ON THE HIGH SCHOOL AGE GROUP

DESCRIPTION

As mentioned in the note on the list of options (page x), there is a significant difference between developing programs and planning for the needs of a whole age group. In dealing with a specific population, we need to take a fresh look at an entire area, to ask broad, speculative questions about seemingly-familiar subjects. This particular option challenges us to ask: What does our general knowledge of adolescence suggest can be done in Jewish education for this population?

What is the target population?

The population is all Jews of high school age in North America.

What are the desired outcomes of this option?

To help the Jewish adolescent develop an identity in which Jewish ideas, practice and involvement with the Jewish people play an important role.

CRITERIA

Do we know if the outcomes can be achieved?

Some experts view adolescence as a time for separation (or even rebellion) and that the "normal" course is for adolescents to resist parent-identified themes such as religion and ethnic solidarity, thus rejecting the familiar fare of Jewish education received throughout their childhood. At the same time, however, what adolescents most deeply seek — new ideas, experiences, peers and leaders — are resources that

the Jewish community has to offer. With sufficient imagination and resources, the Jewish community could become competitive in the market of attracting adolescent attention.

We do not yet have specific answers as to how these outcomes could be achieved. The very purpose of this option is to start afresh in thinking about this age group; it is premature to list possible solutions to the problems. What follows are some first thoughts.

Until now we have rested primarily on the mass appeal of wide-ranging youth groups or on the specialized appeal of, for example, Torah study in yeshivot. While each of these has its own successes, some of the things that have not yet been tried are specified, talent-based options which could draw high school students on the basis of interest. For example, excellent music or theater groups, journals or radio shows, political or social service movements which could attract serious youth from different denominations and communities. Israel programs as well could be designed based on the serious pursuit of excellence in learning about Israel from specific perspectives — be it politics, the arts or computer science.

Do we have the know-how to implement this option?

We know how to put together certain elements of this option, but not a whole package. We would need to identify which resources of the Jewish community could be used to serve this population. For example:

1. Intellectual resources — how do we bring the brightest of our high-schoolers into fruitful contact with the best minds of our community?
2. Political resources — how do we let high schoolers participate in the serious political debates that take place in North America and Israel?
3. Social resources — how do we build the right social contexts in which high schoolers can come together and powerfully experience community and community action?
4. Cultural resources — how do we build the youth orchestras, drama and dance groups, etc. which would bring Jewish culture alive for high schoolers?
5. Religious resources — how do we let high schoolers into the rich and diverse religious possibilities which are available in our tradition?

Are the materials available?

No.

Is the physical infrastructure available?

No.

Are Institutional and political support available?

Institutions are invested in their own current programs. This option may require breaking out from current patterns and could involve building new institutional and political support.

Is the funding available?

No.

Is the option timely?

Yes. There is widespread awareness that the majority of this population has dropped out and concern to remedy that.

What would the cost be?

Unknown.

How long would it take to implement?

Initial experiments could be planned and implemented in 2 years. Retraining personnel, etc. would require a substantially longer time — at least 5 years.

How important is this to the field?

It is not a necessary condition. However psychologists speak of adolescence as the time when the developing individual begins to establish a mature identity in areas like occupation, politics, and religion, and sets his/her priorities. This view of adolescence suggests that the high school years are a time when the Jewish community would want to have significant input into the decisions young people are making. There is research in the field of Jewish education that shows that an individual's decision to continue his/her Jewish education into the adolescent years is a significant indicator of future involvement and adult Jewish commitment.

Debby,

Here is the list of people to thank for helping me.

Family education - Harold Schulweis

college - ^{PR} S. William Rudolph, ^{PR} Richard Israel, ^{PR} Edward Feld, Michael Brookes

informal - Arthur ^{PR} Rotman, David ^{PR} Dubin, Leonard ^{PR} Rubin, Burt ^{PR} Cohen,
^{PR} Rabbi Akiva, ^{PR} ~~Joseph L. ...~~, ^{PR} Dan ~~Winfom~~

early childhood - Mona Ackerman, Mickey ~~Jenning~~,
Center for Modern Jewish Studies

adult - ^{PR} Leona Isaacs, ^{PR} Florence ~~Melton~~, David ~~Abel~~
^{PR} Lavey ~~Derby~~, Allan ~~Teperow~~, Barry ~~Shrage~~

media - ^{PR} Eli ~~Evans~~, Moshe ~~Waldoks~~, Sharon ~~Rivo~~

day schools - Alvin ~~Schiff~~, Jack ~~Belen~~, Haskel ~~Lookstein~~,
^{PR} Robert ~~Abramson~~

supplementary schools - Carol ~~Ingal~~, Debra ~~Hirschman~~, Sara ~~Lee~~
^{PR} Susan ~~Wall~~, Amyel ~~Davidson~~, Alvin ~~Schiff~~

Research - ^{PR} M. ~~Lipset~~, S.W. ~~Cohen~~, A. ~~Davidson~~, Hannon ~~Alexander~~,
Center for Modern Jewish Studies

The
P.S. The following 3 sheets are detailed notes
on day and supplementary schools.



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Nov. 18

Dear Seymour & Annette,

I've worked quite hard to revise my #5 paper. Several drafts later it seems like a "visions paper," & I'm not sure that's the right tone. I need feedback if I am to do the other eye-focus papers - so this one is over ruled.

I'm currently working on the media paper - which is quite complex. I'm also tiring. Please remember next week is Thanksgiving - which means it's a half week. I expect to finish media & research papers.

I believe I could do the other eye papers if we agree on a style. I doubt I can do more than that before we'll run out of time for December meeting. We need a realistic plan & perhaps help from others.

I received yesterday your paper & I won't another day to think about it. I'll fax a reaction on Monday.

Sincerely,

Joe

PAGES: 2

FAX TO: MR. HANK ZUCKER

FROM: SEYMOUR FOX

DATE: 16.11.88

DEAR HANK,

THANK YOU VERY MUCH FOR YOUR COMMUNITY OPTIONS. ALTHOUGH I WILL BE SPEAKING TO YOU ON THE PHONE, I THINK THIS RESPONSE BY FAX WILL BE HELPFUL.

BEFORE I RESPOND TO THE ACTUAL POINTS, I WOULD LIKE TO MAKE A GENERAL COMMENT. YOU TAKE THE POSITION THAT FOR THE PURPOSES OF THIS COMMISSION THAT THE COMMUNITY WILL BE VIEWED AS THE VERY TOP LEADERSHIP - THE DECISION MAKERS. I HAPPEN TO AGREE WITH THAT BUT SHOULD WE SAY IT? THERE ARE THE PEOPLE WHO HAVE BEEN WORKING IN JEWISH EDUCATION THROUGHOUT - WON'T WE INSULT THEM? THERE ARE ALSO THOSE IN ADDITION TO THE DECISION MAKERS WHO WILL CONTRIBUTE TO THE CLIMATE SUCH AS SCHOLARS, RABBIS, HEADS OF INSTITUTIONS OF HIGHER LEARNING, THE DENOMINATIONS. DARE WE EXCLUDE THEM IN THE DESCRIPTION OF THIS OPTION? COULDN'T WE INCLUDE THEM BUT FOCUS ON THE DECISION MAKERS.

SOME MORE SPECIFIC COMMENTS IN THE ABOVE SPIRIT FOLLOW - BY NUMBER:-

1. WOULD YOU CONSIDER INCLUDING THE LOCAL LEADERSHIP NOT ONLY THE NATIONAL LEADERSHIP. YOU MENTION THIS WHEN YOU SPEAK OF THE ORGANIZATION TARGETS. COULD YOU ALSO INCLUDE THOSE WHO CONTRIBUTE TO BUILDING THE CLIMATE SUCH AS THE LEADERS OF THE DENOMINATIONS, RABBIS, SCHOLARS ETC.
2. COULD YOU INCLUDE STATUS HERE AS WELL E.G. "OFFER EDUCATORS GREATER PROFESSIONAL SUBSTANCE, FULFILMENT AND STATUS."
6. WOULD YOU BE WILLING TO INCLUDE THE PERSONNEL OF THE DENOMINATIONS AND THOSE WHO ARE PRESENTLY OFFERING LEADERSHIP TO THE DAY SCHOOL MOVEMENT.

PAGE 2.....

11. SOME PEOPLE CLAIM THAT THE POLITICAL SUPPORT ' IS REALLY NOT AVAILABLE BUT ALL WE HAVE IS PUBLIC ANNOUNCEMENTS. I DISAGREE WITH THIS BUT DO YOU THINK THAT YOU WANT TO CONSIDER THAT POINT OF VIEW IN YOUR ANSWER?
14. THE IMPROVEMENT IN THE JEWISH EDUCATION PRODUCT CANNOT BE GUARANTEED BY COMMUNITY SUPPORT AND ADDITIONAL FUNDING IT ONLY SETS THE STAGE FOR IT THEREFORE YOU MAY WANT TO INDICATE THAT "A GENERAL AND MAJOR IMPROVEMENT IN THE JEWISH EDUCATION PRODUCT OF THE JEWISH COMMUNITY (and add to it:-) BECAUSE THERE WILL BE ADDITIONAL FUNDS AND ~~GOOD~~ ENCOURAGEMENT FOR APPROPRIATE PERSONNEL TO BE RECRUITED AND RETAINED FOR JEWISH EDUCATION."

IT WAS A PLEASURE TO READ THE OPTION AND I WOULD LIKE TO DISCUSS MY COMMENTS WHICH MAY OR MAY OR MAY NOT BE USEFUL.

WITH BEST WISHES,

SINCERELY,


SEYMOUR FOX



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Near Eastern and
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Dear Seymour and Annette,

Nov. 16, 1988

Including in today's fax are 3 papers - #9/13,
#14 (revised), #20 (revised). Notes on contributors.

1. #9/13 - Programs for adults - Input from Mrs. Melton, Levi Derby (92 St V) + D. Arul. This is a re-write of copy we composed together in Cleveland.
2. #14 - college programs - yes, I relied heavily on Hillel for information - including national office (who gave me the numbers and dollar figures) and 3 trusted Hillel figures from around the country. Input also from Mrs Melton and UARC. I tried to balance my perspective - but we need a separate paper on focus on his age group.
3. #20 - day schools - As above, I am incorporating your feedback plus comments by Bieler, Lookstein, Abramson and Schiff. Schiff supplied the information on physical structure and funding.

Tomorrow I will send 2: revised informal paper (where I spoke extensively to Lenny Rubin at JWB + Brent Cohen + UARC on camps + youth groups) and focus on high school age.

Sincerely,

/re

No
GOOD!

FAX TO: JOSEPH REIMER

FROM: SEYMOUR FOX

DATE: 14.11.88

4

Dear Joe,

I probably will have spoken to you by the time you receive this fax. Here is my response to Option 14:-

1. I take it that the data - 400,000 and 100,000 comes from some authoratitive source. Because of the make-up of the commission, I would say more on the on-campus Judaica courses.
5. I don't think that it's wise to focus on Hillel here only, all I can think of is: "Some suggest a fresh look at the entire college population. Their first thoughts include much more extensive use of Israel, the media, both to supplement current programs (Judaica courses on campus, Hillel programs) as well as for home use." In addition, they suggest the exploration of the more effective use of retreat centers and summer institutes and the synagogue and JCC's in their home communities.
- 6.-7. Are you comfortable about the kind of personnel that we are recruiting and can recruit and that we know how to train them so that their work will be effective. I am less comfortable but have been out of touch for some time.
8. Here, as well, I have the feeling that a new kind of material will be required, more like Great Books, video, Barry Holtz's book etc. Is there a typo in this one about coordinating efforts among "sites."
9. Do you want to mention something about institutes and retreat centers here.

10. My impression is that the college age is underfunded. Have you checked 10-11 - I imagine the National Hillel office, Woocher etc. will be dependable.
13. I'm not familiar with your claim that there was more urgency felt in the 1960's and 1970's.

16-17-18:

Where did you get figures and would the same source be able to tell you how many we need at \$50,000 and how many at \$500,000. Also you are now only treating Hillel as though it is the entire story.

OPTION 16:

1. Under those you don't include I would mention the Israel Experience. At some point in our work we included community events (rallies for Russian Jewry) and fundraising. What shall we do with this. Are you comfortable in not mentioning the Arts or is culture enough.
4. I think you might consider saying this more directly and not by comparison - many of the commissioners think that all of formal education is a failure - maybe you might consider reporting that the studies claim that there is significant impact.
7. My opinion is that there is a great shortage here of people who have been trained Jewishly and of people who can use the JCC's and other informal settings for Jewish education e.g. what Lukinsky did with baseball. Aren't most of these people part-time and unprofessional? Won't it be necessary to do something here like what was done for full-time Directors in Ramah? In a sense that is what the appointment of Dick Israel in Boston and Yechiel Poupko in Chicago represent. (Was this entire option checked by the JCC crowd particularly Art Rotman?)

8. I think that Barry Holtz's references to curriculum for informal education might be useful to you - he claims that little has been prepared as curriculum, but that much exists in practice.
9. Do the camping people agree with you?
11. This doesn't seem to agree with what I hear from people in the Ramah Movement about costs. Maybe other camps are cheaper.
- 15.-4:
I would substitute congregations for Shuls.
16. If we move toward full-time well trained staff the cost could be great - I think that you may want to introduce this or at least describe an incremental approach that leads to this.
18. I think the JCC people would want to give this greater importance. I am going to suggest that in this category we simply answer "is this a necessary condition" by YES/NO or something inbetween.

In most of our options we have left out as an outcome Attachment to Israel and Involvement with the Jewish people. I did it myself in the early version of the Supplementary Schools.

Best regards,

Sincerely,

Seymour Fox

- Dear Seymour and ~~Annette~~,

Nov 10

As time runs short, the write pace quickens.
I'll be faxing you regularly next week all the new ones
(#17, #15, #3-7, 9(redone)). I will be away at a
conference tomorrow & Tue. Good to call me at
home (617-739-6419) early Sunday (between 8-8:45 AM)
or at Brandon (736-2986) on Monday between
10 AM & 2 PM. Or Monday at home early
between 7.30 & 9 AM.

Best,
Jre

NW.9

Dear Seymour & Annette,

I realize the clock is ticking away and there is much to be done. I was slowed down by need to gather information over the phone. People are very generous with time and information, but it takes time to reach them. I think we need ^{one} week's flexibility to get it done, sent to you & back to me & onto Cleveland. I've alerted Ginny of this possibility.

Here is my schedule by options.
done once, being revised
 #8 family
 #12 programs for early childhood
 #13 " " family
 13a " " adults

on the way to Israel
 #14 - programs for college
 #16 informal & duc.

19 supplementary schools
 20 day schools

data gathered, to be done by Monday

#15 media
 #17 integration of formal & informal

#24 knowledge base

to be done next week

#3 early childhood age
 #4 elementary age
 #5 high school age
 #7 young adults

integrated into another option

#6 - college age with #14 *combined?*

#9 adults age with 13a

no time to do now

#10 retired & elderly
 #11 tuition
 #22 physical plant

I tried to do piece very much.

November 3, 1988

Dear Joe,

You asked so many good questions last night, that I am stimulated to continue our conversation by fax.

Let me first repeat one matter that we both agreed on, on the phone. Not every category is appropriate for each option. Sometimes you may want to respond to the category and indicate why it is not appropriate (e.g. "we don't know enough"; "there are not enough experimental programs in the field" etc.). Sometimes you may simply choose to skip the category and not relate to it.

When we come to options that deal with a broad age category, we really have a new phenomenon for Jewish Education. I am not aware of a fresh look that has been taken for any age group. Let me then re-organize my thinking this morning about one of the options - one that you have already done:

Option 5: To focus efforts on the high-school age

No one has looked carefully or specifically at this age group in terms of Jewish Education. Therefore what follows is highly speculative and would have to be differentiated according to different populations that would be identified in a systematic study. E.g. young people who are now involved in Jewish Education; Young people who were involved but are currently not involved; young people who have never been involved and are not currently involved, etc.

1. Target population.

All Jewish highschool age children - whether they are or have been participants in any form of Jewish Education (formal or informal). (It would be nice to give some conception of the large numbers involved)

2. Desired outcomes

Depending on the population :

- a. Acquire knowledge
- b. Acquire or deepen emotional attachment to the Jewish people
- c. Consider, experiment with, deepen their Jewish life-style
- d. Discover ways to explore their identity within the framework of Judaism.
- e. Etc... [the various ideas you have been dealing with in your work]

3. DO WE KNOW IF THESE OUTCOMES CAN BE ACHIEVED?

- a. There are replicable examples of succesful summer-camp programs; youth movements; Israel Experience programs; formal schools; and community center programs. How appropriate these are for the entire population, you will have to express your opinion on the basis of your expertise. You might decide that

what exists if expanded carefully with proper staff, could handle a good deal of the picture. On the other hand you may feel that what is needed is a great deal of thinking and experimentation for the uninvolved and even maybe for those who are presently involved in intensive programs like the day-school.

4. ALTERNATIVES - becomes inappropriate because the study of an age group is to discover what are all of the alternatives.

I believe ⁺⁴⁴⁷ ~~that~~ the above thoughts will help continue our conversation. Please don't hesitate to call or fax. Annette looks forward to hearing from you about Debbie's work. She'll be sending you the Israel Experience option in the next few days.

We may succeed at doing nothing else but creating a research and work-agenda for hundreds of educators for many years... I am enjoying it, and I wish we could be sitting across the table with you the way Annette and I are able to work. We'll find a way to work this out too.

Best Regards,

Sincerely,

Seymour Fox



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FAX SENT
DATE: 9/10

FACSIMILE TRANSMISSION

TO: DR. JOSEPH REIMER

FROM: SEYMOUR FOX AND ANNETTE HOCHSTEIN

FAX NUMBER: 617-736-4724

DATE: NOVEMBER 2, 1988

NO. OF PAGES: 3

MEMORANDUM

TO: DR. JOSEPH REIMER

FROM: SEYMOUR FOX AND ANNETTE HOCHSTEIN

DATE: NOVEMBER 2, 1988

RE: OPTION NUMBER 5 -- TO FOCUS EFFORTS ON HIGH-SCHOOL AGE

Dear Joe,

I just finished reading your option number 5. First a general comment about all of the options that are devoted to an age group. The reasoning behind approaching an age group, instead of a program was that we were going to take a fresh look at the entire age group, those participating in programs and those not participating in programs. This has implications to the entire approach. It appears that you are dealing only with those who are not involved in programs. Obviously that is where the large population is, but I think that if we're going to look at adolescents anew, it requires that we look at all aspects -- existing programs, as well as those that are not involved. Therefore the emphasis on outreach may turn out to be a large part of the story, but is not the entire story.

The above comments are directly related to "what is the target population" and "what outcomes are to be achieved." because in both of these you would have to include lay high-school students and supplementary high-school students, youngsters who go to camps, Israel Experience, etc.

In terms of item number 3, "outcomes," I don't know enough about this one, but isn't it too strong to say: we do not have an accessible model for replication -- when later, in number 5, you seem to imply that there either are programs, or at least pieces of programs, that should be replicated.

In number 5, I think that if the approach is going to be across an age group, these could be good examples of some first attempts or some of the things that could be done. But many of our categories may not be appropriate when we're talking across the whole age group. In other words, it is not fuzziness that I'm suggesting here, but an open statement that thinking, research of all kinds, and creativity are what is called for when you approach an age group anew.

Number 6, "the personnel," is this only a part-time job? I don't know the facts about whether the option is timely, but this is something that I'm sure will be responded to by the other people whom you consult.


In terms of number 14 -- I would suggest using the word "recruitment" for community leadership and for professional work in Jewish education. Also in number 14, you may want to give figures, because we want to talk about quantitative benefits too. It should be fairly easy to get from your colleagues a cohort size (70,000? 75,000?) in order to estimate the size of the whole group. You may then differentiate between the numbers we know attend supplementary school and day school and the others, in order to give a sense of the numbers involved.

We will be sending you our Israel Experience option in the next day or so.

Look forward to talking to you on the phone. I know I haven't arranged that as yet, but the time difference has not worked to my advantage. I will try to get to it today or tomorrow.

Best regards and thanks again for the excellent work.

Sincerely,


Seymour Fox
Arnette Hochstein

J. Reimer 4

Option #1: To Develop Programs For The College Population (Revised)

1. What is the target population?

The population is the estimated 400,000 Jewish college and University Students in North America. Of these, perhaps 100,000 are currently being serviced by Hillel Foundations or other Jewish agencies on campus. Of those not serviced, some choose not to participate though services are available; others are on campus with no available services.

2. What kinds of programs are currently operating?

The largest provider of services is the National Hillel Foundation with 100 full foundations and 200 smaller operations. Other organizations also have representation on campus - including UAHC, AIPAC, and UJA. There are activist organizations such as Student Struggle for Soviet Jewry, and houses off-campus such as Chabad House and the bayit project. College students also participate in missions to and programs in Israel and organized off-campus study experiences such as in the Brandeis-Bardin Institute. There is an extensive network of over 600 on campus Judaica programs in North America. Some are degree granting departments with multiple course offerings while others may offer only a small number of individual courses.

3. What are the desired outcomes of this option?

1. Increase opportunities for college students to identify as Jews, meet other Jews, learn more about Judaism and the Jewish community and develop an adult identity as a Jew.
2. To provide students with opportunities to view the Jewish community as pluralistic and multi-faceted and to learn to live and cooperate with Jews of diverse backgrounds, interests, and ideologies.
3. To upgrade and expand the capacity of existing programs to provide for the Jewish needs of students by providing more and better trained personnel and funds for more extensive programming.
4. To make available services on the many campuses where no Jewish services currently exist.

4. Do we know if these outcomes can be achieved?

We have the informed opinion of several generations of Hillel director and other professionals on campus as to what works best on campuses to achieve these outcomes. We have little hard data in this area

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5. Are there alternatives for achieving these objectives?

Some suggest a fresh look at the entire college population. Their alternatives include:

1. Much more extensive use of subsidized Israel programs;
2. Extended use of media and arts for on-campus programs and at-home use.
3. More effective use of retreat centers, conferences and summer institutes.
4. More direct servicing by local synagogues, JCC's, federations in home communities and on campus.
5. Better financing of student-run activist and religious groups on campus.

6. Do we have the know-how to implement this option?

We know something about what it takes to run successful programs and start new ones on campus. We know less about alternative possibilities and how to effectively reach the population not currently serviced by existing programs.

7. Is the personnel available?

To some extent. Personnel is drawn largely from three sources: rabbis, social or communal workers and professors on campus. Attracting and maintaining full-time professional personnel on current level requires added funding and training facilities. Attracting, training and retaining full and part-time personnel on a level that would more adequately meet the needs of this population would require a major effort.

8. Are the material available?

Yes. There are well-established programs for use with this population. Dissemination of these programs for wider use is often lacking. Availability of new trends of programs - such as more extensive use of media-is limited and needs fuller development.

9. Is the physical infrastructure available?

While college programming can draw on the physical facilities on the campus, there is much to be improved upon, especially in model programs. In some cases (e.g. Harvard Hillel), the acquisition of a Hillel building made a dramatic difference in increasing outreach to student and quality of programs. Alternative off-campus options would sometimes envision acquiring new facilities for possible institutes, conferences and retreats.

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10. Are there institutional supports available?

Yes. While Bnai Brith is not able to carry alone the burden of full support, local federations and other national groups have lent support. Lacking is support for campuses not located near a Jewish community.

11. Is the funding available?

Currently funding comes from three sources: natural organizations, local federations and indigenous fund-raising. Funding is often at minimal levels and badly needs upgrading. Expansion of programs would certainly entail added funding levels.

12. Is the political support available?

Yes. For continued presence on campus; less so for significant upgrading and expansion.

13. Is the option timely?

As Jewish youth continue to be on campus and face assimilatory pressures, the option remains timely.

14. What needs does this option answer?

1. The students' need for affiliation and growth.
2. Parents' need to know their children will continue to experience a Jewish presence when away from home.
3. The community's need for continuity, for not losing its members at this vulnerable time to assimilation and intermarriage.
4. The community's need to have a source of young adults who will think of making a lay or professional commitment to working in the Jewish community.

15. What benefits could be anticipated?

1. A more affiliated, Jewishly better educated young adult population.
2. A population with a greater appreciation for the pluralistic nature of the Jewish community.
3. Minimal services provided to thousands of students who currently are without; more substantial services to thousands who are currently underserved.

16. What would the costs be?

To use Hillel as an example, starting a new Hillel foundation, run at almost minimal level, costs \$50,000 per year. Upgrading a functioning Hillel foundation to the level of a model program requires \$500,000 per year. There are on going costs for personnel training and development, as well as moderate costs for improving level of programming. Alternative programs add another level of expense.

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17. How long would it take to implement?

Planning for alternatives and beginning new models requires a 2-3 year period. Upgrading existing programs requires about the same time period. Upgrading training of needed personnel could take longer, 5-7 years.

18. How important is this for the field?

Some experts believe the college campus is a crucial battlefield for Jewish education. Others believe college is not an optimal opportunity for reaching young Jews given the nature of the college experience. It is neither a necessary nor an enabling condition.

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J. RAIWLY

Option #2: To Focus Efforts on high school age

1. What is the target population?

The population is Jewish students of high school age who are either not already affiliated or only tangentially affiliated with Jewish schools and/or youth movements.

MSJL

2. What outcomes are to be achieved through this option?

1. To find alternative Jewish contexts to attract the many Jewish adolescents who do not continue any active affiliation after Bar or Bat Mitzvah.

2. To supplement and strengthen Jewish commitment of adolescents already having some Jewish affiliation.

3. To offer exposure and education to Jewish adolescents who did not attend Jewish schools as children.

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3. Do we know if these outcomes can be achieved?

There have been a few successful outreach programs for this age group, but success has been limited to individual efforts. We do not have an accessible model for replication and hence have not widely tested this option.

MSJL
EW

4. Are there alternatives for achieving this outcome?

Yes. Greatly strengthening existing formal and informal educational programs for this age group.

5. Do we have the knowledge to implement this option?

We know how to implement programs that might attract unaffiliated adolescents. Examples of such programs would include:

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wides

1. Social service projects through which young people would learn skills while offering needed service;

2. high-level interest groups in areas like computers, the arts, politics through which young people would meet others with similar interests;

3. internships in Jewish agencies which would offer experiences in problem-solving in the work-world;

4. subsidized programs in Israel designed especially for bright, mature, unaffiliated adolescents;

5. programs for adolescents with special needs;

6. Judaica courses for private schools with a high concentration of Jewish students.

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6. Is the personnel available?

To a very limited extent. This option would require recruiting and retraining outstanding high school and college teachers who would do this work during summer and other vacations. *myself*

7. Are the materials available?

To a limited extent.

8. Is the physical infrastructure available?

Yes, because no elaborate physical quarters are needed. *47*

9. Are the institutional supports available?

Yes. — Jewish outreach to adolescents is primarily in the hands of the denominational movements, JCC's and national movements like Bnai Brith. They would support their own outreach efforts, but have given little support to joint efforts to develop programs to appeal broadly to the non-affiliated teenager.

10. Is the funding available?

Not currently.

11. Is the political support available?

To a limited extent. Adolescence does not seem to be a top priority item on most communal agendas. *— my*

12. Is the action timely?

Not particularly, though worries about adolescents' behavior could make it more timely.

13. What needs does this action answer?

1. Adolescents' needs to belong to groups they can identify with (even while feeling ambivalent about their Jewishness).

2. Parents' needs to feel their children have some context in which to belong to the community and meet other Jewish teenagers.

3. Community's needs to provide more reliable Jewish continuity at a time in which personal identity is forming and attraction to conventional programs is low.

J.R. #15

(3)

14. What benefits can be anticipated?

1. Adolescents who would drift toward greater assimilation could be provided with new ways of affiliating.

2. High quality programs could be especially attractive to high-achieving high school students who are on their way to the better colleges.

3. High quality programs could stimulate existing programs to upgrade their programming and resources. It might also provide a group of entering college students who would contribute more to Jewish programs on campus.

Revised

15. What would the costs be?

The cost to initiate single programs could be low. The cost to develop a model and replicate widely, given lack of personnel and materials, could be more substantial.

Don't know

16. How long would it take to implement?

Implementation of experimental programs could be in place in 1-2 years. Developing a model for replication and wide implementation could take 5-7 years.

17. How important is this for the field?

It is not a necessary or an enabling condition, but could become important if it helps to stem the dissatisfaction of this population from the community.

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WITH PROGRAMS OF VARIOUS KINDS. HOWEVER TWO FACTORS SHOULD BE TAKEN INTO ACCOUNT:

- a. NOT ALL PROGRAMS ARE AS GOOD AS THEY SHOULD BE AND QUALITATIVE IMPROVEMENT WILL BE A CHALLENGE
- b. INNOVATIVE PROGRAMS ARE NEEDED TO DEAL WITH DIFFERENT NEEDS AND DEMANDS. THESE SHOULD BE EXPERIMENTED WITH.

WE DO NOT HAVE THE HOW-HOW FOR MARKETING PROGRAMS; NOR DO WE HAVE IT FOR THE PREPARATION OF PARTICIPANTS AND FOR FOLLOWING-UP ACTIVITIES AFTER THEIR RETURN.

17. HOW IMPORTANT IS THIS FOR THE FIELD
IT IS NOT A NECESSARY CONDITION.

IT IS NOT AN ENABLING CONDITION.

6. IS THE PERSONNEL AVAILABLE?

YES BUT A SHORT TERM TRAINING EFFORT IS NEEDED.

THE PERSONNEL - COUNSELLORS, TEACHERS, GUIDES, PLANNERS, ADMINISTRATORS - IS POTENTIALLY AVAILABLE (THAT IS, THERE ARE PEOPLE WITH THE NECESSARY QUALIFICATIONS). THEY NEED TO BE TRAINED.

7. ARE THE MATERIALS AVAILABLE?

YES, MATERIALS ARE AVAILABLE. MORE SHOULD BE PREPARED AS SPECIFIC PROGRAMS ARE DEVELOPED. THERE ARE ALMOST NO MATERIALS TO PREPARE PARTICIPANTS FOR PROGRAMS OR TO FOLLOW-UP ON THEM.

8. IS THE PHYSICAL INFRASTRUCTURE AVAILABLE

YES. A PLANFUL USE OF EXISTING FACILITIES (YOUTH VILLAGES; YOUTH HOSTELS; FIELD SCHOOLS; HOTELS; SCHOOL-DORMITORIES; UNIVERSITY CAMPUS HOUSING; ETC...), COULD ACCOMMODATE SIGNIFICANT INCREASES IN PARTICIPATION. THERE ARE BOTTLENECKS IN JERUSALEM AND IN EILAT DURING THE WINTER AND SUMMER VACATION TIMES. THE NEED FOR ADDITIONAL FACILITIES SHOULD BE ASSESSED.

9. ARE INSTITUTIONAL SUPPORTS AVAILABLE

YES.

10. IS THE FUNDING AVAILABLE

SOME FUNDING IS AVAILABLE - PRIMARILY FROM JAFI-WZO SOURCES, BUT INCREASINGLY ALSO FROM DENOMINATIONS, FEDERATIONS AND LOCAL SOURCES. HOWEVER COST IS A SIGNIFICANT STUMBLING-BLOCK TO PARTICIPATION IN PROGRAMS. INCREASED SCHOLARSHIP FUNDS ARE LIKELY TO FACILITATE INCREASED PARTICIPATION.

11. IS THE POLITICAL SUPPORT AVAILABLE

YES

12. IS THIS OPTION TIMELY?

YES



Hevis my XL
write. of
foss paper.
Still needs to
be "trimmed"
a bit.

Debbie

OPTION 3: TO FOCUS EFFORTS ON THE HIGH SCHOOL AGE
DESCRIPTION

As mentioned in the note on the list of options (see page x of this document), there is a significant difference between developing programs and planning for the needs of a whole age group. While the former focuses on what exists and whether it can be expanded or changed, the latter seeks to take a fresh look at an entire area, to ask broad, speculative questions about seemingly-familiar subjects. This particular option challenges us to ask: What does our general knowledge of adolescence suggest can be done in Jewish education for this population?

WHAT IS THE TARGET POPULATION?

The population is all Jews of high school age in North America. It can be broken down into four sub-groups:

1. Those who are continuing their Jewish education in both formal and informal settings.
2. Those who are continuing only in informal settings.
3. Those who are not continuing in either formal or informal settings.
4. Those who were not involved in elementary Jewish education and are still not involved as adults.

WHAT ARE THE DESIRED OUTCOMES OF THIS OPTION?

To help the Jewish adolescent develop an identity in which Jewish ideas, practice and involvement with the Jewish people play an important role.

DO WE KNOW IF THE OUTCOMES CAN BE ACHIEVED?

Some experts view adolescence as a time for separation (or even rebellion) and that the "normal" course is for adolescents to resist parent-identified themes such as religion and ethnic solidarity, thus rejecting the familiar fare of Jewish education received throughout their childhood. At the same time, however, what adolescents most deeply seek - new ideas, experiences, peers and leaders - are resources that the Jewish community has to offer. With sufficient imagination and resources, the Jewish community can be competitive in the market of attracting adolescent attention.

Until now we have rested primarily on the mass appeal of wide-ranging youth groups or on the specialized appeal, for example, of Torah study in yeshivot. While each of these has its own successes, what has not yet been tried is specified, talent-based options which could draw high school students on the basis of interest. For example, excellent music or theater groups, journals or radio shows, political or social service movements could attract serious youth from different denominations and communities. Israel programs as well could be designed based on the serious pursuit of excellence in learning about Israel from specific perspectives - be it politics, the arts or computer science.

DO WE HAVE THE KNOW-HOW TO IMPLEMENT THIS OPTION?

We know how to put together certain pieces of this option, but not a whole package. We would need to identify which resource of the Jewish community could be used to serve this population. For example:

1. Intellectual resources - how do we bring the brightest of our high-schoolers into fruitful contact with the best minds of our communiyt?
2. Political resources - how do we let high schoolers participate in the serious political debates that go on among us in North America and Israel?
3. Social resources - how do we build the right social contexts in which high schoolers can come together and powerfully experience the element of community and community action?
4. Cultural resources - how do we build the youth orchestras, dance groups, etc. which would bring Jewish culture alive for high schoolers?
5. Religious resources - how do we let high schoolers into the incredibly rich and diverse religious possibilities which
xxxxxxxxxxxxxxxxxxxxxxxxx?

ARE THE MATERIALS AVAILABLE?

No.

IS THE PHYSICAL INFRASTRUCTURE AVAILABLE?

No.

ARE INSTITUTIONAL AND POLITICAL SUPPORT AVAILABLE?

Almost by definition institutions are invested in their own current programs. This option asks for a possible break-out from current patterns and would require building new institutional and political supports.

IS THE FUNING AVAILABLE?

No.

IS THE OPTION TIMELY?

Yes. There is widespread awareness that the majority of this population has dropped out and concern to remedy that.

WHAT WOULD THE COST BE?

Unknown.

HOW LONG WOULD IT TAKE TO IMPLEMENT?

Initial experiments could be planned and implemented in two years. Re-training personnel, etc. would require a substantially longer time - at least five years.

HOW IMPORTANT IS THIS TO THE FIELD?

It is neither a neccesary nor enabling ccndition. However, psychologists speak of adolescence as the time when the developing individual begins to establish a mature identity in areas like occupation, politics, and religion, to set his/her priorities. This view of adolescence suggests that the high school years are a time when the Jewish community would want to have significant input into the decisions young people are making. There is research in the field of Jewish education that shows that an individual's decision to continue his/her Jewish education into the adolescent years is a significant indicator of future involvement and adult Jewish commitment.

Option 6 and 17 To Focus Efforts on the Family

DEFINITION

What is the target population?

The target population is the universe of Jewish families. Two particular family constellations which have received most attention are parents and school-age children and senior adults and their grown children and grandchildren.

What are the desired outcomes of this option?

1. Greater involvement of the family unit in Jewish life and learning.
2. Greater involvement of parents in the Jewish education of the children.
3. A chance for adults to learn about and practice Judaism.
4. Building reinforcement for children's learning by increasing Jewish learning and practice in the home.
5. Potential strengthening of the cohesion of the Jewish family.
6. Potential building of a sense of community among Jewish families and a collective attachment to sponsoring Jewish institutions.

Do we know if the outcomes can be achieved?

There has been much research done that has argued for the importance of the family as educator but programs in family education are still in an experimental stage. Educators involved in early experiments believe they have achieved some of the objectives. Models for replication have yet to emerge; no wide replication has been attempted.

Are there alternatives to achieve these outcomes?

1. Adults can learn directly through programs in adult education.
2. Family members can be involved in children's education through school participation (committees, fundraising, etc.) and more, involving homework.
3. A sense of community can be enhanced through social, political or religious activities for adults.

Do we have the know-how to implement this option?

Very little. Some educators involved in family education believe they are developing the know-how to implement single programs and may be ready to develop a model for replication.

Is the personnel available?

Presently, family education draws from existing personnel pools - particularly rabbis, social workers and educators but very few Jewish professionals identify as family educators. Existing personnel may be qualified for the few existing models of family education, but if family education is to be developed, personnel will have to be trained appropriately for the new programs and approaches.

Are the materials available?

A good deal of materials from other areas may be adapted for family education, but a serious curricular effort will be necessary if this area is to be fully developed.

Is the physical infrastructure available?

Yes. Programs take place in synagogues, JCC's, camps. The only addition could be retreat centers.

Are the institutional supports available?

The idea is new, but is considered by some experts in the field to be so potentially important as to merit immediate support. Existing programs are to be found in synagogues, JCC's, federations, camps, and there is a call for additional programs. For widespread replication, more national institutional support would be needed.

Is the funding available?

Funding for existing programs comes from host institutions and the families themselves. Replication requires material production and re-training of personnel. Currently funding for large scale development is not available.

Is the political support available?

The political support is building in selected locations, but is yet untested in many other locations.

Is the option timely?

Yes. With concern about family cohesion and parental non-support for children's education, many feel this is a most timely option especially for families involved with congregational schools, day schools and other forms of Jewish education.

What needs does this option answer?

The need of families to find ways to be involved together in Jewish life. The need of schools to involve parents in their children's Jewish education. The educators' needs to feel

supported by the home and the children's needs to have continuity between the school and the home.

What benefits could be anticipated?

- a. Family education could enrich the whole pattern of participation of the family unit in Jewish life - in the home and in the community.
- b. Family education could build a connection between what is learned at school and seen at home.
- c. It could help revive supplementary schools by bringing the parents more closely in touch with their children's and their own Jewish education.
- d. Family education could enhance chances that children would continue education beyond bar mitzvah.
- e. Unintended consequences: it could raise the demand for more quality adult education; and it could involve rabbis more fully in practice of Jewish education.

What would the cost be?

The immediate costs of moving from local experiments to producing models for replication would be low. To move to full implementation and long-term development would involve more substantial costs for the salary and training of personnel and the production of materials.

How long to implement?

The next stage could be achieved in 2 years. Full implementation would require 5-7 years.

How important is this for the field?

Some experts believe family education could be an enabling condition in the sense that with more family involvement, many other forms of education for children and adults would be far more effective. Others caution that this is as yet an experimental approach and has yet to be proven effective on a wider scale.

J. Reimer

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Revised option paper

Final
version

Option #⁶~~8~~ and 1¹⁷~~3b~~

To Focus Efforts on the Family

1. What is the target population?

The target population is the universe of Jewish families in all its various shapes and sizes. Two particular family constellations which have received most attention are parents and school-age children and senior adults and their grown children and grandchildren.

2. What are the desired outcomes of this option?

1. Greater involvement of the family unit in Jewish life and learning.

2. Greater involvement of parents in the Jewish education of the children.

3. A chance for adults to learn about and attach to Jewish practices.

4. Building reinforcement for children's learning by increasing Jewish learning and practice in the home.

5. Potential strengthening^{of} the cohesion of the Jewish family.

6. Potential building^{of} a sense of community among Jewish families and a collective attachment^A to sponsoring Jewish institutions.

3. Do we know if the outcomes can be achieved?

Family education is yet in an experimental stage. Educators involved in early experiments believe they have often been successful and have achieved some of the objectives. Models for replication have yet to emerge; no wide replication has been attempted.

4. Are there alternatives to achieve these outcomes?

1. Family members can be involved in children's education through school participation (committees, fundraising, etc.) and more creative, involving homework.

2. A sense of community can be enhanced through social, political or religious activities for adults.

3. Adults can learn directly through programs in adult education.

5. Do we have the know-how to implement this option?

Educators involved in family education believe they are developing the know-how to implement single programs and may be ready to develop a model for replication.

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6. Is the personnel available?

Family education draws from existing personnel pools--particularly rabbis, social workers and educators. To move forward requires retraining of personnel along these skill-lines.

7. Are the materials available?

A good deal of materials from other areas may be adapted for family education. To develop this area further may require a serious curricular effort.

8. Is the physical infrastructure available?

Yes. Programs take place in synagogues, JCC's, camps. The only addition would be retreat centers.

9. Are the institutional supports available?

The idea is new, but is considered by some experts in the field to be so potentially important as to merit immediate support. Existing programs are to be found in synagogues, JCC's, federations, camps, and there is a call for additional programs. For widespread replication, more national institutional support would be needed.

10. Is the funding available?

Funding for existing programs comes from host institutions and the families themselves. Replication requires material production and re-training of personnel. Currently funding for those are not available.

11. Is the political support available?

The political support is building strongly in selected locations, but is yet untested in many other locations.

12. Is the action timely?

Yes. With worries about family cohesion and parental non-support for children's education, many feel this is a most timely option especially for families involved with congregational schools, but also day school families.

12. What needs does this action answer?

The need of families to find ways to be involved together in Jewish life. The need of schools to involve parents in their children's Jewish education. The educators' needs to feel supported by the home and the children's needs to have continuity between the school and the home.

14. What benefits could be anticipated?

a. Family education could enrich the whole pattern of participation of the family unit on Jewish life- in their homes and communities.

b. Family education ^{could} sometimes build a connection between what is learned at school and seen at home.

c. It could help revive supplementary schools by bringing the parents more closely in touch with their children's and their own Jewish education.

d. Family education could enhance chances that children would continue education beyond bar mitzvah.

e. Family education could increase amount and quality of adult participation in the Jewish community.

f. Unintended consequences: it could raise the demand for more quality adult education and involve rabbis more fully in practice of Jewish education.

15. What would the costs be?

The immediate costs of moving from local experiments to producing models for replication would be low. To move to full implementation would involve more substantial, but still moderate, costs.

16. How long to implement?

The next stage could be achieved in 2 years. Full implementation would require 5-7 years.

17. How important is this for the field?

Some experts believe family education could be an enabling condition in the sense that with more family involvement, many other forms of education for children and adults would be far more effective. Others caution that this is as yet an experimental approach and has yet to be proven effective on a wider scale.

J. Reimer

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Option ~~18~~ and ~~17a~~: To Focus Efforts on and Develop Programs For Adults

1. What is the target population?

The target is the whole adult population of the Jewish community. This is sometimes divided into subpopulations by age (young or senior adults), status (singles, parents), level of commitment (affiliated or unaffiliated) or professional.

2. What kinds of programs currently exist?

There is a wide array of programs for adults in the realms of both formal and informal education. On the formal side there are lecture courses, classes, institutes and schools sponsored by synagogues, community centers, national and local organizations. There are also university programs, study groups, havurot and study retreats, as well as special study programs for leadership groups. On the informal side there are interest and self-help groups, cultural events and Israel experience programs as well as retreats and weekends of all sorts.

3. What are the desired outcomes of this option?

1. To encourage greater personal commitment to Jewish life.
2. To increase engagement with Jewish sources.
3. To increase participation in Jewish communal activities.
4. To encourage more knowledgeable participation in Jewish life
5. To improve adults' ability to transmit Jewish tradition and culture to the next generations.
6. To strengthen the connection of North American Jews to Israel
7. To involve many more adults in formal and informal Jewish learning and activity.

4. Do we know if these outcomes can be achieved?

We know through experience that there are programs that have achieved many of the above outcomes. We know less about developing clear models that can be replicated, and do not know the impact of different programs on adults. We do not know the numbers of adults who have been reached or potentially could be reached by these programs.

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5. Are there alternatives to achieve these outcomes?

In addition to many kinds of programs listed above, there are alternative modalities which have been suggested:

1. More systematic use of the media (including public and cable television, videos, tapes, computer programs) for reaching
2. More effective use of book clubs and other library or home reading programs;
3. More creative use of University programs through extension courses, etc.

6. Do we have the know-how to implement this option?

We have the know-how to run successful programs of many different kinds. We are first gaining know-how to develop successful models and replicate them. We have yet to gain much know-how in the marketing of available or potential programs.

7. Is the personnel available?

The personnel picture is uneven. There is a great potential if rabbis, scholars and informed professionals can be channeled to area. There is a need here for re-training. There may also be a role for training para-professionals and supporting peer learning as in yesivot and havurot

8. Are the materials available?

There is much material for the adult learner, but it is not arranged in curriculum form for teaching purposes. Some curricular efforts have begun; more would be needed for fuller implementation. Use of the media (films, video, etc.) has begun, but much material is yet to be made commonly available or incorporated into curriculum.

9. Is the physical infrastructure available?

It looks like a great deal is available, though careful study might indicate need for more retreat centers and vacation sites.

10. Are the institutional supports available?

Yes. On both a local and national level there are many organizations involved and supportive. What may be lacking is coordination among organizations to avoid overlap and increase marketing effectiveness.

11. Is the funding available?

Not for a serious effort at model-building, replication, personnel re-training, and development of materials.

12. Is the political support available?

9/13

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Yes. As more communal leaders are themselves touched by adult programs, they become their supporters. There is also more general awareness that we cannot educate the younger generation without also educating the adult population.

13. Is the option timely?

Yes.

14. What needs does this option answer?

1. The need of adults to learn and re-learn more about Jewish tradition and culture.
2. The need of the community to have a more knowledgeable and committed membership.
3. The need of the younger generation to see their elders also also involved in Jewish life and study.

15. What benefits could be anticipated?

1. Adult education could change the nature and kind of Jewish involvement of the adult population.
2. It could involve hundreds of thousands of adult Jews in Jewish activity.
3. It could enable education for children and families to be improved as more people would have a stake in the educational enterprise.
4. It could help turn education into a top priority of national and local communal and religious organizations.

16. What would the costs be?

Initial efforts at developing model programs could be begun at low-costs. As efforts to expand programs, re-train personnel and develop materials got underway, costs would rise, but remain moderate.

17. How long would it take to implement?

There could be a 1 year planning period followed by a 2-3 year effort at developing model programs. Full fledged implementation would require a 5-7 year period.

18. How important is this for the field?

While neither a necessary nor an enabling condition, adult education is considered by some to be a very important programmatic option because it could reach a very large number of Jews and also help to develop current and future leadership for the community.

J. Reimer

Revised option paper

Option #19- To develop and improve the supplementary school (elementary and high school)

1. What is the target population?

The population is the families of children of school age who are enrolled in supplementary schools. In the U.S. there are close to 270,000 children currently enrolled; in Canada close to 9,700. There are about 2200 supplementary schools in N.A., primarily serving elementary grades, with a vast majority under the auspices of either Reform or Conservative synagogues.

2. What are the desired outcomes of this option?

1. To improve the quality of these programs by providing more highly-trained personnel, better supports for teachers, better consistency in use of curriculum, and more support from families, congregations and communities.

2. To enhance the children's and families' educational experience to better impart knowledge, create commitment to the Jewish people and encourage more observance and participation.

3. To affiliate Jewishly and continue further study after Bar Mitzvah.

4. To increase the numbers of families who would send their children to these schools for a Jewish education.

3. Do we know if the outcomes can be achieved?

We assume a lot and do have some experiential knowledge of what makes a supplementary school more effective and how to improve less effective schools. No sustained widescale effort has been tried to upgrade these schools; but the conditions experts list as essential for effectiveness (qualified personnel, etc.) are currently often lacking.

4. Are there alternatives to achieve these outcomes?

Some experts have put forward these alternatives to replace supplementary schools:

1. Improved recruiting for day schools,
2. Enhancing outreach directly to Jewish families,
3. Increasing allotments for informal education, and
4. Starting Israel programs for younger children

Each of these alternatives is problematic. Many experts believe there will remain a limited clientele for day schools and that family and informal education work best as extensions of, not replacements for, these schools.

5. Do we have the know-how to implement this option?

With appropriate personnel, family and communal support, we believe we know how to improve the quality and attractiveness of single supplementary schools. We have limited knowledge of how to change the culture of these schools for the whole population.

J.R

#19

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6. Is the personnel available?

Currently there is a pool of mostly part-time and some full-time personnel. Improvement would require recruiting, training, and retention of more qualified full-time personnel and more support and professional opportunities for both full and part-time personnel. Creative recruitment of part-time teachers is also necessary.

7. Are the materials available?

On an elementary level, yes. On a high school level, to some extent, but less so.

8. Is the physical infrastructure available?

Yes.

9. Are the institutional supports available?

The crucial support of congregations and denomination remains. Federations are now giving some support. Important issues are how to help congregations make more effective usage of available educational resources and communities to coordinate communal and denominational efforts to improve these schools.

10. Is the funding available?

For current operations, yes; but not for a serious efforts of large-school improvement.

11. Is the political support available?

To a limited extent. The poor reputation of supplementary schools has made it difficult to rally support for a sustained effort to improve their quality and appeal. There is the danger of a self-fulfilling prophecy of low expectations and poor performance.

12. Is the action timely?

Yes. Most observers agree the supplementary schools are in crisis and need to be either improved or replaced.

13. What needs does this action answer?

1. In the U.S.A. the 70% of the children enrolled in Jewish schools who attend supplementary schools need a better educational experience.

2. Most non-Orthodox synagogues spend a considerable portion of their budgets on these schools and deserve more for their money.

3. The many Jewish families with children enrolled in these schools need better-quality help from these schools to help sustain their children's Jewish identity.

J.R.

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14. What benefits could be anticipated?

1. Better quality schools could better provide students with more Jewish knowledge, firmer Jewish values and more deeply felt Jewish commitments.

2. Better quality schools could attract and hold more students for more years.

3. Improved supplementary education could be a gateway for greater interest in informal, family and adult education as well as programs in Israel.

15. What would the costs be?

High. Without a sustained effort to improve the personnel picture, no sustained improvement is possible.

16. How long would it take to implement?

Pilot projects for developing model programs could be implemented in 3-5 years. More systematic improvements could require 5-7 years.

17. How important is this to the field?

It is not a necessary condition. Some observers rank this as among the most important programmatic options because it reaches the largest numbers of families. Other observers believe the outcomes will be hard to achieve and may not be worth the large investment.

SUGGESTIONS FOR OPTION 9 - TO DEVELOP AND IMPROVE THE SUPPLEMENTARY
SCHOOL (ELEMENTARY AND HIGH SCHOOL)

REIMER'S 1 AND 2: are now part of the description. Comments on the description:-

- it is not the families but the children
- I suggest it be written this way - "the population is the children and families of school age who are enrolled in supplementary schools. I would further add that the 270,000 enrolled could grow by several hundred thousand. a vast majority are either under Reform or Conservative but there are schools under orthodox communal auspices.

Point Number 2: Keep all his number 2 - in light of the outcome be part of of description.

3. Must refer to Schiff's study in terms of an examination of what exists my comment should be included "Expert opinion is divided between those who view the supplementary school as a high-risk poor investment and those who believe that it is important to invest in model programs to give the institute a fair chance." Of course , he picks this up under his point 4,

<

We have no knowledge that a great supplementary school can be developed.

4. Most of 4 is OK. I would add my comments: The Israel Experience programs are generally not appropriate for this age group - even if you agree with Joe that you "start Israel programs for younger children."
6. I would begin with a NO and would mention the large number of poorly trained Israeli teachers and combine him with mine.....
(mine....) "Is the personnel available - No. At present the lack of qualified personnel is the major problem. Personnel could probably be recruited for model programs on a small scale. There are no acceptable proposals at present."

7. I would change to:- On an elementary level, a good deal (etc)
9. His 9 is our 7 - if it is listed our way then the answer is YES.
(OJR WAY NO 7) :- "Do the mechanism - institutions for implementation - exist? If not, how difficult will it be to create them?
I would correct "Federations are now giving minimal instead of some support.
10. I would correct to read:- "not at present for serious efforts at improvement"
12. I would rewrite to following way:- " YES. For those who believe and are concerned about the future of this institution. Not so for those who doubt its ability to be rehabilitated.

Joseph Reimer

Option #20: ¹⁰ To Develop and Improve the Day School (Revised edition)
(Elementary and High School)

1. What is the target population?

The population is all Jewish families with children of school age who are interested or could be made interested in day school education. In 1982 110,000 students attended day schools in the U.S.A.; 16,000 in Canada. The largest concentration is in the lower, elementary grades. Of the 586 day schools in North America, 462 are Orthodox, 62 are Conservative, 44 are communal, 9 are Reform, 4 are secular

2. What are the desired outcomes of this option?

1. Improve quality of day school education through supports for personnel training and professional growth, model programs, curriculum development, integration of different areas of learning and increased family involvement.
2. Produce graduates with high-levels of Jewish commitment and in-depth Judaic knowledge who could form a core of future Jewish leadership.
3. Improve possibility of more families throughout community choosing day school education for children by increasing total number of day schools (d.s.) and qualified personnel and by offering, when needed, more opportunities for tuition reduction.

3. Do we know if outcomes can be achieved?

We have a good deal of experience with day school education and much formed opinion about its potential effectiveness. We assume that by creating more total Jewish ambience, devoting more hours to Judaic content, and commanding a more serious level of commitment that d.s. education produces more knowledgeable and committed Jews. But we do not yet have hard data to support these assumptions. Nor do we know how widespread day school education could become in U.S., or outside of the Orthodox community, what it would take to gain more support for day high school education.

4. Are there alternatives to achieve these objectives?

1. Excellent pre-school, supplementary school, informal education and Israel programs may be alternatives to day school.
2. Some say increasing quality of secular education in day schools will increase numbers.

Many observers believe these are not realistic alternatives to day school and that day schools (especially when complemented by informal programs, family education and Israel programs) is the most effective form of Jewish education available.

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5. Do we have the know-how to implement this option?

Yes, we know how to run successful day schools along all the ideological lines. But at present we have not come up with an approach to recruiting and training the needed personnel.

6. Is the personnel available?

There are personnel available, but not enough for current needs and certainly not for potential future needs. In some cases today day schools need to rely on Israeli teachers to cover certain subjects. Many observers feel that a number of steps could be taken to improve the personnel picture. These include: more active recruitment, more training opportunities, increased salaries and benefits, better in-service and staff development opportunities. There are needs for high school principals and master teachers as well as professional teachers.

7. Are the materials available?

Only to a limited extent. There is a general lack of first rate curriculum at all levels for teaching Judaic subjects.

8. Is the physical infrastructure available?

Day schools face four challenges in relation to physical structures.

1. New schools need to find initial space in which to house the school.
2. Expanding schools need to find larger quarters.
3. All schools face cost of upkeep and maintenance of building.
4. Many schools wish to improve quality of educational facilities such as; libraries, laboratories, gymnasiums and class rooms.

There are constant needs for funds in relation to all of the above.

9. Are there institutional supports available?

In the Orthodox community, definitely yes. In the Conservative movement, mostly yes. In the Reform movement, it is newer, but gaining support. So too in the federation world.

10. Is the funding available?

Day schools rely on the following sources for funding; tuition, communal funds, governmental funds and local fundraising. Tuition fees cover between 40 and 90 percent of operational costs depending on numbers of students on scholarship and the extent of the scholarships (which may range from 10 to 100%). Capital costs must come from communal funds or local fundraising. Many day schools struggle to meet current budgets, without having adequate funding to raise teacher salaries and benefits, expand facilities, or increase scholarship pool.

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11. Is the political support available?

Certainly in the Orthodox community. Otherwise, the support is increasing, but is by no means universal. Opposition, though, has greatly decreased.

12. Is the option timely?

Yes. Judging by 83% increase in enrollments between 1962 and 1982, and continued growth across ideological lines, day school education is timely.

13. What needs does this option answer?

1. Need to provide students with a more complete setting to study Jewish tradition in depth and develop Jewish commitments.
2. Need to provide viable Jewish alternatives to what some parents perceive as failing public and supplementary schools.
3. Need to provide some parents with opportunities for more Jewish involvement.
4. Need to provide educators with ~~contrast for~~ full-time work and consistently serious teaching and advancement opportunities.

14. What benefits could be anticipated?

1. Larger numbers of Jewish students would be involved in more intensive Jewish study.
2. Quality of Jewish knowledge and commitment could be elevated across the community.
3. Could create a larger pool for future lay and professional leadership in the community.
4. Could intensify Jewish identification for the family of children attending.

15. What would the costs be?

Given the needs for personnel (including improved salaries and benefits and enhanced opportunities for recruitment, training and professional development), physical structure, curriculum development, scholarship funds and outreach efforts, the costs could be high. Recently in the New York area, close to \$10 million of communal funds was invested in meeting these diverse needs for day schools.

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16. How long would it take to implement?

Some steps, such as curriculum development and personnel recruitment could have first steps of implementation taken within 3 - 5 years. How long it would take to increase funding would depend on response of the community to these needs.

17. How important is this for the field?

Some experts argue it is the most important programmatic option because it has the highest yield. Others wonder if day schools will ever be attractive to more than a small percentage of non-Orthodox Jews and see it as less important in servicing less intensely committed Jewish families.

OPTION 11: TO DEVELOP INFORMAL EDUCATION

WHAT IS INCLUDED IN THE TERM "INFORMAL EDUCATION"?

The scope of informal education is vast, extending from toddlers to senior citizens, from swimming with Mom to studying Torah with a resident scholar. For the purposes of this paper, it will be limited to three domains - JCC'S, summer camp and youth work - and will not include programs for early childhood (option 1) or senior adults (option 8).

WHAT IS THE TARGET POPULATION?

The 200 JCC's in North America target all Jews as their potential population. The 70 residential summer camps under Jewish communal auspices are primarily for children of school age (annual population estimated at 52,000) but also are expanding to service adults on retreats and family programs as well as train college students who work on their staff. Ten major youth organizations primarily serve high school students but also extend downward to junior high and upward to college students (with 100,000 participants).

WHAT ARE THE DESIRED OUTCOMES TO BE ACHIEVED?

1. To create an experiential field within which Jews of varying ages and backgrounds can encounter and participate in a living Jewish community and experience themselves as more deeply identified as Jews.
2. To create a multiplicity of opportunities for Jews to learn more about their Jewishness through "informal means" including interest activities, cultural programs, small groups, classes and retreats.
3. To create contexts in which Jews can freely associate with one another and forge more lasting communal and friendship bonds.
4. To create a sense of community by sponsoring major cultural events in which many elements of the community can come together and constitute themselves as "klal yisrael."

DO WE KNOW IF THE OUTCOMES CAN BE ACHIEVED?

There are some studies which suggest that participation in informal Jewish activities - especially camps, youth movements and Israel programs - has a significant impact on people's subsequent Jewish identity. Much of what we know of outcomes, however, is based on informed assumptions.

ARE THERE ALTERNATIVE WAYS TO ACHIEVE THESE OUTCOMES?

Only trips to Israel are seen as having the same affective and experiential impact as these informal educational programs, and they generally do not begin at as early an age. Most experts do not see formal education as an alternative to informal education, but rather as each complementing the other.

DO WE HAVE THE KNOW-HOW TO IMPLEMENT THE OPTION?

Yes. To a great extent. Jewish camping and youth movement are well-established and given the right conditions can be run with great effectiveness. The JCC staffs have been learning to introduce Jewish content and experiences into their programs and have done so with increasing effectiveness.

IS THE PERSONNEL AVAILABLE?

In camping and youth movements the recruiting and maintaining of appropriately effective staff is a constant struggle. In the JCC world there are also shortages, but the main issue is the Jewish training of staff where there are definite shortages in personnel

with strong Jewish backgrounds.

ARE THE MATERIALS AVAILABLE?

Yes, to an extent. Informal education requires a "curriculum of learning" as does formal education. Over the years a "curriculum in potential" has developed in the form of many successful programs and materials that have been produced. However, there is need for actual curriculum that orders programs and materials and offers direction for their use. National access and coordination is still in need of improvement. In camping and youth movements there are few opportunities for professionals in the field to meet together on use of materials.

IS THE PHYSICAL INFRASTRUCTURE AVAILABLE?

To a great extent, yes. In camping, however, there is the need to explore if certain areas of North America are not underserved. Also, the potential to use camps as year-around resources for informal and family education would require upgrading of facilities. Maintenance and improvement of summer facilities remain a budgetary concern as well.

IS INSTITUTIONAL SUPPORT AVAILABLE?

Yes. The JCC world has become supportive of viewing informal education as an essential part of Jewish education. The denominations each support a youth movement as do other national organizations like Bnai Brith and Hadassah. the JCC world has an extensive network of residential and day camps. The Reform and Conservative movements each officially sponsors a network of summer camps. In the Orthodox world there is also much support for camping.

IS THE FUNDING AVAILABLE?

Yes. However, youth movement's reliance on national and local support still often leaves them with minimal-level budgeting. Camps can rely on tuition up to a point, but as tuitions rise, the numbers of families who can afford camp drops. There is a large need in camps and youth movements for scholarship funds. Starting new camps would require large influx of funds, estimated at \$3 million per residential camp; winterizing at \$500,000.

IS THE POLITICAL SUPPORT AVAILABLE?

Yes. However in camping and youth work there is less clear support for upgrading and expanding their mandate.

IS THIS OPTION TIMELY?

Yes. Especially in the JCC world there is much recent movement to upgrade Jewish quality of informal education. In camping there is recent movement to include more programming for families and adults.

WHAT NEEDS DOES THIS OPTION ANSWER?

1. The need of individuals of all ages to express their Jewishness through a variety of informal modalities.
2. The need of individuals of all ages and families to enter a "Jewish space" in which they can be at home with their Jewishness and their fellow Jews.
3. The need of individuals of all ages to learn more about their Jewishness and themselves as Jews.
4. The need of the community to have opportunities to constitute itself as a community (without having to respond to a crisis).

WHAT BENEFITS COULD BE ANTICIPATED?

1. Jews learning a richer, more textured sense of self as a Jew.

2. Reinforcement of and expansion upon the Jewish learning done in formal settings through enactment in less formal settings.
3. Reinforcement of communal bonds through effective connections developed by people commonly engaged in informal activity.
4. Attractive to the Jewish community individuals and families who feel less comfortable in the more formal environments of schools and congregations, and helping them towards fuller integration.

WHAT WOULD THE COSTS BE?

The main costs involve staff recruitment, training and retention. On all levels, informal education requires a core of well-trained professionals who will devote their careers to this work. In addition, the work is labor-intensive and requires the constant search for new staff due to high turnover. Higher salaries and benefits, more opportunities for professional growth and advancement is especially important in youth work and camping. JCC's need on-going funding for the Jewish education of their staff.

HOW LONG WOULD IT TAKE TO IMPLEMENT?

The Jewish training of staff is already on-going. The professional upgrading of camp and youth movement staff could begin to be implemented in a short period. The training of a more permanent professional top staff would require a 5-10 year effort.

HOW IMPORTANT IS THIS TO THE FIELD?

While not a necessary condition, informal education is considered very important as a complement to existing forms of formal education and as a door through which non-affiliated Jews can more easily enter. Some argue it is an enabling condition in that it enlivens the whole field of Jewish education.

Option #13 The Integration of Formal and Informal Education

DESCRIPTION

Defining the Option

Though we tend to think of formal education (such as schools) and informal education (such as camps, youth groups) as separate domains, there have been efforts to integrate the two. The effort may come in an informal setting with the inclusion of formal learning opportunities or in a formal setting with the inclusion of informal learning opportunities. A third possibility is for two institutions - one formal and one informal - to work together to coordinate their activities so that the participants (students) would be exposed to similar materials on themes in both settings. All these efforts work from these assumptions: (1) formal and informal education complement one another; (2) Jewishness needs to be taught using both types of learning; (3) participants' learning greatly improves when these approaches are brought together in one programmatic package, creating a synergistic effect.

What is the target population?

The population is all Jews who participate in Jewish education and could profit from this integrative approach.

What outcomes are to be achieved?

1. Increasing effectiveness of both types of programs by having the cognitive component of formal education reinforced and amplified by the affective component of informal education and visa versa.
2. Students' learning how the two aspects of Jewish living-study and deed- fit together and reinforce one another.
3. Increasing coordination between educational institutions who often conceive of their missions as being distinct from one another.

Do we know if these outcomes can be achieved?

We have the informed opinion of the educators who have attempted this integration that it is likely that these outcomes can be achieved. The number of serious attempts at integrations are few and we have no hard data on the effectiveness of these attempts.

Are there alternatives for achieving this objective?

The common reality is the alternative. In most cases in which students participate in both formal and informal Jewish settings, the co-ordination of realms is left to chance or to the students' own abilities to integrate these diverse experiences. It is generally agreed that this lack of coordination fails to realize

the full potential of either formal or informal education.

Do we have the know-how to implement the option?

There are educators who are prepared to experiment in this area and have suggested interesting programs. There is as yet no established model for dissemination or, even, a clear way of training educators for integration.

Is the personnel available?

No, except for a small number of educators. Training educators to function well in both formal and informal settings, and to build integrative programs is difficult.

Are the materials available?

No materials have been specifically prepared for integrating education in the formal and informal settings, but there are existing materials that can be applied to the integration. There are some emerging curriculum, e.g. for Shabbat retreats, that attempt the integration.

Is the physical infrastructure available?

Usually, yes. Integrative programs often use camp and retreat sites but in some communities, they are not available on a year-around basis. A program that would fully integrate formal and informal education would probably require the linking of institutions such as schools and JCCs.

Are the institutional supports available?

This subject has not yet been directly and systematically addressed by the institutions in the community. Greatest support for it is found in informal settings where JCC's, camps and youth organizations are working to integrate formal learning opportunities into their programs. There is an increasing realization in supplementary schools that their students could benefit from school-sponsored informal activities. Day schools often look for such opportunities for their students too, though not usually through school sponsorship.

Is funding available?

To a very limited extent. The integration is costly and usually families are asked to pay for some of the operating costs. For the training of staff, preparation of materials and coordination or organizations there is little funding available.

Is the political support available?

There is realization of its importance, but it is not a high priority on most political agendas.

Is this option timely?

Yes.

What needs does this option answer?

1. Students' need to experience a link between what is learned in a formal setting and what is learned in informal settings especially when homes do not provide the links.
2. Educators' need to find efficient ways to bring to life what is taught in the classroom and to give intellectual depth to what is experienced in a camp or on a retreat.
3. The community's need to have different educational organizations coordinate efforts and become more efficient.

What benefits could be anticipated?

1. What is taught in classes could be reinforced and better understood by its being experienced in a live setting.
2. What is experienced in a camp, etc. could have more meaning if it were more clearly connected to a set of ideas and a field of information.
3. More students might choose to continue their Jewish education beyond Bar Mitzvah if their learning opportunities become more experiential and personally meaningful.
4. More full-time jobs for educators could become available if formal and informal education were combined into single job-description.

What would the costs be to operationalize?

Unknown setting up model programs - which would include small-scale for some staff training, material production and scholarships to offset added costs to families - could be done at a low cost. More extensive dissemination would require more staff training and retraining.

How long would it take to implement?

Model programs could be established in 1-2 years. Dissemination is a 3-5 year project.

How important is it for the field?

It is neither a necessary nor an enabling condition, but an option that could maximize educational impact and efficiency.

OPTION ~~1~~: TO DEVELOP CURRICULUM AND METHODS

INTRODUCTION:

A. Curriculum is an option that is particularly complex because it is so wide-ranging. We could consider, for example, the setting or form of Jewish education, either formal or informal. That is, we could look at day schools or supplementary schools, camps or community centers, youth groups or trips to Israel and in all those cases try to determine the nature and effectiveness of the curriculum being used. In a similar way we could look at any population for Jewish education and try to examine the curriculum being used for that age group. That is, the curriculum currently available for 10 year olds and the curriculum currently available for 3 year olds or adults could each be evaluated separately. And, finally, curriculum could be discussed in relation to subject matters. The amount and quality of curriculum currently available in the area of, for example, teaching Jewish holidays may differ greatly from curriculum available in the area of teaching Israel or Hebrew.

B. And these areas do not address the issue of quality and availability. We can see some materials which are examples of effective curriculum-- they clearly help educators perform their tasks. Other materials are available, but are ineffective; they are designed as curriculum, but do not help the educator. And there is a very important, though often-overlooked, area which we could call "curriculum in potential." These are the available materials or effective programs which could be turned into curriculum, but have not yet been perceived as "curriculum". For example, the many Judaica books for adults currently in print could be seen as "curriculum in potential" for adult education; the materials exist, but we don't know how to use them for adult education in a general way (that is, there are individual talented teachers of adults that use such books, but their teaching ideas have not been organized or disseminated in a way that other teachers could use them). Another example of "curriculum in potential" is the effective programming done in camps or community centers, most of which has never been written down and therefore cannot find a wider audience.

C. Finally, none of the above addresses the crucial connection between curriculum as it is conceived and curriculum as it lives. Curriculum plans that have been developed are directly tied to the implementation of curriculum. For example, we seem to have some curriculum of quality available for the teaching of Hebrew in day schools, but we have a lack of qualified personnel to implement that curriculum. In addition we seem to have a lack of personnel who could train teachers to use these existing materials. And, in addition, in the important domain of "curriculum in potential," we may not have the talented or trained personnel who could do the job of taking existing ideas, programs or lesson plans and transforming them into curriculum.

We could also consider the institutions that should develop curriculum. Should this come as a "top-down" process through Boards of Jewish education, research centers and curriculum publishers or should this emanate from local institutions or from the individual educators themselves?

Finally we could treat curriculum and methods together, for our conception of curriculum requires that we include the methods by which the curriculum is to be taught.

We will try to address the general picture of curriculum in Jewish education, being fully aware that the complexity of the subject does not allow for a simple or detailed analysis.

Therefore:

TARGET POPULATIONS: All age groups, settings and forms of Jewish education.

OUTCOMES: The "Improving Curriculum" option should mean:

- a) Materials should encompass the various settings and age groups of Jewish education
- b) Materials should be both effective and available
- c) Educators (teachers, informal educators, etc.) should participate in in-service education programs where they can learn how to use curriculum and methods
- d) Personnel should be trained to use, implement (train others) and create materials

DO WE KNOW IF THE TARGETS CAN BE ACHIEVED:

We do know a good deal about our abilities to create materials for school age populations and settings; we assume, based on that fact (and perhaps incorrectly), a good deal about our ability to create materials for informal settings and other ages. We know a good deal about training educators to use materials and about working with school environments in introducing new curriculum ideas (i.e. there is considerable research in the general education field, some of which is relevant to Jewish education; and there is considerable practical work, most of which is currently not written up, about the implementation of curriculum in Jewish education) and we know something about training people as curriculum writers and trainers.

WHAT ARE ALTERNATIVES FOR REACHING THESE OUTCOMES:

Some have argued that training teachers and helping them become their own "curriculum developers" might be preferable to working on curriculum materials per se or in working in larger institutions in a "top down" fashion. (E.g. perhaps the local JCC or school or synagogue should be producing its own "materials" and these either may or may not be made available for larger dissemination.)

This alternative will require relieving talented teachers from a good part of their work and making consultants available to help them in the curriculum project.

DO WE HAVE THE KNOW-HOW?

In some areas, such as formal education, yes. In informal education it is unclear what such curriculum should look like and how it should be produced.

IS THE PERSONNEL AVAILABLE?

In most areas (including writing, producing and implementing curriculum): no.

But this differs among settings and even among the denominations-- e.g. there is a shortage of teachers who could implement Hebrew language curriculum in almost all settings; there is a shortage of youth group leaders who could implement curriculum in almost all settings; in Jewish museums there seem to be excellent personnel for implementation of programs, but little personnel for creating curriculum materials for them to implement; there is a great shortage in the non-Orthodox world of day school teachers for rabbinic literature (Talmud, Midrash, etc.); there seem to be adequate numbers in supplementary school settings for teaching Jewish holidays, but not prayer or synagogue skills, etc.

There is a shortage of personnel for creating new materials or for training others in use of materials in almost all settings. At the very top of the training ladder there are some people available in Jewish education academic settings who could train future curriculum writers and planners and there are resources in secular education schools that could be put into play here as well.

ARE MATERIALS AVAILABLE?

This entire option is connected to this question and as mentioned above it is almost impossible to address in great detail. But a thumbnail sketch:

a) In supplementary school areas: a good deal available both from the national organizations and through "curriculum clearing houses" such as NERC at JESNA and CAJE curriculum bank and from the commercial publishers (such as Behrman House). Some areas very strong (Jewish holidays); some areas very weak (teaching Israel); some areas materials are available but for various reasons have not been effective (teaching Hebrew).

c) In day school area: much less available here in almost all subject areas except Hebrew language. Often "curriculum" in dayschools

simply means handing out a classical text for the class to study. Very little material of any seriousness, however, available to help teachers teach rabbinic literature in graded fashion, for example. Yes, there are materials in modern Hebrew; and there are literature books imported from Israel, but these tend to present problems in the non-Israeli setting. There may be greater potential here for such exchanges.

c) For informal settings: recently some materials are starting to become available in adult education domain. Otherwise very little in the way of materials, but potential based on programming experience and successes over many years (in youth groups, camps, JCCs, etc.). Some materials exist for specific localities and may not be relevant beyond that setting (e.g. Jewish museums.)

d) Early childhood age: very little available, although there is potential in using/adapting children's literature.

e) Adult: yes, much material (books on history, Israel, translations and commentaries on traditional sources, etc.) for the adult student, but very little done as curriculum per se (i.e. help for the teachers of adults), plus very little written material beyond this formal domain. That is, materials for programs on adult identity, growth, etc. Even though some programs have been successful little has been preserved to help others implement such programs.

f) Family education: some material available, some programs have been successful in specific localities but have not been turned into curriculum. However, this whole area suffers from vagueness. The term is used loosely, without definition and the goals for such curriculum are unclear. Therefore it is hard at present to evaluate what exists and what can exist.

g) Computer and video materials both appropriate for children and of quality are lacking in almost all subject areas. Some video materials available for adult education, but full potential as curriculum has not yet been tapped.

PHYSICAL INFRASTRUCTURE: Not relevant

INSTITUTIONS: Yes

ANSWERS NEED: Yes

AVAILABLE FUNDS: Generally, not at present

COMMUNAL AND POLITICAL SUPPORT: Unclear; depends on setting

QUALITATIVE IMPROVEMENT: Yes

QUANTITATIVE IMPROVEMENT: Yes

COST: Wide range; This includes personnel for researching, writing and developing materials; personnel for training teachers in use of the new materials. Also costs for the actual production, testing and distribution of materials. In areas in which existing materials could serve as the basis of curriculum (e.g. adult education), cost of producing curriculum would be lower than areas in which few materials exist (e.g. early childhood). There are areas in which there is debate currently over about how to achieve our goals (Hebrew language) or even what those goals should be (family education) and planning and research in those areas would also entail additional cost.

TIME: This is an ongoing activity and some materials could be created fairly rapidly; others would take much longer. All materials would need revision and continuing update.

IS THIS A NECESSARY CONDITION: NO

IS THIS AN ENABLING CONDITION: Yes

OPTION #15 To Enhance The Use of Media For Jewish Education

Defining the Option

Media is a broad term that refers to a host of possible means for communicating information to an audience. In this paper we will concentrate on three forms of visual media - television, films and videos - and consider their potential uses for Jewish education. Two broad types of uses will be considered: media for home viewing in a family context and media as a means of instruction in a more formal learning environment. In the first we would think of television programs and videos for VCR which people would watch in their homes. In the second of using films and videos as part of instructional packages which educators would present in any number of contexts. While these limitations leave out many options which are currently in use (e.g. computer programming), they will allow us some clarity on the complex issues involved in introducing any of the new media into the world of Jewish education.

1. What Is The Target Population?

The target population is: (1) any Jewish viewer of television and/or user of home videos; (2) any group of participants in a Jewish educational program that could incorporate these media as part of the program.

The first is the broader of the two populations because it includes not only Jews who affiliate with the community and participate in Jewish educational programs, but also non-affiliated Jews who might watch a Jewish program on television or a video that deals with Jewish content. Secondly, but not insignificantly, this category extends also to non-Jews who might watch the same television programs on videos.

2. What Are The Desired Outcomes of This Option?

1. To increase exposure to and knowledge of Jewish culture and tradition by providing viewers with programming on a wide variety of Jewish themes - from the holidays to history, calligraphy to cooking.
2. To make Jewish instruction and programming more effective by providing alternative, enlivening means of presenting materials to students and participants.
3. To bring Jewish materials more directly into homes and family life.

3. Do We Know if The Outcomes Can Be Achieved?

We know that high quality Jewish programming on public broadcast television can attract mass audiences, that local programming on cable television can attract smaller, but consistent audiences and that Jewish film festivals can be popular with college and adult audiences. We know little about the integration of these media into Jewish instruction and programming, and little about the impact of home viewing on Jewish family life.

4. Are There Alternatives to Achieve These Outcomes?

Use of these media is thought of as the alternatives to the more traditional means of Jewish education. Experts, however, often point out that the traditional education and media can be seen as complementary to one another in the sense that a good media presentation can augment a classroom discussion, viewing a video drama might stimulate interest in reading more on that subject, or seeing on television a documentary on Israel might lead to more involvement in Israel related activities.

5. Do We Have the Know-how to Achieve These Outcomes?

We are only beginning to learn how to use these media for best advantage in Jewish education. While more local communities are learning to use cable television for Jewish programming and are developing media centers to advise on the use of media in schools, JCC's, etc., we still have little know-how in training educators to incorporate media as an integral part of their educational instruction.

6. Is the Personnel Available?

There are a wide variety of personnel to be considered, from those who produce the programs or films to those who distribute them to those who present them to groups of learners. On all levels there are more personnel available now - in Israel and in North America - than were available even in the recent past: for example, the presence of media consultants in 24 local communities. However, there are vast gaps in the personnel that would be needed if this option were to be more fully implemented: from writers of materials for educational programs to teacher trainers in the use of media to teachers and curriculum writers who have the time and inclination to learn the skills of incorporating these media into educational instruction.

7. Are The Materials Available?

Not to a great extent. (1) There are many very valuable Jewish resources in film and television in Israel and North America that need to be made more commonly available for educational use. (2) There is a great need to create appropriate, quality Jewish programs for the variety of subjects that make up the curriculum of Jewish learning. (3) Even when high quality media materials are available, their use in an educational setting is only as valuable as is the way they are presented and incorporated into a coherent instructional packages. We lack such instructional packages for daily use in a variety of educational settings.

8. Is The Physical Infrastructure Available?

While almost all homes have televisions and most have VCRs, most Jewish educational institutions are sorely lacking in proper facilities and equipment for satisfactory use of these media. How many day or supplementary schools have libraries with good viewing facilities ~~or~~ equipment? How many synagogues or camps are equipped to show quality films or videos?

9. Are The Institutional Supports Available?

While more communities are supporting the use of cable television, there is not yet comparable supports for production of high level programming for public broadcast television or for development of films or videos for instructional use. Some experts have called for a national educational service that would foster the creation and distribution of high quality media materials, first for broadcast television and then for re-use on local cable television and in videos created for home or institutional use.

10. Is The Funding Available?

No. The production and distribution of high quality materials are expensive, and with the exception of a few major projects which received foundation support, there are no regular funding sources currently available to carry the expense.

11. Is The Political Support Available?

As we all become increasingly aware of how the visual media are shaping our general culture and have become a powerful force in the Christian community, the political support seems to be building.

12. Is The Option Timely?

Yes.

13. What Needs Does This Option Answer?

1. The need of all Jews to see themselves and their culture well represented in the media that increasingly shape our society.
2. The need of students on all levels of Jewish education to see the concepts and symbols of Judaism visually represented in ways that expand their understanding of them.
3. The need of educators to have more effective means of capturing the interests of a visually-oriented generation of students.
4. The need of the community to present itself and its interests as powerfully as possible on media that grant broad exposure.

14. What Benefits Could Be Anticipated?

1. Existing programs in Jewish education could become more effective by increasing interest and involvement of students and families through use of media.
2. Jews who do not participate in educational programs could be exposed in their homes to Jewish content and ideas and possibly be attracted to seek greater communal involvement.

- #15
3. More and different people who would not ordinarily be involved as personnel in Jewish education might become resources for Jewish education (such as Abba Eban via television).
 4. Jews and the general public might better understand the religious, cultural and political stances that are vital to Jewish survival via exposure and analysis on these media.

15. What Would The Costs Be?

While use of local cable television comes at a low cost, once the community became invested in producing high quality programming and materials, the costs would rise dramatically. There would also be more moderate costs for media equipment and facilities, for curriculum development and teaching training.

16. How Long Would It Take To Implement?

Gaining access to local cable television can be done in a relatively short time. Planning for a major broadcast from start to finish takes several years. Creating adequate facilities for viewing, developing curricular materials and teacher training programs could be begun in pilot projects in 1 to 2 years and be expanded more fully in 3 to 5 years even using currently available media materials.

17. How Important Is This For The Field?

While this is neither a necessary nor an enabling condition, there are experts who believe that this option is very important to the future of the field because of its potential for both wide exposure and appeal to a generation of students raised on television and the other visual media.

OPTION #24 - To Create a Knowledge Base for Jewish Education

1. Defining the Option

The third question raised in each of these option papers is "Do we know if the outcomes can be achieved?" To answer this question we have had to rely time after time on reigning assumptions or on the experience of educators who are expert in that area. In most cases we have not had available objective information on which to base an answer. For in the field of Jewish education there does not yet exist a firm knowledge base, from which we could draw the information needed to reliably answer these questions.

A firm knowledge base is created through the activities of research. There are many different forms of research that could be viewed as being relevant to the field of Jewish education; but for the sake of clarity we will limit our attention in this paper to only a few. We will ask in relation to those few types how research can produce the kinds of knowledge that would be most helpful in moving ahead the field of Jewish education.

The types of research to be considered (which are named differently in other contexts) are:

- a) demographic: who is providing which educational services to whom;
- b) qualitative: how do the providers and consumers of educational services think about their involvement in these services;
- c) reflective: what models of practice are being and can be employed and to what ends;
- d) evaluative: how effective are the services in meeting their objectives.

While each of these kinds of research differ from one another in terms of methodologies and objectives, all have in common an observational and analytic rigor which makes the knowledge generated more valid and reliable than most of our untested assumptions. This would be true for all forms of valid research and these types are chosen only as illustrations of this point.

2. What are the Desired Outcomes of This Option?

All forms of educational research aim to produce a more solid basis of knowledge upon which in some way educational practice can be based. It may be helpful to illustrate these outcomes in terms of the four chosen types of research.

- a. Demographic research aims to set an informational context in which educational planners can proceed with greater certainty as to what and whom is involved in the provision and consumption of services. This research could provide answers to questions such as:

How many and what types of people are involved in early childhood or adult education; how long do people stay involved; who provides the services, with what personnel, and at what costs; how many people might become involved as users of these services.

- b. Qualitative research aims for a clearer, more-in-depth portrait of the people and processes that make up the educational system. This research, through interviews, focus groups or other such means, could help us, for example, to better understand how teachers, parents or children think or feel about their involvements in Jewish education. Alternatively, the focus could be turned to the non-involved and their perceptions of why they have not chosen to use the available services.
- c. Reflective research aims to help practitioners and policy makers gain a clearer understanding of what they can expect to achieve by employing a given model of educational practice. This research is primarily conceptual; it involves researchers working with the involved parties in getting as clear as possible as to what the needs and objectives are and what might be alternative routes to their satisfaction and achievement. Its primary outcome may be the design or modification of a model of practice to meet specific needs and objectives in the communities in which it will be employed.
- d. Evaluation research aims to give us clearer knowledge as to whether specific educational programs meet their specified objectives. This research helps practitioners and policy makers to specify what are the indicators of the successful achievement of objectives and to identify what are the factors (e.g. level of personnel, type of student, degree of support, type of curriculum) that contribute to successful achievement. A primary outcome may be the kind of information that allows us to decide how to improve an existing program or whether the conditions exist for its meeting its objectives as currently stated.

3. Do We Know if the Outcomes can be Achieved?

We know that in the field of general education, given substantial university, governmental and foundational involvement, that educational research along these and other lines have produced a much wider base of knowledge than is available in Jewish education. There is no general consensus as to what extent specific types of research have achieved the outcomes of positively feeding back into the practice of education. Similarly, although we do have limited examples of the four types of research described in Jewish education, we do not know the extent to which they have achieved that outcome. There has not been enough research done in this field to know the potential outcome.

4. Are There Alternatives to Achieve These Outcomes? NO,

The alternative is the current reality: primary reliance on the experience of educators and the assumptions of the community.

5. Do We Have the Know-how to Implement This Option?

Yes. These and other types of research are commonly practiced and could be applied to Jewish education.

6. Is the Personnel Available?

There are currently only a few researchers who see their primary mission as doing research in Jewish education. But there are more well-trained researchers who currently work in other areas of research who have expressed interest in doing research in Jewish education were the opportunity available.

7. Are There Institutional Supports Available?

To a limited extent. There are universities, seminaries and colleges in North America and Israel with departments of Jewish Education that sponsor some research. There are a few centers for research that include Jewish education as part of their priorities. There is JESNA which also sponsors research, and there are federations and national agencies that have sponsored relevant research projects.

8. Is the Funding Available?

To a very limited extent. There is no source of continuous funding for research in Jewish education.

9. Is the Political Support Available?

Not really. There are few institutions which have made research in Jewish education a priority.

10. Is the Option Timely?

Yes. Though support and funding have been limited, there is a growing recognition, expressed, for example, in the mandate of JESNA, that without creating a firmer knowledge base, the field of Jewish education cannot grow as a professional endeavor.

11. What Needs Does This Option Answer?

- a. The educators' need to know what has worked successfully in this field and what could work given the conditions of that school or community.

- b. The community's need to know what is the population of providers and consumers of these services and who potential populations might be.
- c. Policy makers need to know which of the programs funded have met their objectives and how other programs can be helped to more effectively meet their objectives.
- d. The field's need to be perceived as a professional endeavor operating on a knowledge base that is firmer than opinions and assumptions.

12. What Benefits Could Be Anticipated?

- a. Educators could be helped to see how their work could be made more effective by understanding what has worked and why.
- b. Funding agencies could be helped to better understand by what criteria they judge programs to be successful, under what conditions those criteria could be met, and whether in fact they have been met.
- c. Consumers could have a better sense of what they are expected to learn or gain from Jewish education and whether they have done so.
- d. Training institutions could be training educators on the basis of firmer knowledge of what the models of practice are, who the students are and under what conditions given models can meet the needs of given students.
- e. Populations identified as potential users of these educational services could be more clearly perceived and their needs more clearly met by the design of new programs or the modifications of existing programs.

13. What Would The Costs Be?

There are limited research projects that could be undertaken for approximately \$20-25,000. Larger, more sustained projects become expensive. Maintaining on-going centers of research, such as is done by the National Institute of Education in general education, may be an effective model to emulate, but is unquestionably expensive.

14. How Long Would It Take to Implement?

Initial, limited research projects could be done in less than a year. More extensive projects usually run for 2 to 3 years. To establish and maintain an ongoing center for research could take 3 - 5 years.

15. How Important is This For The Field?

While this is not a necessary or an enabling condition, it is, in the view of some experts, an essential element in establishing the professional basis of the field of Jewish education. They argue that having a firm knowledge base is essential to moving from a skill-based to a professional-based operation in which consumers can invest confidence because they believe the practitioners have expert knowledge in what they are doing.

OPTION # 20 - TO DEAL WITH THE SHORTAGE OF QUALIFIED PERSONNEL FOR JEWISH EDUCATION
DESCRIPTION

To recruit, train and maintain sufficient numbers of well qualified, dedicated professionals for all levels and settings of Jewish education. This will require building the field of Jewish education as a profession.

What is the target population?

Over 30,000 educators in formal education. In ^{addition it is necessary to} the professionalization for the many other settings of Jewish education such as early childhood, family education, adult education and the appropriate areas in informal education as well as personnel for special areas such as curriculum, the media and research.

What are the desired outcomes of this option?

1. To recruit sufficient numbers of qualified, dedicated personnel for the many settings and clients of Jewish education.
2. To educate ^{on} personnel in appropriate institutions and settings and to continue with on-the-job education.
3. To retain the qualified and dedicated personnel by granting them the empowerment to develop the kind of education they are committed to.
4. To make available the appropriate salaries and benefits so that educators can enjoy a respectable standard of living.
5. To create status for the profession of Jewish education so that appropriate candidates will be drawn to it.
6. To introduce and develop other elements that characterize a profession:
 - a) ~~body of knowledge~~ body of knowledge
 - b) code of ethics
 - c) collegiality
 - d) ladder of advancement
 - e) ~~status~~ status

- ~~f) salary~~
- g) certification
- ~~h) retention~~

CRITERIA

Do we know if the outcomes can be achieved?

We have little knowledge and many assumptions. There has been very little research done in this area but we know that the initial efforts to recruit ^{and train} outstanding candidates for senior positions have been encouraging.

There has been no careful, thoughtfully planned approach ^{to} the recruitment of teachers. There is very limited information about recruitment and training of educators for informal settings and for other areas of Jewish education.

There are those who assume that if educators are empowered, ^{if they} can truly effect education, are granted appropriate salaries and status, that it would be possible to tap the nascent idealism of many young people to devote their lives to Jewish education.

Potential areas for recruitment include:
~~There are fields such as general education, Jewish studies, social work, that are~~
~~potential arenas for recruitment. The experience of the outstanding graduate~~
~~schools of education, encourage us to believe that outstanding candidates could be~~
~~attracted.~~

Though the training programs (pre-service and in-service) require a great deal of development, there is a good deal of knowledge available as to how to educate educators.

It is assumed that the profession will be built when there is ^{significant} massive community support for the field of Jewish education.

Are there alternative ways to achieve these outcomes?

There are no alternatives. Some of the problems might be ameliorated by ^{creative & sophisticated use} sophisticated use of paraprofessionals and the media.

Do we have the know-how to implement this option?

There are some encouraging beginnings and interesting proposals but little

Is the personnel available?

In one sense this criteria is not relevant because the proposed outcome of this option is to recruit and train sufficient personnel for the field of Jewish education. However, there is a need for the personnel to educate educators in the various settings (pre and post-service). There is a great shortage of professors of Jewish education, teacher educators and trainers for fields such as curriculum. ^{Further} ~~It is~~ possible ^{from the} ~~it may be~~ to recruit some of the faculty of the programs of Jewish studies at the universities and Jewish academics from the field of general education.

Are the materials available?

Some Materials are available, others could be prepared as programs are developed.

Is the physical infrastructure available?

~~XXXX~~ As training programs are developed and new ones established there may be a need for building.

Is institutional support available?

There are encouraging first signs that the institutions of higher Jewish learning, the local federations and some foundations are placing this issue high on their list of priorities.

Is the funding available?

^{never} There are ~~no~~ funds available today. However, it is assumed that if this became a priority for the communal and private sector, sufficient funding would be made available.

Is the political support available?

Yes. As all elements in the Jewish community recognize the serious need for appropriate personnel.

Is the option timely?

Yes.

What needs does this option answer?

Every area of Jewish education requires people in sufficient numbers and high quality to educate.

What benefits could be anticipated?

If there were sufficient high quality personnel available for the many settings of Jewish education they would improve the quality, introduce innovative and more effective programs and most likely increase the numbers of participants in educational programs.

What would the cost be?

Implementing this option will be very expensive. There has been no study or analysis made of what is the appropriate salary range needed to attract and retain personnel. There is little information about what the cost would be for building the profession as well as adding the many positions that are needed to build the field of Jewish education such as faculty for the training of educators, developers of educational materials etc.

How long would it take to implement?

~~Small~~ thoughtful experiments could be introduced within a 2 year period. This will be an ongoing activity and it can accelerate depending on the commitment of the Jewish community and available funding.

How important is this to the field?

To deal with the shortage of qualified personnel for Jewish education is a precondition for any significant impact in Jewish education. Educational experts agree that the educator is the single most important factor for the educational enterprise. This includes the improvement of existing programs, the recruitment of additional clients for education as well as the introduction of innovative ideas and programs.

It is claimed that
Outstanding community leaders will be recruited to the cause of Jewish education if they feel they can develop a partnership with devoted, qualified personnel.

TO: Arthur J. Naparstek

FROM: Henry L. Zucker

DATE: 11/21/88

NAME

NAME

DEPARTMENT/PLANT LOCATION

DEPARTMENT/PLANT LOCATION

REPLYING TO

YOUR MEMO OF: _____

SUBJECT: OPTION #2/ - "TO DEAL WITH THE COMMUNITY, ITS LEADERSHIP, AND ITS STRUCTURES AS MAJOR AGENTS FOR CHANGE IN ANY AREA"; AND OPTION #26/ "TO GENERATE ADDITIONAL FUNDING FOR JEWISH EDUCATION"

These two options are closely related and should be treated as a single option.

1. What is the target population?

The target population is the lay and professional leaders who contribute to creating the climate for Jewish education, such as scholars, rabbis, heads of institutions of higher learning, denomination and day school leaders, and the leaders of the American Jewish community who relate to planning for and financing of Jewish education. The chief organization targets are the local congregations and organizations which are leaders in Jewish education, and local Jewish community federations, particularly in the large and intermediate cities, major Jewish-sponsored foundations, and the national CJF, JWB, and JESNA.

2. What outcomes are to be achieved through this option?

The Commission is committed to being proactive in the effort to improve Jewish education. Specifically, it should attract the highest level of community leadership in order to create a climate which will offer educators greater professional substance, fulfillment and status, and which will attract maximum community support. It should encourage a substantial increase in federation and foundation funding for Jewish education. It should encourage communitywide planning to promote maximum cooperation and coordination between formal and informal Jewish education.

3. Do we know if these outcomes can be achieved?

We believe that there can be major achievements, because of the widespread concern for Jewish continuity and the improved climate for Jewish education; the impetus for forward movement which will be generated by the Commission and by local committees on Jewish education; and the availability of substantially increased community financial resources which could be made available for this purpose.

4. Are there alternatives for achieving this outcome?

The alternative to an aggressive program now would likely be much slower improvement. The purpose of pursuing the community and financing options is to speed up the desired improvements in Jewish education.

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5. Do we have the know-how to implement this option?

We know how to organize the community to carry out the purposes of this option. There are good opportunities for collaborative action and there are organizations through which our message can be transmitted and actions taken.

6. Is the personnel available?

The necessary personnel is available in the lay and professional leadership of the Commission, of the federation movement, of the Jewish sponsored foundations, and of the CJE, JESNA and JWR, and in the leadership of organizations currently engaged in formal and informal Jewish education.

7. Are the materials available?

This question is not applicable.

8. Is the physical infrastructure available?

Not applicable.

9. Are the institutional supports available?

Yes, in the Jewish community federations, the Jewish-sponsored foundations, the national Jewish agencies, and the agencies engaged in Jewish education.

10. Is the funding available?

The obvious purpose of this option is to see that the necessary funding become available. Funding is potentially available in the form of federation and foundation endowments, and possibly in re-allocation of annual federation budgets.

11. Is the political support available?

Jewish leaders understand that the continuity of the Jewish people and of the Jewish community of North America depends greatly upon major improvement in Jewish education. This sentiment should lead to recognition of the need for substantially greater support for Jewish education. Some persons believe that adequate political support is not yet available, and this may be true in some communities.

12. Is the option timely?

This is the best time in our generation to pursue this option. There is widespread concern for constructive Jewish continuity and the preservation of the Jewish value system. In the past year or two, there have emerged comprehensive committees to plan for improved Jewish education in at least nine communities, committees which could be vehicles through which to follow up on the Commission's findings and recommendations.

13. What needs does this option answer?

This option is basic to carrying out the whole purpose of the Commission to ensure Jewish continuity through a vastly improved system of Jewish education.

14. What benefits can be anticipated?

A general and major improvement in the Jewish education product of the Jewish community.

15. What would the costs be?

It is very difficult to give a specific figure. However, it is clear that the cost will be high, perhaps on the order of doubling the community's investment in Jewish education rather than modest increases.

16. How long would it take to implement?

Some of the improvements can be accomplished within a few years after the Commission reports. Substantial improvement should be realized in a five to ten year period.

17. How important is this for the field?

It is crucial to the purpose of the Commission. Without a commitment by community leadership and greatly increased financing, the recommendations of the Commission will be simply one more study of Jewish education which makes good reading but has little result. On the other hand, real community leadership commitment and substantially increased financing can have a major impact on the Jewish education product and on its positive influence for Jewish continuity.

We have been using the following outline which is a shortened version of the criteria, pp. 17-19 of key papers in Ginny's book). Formulations will have to be improved upon:

1. WHAT IS THE TARGET POPULATION?
2. THE DESIRED OUTCOMES OF THIS OPTION?
3. DO WE KNOW IF THE OUTCOMES CAN BE ACHIEVED?
4. ARE THERE ALTERNATIVES TO ACHIEVE THESE OUTCOMES?
5. DO WE HAVE THE KNOW-HOW TO IMPLEMENT THIS OPTION?
6. IS THE PERSONNEL AVAILABLE?
7. ARE THE MATERIALS AVAILABLE?
8. IS THE PHYSICAL INFRASTRUCTURE AVAILABLE?
9. ARE THERE INSTITUTIONAL SUPPORTS AVAILABLE?
10. IS THE FUNDING AVAILABLE?
11. IS THE POLITICAL SUPPORT AVAILABLE?
12. IS THE OPTION TIMELY?
13. WHAT NEEDS DOES THIS OPTION ANSWER?
14. WHAT BENEFITS COULD BE ANTICIPATED?
15. WHAT WOULD THE COSTS BE?
16. HOW LONG WOULD IT TAKE TO IMPLEMENT?
17. HOW IMPORTANT IS THIS FOR THE FIELD? (SUFFICIENT, NECESSARY, ENABLING)

NINA Archives -- Post 1st, Pre 2nd Commission Meeting

29 C	11-28-88		From DM to Joe Reiser, re: final draft option # 3
30 C	11-2-88	C	From SF & AH to Joe Reiser, re: comments on his option # 3
31 C	11-15-88		From SF & AH, to VL, re: background materials, draft of



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8/1/88 Data Presentation

I. Draft of presentation topics.

Page 1.

Demographic data and aggregate data for formal educational settings.

- A. Bar chart will indicate numbers of all 5-17 year old Jewish young people (for census year 1982- 5.7m total population) and breakdown for total population, 1) % and numbers of young people not enrolled in any formal Jewish educational setting, 2)% and enrolles for day schools, and 3)% and enrolles for supplementary schools. (see JESNA chart)
- B. Line chart will show total number of enrollers and % of students by grade levels. One line for day school students and different color line on same chart for supplementary school students by grade. [Chart will indicate ~~strong~~ drop off of population after bar/bat mitzvah.]
- C. Trend indications. 1) Bar chart comparing day school and supplementary school enrollment (by % of total enrollment and actual numbers) for 1962 and 1982.
2) Bar chart indicating % of all respondents (in 1982) answering yes to the question "did you ever receive any Jewish education"-- 71-75%, and Al Schiff's projection of what that % will be for all current 5-18 year olds -- 60%.
- D. Chart indicating number of day and supplementary schools in 1982 and estimates for 1988. (maybe this can be part of A.)
- E. Perhaps on the same chart as above, number of Jewish educators (senior and teachers) for day and supplementary schools.

Page 2.

Data on informal Jewish educational settings.

- A. As available, data on institutions and enrollment for the following (in some categories data will not be available).
 - K and pre-K programs
 - camping programs
 - youth organizations
 - college and university programs
 - adult education programs
 - Israel programs for North Americans.

B4/13

- B. Personnel:
1) chart showing breakdown of numbers of senior personnel and teachers by educational format.
2) Salary data
- C. Economic data:
1) JESNA cost estimate for day and supplementary schools
2) Bar chart showing trends of Federation allocations to Jewish education (as part of all Federation dollars) from 1980-1986.
- D. Series of charts of numbers for Canada.

Page 3 or 4.

Acknowledgments of sources used and individuals and institutions providing assistance in the preparation of this report.

The above data can be presented in writing in advance of the 8/1 meeting and reviewed briefly at the meeting.

II. Needs Discussion

[To be presented orally or in writing on Aug. 1.]

Personnel problems. Data to be presented on the dearth of personnel and the 1982 findings about the low level of training of personnel:

- A. More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%) . 3% of supplementary school teachers and 17% of day school teachers had no college education at all. Jewish study teachers in day schools were better educated in Jewish studies (27% were rabbis as opposed to 8% in supplementary schools), 78% of day school teachers had more than a high school Jewish education, less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools the teachers had more Jewish educational background than in conservative or reform schools. Again, in all supplementary schools over 40% of all teachers had no more than a high school Jewish Education and in reform schools 66% had no more than a high school Jewish education.

SOURCE: JESNA and Dubb and DellaPergola Report No.4.

B. Annual Teacher Salaries (1985-6)

Day School (30 hours of teaching per week)	\$19,800
full time elem. public school teacher	25,300
full-time elem. private school teacher	19,100
Supplementary School (12 hours of teaching/wk)	9,000

SOURCE: JESNA citing a projection from "Teacher Salary Update" in IRENDS #2, JESNA, 1985 has the following chart:

Latest NEA figures show the average public school teacher's salary has risen to \$28,031 in 1987 (since 1982 there has been a 62% increase).

SOURCE: The New York Times, May 6, 1988

C. Positions unfilled (now and trends)

There are estimates (based on surveys of local Jewish Education Bureaus) that in some areas of North America as many as 15% of supplementary school teaching slots are unfilled as of the first day of school.

SOURCE: Unpublished report by Isa Aron and Adrienne Bank, "Dealing with the Shortage of Supplementary School Teachers: An Exploratory Study". Report funded by JESNA. Will require permission to quote the survey.

Worldwide 1/3 to 1/2 of the 4000 people holding senior positions in Jewish education "do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability." p.3 interim report 1986.

Worldwide no more than 100 people graduate annually from training programs for senior positions. (p.4) To meet the need for 10 years 350-400 senior educators must be trained annually.

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

D. Training institutions

4 training institutions in Israel and 12 programs in the U.S. (does not include discontinued programs or advanced degree work in various universities not designated as training centers.)

Number of graduates in	Israel , 1985	26
	Israel , 1986	32
	U.S. , 1985	62
	U.S. , 1986	86

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986"

Type_of_Program	#_of_full_time_students
Bachelors level	45
Masters level	101

SOURCE: JESNA "Statistical Highlights" Enrollment in Jewish Educator Training Programs in Jewish Institutions of Higher Learning (1985-6).

E. Deficiencies of Supplementary Education

Quote relevant statistics from Schiff, NYBJE report.

III. INFORMATION GAPS

A. More detailed enrollment data about early childhood education, informal settings of Jewish education. We need a sense of the impact of Jewish educational intervention at different formal and informal settings (including the Israel connection), dropouts, etc.

B. Data is needed about the impact of various training programs for Jewish educators, pre-service, in-service, in Israel, etc. Again, do we have a way of assessing the impact? Market research.

C. Data is needed on the question of recruitment, retention and development of educational staff. What is the impact of salary and fringe package as compared to non-financial motivation.

D. Data is needed on the opportunities to improve Jewish educational services via community networking (involvement of Congregations, JCCs, Federations, and Bureaus/Schools).

E. What is known about lay leadership in Jewish education at various communal levels? Who is involved, what is their level of involvement, planning, fund-raising, accountability, etc. This applies at the Bureau, Federation, School and private foundation level.

F. What do we know about the economics of Jewish education? Have tuition levels kept up with increased levels of wealth in the Jewish community. On the other hand, are some families still unable to afford Jewish education for their children?

To: Annette Hochstein
From: Perry Davis
Date: July 13, 1988
Re: Data report Draft No. 4

This draft (which, with your editing can be Joe Reimer's backup document for the presentation on 8/1) includes the following additions:

- JWB's resident camp roundup
- Moshe Davis' academic program statistics
- Data from the Ukeles report on numbers of Ph.D. students and senior educator salaries
- Art Rotman had no numbers on adult education programs in JCCs or elsewhere

The Association for Jewish Studies in Cambridge had no contrary numbers to those provided by M. Davis.

I also added background data on enrollment and denomination correlation (Mort had raised the item, as you remember).

The latest Canadian data has been double checked, as you asked.

You indicated that the \$19,800 average teacher salary for day school teachers is "no longer true". This was a JESNA 1985-6 figure. They haven't updated the figure but assume that a figure of between \$21 and 22,000 is probably as accurate as one can be.

cc. A. Naperstek

9BM

38



PREMIER INDUSTRIAL CORPORATION

29C

TELECOPIER COVER SHEET

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MESSAGE:

written in a rush.

Dear Perry,
Contrary to an phone conversation of yesterday, I enclose my immediate response to the Data Sheet draft you prepared. I believe that a few hours of careful editorial work will do the job - but I'm on my way home and simply won't have the time to do it. I suggest you think in terms of Max. 10 messages, as simple and straightforward as possible. Please revert to our discussion here last week for the charts - ~~with~~ we discussed details (% final/informal etc...)

This is a fast on-line - 1 -

SELECTED

SOME DATA ON JEWISH EDUCATION

DATA ON JEWISH FORMAL AND INFORMAL EDUCATION IN NORTH AMERICA

INTRODUCTION

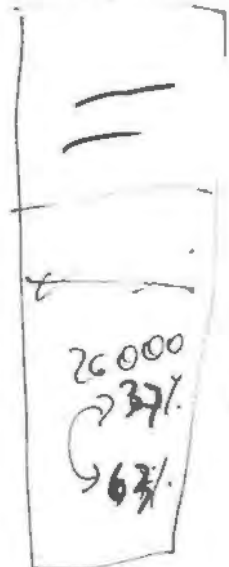
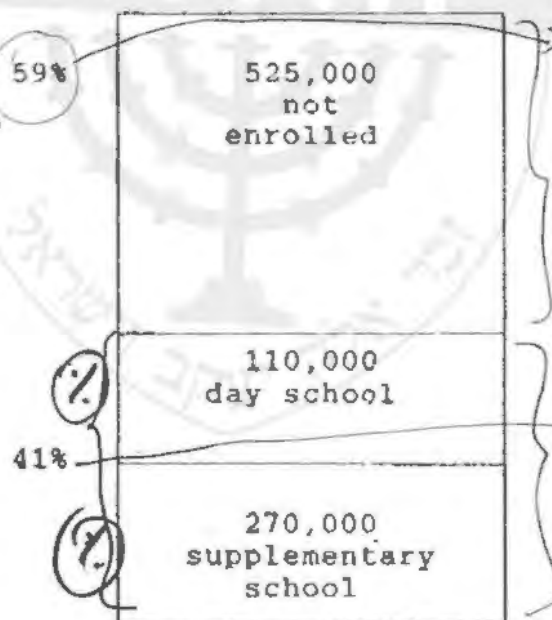
The data that follows represents a compilation of various sources reflecting the best available and most current statistics on Jewish Education in North America. A number of reports, and interviews were employed in the preparation of this report. These sources are listed on pages 5 and 6.

1. FORMAL EDUCATION

The most recent census of students and schools in the United States (early 1980s) found approximately 2600 - 2800 schools and a total school age population (3 - 17 year old) of 880-950,000.

Number of Schools :			APPROXIMATELY
	U.S.		CANADA
Supplementary Schools	2100	79%	90
Day Schools	600	21%	40
Canada had about 130 schools (40 day and 90 supplementary)			
TOTAL	2700		130

ENROLLMENT (U.S.)



Total US Jewish Population in 1982 (year of ed. census) 5,725,000
Total School Age Population (3-17 year old).....880-950,000

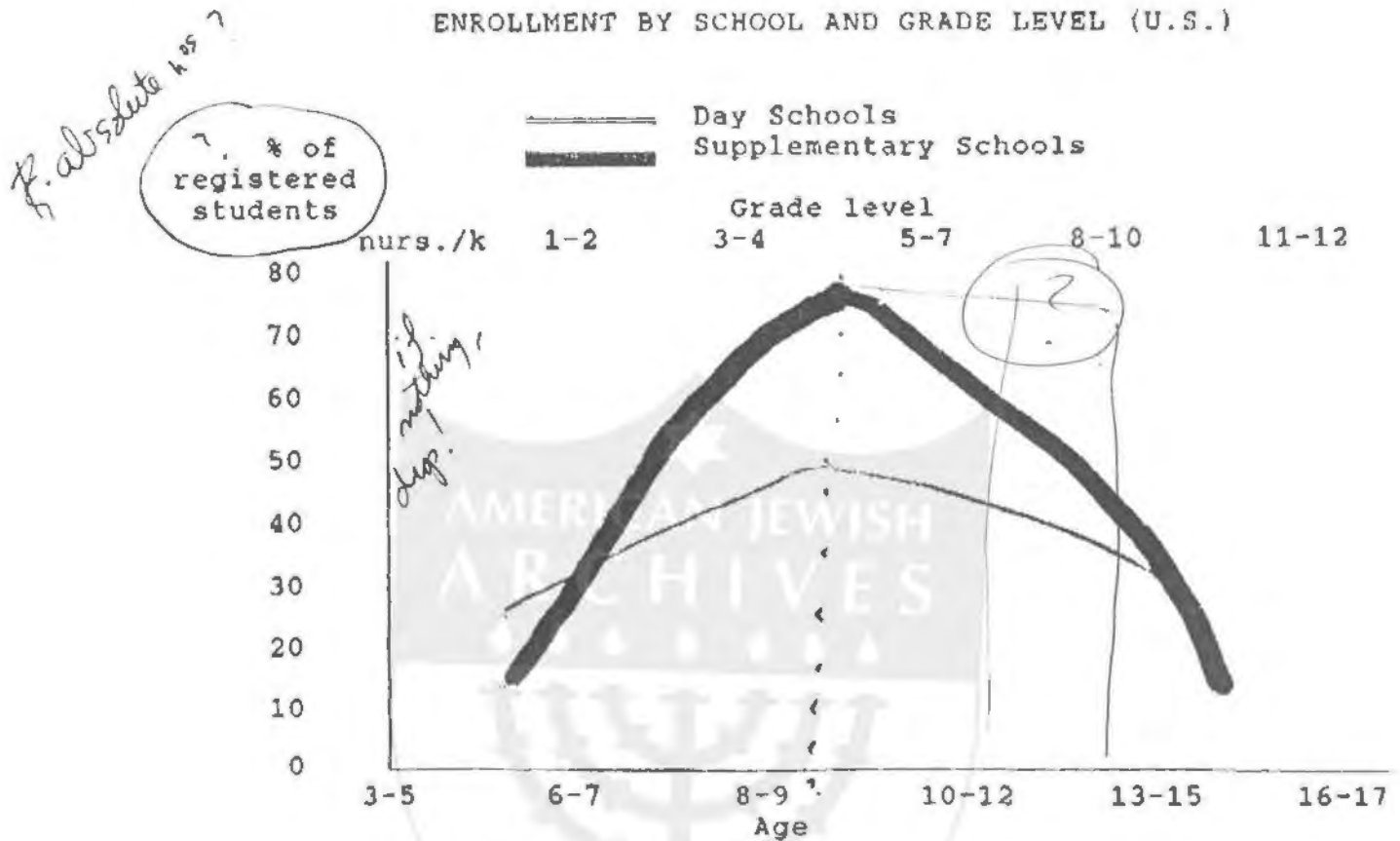
DATA ON CANADA

Total enrollment was 26,000 students, a total of 46% of the eligible population. Of these, 63% attended day schools and 37% attended supplementary schools. Three quarters of all students were concentrated in Toronto and Montreal. 74% of the schools responded to the census and reported a total of 2,012 teachers - 1350 in day schools and 662 in supplementary schools.

LAIMER BACK PARK etc ...

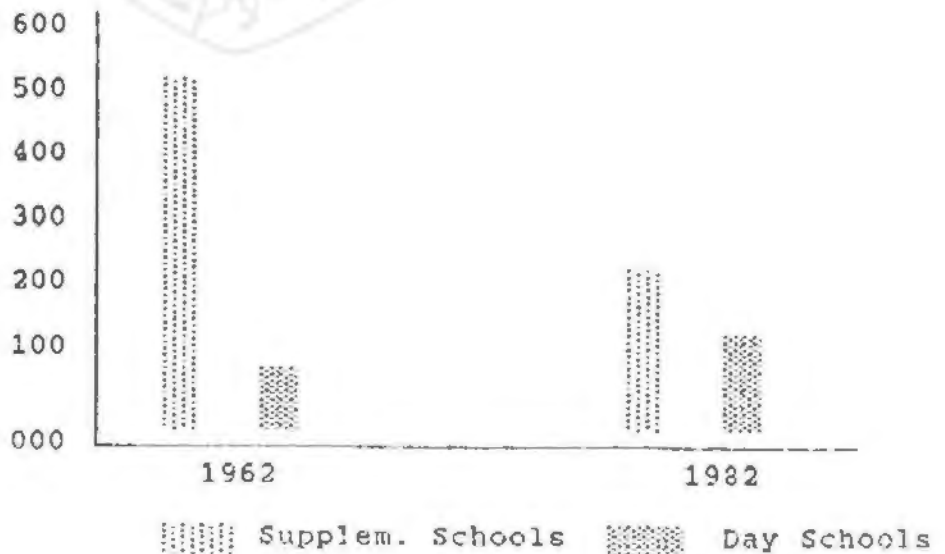
FORMAL EDUCATION (CONT.)

ENROLLMENT BY SCHOOL AND GRADE LEVEL (U.S.)



TRENDS IN ENROLLMENT

Numbers of Students
(,000s)



strong differentiation if possible

II

INFORMAL EDUCATION

Use formula
or don't
use at all

dup

A. Early Childhood Programs

Number of Institutions	Total Elig. Pop.	Participants
150 JCC Nurseries		not available
No other data avail.		

dup

B. Camping Programs (resident camps)

Number of Camps	Total Elig. Pop.	Participants
70 (25 JWB Camps)		52-54,000

70
800 per
camp
Jewish
Camp - 16

C. College/University Programs in Jewish Studies

Number of Programs	Total Elig. Pop.	Participants
596 in the U.S.	350-400,000	not available
44 in Canada		

D. Youth Organizations (Zionist, synagogue movements, etc.)

APPR. 100,000 in 10 major organizations

Number of Organizations	Total Elig. Pop.	Participants
10 major organizations in the US and Canada		85-115,000

dup

E. Adult Education

- No accurate data on number of adults enrolled in Jewish education programs at JCCs or elsewhere.
- Based on a multi-city survey (not a census), it is reported that fewer than one in ten adult American Jews are enrolled in adult Jewish education classes in most cities.

F. Israel-Related Educational Programs in Israel

Israel
Expenditure

Number of Programs	Total Elig. Pop.	Participants
Several hundred		8-10,000

Summer

25-30,000 / per year
Year round

PERSONNEL

SENIOR (SUPERVISORY OR ADMINISTRATIVE) PERSONNEL (North America)

Day Schools	800
Supplementary Schools	1300
JCCs, Youth centers and youth movements	600
Central Communal Organizations	400
University teaching and research	100
Total (constant principal & up)	3200

Senior (Formal / Informal)
Teachers

TEACHERS

3000 f
30,000 f

In the mid-1980s there were approximately 30,000 teachers in Jewish day and supplementary schools in North America. About 2/3 of this total taught in supplementary schools and 1/3 in day schools.

IV Salaries

EMPLOYMENT CONDITIONS

SENIOR POSITION SALARIES

Salary averages for 1985-6 at JCCs and BJEs

Executive level salaries
Upper middle level salaries
Lower middle level salaries
Entry level salaries

\$51-53,000
~~40-42,000~~
~~26-32,000~~
21,000

put together?
must be higher today?

Annual TEACHER SALARIES (1987 estimates) (and comparisons)

Annual Teacher Salaries (1987 estimates)

Day School (30 hours of teaching per week) \$21-23,000
Full time elem. public school teacher 28,000
Supplementary School (12 hours of teaching/wk) 9,000

important

LEVEL OF TRAINING

- More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65% had (positive))
- 3% of supplementary school teachers and 17% of day school teachers had no college education at all.
- Jewish studies teachers in day schools were better educated in Jewish studies than were their colleagues in supplementary schools. 78% of day school teachers had more than a high school Jewish education; less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools, the teachers had more Jewish educational background than in Conservative or Reform schools.

PERSONNEL NEEDS - some facts:

In some areas of North America, as many as 15% of supplementary school teaching slots are unfilled as of the first day of school.

Some 3000
- Worldwide, ~~4000~~ people hold senior positions in Jewish education. Of these, 1/3 to 1/2 do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability.

- Worldwide, no more than 100 people graduate annually from 16 training programs for senior positions. To meet the need in the U.S. - about 300 senior educators must be trained annually, for the next 10 years.

ACKNOWLEDGMENTS

The following individuals provided data and comments for this *report:* *you had # of training program enrollees from JESNA survey. I suggest you use that as ballpark figure. We were going to guess annual need based on rough retention etc.*

- Alphabetize*
- Art Rotman - JWB
 - Mitch Jaffee - JWB
 - Leonard Rubin - JWB
 - Alvin Schiff - NY Board of Jewish Ed.
 - Jonathan Woocher - JESNA
 - Leora Isaacs - JESNA
 - Jeff Scheckner - Council of Jewish Federations
 - Chaim Botwinick - NY Federation
 - Annette Hochstein - NATIV Policy and Planning Consult.
 - Joseph Reimer - Brandeis University
 - Paul Friedman - United Synagogue of America
 - Moshe Davis - International Center for the University Teaching of Jewish Civilization

SOURCES

Learning About Learning, Sylvia Barack Fishman, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987.

"Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986

JESNA, "Statistical Highlights of Jewish Schooling in the U.S." Trends, No. 11, Spring 1986.

Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" 1983 report prepared for the Joint Program for Jewish Education , in conjunction with CJF, JWB and JESNA.

where? Barry Chazan, "The State of Jewish Education".

Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

Sergio DellaPergola and Nitza Genuth, "Jewish Education Attained in Diaspora Communities for 1970s" Research Report Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3, 1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Jacob B. Ukeles, "Senior Educator: A Career Option for Jewish Studies Students". The Jewish Education Committee of the Jewish Agency, Publication Number 5, October 1987.

Allie Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: Canada" Research Report Number 5, 1987, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

American Jewish Yearbook (for respective years), published by the American Jewish Committee and the Jewish Publication Society.

FAX SENT
DATE: 13/7/88
2:28

NATIV POLICY AND PLANNING CONSULTANTS
P.O.B. 4497, Jerusalem 91044
Telephone: 972-2-662296
Facsimile No. 972-2-699951

FACSIMILE TRANSMISSION

TO: MR. PERRY DAVIS
FAX NO: 212 840 1514

FROM: DEBBIE MELINE

RE: DATA ON AMERICAN JEWISH POPULATION

DATE: JULY 13, 1988

NO. OF PAGES: 1

I SPOKE WITH STEVE COHEN. AFTER EXAMINING THE RESULTS OF SEVERAL POPULATION STUDIES DONE IN LARGE JEWISH COMMUNITIES (IN THE AMERICAN JEWISH YEAR BOOK 1985) STEVE DETERMINED THAT APPROXIMATELY 1.1% OF THE AMERICAN JEWISH POPULATION FALLS INTO EACH ONE-YEAR AGE-GROUP (E.G. 1.1% OF AMERICAN JEWS ARE 4 YEARS OLD).

THEREFORE 16.5% OF THE AMERICAN JEWISH POPULATION IS 3 - 17 YEARS OLD (1.1% X 15 YEARS) AND 7.7% OF THE AMERICAN JEWISH POPULATION IS 18 - 24 YEARS OLD (1.1% X 7 YEARS).

16.5% X 5.94 MILLION = .96 MILLION JEWS 3-17 YEARS OLD

7.7% X 5.94 MILLION = .457 MILLION JEWS 18-24 YEARS OLD

I HOPE THIS INFORMATION IS HELPFUL

To: Annette Hochstein

From: Perry Davis 

Date: July 26, 1988

Re: Final, Final, Final, Final ... well almost...

The attached reflects Schiff's and Rotman's comments. The scariest story involves the camping number. I called to recheck the 70 number with JWB people and they said, "didn't we tell you, this is only camps under Jewish organizational auspices, not private camps". Therefore, you see the wording change. I know that there are no numbers of all Jewish residential camps readily available.

Schiff and Rotman both suggested dropping the BJE and JCC executive salary line because variations and small numbers make averages meaningless. However, I kept the line in with a statement about regional differences. Other changes are noted in pen.

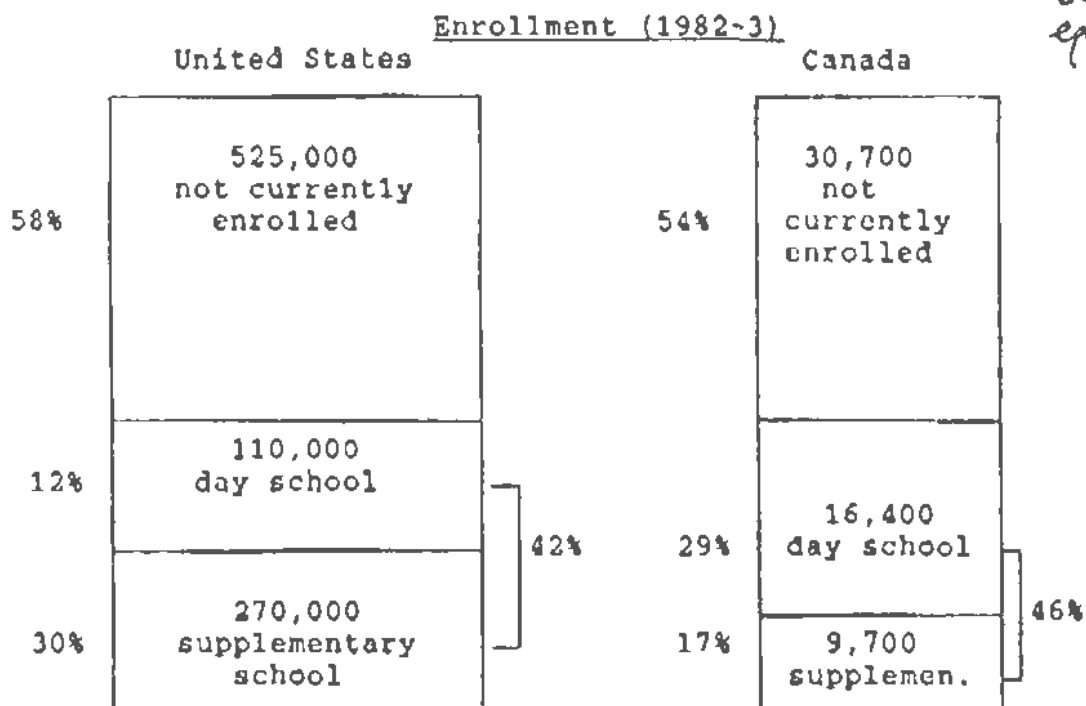
The only problem I'm still grappling with is the nursery school day and supplementary school number. What is a supplementary nursery school? If it (90% of the time) a synagogue nursery school (we know it is not a JCC nursery program) we might add the work Synagogue to the bar legend. Just allowing Joe to explain this is problematic because the document will circulate. After your comments on these issues (Wednesday AM New York Time) I will forward the final to Cleveland.

SELECTED DATA ON JEWISH EDUCATION *

I. EDUCATION IN FORMAL SETTINGS - *Rotman/Schiff change*Jewish Population (1982)

	United States	Canada
Total	5,725,000	308,000
School age (ages 3-17)	880-950,000	56,800

*change
to 56,800 &
add up
exactly
↓*

Number of Schools (1982)

	U.S.	Canada
Supplem. Schools	2100 (79%)	90 (69%)
Day Schools	600 (21%)	40 (31%)
TOTAL	2700	130

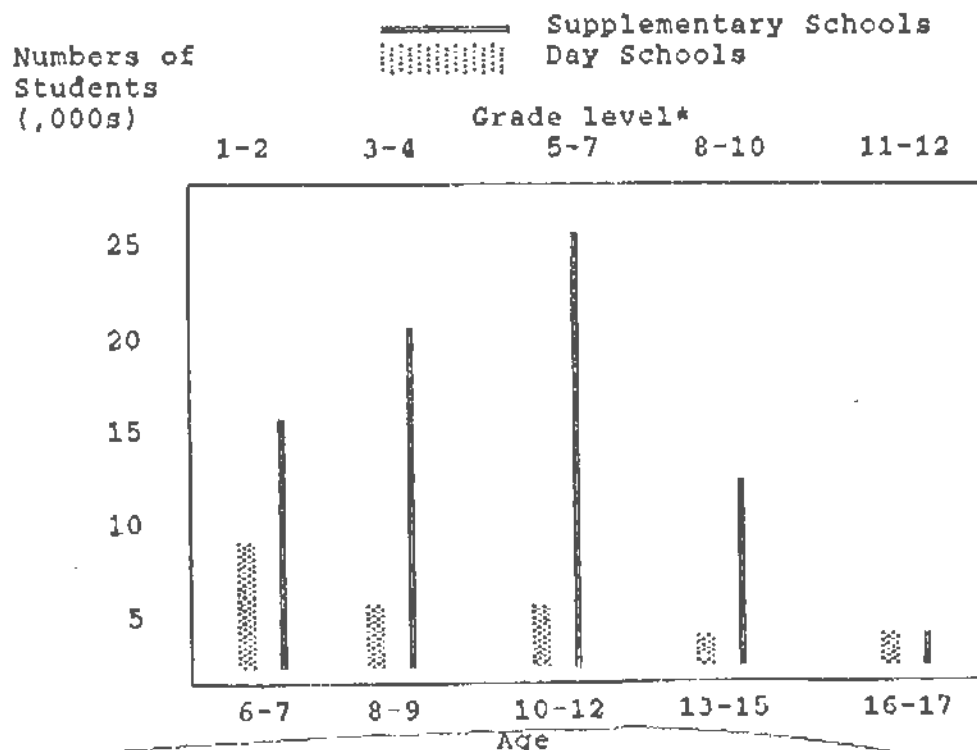
* The data represent a compilation of sources reflecting current available statistics on Jewish education in North America. Figures are approximate.

Annette - everything is out & finished.

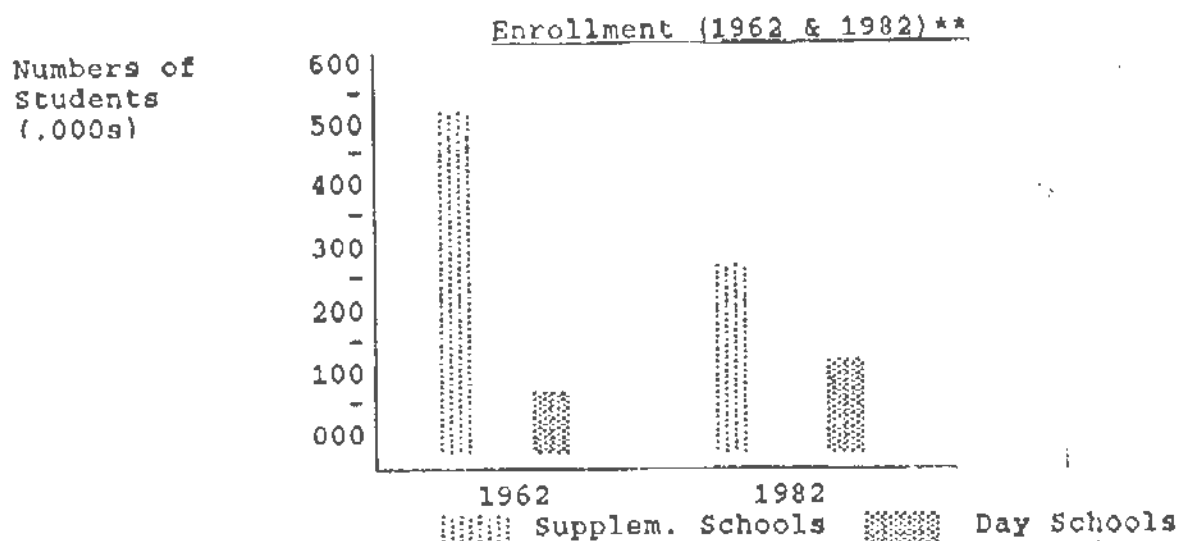
EDUCATION IN FORMAL SETTINGS (CONT.)

this is the new p-2

Average Enrollment per Age and Grade Level (U.S. - 1982-3)



* There were a total of approximately 43,000 students in pre-primary grades -- 22,000 in day schools and independent pre-schools and 21,000 in supplementary schools.



** The total number of Jewish school age children has declined by as much as 15-20% between 1962 and 1982.

II. EDUCATION IN INFORMAL SETTINGS

Rutman change

There are currently 200 Jewish Community Centers in North America.

A. Camping Programs (resident camps)

what's the question?

70 Resident camps under auspices of Jewish Communal Organizations. *JWB change*

52-54,000 annual participants (some in dual sessions)

Represents 9% of the total eligible population (ages 8-16)

B. Youth Organizations (Zionist, synagogue movements, etc.)

10 major organizations

Approximately 100,000 participants

Represents 16% of the eligible population (ages 10-18)

C. Educational Programs in Israel

300+ Programs

Approximately 25-30,000 participants annually

go change → Represents 2.5% of the eligible population (ages 13-30) ✓

D. Adult Education Programs

your change → Although specific data is not available, it is estimated that tens of thousands of adults attend various programs on an annual basis.

III. COLLEGE/UNIVERSITY PROGRAMS IN JEWISH STUDIES

diff change → 596 programs in the U.S. and 44 in Canada. The range of programs vary from degree granting departments to individual courses.

The number of participants is not available. It is estimated that there are 350-400,00 Jewish college and university students in North America at this time.

for clarity

IV. NUMBER OF PERSONNEL (North America)

Senior Personnel (Formal/Informal).....3,000+
 Teaching positions.....30,000+

Schiff change

V. TRAINING

Enrollment in Jewish Educator Training Programs
 in Jewish Institutions of Higher Learning (1985-6)

<u>Type of Program</u>	<u>Number of full time students</u>
Bachelors level	45
Masters level	101

This represents only a fraction of actual annual personnel needs.

- In some areas of North America, as many as 15% of supplementary school teaching slots are unfilled on the first day of school.

VI. SALARIES

Average Annual Salaries (1987 Estimates)

Full time Day School (30 hours of teaching per week)	\$21-23,000
Full time elem. public school	28,000
Supplementary School (12 hours of teaching per week)	9,000
Executive Salaries	
Day School Principals and Admin.	55-65,000
Supplementary School Admin.	30-40,000
JCC and BJE Directors (regional variations)	→ ?

Schiff change

ACKNOWLEDGMENTS

These individuals provided data and comments for this report:

- Chaim Botwinick - NY Federation
- Steven M. Cohen - Queens College
- Moshe Davis - International Center for the University
Teaching of Jewish Civilization
- Paul Friedman - United Synagogue of America
- Annette Hochstein - NATIV Policy and Planning Consultants
- Leora Isaacs - JESNA
- Mitchell Jaffe - JWB
- Joseph Reimer - Brandeis University
- Arthur Rotman - JWB
- Leonard Rubin - JWB
- Jeffrey Scheckner - Council of Jewish Federations
- Alvin Schiff - Board of Jewish Education of Greater NY
- Jonathan Woocher - JESNA

A selected bibliography is available upon request.

Schiff change

*Temple*JEWISH EDUCATION - SELECTED SOURCES

American Jewish Yearbook (for respective years), published by the American Jewish Committee and the Jewish Publication Society.

Chazan, Barry. "The State of Jewish Education," monograph.

DellaPergola, Sergio and Genuth, Nitza. "Jewish Education Attained in Diaspora Communities for 1970s," Research Report No. 2, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1983.

Dubb, Allie A. "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: Canada," Research Report No. 5, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1987.

Dubb, Allie A. and DellaPergola, Sergio. "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3," Research Report No. 4, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986.

Fishman, Sylvia Barack. Learning About Learning, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University, December 1987.

Genuth, Nitza, DellaPergola, Sergio and Dubb, Allie A. "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary," Research Report No. 3, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1985.

Himmelfarb, Harold G. and DellaPergola, Sergio. "Enrollment in Jewish Schools in the Diaspora Late 1970s," Research Report No. 1, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1982.

Hochstein, Annette. "Senior Personnel for Jewish Education Progress Report -- December 1986," The Jewish Education Committee of the Jewish Agency, December 10, 1986.

JESNA, "Statistical Highlights of Jewish Schooling in the U.S." Trends, No. 11, Spring 1986.

Schiff, Alvin. "Jewish Education at the Crossroads: The State of Jewish Education," 1983 report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA.

Ukeles, Jacob B. "Senior Educator: A Career Option for Jewish Studies Students," The Jewish Education Committee of the Jewish Agency, Publication No. 5, October 1987.

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FAX SENT
DATE: 21/7/88

FACSIMILE TRANSMISSION

TO: Perry Davis

FROM: Annette Hochstein

FAX NO.: 001 212 840 1514

DATE: July 21, 1988

Number of pages: 4



38C
perry20.7/2mn-w

July 20, 1988

Dear Perry,

Thank you for the latest version of the data document and for the cover page. It is considerably closer to the final document. I have a few comments and suggestions which I hope will be useful to you in preparing the final, final version.

1. I. FORMAL EDUCATION:

It may be safer to change the figure of 41% (total enrollment in U.S.) to 42% so that it is consistent with the left side of the chart. It might also be helpful to somehow bracket the bottom two sections of both the U.S. and Canada charts so that the 42% and 46% figures are clearly understood.

2. On that same page:

Perhaps the four items below the charts (US/Canadian school age population and US/Canadian total Jewish population) could be presented in a more distinct layout. (I probably mean something both simple and separate.)

3. Maybe the footnote at the bottom of that page should be stated less strongly i.e. "...sources reflecting current available statistics on Jewish education in North America."

4. The year for the enrollment data should be added.

5. On the following page (FORMAL EDUCATION CONT.)

a. The year of the upper table should be added.

b. The upper table figures do not add up to the lower table totals. Are they from different years? Am I missing something, e.g. is the upper table no. of students per year?

c. Are the symbols on the upper table reversed or do we really have more students in day schools than in supplementary schools?

d. Trends in enrollment - we should add to each bar the % of the eligible population involved. So readers know that declining enrollment figures are partly due to declines in the size of those age groups.

- e. The 1982 figures: the bars are not quite consistent with the absolute figures on page 1 (110,000; 270,000) - unless the year is different.
 - f. This may be software related, but the space between 000 and 100 is greater than subsequent spacing.
6. II. INFORMAL EDUCATION:
- a. I still believe that this section should be presented in a more forceful format. One possible variation could be:

e.g. CAMPING PROGRAMS:
 70 resident camps
 52-54,000 participants (some dual session), which
 is 10% of the total eligible population (ages x-y):
 - b. College/University Programs in Jewish Studies don't belong in the category of Informal Education - you could perhaps put them as a separate section.
 - c. I think it may be necessary to note the number of JCC's in this section, otherwise the informal sector is not dealt with adequately.
 - d. There are 300+ educational programs in Israel that accommodate U.S. participants, (mostly of ages 13 - 35.)
7. I would put the sections 'personnel' through 'personnel needs' on a separate page.
8. On that same page (IV. SALARIES):
 I would write "full time day-school" for the sake of easy comparison with the public school, and/or add the number of hours for public schools
- The information on salaries at JCCs and BJEs should be added as an additional line to the teachers' salaries, to be less prominent.
9. V. LEVEL OF TRAINING:
 I would still recommend leaving out the information on the level of training; the message is not sufficiently apparent. The illegible note to myself there was to use it in the oral presentation.
10. VI. PERSONNEL NEEDS:
 Here I would add the sentence "It is estimated that a sizeable proportion of the educational personnel does not have adequate qualifications in Jewish Studies, Hebrew language or pedagogics."

I would add to the training programs figures the sentence "This represents but a fraction of actual annual personnel needs."

11. As a last point, I just want to remind you that we thought it safest to have this document checked by Rotman, Woocher and Schiff before it goes to print.

Perry, I know this is tedious, but I believe the result will be worth the efforts. I'd love to see the final product for my meeting with Joe Riemer. The large paper is really great, and if the presentation side is taken care of, your work will bear great fruit.

Keep well.

↓
on Sunday
morning!

Lehitraot.

Annette

CC: Dr. A. Naparstek

2329

To: A. Hochstein

From: Perry Davis

Date: July, 13, 1988

Re: Data report

The full backup paper will follow in the next hour.

The gaps that remain here are the age cohort numbers. I'm still waiting to hear from Cohen or Debbie.

I've marked off the paragraph on qualifications. I'm not clear how the 4000 number relates to the 3200 N. American Senior Educator number. Do you want to include this?

The acknowledgements should be put in some order (let me know) and the sources will be alphabetized.



350

Just IN. —

JUL 13 '88 14:29

NATIV CONSULTANTS

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P.1/1

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FACSIMILE TRANSMISSION

TO: MR. PERRY DAVIS
FAX NO: 212 840 1514
FROM: DEBBIE MELINE
RE: DATA ON AMERICAN JEWISH POPULATION
DATE: JULY 13, 1988
NO. OF PAGES: 1

I SPOKE WITH STEVE COHEN. AFTER EXAMINING THE RESULTS OF SEVERAL POPULATION STUDIES DONE IN LARGE JEWISH COMMUNITIES (IN THE AMERICAN JEWISH YEAR BOOK 1985) STEVE DETERMINED THAT APPROXIMATELY 1.1% OF THE AMERICAN JEWISH POPULATION FALLS INTO EACH ONE-YEAR AGE GROUP. (E.G. 1.1% OF AMERICAN JEWS ARE 4 YEARS OLD).

THEREFORE 16.5% OF THE AMERICAN JEWISH POPULATION IS 3 - 17 YEARS OLD (1.1% X 15 YEARS) AND 7.7% OF THE AMERICAN JEWISH POPULATION IS 18 - 24 YEARS OLD (1.1% X 7 YEARS).

16.5% X 5.94 MILLION = .98 MILLION JEWS 3-17 YEARS OLD

7.7% X 5.94 MILLION = .457 MILLION JEWS 18-24 YEARS OLD

I HOPE THIS INFORMATION IS HELPFUL

36C

DATA ON JEWISH FORMAL AND INFORMAL EDUCATION IN NORTH AMERICA

INTRODUCTION

The data that follows represents a compilation of various sources reflecting the best available and most current statistics on Jewish Education in North America. A number of reports, and interviews were employed in the preparation of this report. These sources are listed on pages 5 and 6.

FORMAL EDUCATION

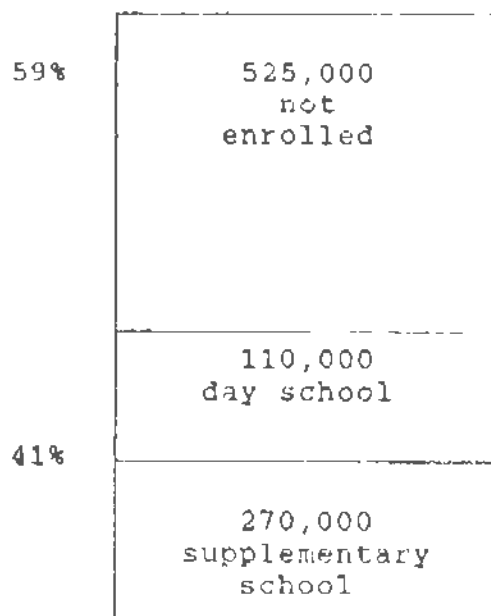
The most recent census of students and schools in the United States (early 1980s) found approximately 2600 - 2800 schools and a total school age population (3 - 17 year old) of 880-950,000.

Number of Schools

Supplementary Schools	2100	79%
Day Schools	600	21%

Canada had about 130 schools (40 day and 90 supplementary)

ENROLLMENT (U.S.)



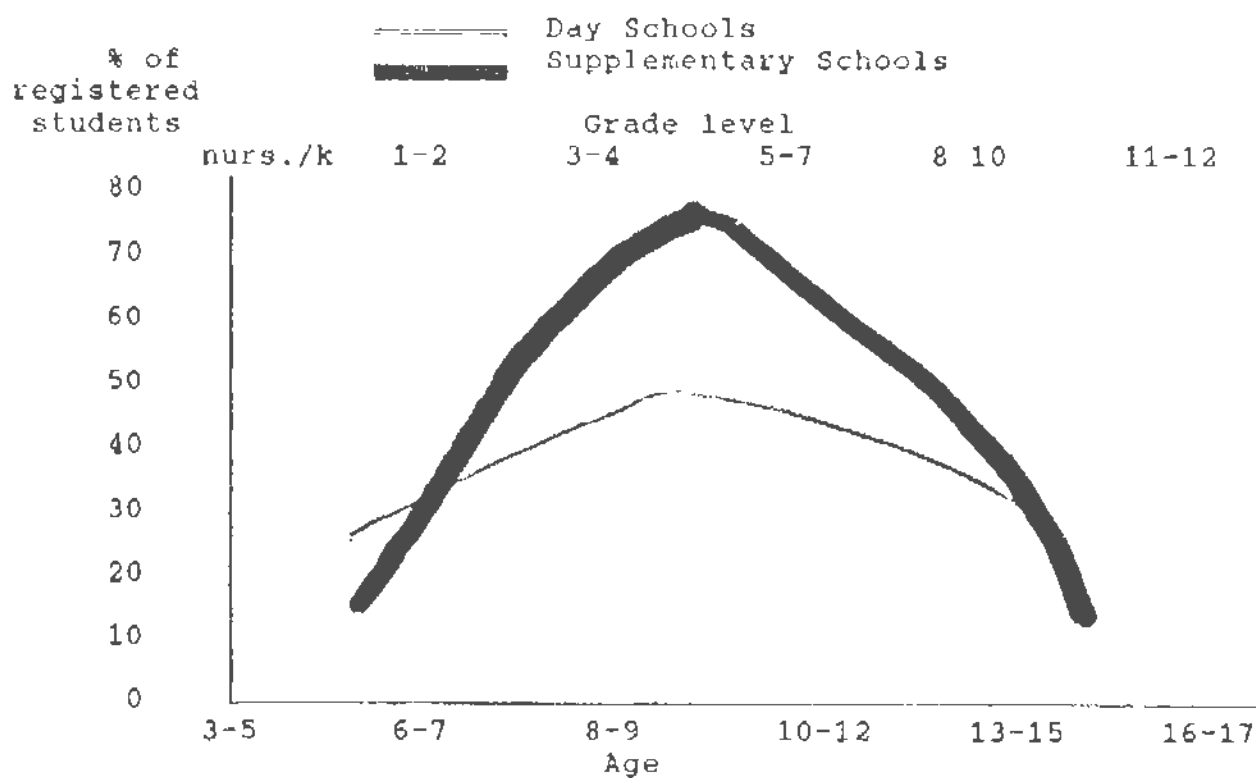
Total US Jewish Population in 1982 (year of ed. census) 5,725,000
Total School Age Population (3-17 year old).....880-950,000

DATA ON CANADA

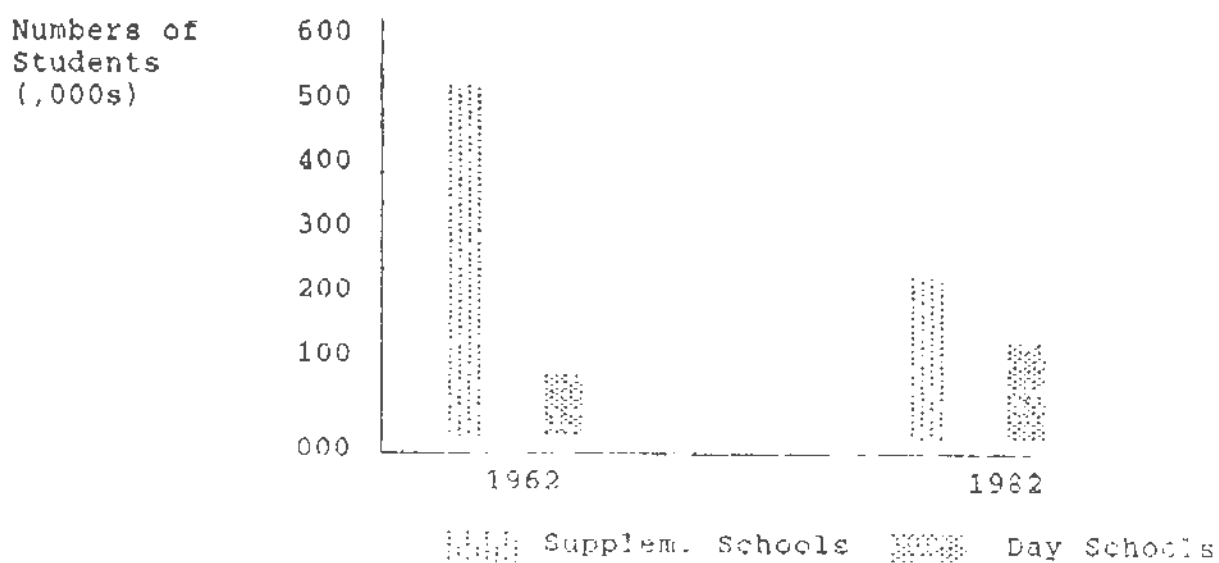
Total enrollment was 26,000 students, a total of 46% of the eligible population. Of these, 63% attended day schools and 37% attended supplementary schools. Three quarters of all students were concentrated in Toronto and Montreal. 74% of the schools responded to the census and reported a total of 2,012 teachers - 1350 in day schools and 662 in supplementary schools.

FORMAL EDUCATION (CONT.)

ENROLLMENT BY SCHOOL AND GRADE LEVEL (U.S.)



TRENDS IN ENROLLMENT



INFORMAL EDUCATION

A. Early Childhood Programs

Number of Institutions	Total Elig. Pop.	Participants
150 JCC Nurseries		not available
No other data avail.		

B. Camping Programs (resident camps)

Number of Camps	Total Elig. Pop.	Participants
70 (25 JWB Camps)		52-54,000

C. College/University Programs in Jewish Studies

Number of Programs	Total Elig. Pop.	Participants
596 in the U.S.	350-400,000	not available
44 in Canada		

D. Youth Organizations (zionist, synagogue movements, etc.)

Number of Organizations	Total Elig. Pop.	Participants
10 major organizations in the US and Canada		85-115,000

E. Adult Education

- No accurate data on number of adults enrolled in Jewish education programs at JCCs or elsewhere.
- Based on a multi-city survey (not a census), it is reported that fewer than one in ten adult American Jews are enrolled in adult Jewish education classes in most cities .

F. Israel Related Educational Programs

Number of Programs	Total Elig. Pop.	Participants
Several hundred		8-10,000 Summer
		25-30,000 Year round

PERSONNEL

SENIOR (SUPERVISORY OR ADMINISTRATIVE) PERSONNEL (North America)

Day Schools	800
Supplementary Schools	1300
JCCs, Youth centers and youth movements	600
Central Communal Organizations	400
University teaching and research	100
Total	3200

TEACHERS

In the mid-1980s there were approximately 30,000 teachers in Jewish day and supplementary schools in North America. About 2/3 of this total taught in supplementary schools and 1/3 in day schools.

EMPLOYMENT CONDITIONS

SENIOR POSITION SALARIES

Salary averages for 1985-6 at JCCs and BJE's

Executive level salaries	\$51-53,000
Upper middle level salaries	40-42,000
Lower middle level salaries	26-33,000
Entry level salaries	21,000

TEACHER SALARIES (and comparisons)

Annual Teacher Salaries (1987 estimates)

Day School (30 hours of teaching per week)	\$21-23,000
Full time elem. public school teacher	28,000
Supplementary School (12 hours of teaching/wk)	9,000

LEVEL OF TRAINING

- More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%)
- 3% of supplementary school teachers and 17% of day school teachers had no college education at all.
- Jewish studies teachers in day schools were better educated in Jewish studies than were their colleagues in supplementary schools. 78% of day school teachers had more than a high school Jewish education; less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools, the teachers had more Jewish educational background than in Conservative or Reform schools.

PERSONNEL NEEDS

- In some areas of North America, as many as 15% of supplementary school teaching slots are unfilled as of the first day of school.
- Worldwide, 4000 people hold senior positions in Jewish education. Of these, 1/3 to 1/2 do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability.
- Worldwide, no more than 100 people graduate annually from 16 training programs for senior positions. To meet the need in the U.S.- about 300 senior educators must be trained annually, for the next 10 years.

ACKNOWLEDGMENTS

The following individuals provided data and comments for this report:

- Art Rotman - JWB
- Mitch Jaffee - JWB
- Leonard Rubin - JWB
- Alvin Schiff - NY Board of Jewish Ed.
- Jonathan Woocher - JESNA
- Leora Isaacs - JESNA
- Jeff Scheckner - Council of Jewish Federations
- Chaim Botwinick - NY Federation
- Annette Hochstein - NATIV Policy and Planning Consult.
- Joseph Reimer - Brandeis University
- Paul Friedman - United Synagogue of America
- Moshe Davis - International Center for the University Teaching of Jewish Civilization

SOURCES

Learning About Learning, Sylvia Barack Fishman, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987.

"Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986

JESNA, "Statistical Highlights of Jewish Schooling in the U.S." Trends, No. 11, Spring 1986.

Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" 1983 report prepared for the Joint Program for Jewish Education , in conjunction with CJF, JWB and JESNA.

Barry Chazan, "The State of Jewish Education".

Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

Sergio DellaPergola and Nitza Genuth, "Jewish Education Attained in Diaspora Communities for 1970s" Research Report Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3, 1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Jacob B. Ukeles, "Senior Educator: A Career Option for Jewish Studies Students". The Jewish Education Committee of the Jewish Agency, Publication Number 5, October 1987.

Allie Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: Canada" Research Report Number 5, 1987, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

American Jewish Yearbook (for respective years), published by the American Jewish Committee and the Jewish Publication Society.



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המרכז הבין-לאומי
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בתחום נשוא המדינה
ת.ד. 4234, ירושלים 91 042

Memorandum

JEWISH CIVILIZATION STUDIES IN NORTH AMERICAN INSTITUTIONS OF HIGHER LEARNING

Response to Question 1

As of July 1988, the International Center for University Teaching of Jewish Civilization's holdings list 596 universities and colleges that teach Jewish courses in the United States (as compared to 40 in 1965); and 44 in Canada. These range from small regional colleges and denominational institutions to major universities. The institutions may offer isolated courses fully or partially devoted to Jewish subjects, or full programs ranging from undergraduate level (minor and major in Judaic Studies) to graduate and Ph.D. programs.

The faculty in some cases teach Judaic Studies full-time; in other cases they teach those subjects in addition to courses in general departments, or include the Jewish subject in a more comprehensive course.

Samples of institutions:

The 1985 Report on Jewish Studies within the City University of New York (prepared by Prof. R. Chazan) listed 111 courses in Jewish Studies for the Fall of 1983, and a faculty of 41.

At Cornell University, NY, the Interdisciplinary Program for Jewish Studies (an outgrowth of the Department of Near Eastern Studies) listed 28 courses taught in 1987-88 by 12 faculty members.

At the University of California in Los Angeles, the Jewish Studies Program within the Department of Near Eastern Studies offered 13 courses in 1985-86; the Yiddish division of the Foreign Languages Department offered 12 courses; 24 additional courses dealing totally or partially with Jewish Civilization were taught in other departments, such as History, Political Science, Philosophy and Religion. The Jewish Studies Program had a faculty of ten.

An interesting example of a consortium for the teaching of Jewish Civilization is the Lehigh Valley Center for Jewish Studies (PA), established as recently as 1984, the purpose of which is "to develop, administer and coordinate a comprehensive program of Jewish Studies among the six institutions of the Lehigh Valley Association of Independent

Colleges: Allentown College of St. Francis of Sales, Cedar Crest College, Lafayette College, Lehigh University, Moravian College, and Muhlenberg College." The Academic Advisory Board of the program includes 12 professors and lecturers in the six institutions involved; 37 courses are offered.

A sample of Jewish studies as part of a general department is the Department of Religion at the College of William and Mary, VA, which in 1987-88 offered a concentration in Judaic Studies with six courses, and eight more courses included in other concentrations in the same department. Ten professors and adjunct professors teach those courses.

Loyola Marymount University, CA, a Catholic institution, offers six Judaic Studies courses in the Department of Religion, and one in its Department of Politics.

In Canada, a report just submitted by Prof. Ira Robinson of Concordia University to the International Center included 44 institutions of higher learning teaching some form of Jewish Civilization Studies. If you wish we can facsimile the report to you.

The Jewish Studies program at the University of Toronto, for instance, includes 20 courses, nine of which were required in 1983-84 for the 'Specialist Programme in Jewish Studies', six for the 'Major Programmes' in Jewish Studies, Hebrew Language and Literature, Jewish History and Judaism, and three to four courses for the 'Minor Programmes' in the same areas. The courses are taught by a staff of 20 faculty members.

Response to Questions 2 and 3

Regarding the full statistics on faculty appointments and student enrollment, it is understandably impossible within the American system of registration to present anything but guesstimates. It is also necessary to note that these courses are not open solely to Jewish students and faculty, and that Jewish subjects are included in a wide range of courses in the general disciplines. According to most acceptable evaluations, 85 percent of the Jewish youth of college age in the United States (estimated at some 350,000 to 400,000 students) attend universities; and this is of course the major source of students in the Jewish Civilization programs. The enormous expansion of university courses in Jewish Civilization over the past two decades is highly significant, and there is every indication that this is an evolving phenomenon in both numbers and quality.


Moshe Davis
Academic Chairman

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2387

New Address: 25 W. 45th Street, Suite 1409, NYC 10036 (212) 840-1166

To: Art Naperstek

From : Perry Davis

Date: July 5, 1988

Re: Data presentation format for Aug. 1

There are several assumptions governing our presentation of data for the first meeting of the Commission:

- The data has to be concise, clear and meaningful.
- The sources have to be wide ranging, reflecting our general partnership theme. An acknowledgment page will thank the individuals and a wide range of institutions that have reviewed our draft report or made comments and suggestions. This will counter the contention that one source of data is monopolizing the report. (We asked for contrary data sources at every interview.)
- Some Commissioners will conclude that the report is simplistic and will want deeper analysis. We have to be clear that this report is descriptive rather than analytic in nature. Others will complain that there is too much data being thrown at them at one time. Hopefully, we will strike the right balance for most Commissioners. In general we should err on the side of too little data or analysis -- the gaps can be filled in over the life of the Commission.
- Despite all of our efforts to cover all the bases in data presentation, some will still criticize the data, or the way we are presenting it. The criticism will be justified in some cases, because everyone readily admits to substantial problems surrounding the primary data collection efforts. Perhaps a clarifying sentence or two in our report can forestall this. Others will find erroneous reasons to fault our presentation (eg. they will jump to conclusions that we don't make simply by inferring too much from a simple statistic).
- The oral presentation of the data is a critical point on the Aug. 1 agenda. A worst case scenario might involve a lay

Commissioner giving the presentation of the data and being peppered with questions and criticisms about the material. In almost every case (perhaps with the exception of Yanowitz) a lay Commissioner will find it difficult to respond adequately. The situation can become quite uncomfortable.

On the other hand, a deft presentation will become a heuristic experience for all present. It will stimulate spirited discussion and lead naturally into the major decision making part of the meeting -- choice of task force study areas. My suggestion, is that a professional (even a member of the staff or one of the senior policy advisors) make the presentation to the group.

■ Presented carefully, the data report will produce the following results:

- Provide a threshold level of information about Jewish education in the US and Canada to all Commissioners - (enrollment numbers, kinds of institutions, etc.)
- Highlight some of the problems and opportunities facing us in the area of Jewish education - (the shortage of qualified personnel, overall funding shortages but increasing federation commitments, etc.) [I think we have to add some more positive issues to the report].
- Emphasize the broad areas of ignorance, the knowledge gaps still facing us -- (eg. what works and what doesn't in a host of areas, economic data gaps, lay leadership development needs, the educational system of the future - "blue sky", etc.).

This is the critical point. We know that massive resources are needed to improve the condition of Jewish education in North America, but we don't know where private and communal investments will yield the highest return, the largest "bang for the buck". This Commission will, in a relatively short period of time, fill in the gaps, provide the information necessary to make informed and potent giving much more likely.

Next steps:

1. Finalize data collection
2. Agree on format and content of the written report (including graphs and tables). Most members of the senior policy group should sign off on the final report and it should be mailed to Commissioners by July 18.
3. Prepare slide, charts or overhead projections for Aug. 1.
4. Agree on who presents the report, and brief that individual.

To: Annette Hochstein
From: Perry Davis
Re: Data presentation for Aug. 1.
Date: July 5, 1988

41 ✓

As of this writing (July 4), here is an update on the data report.

- Most of the sources you suggested I try for additional data were away because of the holiday. ✓ I will try Reimer, and the JESNA person and someone on the subject of college programs tomorrow. I have spoken to Paul Friedman and gotten youth ✓ movement data. I will follow up with a number of camp ✓ officials for more data in that area.
- I reviewed Dubb and DellaPergola (No.4) on the subject of school age population. The revised data reads as follows:

U.S. School Age Population (ages 3-17)

1982 (estimates)	880-950,000
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SOURCE: Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986. p.34.

➤ Shall we eliminate a reference to more recent numbers? Shall we take the same ratio with the new population figures?

Incidentally, while reviewing the Dubb and DellaPergola report I found two issues confusing:

- 1) On page vii. the report notes the 1982 US Jewish population as 5,725,000 but the number noted on page 34 is 5,705,000. I'll check back-issues of the yearbook. Am I misreading the report?
- 2) The data on the number of schools is not the clearest. On pages 14 and 15 the total number is given as both 2653 and 2360. In fact Table 2.2 shows 293 schools not included in the census but listed on separate JESNA and local bureau records. Page 15 also indicates the likelihood of a substantial number of pre-schools not counted as well as right wing orthodox schools not

counted (particularly in NYC). What number should we use?

- We have to fashion language that indicates the tenuous nature of some of our data. The fact that a new census is underway should be highlighted.
- We should devote a page of the report to acknowledgments indicating that we carefully checked our data with numerous authorities. They may not like the data, but no one could come up with better sources.
- Even though the census report and the Fishman, Brandeis survey are not comparable, I think that some of Fishman's findings are thought provoking and should be carefully presented (not comparatively, however).
- After Cleveland, I'll attempt to turn some of the data into graphic presentations. Here are some ideas, I'd appreciate your guidance:
 - Number of schools and breakdown by format (day and supplementary) - pie chart
 - Enrollment percentages - pie chart
 - Enrollment trends over time - pie chart
 - Enrollment percentages by grade level - line chart
 - If we go with Schiff's pessimistic view of future enrollment trends - bar chart
 - Federation allocations over time (positive trend) - bar chart
 - Federation allocations by format - pie chart
- Some thoughts on the overall format of the report:
 - The report contains neutral data, other data imply reasons for hope and despair, key areas of interest have no data to report. My sense is that we should avoid headings implying subjective analysis of any kind - leave that to the Commissioners. However, we do want the report to be coherent and to emphasize information gaps. A useful format might be one of questions and answers, including a substantial number of questions where the answer is - "data not available". These gaps may very well guide the Commission in the selection of task forces.
- Here are some issues not addressed by the report that might be included as data gaps:
 - How many lay people are actively involved in Jewish educational leadership? What is their level of training and what roles do they play in policy formation? Has this changed in recent years?

- Which major foundations are actively making grants in the area of Jewish Education? How much is being granted? What are the results? Are results measurable?
- Have findings of the More Effective Schools literature been systematically applied to Jewish education in any particular city or school system? What have the results shown? (All part of the question- what works?)
- More data needed about Jewish Education dropout rates and reasons.
- On the economic front, what are the trends in costs and tuition charges? Have tuition increases kept up with inflation? Have the increases kept up with the increasing wealth of the Jewish Community?
- What works in the area of personnel training, recruitment, development, motivation, retention, advancement, etc.?
- What is the impact of changing birthrate and regional differences?
- We should be careful to include signs of hope in the report and avoid a totally bleak picture.

July 5, 1968

Update---

Camping statistics: Lenny Rubin at JWB will compile aggregate data for N. Am. Jewish camps and campers. He'll have it by end of week.

Pre K numbers: Checked with Bobby Abramson, USof Am. in Detroit says doubtful that aggregate numbers exist. I have a call in to Freidenhofs at JESNA.

College and Univ. statistics: I'm checking with Neil Gilman and he indicates Charles Berlin is one possibility and other is compendium of Jewish programs on campus put out by B'nai B'rith Hillel in Wash. DC. Berlin, at Widener Library (Harvard) and the Association for Jewish Studies, will be back in the US next Monday. I will call him at that time. (617-495-2958 or 3335).

addendum:

Fraserreich - not willing to be
quoted estimated 500 early childhood
programs in N. Am. - 20% JCC's, 60%
synagogue, 20% indep. & other.

DRAFT 3 July 4, 1988

DATA ON JEWISH EDUCATION IN NORTH AMERICA

I. General Demographic Data

A. Total Population

Country	Estimate Jewish Pop.	% of tot.
U.S. (1930)	4,228,000	3.6
U.S. (1982)	5,725,000	2.5
U.S. (1984)	5,705,000	2.4
U.S. (1986)	5,816,000	2.5
U.S. (1987)	5,944,000	2.5
Canada (1984)	310,000	1.2

SOURCE: American Jewish Yearbook (for respective years), published by the American Jewish Committee and the Jewish Publication Society.

B. U.S. School Age Population (ages 3-17)

1982 (estimates) 330-950,000

SOURCE: Allie Dubb, Sergio DellaFera, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986, p.34. [?? Similar ratio applied for 1986.??]

C. Regional distribution

"Whereas in the mid-1930s, 90 percent of the country's Jewish population was found in 17 metropolitan areas, in the 1980s, in order to reach 90 percent it was necessary to include over 30 metropolitan areas." In Canada, two metropolitan regions, Toronto and Montreal, accounted for 74% of the country's Jewish population and 90 percent of the country's Jewish population was concentrated in only six metropolitan areas.

SOURCE: Barry Kosmin, Paul Ritterband and Jeffrey Scheckner, "Jewish Population in the United States, 1986", in the American Jewish Yearbook, 1987, Volume 87, (New York: American Jewish Committee and Jewish Publication Society, 1987), p.173.

Bay 14

D. Denomination - 1988 North American Jewish Data Bank
Percent of surveyed households

Reform	29.8
Conservative	34.6
Orthodox	9.0
None/Other	26.6

SOURCE: Barry Kosmin, "Contemporary American Jewry: Implications for Planning" North American Jewish Data Bank, Occasional Paper No. 4, June, 1988.

II. General Enrollment data for all types of Jewish Education formats

- * In early 1980s, out of a school-age population of approximately 900,000 in the United States 39-43% (372,417) pupils were enrolled in day schools and supplementary schools of various formats. 11-13% (105,000) of these in day schools and 28-30% (268,000) in supplementary schools. This data varies widely by region.

SOURCE: Dubb, DellaPergola.

[We may wish to say the number was in a range of between 350,000 and 400,000 based on comments by Al Schiff].

- * Considered from a different perspective, in the same period of time (early 1980s), the percent of Jewish children ever receiving some Jewish Education is estimated at being between 71-75% in the U.S.

SOURCE: Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3, 1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

- * Looking ahead, Schiff (referring to all of North America) says:
"given current rate of enrollment about 60% of todays 5-18 year olds will be exposed to some kind of Jewish education in their lifetime"

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" report prepared for the Joint Program for Jewish Education, in conjunction with CJP, JWS and JESNA.

- * Based on a 1985-86 survey of 5 cities. -- of those who are now 18-24, 80% have had some form of Jewish Education, but of those who are now 65 years old or more only 56-75% (depending on the city) have had some form of Jewish Education. Reimer indicates the definition of Jewish Education in this survey was broader. He also notes the difficulty inherent in comparing the Fishman survey and the census figures. Shall we omit this?

SOURCE: Sylvia Barack Fishman; Learning About Learning. (Brandeis University: Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University., December 1987).

III. Institutional Data

NUMBERS OF INSTITUTIONS

Total number of Jewish day and supplementary schools in the U.S. 1982/3 - 2360. (SOURCE: Dubb and DellaPergola)

Total number of Jewish day and supplementary schools in North America in 1988 - estimate 2600-2800. (SOURCE: JESNA, interview)

A. Early Childhood Programs:

According to a JWB estimate made in 1982 there are approximately 150 nursery/pre-school programs in Jewish Community Centers in North America.

SOURCE: Interview with Mitch Jaffed, JWB

B. Day Schools (elem. and high schools)

In the early 1980s there were 499 Jewish day schools in the U.S. (1/4 of the total)

SOURCE: Dubb and DellaPergola

Schiff notes 586 day schools in North America (462 Orthodox, 62 Conservative, 44 Communal, 9 Reform, 5 Independent, 4 Yiddish - Secular)

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

C. Supplementary Schools

In the early 1980s there were approximately 1861 supplementary schools in the U.S. (3/4 of the total). One fourth of these were one day per week schools.

SOURCE: Dubb and DellaPergola

Schiff notes 1,835 supplementary schools in North America in 1983 (760 Reform, 725 Conservative, 250 Orthodox, and 40 Communal).

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

D. Camp programs affiliated with Jewish Community Centers

In 1987 JWB had 25 "sleep away" camps in North America and 75 day camps.

SOURCE: JWB information, 1988

E. Synagogue and Zionist Youth Movements

At this time, there are approximately 10 well-known synagogue and Zionist youth organizations (with "shlichim") in North America. These include: B'nai Akiva, United Synagogue Youth (and its pre teen Kadima section), B'nai B'rith Youth Organization, National Council of Synagogue Youth, National Federation of Temple Youth, Habonim, Shomer Hatzair, Masada Youth, Young Judea, and Betar. In some cities, non-Zionist youth organizations like Jewish Public School Youth in New York have also developed. A full listing of these organizations is not available.

SOURCE: Paul Friedman, United Synagogue of America

F. College/Grad programs

[data may still be forthcoming from the Association of Jewish Studies in Cambridge, Mass.]

G. Adult Education (synagogues, JCCs, Federations, via bureaus, via Jewish organizations like Madassah, etc.)
(not available) [should we eliminate the category?]

H. Israel related educational programs for N. Americans

with participants from
~~Given a wide diversity of sponsoring institutions, it is estimated that~~ There are a few hundred ~~large~~ *Israel related* programs *in Israel* for North Americans. *(summer camp programs, ~~educational~~ ~~programs~~)*

SOURCE: Annette Hochstein, NATIV Policy and Planning Consultants

Enrollment Data

In the early 1980s, in the U.S., there were 372,417 pupils enrolled in day schools and supplementary schools of various formats. There were 104,752 day school students in U.S. (27% of total) and 267,665 supplementary school students (72% of total).
SOURCE: Dubb and DellaPergola

A. Early Childhood - In the early 1980s 43,000 Jewish pre-schoolers were enrolled in Jewish schools in the U.S.

SOURCE: Genuth, DellaPergola and Dubb

B. Day schools - 366 (include pre-primary grades. 344 include grades 1-6, 217 grades 7-9 and 165 high schools. Of the enrollment 25% pre-primary, 48% primary grades, 16% middle grades and 11% secondary grades.

C. Supplementary schools - enrollment increased gradually from grade 4 to 5, stable in grade 7, drop in grade 8 (13 year olds) and steep drop after that. Enrollment in supplementary schools enrollment in grades 9-12 was only 18% of the total pre-Barmitzveh (grades 1-8).

50,000 pupils attend exclusively one-day programs.

SOURCE: Dubb and DellaPergola

[we may wish to include various charts from JESNA Statistical Highlights (p.4) outlining the % of enrollment by age groups and by day school or supplementary format].

NOTE: Writing in 1983, Schiff indicates that from 1962 to 1982 supplementary school enrollment in N. America went from 540,000 to 230,000 a decline of 58%. Day school enrollment in the same time frame went from 60,000 to 110,000 or an 83% increase. Reimer warns against jumping to conclusions on the basis of this statistic.

SOURCE: Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

D. Synagogue and Zionist Youth Movements

A rough estimate based on reports of leaders of the 10 leading youth organizations indicates anywhere from 88,000 to 116,000 active participants/members in North America in 1983.

E. DATA FOR 18-24 YEAR OLDS

There is no accurate census data for this category.

In Boston, with a national and large student population, in 1985 125 students were questioned (random) age was 18-24, almost 4 had attended Jewish Education programs or classes during the previous year (synagogues or other sponsored programs). [results of limited survey, not census]

SOURCE: Sherry Israel, "Boston's Jewish Community: The 1985 CJP Demographic Study" (Boston: Combined Jewish Philanthropies of Greater Boston, May, 1987), p.65

F. DATA ON ADULTS

- Fewer than one in ten adult Am Jews are enrolled in adult Jewish Education classes in most cities [results of survey, not census]

SOURCE: Sylvia Barack Fishman, Learning About Learning, (Massachusetts: Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University, December 1987-), p.55.

G. Data on Israel related Educational programs

Current estimates indicate anywhere from 8-10,000 North American young people involved in a variety of Israel related summer programs. Year round programs may involve a total of 25-30,000 participants.

SOURCE: Annette Hochstein, NATIV Policy and Planning Consultants

IV. National and local support/service organizations or inst.

- A. Bureaus of Jewish Education in North America - 51 in 1988

SOURCE: JESNA, interview

- B. Other local educational support institutions (federations with staff or committees dedicated to education planning and support)

In 1988, JESNA surveyed all Federations for Jewish Educational Contact persons. A total of 118 replied to the survey and 65 provided the name of a "chairperson" or lay contact in the area of Jewish Education.

SOURCE: JESNA, interview

C. Denominations and their educational institutions

1. United Synagogue of America - Conservative
2. Union of American Hebrew Congregations - Reform
3. National Commission on Torah Education (Yeshiva Univ.) - Orth.
4. Torah Umesorah - Orthodox
5. Agudath Israel - Orthodox (advocacy and lobbying)
6. Various Hasidic movements allied to their schools
7. The Reconstructionist College

V. Personnel/ Educators

For North America

Senior Personnel	
Day Schools	800
Supplementary Schools	1300
JCCs, Youth Centers and youth movements	614
Central Communal Organizations	400
University teaching and research	100
Total	3214

SOURCE: "Senior Personnel for Jewish Education Progress Report - December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

In the mid-1980s JESNA estimated approximately 30,000 teachers in Jewish Schools in North America.

In 1982, according to Hubb and DellaPergeola, 65% of the schools reported 21,762 teachers.

<u>Teachers</u>	<u>Type of School</u>
21,762	All-Schools
-7,266	Day-School
14,516	Supplementary-Schools

Note: The census gathered additional data from a smaller sample. In addition teachers working in more than one school were counted in each school so the number is technically a number of teaching posts not really teachers.

Of the number noted, 1/3 were in day schools and of this 1/3, about half taught Jewish studies (the rest only secular studies).

More men than women are teachers.

More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%) . 3% of supplementary school teachers and 17% of day school teachers had no college education at all. Jewish study teachers in day schools were better educated in Jewish studies (27% were rabbis as opposed to 8% in supplementary schools), 78% of day school teachers had more than a high school Jewish education, less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools the teachers had more Jewish educational background than in conservative or reform schools. Again, in all supplementary schools over 40% of all teachers had no more than a high school Jewish Education and in reform schools 66% had no more than a high school Jewish education.

SOURCE: JESNA and Dubb and DellaPergola Report No.4.

JESNA's Dept. of Human Resources indicates the numbers of licenses issued nationwide (granted by the National Board of License and 11 local affiliates). The vast number of teachers are not licensed.

YEAR	LICENSES
1981-2	148
1982-3	149
1983-4	204
1984-5	175

EMPLOYMENT CONDITIONS

TEACHER SALARIES (and comparisons)

Annual Teacher Salaries (1985-6)

Day School (30 hours of teaching per week)	\$19,800
full time elem. public school teacher	25,300
full-time elem. private school teacher	19,100
Supplementary School (12 hours of teaching/wk)	9,000

SOURCE: JESNA citing a projection from "Teacher Salary Update" in TRENDS #9, JESNA, 1985 has the following chart:

Latest NEA figures show the average public school teacher's salary has risen to \$28,031 in 1987 (since 1982 there has been a 62% increase).

SOURCE: The New York Times, May 6, 1988

[the following note is optional]

but note, Himmelfarb indicates that the public school, Jewish school differentials need to consider the fact that average public school teachers spend an average of 35 hours in school compared to 18 hours for Jewish studies day school teachers. He cites Dubb and DellaPergola as saying that in 1982-3 only 19% of day school teachers worked more than 30 hrs/wk. Over half of public school teachers hold Masters degrees, a much higher proportion than Jewish day school teachers. (Harold Himmelfarb, in "Symposium on The Jewish School Teacher: Today and Tomorrow" in Jewish Education, vol. 55, Number 1, Spring 1987 published by the Council for Jewish Education with assistance by JESNA.)

VI. Jobs

- A. Total number of positions needed or available (by type and institution)
- B. Positions filled (qualified and less than qualified)
- C. Positions unfilled (now and trends)

There are estimates (based on surveys of local Jewish Education Bureaus) that in some areas of North America as many as 15% of supplementary school teaching slots are unfilled as of the first day of school.

SOURCE: Unpublished report by Isa Aron and Adrienne Bank, "Dealing with the Shortage of Supplementary School Teachers: An Exploratory Study". Report funded by JESNA. Will require permission to quote the survey.

Worldwide 1/3 to 1/2 of the 4000 people holding senior positions in Jewish education "do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability." p.3 interim report 1986.

Worldwide no more than 100 people graduate annually from training programs for senior positions. (p.4) To meet the need for 10 years 350-400 senior educators must be trained annually.

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

[Some data from JESNA still to be received, will only cover administrative positions]

VII. Training institutions

4 training institutions in Israel and 12 programs in the U.S. (does not include discontinued programs or advanced degree work in various universities not designated as training centers.)

Number of graduates in	Israel , 1985	26
	Israel , 1986	32
	U.S. , 1985	62
	U.S. , 1986	86

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986"

Type of Program	# of full time students
Bachelors level	43
Masters level	101

SOURCE: JESNA "Statistical Highlights" Enrollment in Jewish Educator Training Programs in Jewish Institutions of Higher Learning (1985-6).

VIII. Economic/Financial data

* TOTAL COST -

JESNA reports for 1985-6 estimates the cost of Day school operations at \$370,000,000 and the cost of Supplementary School operations at \$185,000,000 for a total of \$555,000,000.

* AVERAGE PER PUPIL COSTS AND TUITION FEES

SETTING	PER PUPIL COST	TUITION FEES
Day school		
Nursery -8th grade	\$3,300	\$2,300
9 - 12 Grade	5,000	3,150
Supplementary (n-12)		
2-5 days/wk	660	240
1 day/wk	270	not available

SOURCE: JESNA, Budgeting and Financing in Jewish Day schools, 1984 and Budgeting and Financing in Jewish Supplementary Schools, 1983.

• FEDERATION ALLOCATIONS TO JEWISH EDUCATION (77 CITIES)

Federation allocation to Jewish Education (includes higher education), and as a percent of total local allocations:

<u>Year</u>	<u>Allocation</u>	<u>% of total alloc.</u>
1980	\$34,523,849	24%
1984	\$49,912,912	26%
1986	\$61,767,752	28%

Breakdown of Federation Allocations by School Format (1986)

Dayschools - 54%
 Bureaus of Jewish Education - 28%
 Community Schools - 9%
 Institutions of higher Jewish learning - 5.5%
 Congregational School - 4%
 Other - 2%

SOURCE: "Federation Allocations to Jewish Education 1980 - 1986", CJE. Research Department, October 1986.

Note: The average Jewish Community allocates over 1% of its federation budget to Jewish Education, based on five year survey 1980-1984. (allocations for all local purposes during the same period went up by 33%).

SOURCE: Naomi Liebman, Federation Allocations to Jewish Education - 1980-1984 (New York: CJE Statistics Unit, 1985)

Note: Schiff "The American Jewish Day School - 1986 - Retrospect and Prospect" address delivered at CJE G.A., 1986 states the following: Federations account for only 5% of the total Jewish day school income (1% to fund for Jewish Education in New York City for example and 12% outside of New York).

Schiff in the 1983 provides further breakdown on Day school costs. At the elementary level he notes \$2000 as the average per pupil annual cost, with the average per pupil income at \$800 and a deficit based on these numbers of \$64 million. At the high school day school level the average per pupil is \$3450. income is \$1500 and the deficit is \$38 million for a total day school deficit of over \$100 million annually (made up by special fundraising efforts).

Schiff notes that the average per pupil cost of \$2500 in day schools is comparable to public school costs even though the Jewish day school day is 2-4 hours longer and there are two sets of teachers. He notes that the costs of the

physical plant, maintenance, low instructional cost and maximum use of school resources and personnel as the reason for the higher productivity figure. Supp. school costs were fully funded by membership fees.

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA.

IX. Data on Canada

1978-9

In 1978-9, according to Himmelfarb and DellaFergola there were 49,000 Jewish Children (ages 3-17) in Canada, 22,000 were enrolled in Jewish school, 39% were receiving any kind of Jewish education. 25% were in day school, 14% were in part-time Jewish education. 63% of those receiving any Jewish education at all were receiving it in day school settings. (p.16).

The enrollment decline in Canada between 1965 and 1978 was only 8%.

In Toronto and Montreal 50-60% of all Jewish children in any educational setting were in day school.

SOURCE: Harold S. Himmelfarb and Sergio DellaFergola "Enrollment In Jewish Schools in the Diaspora: Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

In Montreal and Toronto with 1971 Jewish populations of 110,000 and 114,000 respectively, the percentage of surveyed Jews who had ever received any Jewish education was (in Toronto) 94% for males and 74% for females (p.,38). And most of these who received any Jewish education attended day school 55% in Montreal and 19% in Toronto. The similar number for the U.S. is less than 10%. The day school enrollment statistic of 63% noted above is compared to the 26% number in the U.S.

SOURCE: Sergio DellaFergola and Nitza Genuth, "Jewish Education Attained in Diaspora Communities for 1970s" Research Report Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

1982 Data (Canada)

The 1982 Hebrew Univ Census (Report # 3 Genuth, DellaFergola and Dubb, and Report # 5, Dubb) showed 128 Schools in Canada, 3 were independent schools, 40 day

schools and 85 supplementary schools.

Total enrollment was 26,627 students, a total of 46% of the eligible population. 63% of enrolled students attended day schools and 37% attended supplementary schools. Three quarters of all students were concentrated in Toronto and Montreal. 74% of the schools reported a total of 2,012 teachers - 1350 in day schools and 662 in supplementary schools.

X. Significant gaps in the data. (Joe Reimer reacted quite positively to the data gaps I indicated in my last draft, particularly on the issue of success measurements. He and Chaim Botwinick added some additional areas of "missing data".)

ADDITIONAL GAPS (See draft 1)

- Impact of changing birthrate and regional differences
- How do Federations decide on educational funding priorities?
- Impact of unionization (the Montreal example) on personnel and other educational issues.
- More data needed about Jewish education dropout rates and reasons.
- The role of the "Israel connection"
- Data on lay leadership, training, participation, support, etc.
- Who is accountable?

Source Data

Learning About Learning. Sylvia Barack Fishman, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University., December 1987.

This report focuses on data collected and analyzed in the 1980s, many of the key sources are others used in this report. The unique data of this report is based on data from 12 recent federation conducted city studies on Jewish demographics (and education). See pp.5-7 of this report for details and especially footnote 18. (attached.)

It may be possible to use this report for the construction of data for a particular city as a model.

"Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986"

JESNA, "Statistical Highlights of Jewish Schooling in the U.S." Trends, No. 11, Spring 1986.

Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA. There are extensive statistics in the report, many are not reported in this summary because they have been updated or repeated by more recent sources. Primary data sources for this report are not noted.

Barry Chazan, "The State of Jewish Education". (no other information available on this source, statistics include 1988 data, however, in some cases)

Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

Sergio DellaPergola and Nitza Genuth, "Jewish Education

Attained in Diaspora Communities for 1970s" Research Report Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Mitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3, 1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.



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DRAFT June 12, 1988

DATA ON JEWISH EDUCATION IN NORTH AMERICA

(SEE END OF REPORT FOR SOURCE SYMBOLS - pp.15,16)

I. General Demographic Data

A. Total Population

- US Jewish population in 1980 = 725,000 Based on Am Jewish Yearbook, 1980

- ... AMERICAN JEWISH ARCHIVES ...

B. Age group breakdowns

C. Gender Breakdowns

D. Regional distinctions ?

E. Denominations ?

\ Schiff in 1983 indicates a 5-18 year old population of 850,000 in North America

II. General Enrollment data for all types of J. Ed. formats

A. At this time in our history. Age breakdown. Gender.

■ In early 1980s there were 372,417 pupils enrolled in day schools and supplementary schools of various formats.

By age, 39-43 of every 100 children between the ages of 3 and 17 are enrolled in these schools (11-13 of these in day schools and 28-30 in supplementary schools). This data varies widely by region.

◆ Put another way out of a total potential population of 900,000 at any one time 41% or 373,000 individuals were enrolled in schools (105,000 in day school and 268,000 in supplementary schools) 527,000 were not enrolled. (analysis in JESNA Statistical highlights) U.S.

- Data for 5 cities on current % of Jewish populations by age who have received a formal Jewish Education at any time in their life -- of those who are now 18-24, 80% have had some form of J. Ed; but of those who are now 65 years old or more of J. Ed. sources collected data in Fishman report out of Brandeis p.24. (see exhibit)

- Based on data from NY, MetroWest and Rochester it appears that today younger women are almost as likely as younger men to receive formal Jewish education and the kind of J. Ed. they receive is likely to be similar to that of men. Older generations of J. women were much less likely than men to receive any formal J. Education and less likely that it would be as intensive as men's education. Source Fishman, Brandeis study, p.25.

B. At any time in their lives. Need clear def. of enrollment and format.

- = According to Genuth, DellaPergola and Dubb in Report 3, "The percent of Jewish children ever receiving some Jewish Education is estimated at being between 71-75% in the U.S.

- \ Schiff in 1983 report (North American not US statistics) indicates "given current rate of enrollment about 60% of todays 5-18 year olds will be exposed to some kind of Jewish education in their lifetime"
He goes on to say 40% will have begun adult life without any formal Jewish schooling (in 1962 the non-enrollment number was only 15%!, that year he says there were 600,000 students in Jewish schools of all types and in 1982-3 he says the enrollment figure is 340,000 a 45% decline in 20 years.)
Source of data is not noted.

note: Schrage citing Steven M. Cohen, "Outreach to the Marginally Affiliated: Evidence and implications for Policymakers in Jewish Education," Journal of Jewish Communal Service, Winter 1985, Vol. 62, No.2. says "the vast majority of American Jews send their children at one time or another to some form of Jewish schooling" and that "the overwhelming majority of parents affiliate with a Jewish institution at some time in their lives". Over time, therefore, Cohen asserts that by the end of adolescence 87% of males and 70% of Jewish females have received some Jewish schooling. But only 40 to 50 percent of all Jewish families and less than half of Jewish children ages 6-18 are affiliated or in school at this moment in time."

III. Institutional Data (formal and informal)

A. NUMBERS OF Institutions

- Early Childhood programs (JCCs, Synagogues, other)
- Day Schools (elem. and high schools)
- Supplementary schools (elem, high schools, after school during week, sunday only, etc.)
- Youth ed. programs in JCCs other youth programs
- camps
- College/Grad programs (J. Ed. courses and Hillel et al)
- Adult Education (synagogues, JCCs, Federations, via bureaus, via J. organizations like Hadassah, etc.)
- Israel related educational programs for N. Americans

- Nearly 3/4 of all religious Jewish schools are supplementary and 1/4 of those are one day schools. % of all Jewish schools in America are day schools. Source Dubb and DellaPergole Research Report No.4 (cited in Fishman)
- In the early 1980s there were 2360 Jewish schools in U.S. Of these 499 were day schools and 1,861 supplementary (of which about 25% were one day per week school). The JESNA 507 day schools for a total of 2,368.
- \ Schiff in his 1983 report notes 1,835 supplementary schools in N. America 760 Reform, 788 Conservative, 250 Orthodox, and 40 communal. For day schools he notes 586 in North America, 462, Orth., 62 Conservative, 44 Communal, 9 Reform, 5 indep., 4 Yiddish Secular.
- ♦ JESNA summary citing "JESNA-Hebrew Univ. Census, 1986" indicates 2,653 Jewish schools : 2,066 supplementary and 587 day schools. A further breakdown shows 60% 2-5 day supplementary, 19% 1 day supplementary and 21% day schools.

B. For as much of the above as possible - participants in each format/institution - absolute numbers, and ratios, break down if possible by age group per institution.

- In early 1980s there were 372,417 pupils enrolled in day schools and supplementary schools of various formats. By age - 39-43 of every 100 children between the ages of 3 and 17 are enrolled in these schools (11-13 of these -- in day schools and 28-30 in supplementary schools). This data varies widely by region.
- Day schools (total 499) - 366 include pre-primary grades 344 include grades 1-6, 217 grades 7-9 and 165 high schools. Of the enrollment 25% pre-primary, 48% primary grades, 16% middle grades and 11% secondary grades. In supplementary schools enrollment increased gradually from grade 1 to 5, stable in grade 7, drop in grade 8 (13 year olds) and steep drop after that. Enrollment in supplementary schools enrollment in grades 9-12 was only 18% of the total pre-barmitzvan (grades 1-8).
- = 1982 census showed 104,752 day school students in U.S. and 267,665 supplementary school students.
- 1982 statistics show breakdown as 1.5% in independent pre-schools, 27% in day schools and 72% in supplementary schools.
- ◆ JESNA Statistical Highlights (p.4) (indicating its source as the 1986 census) has a chart outlining the % of enrollment by age groups and by day school or supplementary format the chart % totals 41 not 100, which means that percent reflects enrollment to total eligible population and not total

The same page shows a similar breakdown of enrollment by denominations and further by day school, supplementary school and all schools. (see attached)

- In early 1980s 40,000 Jewish pre-schoolers were enrolled in Jewish school. Source Genuth, DellaPergola and Dubb, Research Report 3. p.38.
- 28% of children enrolled in J. schools in US were in day schools according to Res. Report No. 4 Dubb, DellaPergola. (triple the proportion from 10% in 1962 according to Schiff "Status of supplementary school") But another way the number of students enrolled in all day schools increased by 66% from 1962-1982 according to Schiff "On the status of

Jewish Supplementary School" Jewish Education Vol.5 No.4 (1982) (These figures are cited by Fishman)

- \ In the Crossroads report by Schiff in 1983 he indicates that from 1962 to 1982 supplementary school enrollment (presumably in N. America) went from 540,000 to 230,000 a decline of 58% and day school enrollment in the same time frame went from 60,000 to 110,000 or an 83% increase.
- 50,000 pupils attend exclusively one-day programs according to Dubb and DellaPergola Research Report 4.
- Among all J Children ages 3-17, 13% are enrolled in Jewish day schools and 30 % in supplementary schools (multiple and single day formats) Ibid.
- Actual enrollment in supplementary schools (for demographic reasons largely) fell 310,000 from 1962-1982. Source Schiff, "Status of the Supplementary School"

DATA FOR 18-24 YEAR OLDS

- In Boston, with a national and large student population, in 1985 125 students were questioned (random) age was 18-24, almost % had attended J. Ed. programs or classes during the previous year (synagogues or other sponsored programs). Source Boston, 1985 Study of the Combined Jewish Philanthropies of Greater Boston (based on information supplied by Dr. Sherry Israel).

DATA ON ADULTS

- Fewer than one in ten adult Am Jews are enrolled in adult J. Education classes i most cities (for most age groups it is actually less than 5%) Source, based on Fishman analysis of federation city data (p.55).

IV. National and local support/service organizations or inst.

- A. Bureaus (how many)
 - B. Other local educational support institutions (feds w/ staff dedicated to ed. planning, eg.?)
 - C. Denominations and their ed. institutions / special colleges of J. Ed.?
- \ Schiff notes 6 major national movements and several other religious groups involved directly in Jewish education they are:
1. United Synagogue of America - Conservative
 2. Union of American Hebrew Congregations - Reform
 3. National Commission on Torah Education (Yeshiva Univ.)-Orth.
 4. Torah Umesorah - Orthodox
 5. Agudath Israel - Orthodox (agudat and yeshiva)
 6. Various Hasidic movements allied to their schools - Orth.

V. Personnel/ Educators

- A. Numbers by type of institution (see III above)
- B. Numbers by level and function
- C. Profile (background eg. formal J. and ed. schooling, Am born v. Israeli, other)
- D. Employment conditions (salaries, benefits)
- E. Full time -- Part time
- F. Retention / turnover rates
- G. Recruitment data

<u>Senior personnel</u>	
# Day Schools	800
Supplementary Schools	1300
JCCs, Youth centers and youth movements	614
Central Communal Organizations	400
University teaching and research	100
Total	3214

For North America, based on interim report of Sub-Committee on Personnel of the J. Ed. Comm. of the Jewish Agency (Dec. 1986)

Teachers

- In 1982, according to Dubb and DellaPergola, 65% of the schools reported 21,762 teachers. The census gathered additional data from a smaller sample. In addition teachers working in more than one school were counted in each school as the number is technically a number of teaching posts not really teachers.

Of the number noted 1/3 - 7,246 were in day schools and of this 1/3 3.6% taught Jewish studies (the rest only secular studies).

More men than women are teachers.

More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%) . 3% of supplementary school teachers and 17% of day school teachers had not college education at all.

Jewish study teachers in day schools were better educated in Jewish studies (27% were rabbis as opposed to 8% in supplementary schools), 78% of day school teachers had more than a high school Jewish education, less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools the teachers had more Jewish educational background than in conservative or reform schools. Again, in all supplementary schools over 40% of all teachers had no more than a high school Jewish Education and in reform schools 60% had no

more than a high school Jewish education.

- ♦ A summary chart (based on 1986 JESNA-Heb. Univ. Census) in the JESNA Statistical highlights (p.5) shows the following data:

<u>School Setting</u>	<u># of Teacher</u>	<u>Teaching status</u>	
		<u>full time</u>	<u>part time</u>
Supplementary	15,000	8%	92%
Day (and indep pre-school)	3,700	80%	20%

- ♦ JESNA's Dept. of Human Resources indicates the numbers of licenses issued nationwide (granted by the National Board of License and 11 local affiliates). The vast number of teachers are not licensed.

<u>YEAR</u>	<u>LICENSES</u>
1981-2	148
1982-3	149
1983-4	201
1984-5	175

- * Chazan noting data from his own work Personnel in Jewish Education (Jerusalem: World Jewish Conference for Jewish Education, 1984) and Saul Wachs, The Jewish Teacher: Professional Status (New York, Am. Jewish Committee, 1984); and research being conducted for the Project for Jewish Educational Statistics of Hebrew University's Institute for Contemporary Judaism.

Based on the above Chazan cites 45,000 Jewish teachers worldwide and 63% or 28,350 in the U.S. (not clear if this includes secular studies teachers too). Of these 66% have completed University studies and 60% have completed some Judaic studies.

note: Isa Aron and Adrienne Bank in the Symposium issue "Jewish Teacher - Today and Tomorrow" Jewish Education Vol.55, no.1, Spring 1987, The Council for Jewish Education, cites the 1982 Hebrew Univ. Census as finding 18,133 supplementary school teachers in North America (the estimate above for the U.S. was about 15,000). They go on to say, however, that the number may be erroneous because only 67% of schools responded and some teachers approximation*6720% was*supplied. They, therefore, use the

EMPLOYMENT CONDITIONS

TEACHER SALARIES (and comparisons)

- ♦ JESNA citing a projection from "Teacher Salary Update" in TRENDS #9, JESNA, 1985 has the following chart:

Annual Teacher Salaries (1985-6)

Day School (30 hours of teaching per week)	\$19,800
full time elem. <u>public school</u> teacher	25,300
full-time elem. <u>private school</u> teacher	19,100
Supplementary School (12 hours of teaching/wk)	9,000

UPDATE On May 6, 1988 The New York Times reported the following relevant statistics for general education teachers:

Based on an annual survey of 200,000 freshmen by the University of California at Los Angeles, 1987 showed 8.1% of Freshmen planning to enter teaching, this was up from 7.3% in 1986 and 4.7% in 1982 (but in the late 1960s the number was at 25%). Quality of interested Freshmen as measured by SAT scores was also increasing. A key reason for the rise:

1980	Average Teacher Salary	\$17,300
1986	Average Teacher Salary	\$25,200
1987	Average Teacher Salary	\$28,031
(the increase from 1980 to 1987 is 62%)		

Source: National Education Association

but note: Himmelfarb indicates that the public school, Jewish school differentials need to consider the fact that average public school teachers spend an average of 35 hours in school compared to 18 hours for Jewish studies day school teachers. He cites Dubb and DellaPergola as saying that in 1982-3 only 19% of day school teachers worked more than 30 hrs/wk. Over half of public school teachers hold Masters degrees, a much higher proportion than Jewish day school teachers. (Harold Himmelfarb, in "Symposium on The Jewish School Teacher: Today and Tomorrow" in Jewish Education, vol. 55, Number 1, Spring 1987 published by the Council for Jewish Education with assistance by JESNA.)

Chazan also cites salaries of about \$18,500 for full time day school teachers in early 1980s, \$9-11,000 for supplementary school teachers and mid \$50,000s for center executives and school principals. For this he cites Schiff, "The Jewish Teacher Today and Tomorrow" in Jewish Education, LV, 1 (Spring, 1987), p.6.

VI. Jobs

- A. Total number of positions needed or available (by type and institution)
- B. Positions filled (qualified and less than qualified)
- C. Positions unfilled (now and trends)

Note: data will come via placement services (talk to Sylvia Ettenberg at JTS for example)

VII. Training institutions

- A. Number of institutions and programs (see below)
- B. Number of participants (total, by type of program)
- C. Annual Graduates (and if possible where they go) FOR:

- Full time programs
- Part time programs
- In service programs
- Bureaus
- OJT (in schools; JCCs; etc.)
- Israel programs
 - Short term (summer Melton programs eg.)
 - Longer term (Machon Gold, Greenberg Inst. Melton, etc.)

Number of Institutions.--For senior personnel 4 training orgs. inst. in Israel and 12 programs in the U.S. (does not include discontinued programs or advanced degree work in various universities not designated as training centers.

#	Number of graduates in	Israel , 1985	26
		Israel , 1986	32
		U.S. , 1985	62
		U.S. , 1986	86

(Annette this is the appendix to the Dec. report to Kaplan I assume this chart means all graduates not just senior personnel graduates)

♦ JESNA "Statistical Highlights" p.5 indicates (based on its own department of Human Resources) the following under "Enrollment in J. Educator Training Programs in Jewish Institutions of Higher Learning (1985-6).

<u>Type of Program</u>	<u># of full time students</u>
Bachelors level	45
Masters level	101

VIII. Economic/Financial data

- A. Costs (trends, regional, by format, etc.)
- B. Covering the costs (trends, regional, etc.)
 - 1. Tuition portion (trends)
 - 2. Grant portion (various kinds including subventions from endowments that are communal eg. federation, general communal support in an area, private foundation support) trends in recent years.
- A summer 1985 report estimated a total of \$500 million spent on J. Ed. every year.
Source Alvin Schiff, "Public education and the J. school," Journal of Jewish Communal Service, vol 61, No.4 (Summer 1985)
- \ In Schiff's 1983 "Crossroads Report" he breaks the \$ billion dollar number down as follows: \$400 million for formal primary and secondary education and \$100 million for family education, adult education, teacher training, camping, communal service to schools and informal Jewish education associated with formal auspices.
- ♦ (see attached) JESNA Trends "Statistical Highlights" for 1985-6 estimates the cost of Day school operations at \$370,000,000 and the cost of Supplementary School operations at \$185,000,000 for a total of \$555,000,000. Source cited is projections from Budgeting and Financing in Jewish Day schools, 1984 and Budgeting and Financing in Jewish Supplementary Schools, 1983.

AVERAGE PER PUPIL COSTS AND TUITION FEES

<u>SETTING</u>	<u>PER PUPIL COST</u>	<u>TUITION FEES</u>
Day school		
Nursery -8th grade	\$3,300	\$2,300
9 - 12 Grade	5,000	3,150
Supplementary (n-12)		
2-5 days/wk	660	240
1 day/wk	270	not available

Federation allocations to Jewish Education (77 cities)

Source "Federation Allocations to Jewish Education", CJF, 1980-84

Federation allocation to J. Ed. (includes higher education)	1980 \$34,523,849	1984 \$49,912,912
--	----------------------	----------------------

J.ed. alloc. as a % of total local allocations	24%	26%
---	-----	-----

breakdown by school format (1984)

Dayschools - 51%

Bureaus of J. Ed. - 31%

Community Schools - 9%

Institutions of higher Jewish learning - 6%

Congregational School - 2%

Other - 1%

(Schiff's 1983 report shows very different statistical breakdowns by school format although his total federation allocation was not far off in 1982 - \$37 million. eg. Schiff cites 79% of the allocation to day schools).

- In the Fishman study the following appears: The average J. Community allocates over 4% of its federation budget to J. Ed. based on five year survey 1980-1984. (allocations for all local purposes during the same period went up by 33%)
Source Naomi Liebman, Federation Allocations to Jewish Education, 1980-1984 (New York: CJF Statistics Unit, 1985)
- update -- In 77 cities federation education allocations increased during the five years from 1980 to 1984 from \$35 million to \$50 million. (Ibid.)

note: Schiff "The American Jewish Day School - 1986 - Retrospect and Prospect" address delivered at CJF G.A. 1986 states the following: Federations account for only 5% % of the total Jewish day school income (1% to Fund for Jewish Education in New York City for example and 12% outside of New York).

- A highly divergent number is : In 1982 it was estimated that American Jews were spending a total of \$280,000,000/annum. Report by Ackerman (from manuscript) cited in Dubb and DellaPergola (p.vii).

\ Schiff in the 1983 Crossroads report provides further breakdown on Day school costs. At the elementary level he notes \$2000 as the average per pupil annual cost, with the average per pupil income at \$800 and a deficit based on these numbers of \$64 million. At the high school day school level the average per pupil is \$3450, income is \$1500 and the deficit is \$38 million for a total day school deficit of

over \$100 million annually (made up by special fundraising efforts).

- \ Schiff notes that the average per pupil; cost of \$2600 in day schools is comparable to public school costs even though the Jewish day school day is 2-4 hours longer and there are two sets of teachers. He notes that the costs of the physical plant, maintenance, low instructional cost and maximum use of school resources and personnel as the reason for the higher productivity figure.
- \ Supp. school costs were fully funded by membership fees.

IX. Data on Canada

- & In 1978-9, according to Himmelfarb and DellaPergola there were 49,000 Jewish Children (ages 3-17) in Canada, 22,000 were enrolled in Jewish school, 39% were receiving any kind of Jewish education. 25% were in day school, 14% were in part-time Jewish education, 63% of those receiving any Jewish education at all were receiving it in day school settings. (p.16) .

The enrollment decline in Canada between 1965 and 1978 was only 8%.

In Toronto and Montreal 50-60% of all Jewish children in any educational setting were in day school. (p32).

- + In Montreal and Toronto with 1971 Jewish populations of 110,000 and 114,000 respectively, the percentage of surveyed Jews who had ever received any Jewish education was (in Toronto) 94% for males and 74% for females (p.,38). And most of these who received any Jewish education attended day school 55% in Montreal and 19% in Toronto. The similar number for the U.S. is less than 10%. The day school enrollment statistic of 63% noted above is compared to the 26% number in the U.S.

- = Update. The 1982 Hebrew Univ Census (Report # 3 Genuth, DellaPergola and Dubb) showed 131 Schools in Canada, with 26,627 students and 2,054 teachers of these 44 schools were day schools, with 16,679 students and 1,363 teachers.

For supplementary schools the number was 87, with 9,948 students and 691 teachers.

- X. ?? In depth data for a major city ?
- Data may be applied from synopsis of 18 city data in the Brandeis, Fishman study (see below)

XI. Pull out the key data that we know as threshold information

- A. Neutral descriptive data
- B. Problems highlighted

Worldwide 1/3 to 1/2 of the 4000 people holding senior positions in Jewish education "do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability." p.3 interim report 1986.

Worldwide no more than 100 people graduate annually from training programs for senior positions. (p.4) To meet the need for 10 years 350-400 senior educators must be trained annually.

C. Opportunities and positive developments highlighted

- In St. Louis 1982 survey shows that respondents were twice as likely as their parents to have received some formal Jewish education. Source 1982 Federation study for St. Louis, p.129.
- Based on data from NY, MetroWest and Rochester it appears that today younger women are almost as likely as younger men to receive formal Jewish education and the kind of J. Ed. they receive is likely to be similar to that of men. Older generations of J. women were much less likely than men to receive any formal J. Education and less likely that it would be as intensive as men's education. Source Fishman, Brandeis study, p.25.
- The number of students enrolled in all day schools increased by 66% from 1962-1982 according to Schiff "On the Status of Jewish Supplementary School" Jewish Education Vol.5 No.4 (1982)
- There is an increase in the number of non-orthodox day schools (in Phila. half of day school enrollees are in Conservative synagogues, 28% so in Chicago and Miami, 20% in L.A.) Source Dubb and DellaPergola, Research Report 4
- In 1945 there were 70 day schools in US, in 1955 - 200, in 1967 there were 350 and today roughly 632. Source Schiff, "Status of Supplementary School", (Graph)
- Fishman says majority of parents seem reasonably happy with their children's Jewish education, rating it good rather than outstanding or deficient. Based on Federation city data for about 4 cities. See pp. 51-2. (exhibit)

XII. What is the most significant gaps in our data?

major gap - impact of J. Ed. on J. identity and survival

- no data on communal participation in family education programs or on its impact
- No real market research to discover parent needs and roles vis a vis their children's or their own J. Ed.
- We don't know how much families can afford to pay for J. Ed.
- Daycare needs and opportunities and costs not clear in J. Context. (would parents want these as J. services, how much would they pay?)
- data missing for pre bar/bat mitzvah children, college age young adults, young and older singles, family groups
- we don't know impact of early age J. ed. on future/later age J. ed.
- What is effectiveness of J. curriculum and different formats at different ages,
- does J. Ed. and what kind of J. ed. really effect J. continuity? (relat. between enculturation, and formal text learning, impact of camping, family weekends, etc.
- What kind of home, family programs are there? Do they work?
- Who and how many Jews attend synagogue shabbatonim?
- Who and how many go to camp, Israel for education, political and social outreach programs? Do these programs bring participants closer to their J. identity. Role of JCCs?
- How much J. Ed. should be subsidized, supported by enrollees, free?
- Who should we target for J. Ed. above others, where do we get largest return on our investment of J. Ed. time and resources? (to committed JEws, marginal ones, very young, pre-bar/bat mitzvah captive audiences, college age, singles, families??

Source Data

- [-] Learning About Learning, Sylvia Barack Fishman, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987.

This report focuses on data collected and analyzed in the 1980s, many of the key sources are others used in this report. The unique data of this report is based on data from 18 recent federation conducted city studies on Jewish demographics (and education). See pp.5-7 of this report for details and espec. footnote 18. (attached.)

It may be possible to use this report for the construction of data for a particular city as a model.

- [#] "Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.
- [■] Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1901/2 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986
- [♦] JESNA, "Statistical Highlights of Jewish Schooling in the U.S." Trends, No. 11, Spring 1986.
- [\\] Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" report prepared for the Joint Program for Jewish Education , in conjunction with CJF, JWB and JESNA. There are extensive statistics in the report, many are not reported in this summary because they have been updated or repeated by more recent sources. Primary data sources for this report are not noted.
- ["] Barry Chazan, "The State of Jewish Education". (no other information available on this source, statistics include 1988 data, however, in some cases)
- [&] Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.
- [+] Sergio DellaPergola and Nitza Genuth, "Jewish Education Attained in Diaspora Communities for 1970s" Research Report

Number 2, 1983 Hebrew University of Jerusalem. The Institute of Contemporary Jewry.

- [=] Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3, 1985, Hebrew University of Jerusalem. The Institute of Contemporary Jewry.



Teachers

Number

There are approximately 18,700 teaching positions in Jewish schools (not including general studies positions in day schools). However, a single teacher may fill several teaching posts. Most teachers teach part-time in supplementary schools.

<u>School Setting</u>	<u>Number of Teachers</u>	<u>Teaching Status</u>	
		<u>Full Time</u> (more than 12 hours)	<u>Part Time</u>
		%	%
Supplementary	15,000	8	92
Day (and independent pre-school)	3,700	80	20

Source: JESNA-Hebrew University Census, 1985.

Teacher Licensing

While the number of licenses issued nationwide has risen during the past few years, the vast majority of teachers are not licensed. The number of teacher licenses (permanent and temporary) granted annually by the National Board of License and its eleven, local affiliated boards is:

<u>Year</u>	<u>Licenses</u>
1981 - 82	148
1982 - 83	149
1983 - 84	201
1984 - 85	175

Source: JESNA, Department of Human Resources.

Enrollment in Jewish Educator Training Programs in Jewish Institutions of Higher Learning (1985-86)

<u>Type of program</u>	<u>Number of full-time students</u>
Bachelors level	45
Masters level	101

While specific data on the number of new teachers needed each year are not available, it seems clear that the supply of graduates from training programs is small relative to the demand. Indeed, many of those graduating with an MA, take administrative rather than teaching positions.

Source: JESNA, Department of Human Resources.

Fax Sent
DATE 6/6/88

NATIV POLICY AND PLANNING CONSULTANTS
P.O.B. 4497, Jerusalem 91044
Telephone: 972-2-662296
Facsimile No. 972-2-699951

FACSIMILE TRANSMISSION

TO: PERRY DAVIS % R. GRELLSHEIMER
FROM: ANNETTE HOCHSTEIN
DATE: SEYMOUR FOX FAX NUMBER: 001-212-7990995
6/6/88
NO. OF PAGES: 4



mina6688

PRELIMINARY DRAFT

DATA SHEET

THE DATA SHOULD PROVIDE IN A CONCISE AND DIRECT FORM A FIRST PICTURE OF :

1. THE FIELD OF JEWISH EDUCATION IN NORTH AMERICA TODAY
2. THE GAPS -- THE PROBLEMS

OUR QUESTIONS:

**** WHAT ARE THE RELEVANT PARAMETERS

**** DOES THE DATA EXIST

**** HOW EASILY ACCESSIBLE IS IT?

1. DEMOGRAPHIC DATA: TOTAL POPULATION
AGE GROUPS (WHICH?)
TOTAL ENROLLMENT IN JEWISH EDUCATION OF ALL
TYPES -- AT GIVEN TIME (NOW) BY AGE
-- AT ANY TIME IN THEIR SCHOOLING YEARS
(DEFINE ENROLLMENT)

This data should be gathered from authoritative statistical sources and checked with :
CJF research department; Joey Riemer; Steven M. Cohen; A. Schiff;
etc.,

2. EDUCATIONAL INSTITUTIONS AND PROGRAMS (FORMAL AND INFORMAL)

a. NUMBER OF:

EARLY CHILDHOOD INSTITUTIONS

-- IN JCC'S

-- IN SYNAGOGUES

-- OTHER

DAY-SCHOOLS (ELEMENTARY SCHOOL; HIGH SCHOOL)

SUPPLEMENTARY SCHOOLS (ELEMENTARY SCHOOL; HIGH SCHOOL)

EDUCATIONAL PROGRAMS AT JCC'S

YOUTH MOVEMENTS

SUMMER CAMPS

COLLEGE/GRAD JEWISH STUDIES COURSES

ADULT EDUCATION (SYNAGOGUES, JCC'S, FEDERATIONS, BUREAUS,
ORGANIZATIONS SUCH AS HADASSAH, HILLEL, ETC...)

b. PARTICIPANTS IN PROGRAMS (ABSOLUTE AND RATIO'S BY TYPE OF INSTITUTION, PROGRAM AND BY AGE GROUP)

The best starting point is probably the Hebrew University's joint data project with JESNA. Start at JESNA for this data -- they may already have the new printouts. Then check with Schiff; Riemer, JWB, Riesman, us.

3. NATIONAL AND LOCAL SERVICE ORGANIZATIONS - INSTITUTIONS

BUREAUS

Other local educational institutional structures

The denominations and their educational institutions and structures.

4. PERSONNEL -- THE EDUCATORS:

- * NUMBERS BY TYPE OF INSTITUTIONS (SEE LIST #2 ABOVE)
- * NUMBERS BY LEVEL AND FUNCTION
- * PROFILE - EDUCATIONAL BACKGROUND, ISRAELIS,
- * EMPLOYMENT CONDITIONS ; SALARIES, BENEFITS
- * FULL-TIME; PART-TIME
- * TURNOVER (RETENTION)
- * RECRUITMENT

5. JOBS:

- * POSITIONS (BY TYPE)
- * FILLED (BY QUALIFIED/LESS THAN QUALIFIED)
- * UNFILLED

Try the placement bureaus -- JESNA and the denominations; Sylvia Ettenberg at JTS; etc...

6. TRAINING INSTITUTIONS BY PROGRAM TYPE, NUMBER OF PARTICIPANTS AND ANNUAL NUMBER OF GRADUATES (WHERE THEY ARE?)

FULL TIME PROGRAMS

PART-TIME

IN-SERVICE

-Bureaus

-On the Job Training Programs (in schools; JCC's etc..)

PROGRAMS IN ISRAEL

-- Short term (e.g. Summer programs at Melton; etc..)

-- Long-term (e.g. Machon Gold; Greenberg Institute; Melton Center; other)

JESNA did a survey in 1986. They should have it on file. Includes economic data.

Ask Joey Riemer and people at Brandeis. See "Jewish Education" - special Issue. Brandeis Conference (publication).

7. FINANCIAL DATA

*COST
*FUNDING
*GRANTS

salaries
Federations

Start with the research departments of JWB abd CJF. Check with JESNA and with Schiff. Check with Senior federation planner such as Huberman; Jack Ukeles knows a lot.

For all categories the data should be checked with top experts. No new data should be created; only available data should be sought.

THE DATA SHOULD HELP US DEAL WITH A DEFINITION OF NEEDS, GAPS, FURTHER DATA THAT MUST BE GATHERED.

IN ORDER TO ILLUSTRATE THE POINT COULD WE:

USE ONE MAJOR METROPOLITAN CENTER AS EXAMPLE/CASE? (e.g. Los Angeles study of 1982?)

USE MEDIUM CITY

USE SMALL COMMUNITY (Ask Susan Wall about New Haven)

MINADATA

Some communities
may have the data
It's check this
with Annette

Annette

1	6	88
---	---	----

- THE DATA SHOULD PROVIDE A FIRST PICTURE OF :
1. THE FIELD OF JEWISH EDUCATION IN NORTH AMERICA TODAY (QUANTITATIVE AND QUALITATIVE)
 2. THE GAPS -- THE PROBLEMS

Meeting at SF
home with
Josh, Angel, Joyce,
Barry P., & Jay, et

OUR QUESTIONS:

- **** WHAT ARE THE RELEVANT PARAMETERS
- **** DOES THE DATA EXIST
- **** HOW EASILY ACCESSIBLE IS IT?

Finances
where is
the data
from

1. DEMOGRAPHIC DATA: TOTAL POPULATION
AGE GROUPS (WHICH?)
TOTAL ENROLLMENT IN JEWISH EDUCATION OF ALL
TYPES -- AT GIVEN TIME (NOW) BY AGE
-- EVER
(DEFINE ENROLLMENT)

ORGANIZATIONAL AFFILIATION?

Attitudinal trends
in
Barry's Comm. SF
Boston Communal Jewish
Sherry (and Boston)

2. EDUCATIONAL INSTITUTIONS AND PROGRAMS (FORMAL AND INFORMAL)
NUMBER OF

DAY-SCHOOLS
SUPPLEMENTARY SCHOOLS
YOUTH MOVEMENTS
SUMMER CAMPS
COLLEGE/GRAD JEWISH STUDIES COURSES
ADULT EDUCATION (SYNAGOGUES, JCC'S, FEDERATIONS, BUREAUS,
ORGANIZATIONS SUCH AS HADASSAH, HILLEL, ETC...)

Definition of characteristics
how much Judaism
Integrated curriculum

Tolun

3. NATIONAL AND LOCAL SERVICE ORGANIZATIONS - INSTITUTIONS

JESNA
BUREAUS

4. PARTICIPANTS IN PROGRAMS (ABSOLUTE AND RATIOS BY TYPE OF
INSTITUTION, PROGRAM AND BY AGE GROUP)

*DAY SCHOOLS
*SUPPLEMENTARY SCHOOLS
*CAMPS

maybe

Steve K. Liberman
start L.A. Feb.

5. PERSONNEL -- THE EDUCATORS:

SF

Brune Phillips
at HUC

The Jewish
Representation

Use
General
Educators

- * NUMBERS BY TYPE OF INSTITUTIONS
- * NUMBERS BY LEVEL AND FUNCTION
- * PROFILE - EDUCATIONAL BACKGROUND, ISRAELIS,
- * EMPLOYMENT CONDITIONS : SALARIES, BENEFITS
- * FULL-TIME; PART-TIME
- * TURNOVER (RETENTION)
- * RECRUITMENT

*How long in the field
Jewish Education (achy) How long stay relationship
What's the training in
between a unit & retention*

6. JOBS:

- * POSITIONS (BY TYPE)
- * FILLED (BY QUALIFIED/LESS THAN QUALIFIED)
- * UNFILLED

7. TRAINING INSTITUTIONS BY PROGRAM TYPE, NUMBER OF PARTICIPANTS AND ANNUAL NUMBER OF GRADUATES (WHERE THEY ARE?)

FULL TIME PROGRAMS
PART-TIME
IN-SERVICE
PROGRAMS IN ISRAEL

- Other Training - Bureaus
- Schools

8. THE PROFESSION

→ JEd Special Issue

9. FINANCIAL DATA

- * COST
- * FUNDING
- * GRANTS

*State of field
Brands conference*

*Outcomes of Jewish
Education
Impact
(What research
exists (quantity
of))*

THE DATA SHOULD HELP US DEAL WITH A DEFINITION OF NEEDS, GAPS, FURTHER DATA THAT MUST BE GATHERED.

IN ORDER TO ILLUSTRATE THE POINT COULD WE:

*CA
Zion 1992*

USE ONE MAJOR METROPOLITAN CENTER AS EXAMPLE/CASE?
MANY

USE MEDIUM CITY

← USE SMALL COMMUNITY
Bayonne, NJ - New Haven

*Rays of Hope
Success Stories*

"What Works"

Ted Sizer

at Brown

Perry Davis work

MIHA Archives -- ~~Post 1st~~, Pre 2nd Commission Meeting

9 BM	7-13-88		Data Report Draft 4, by PD
10 BM	7-26-88		Update to Draft 4 Data Report
11 BM	8-26-88		Draft 2 Data Report
12 BM	8-6-88	C	Preliminary Draft Data Sheet
13 BM	8-12-88		Draft Data on Jewish Education in North America
14 BM	8-1-88		Draft Data presentation
15 BM	7-4-88		Draft 3, Data on Jewish Education in North America
16 BM	4-26-88		Overview of Research in Jewish Education, Focusing on Personnel and Institutions/Systems, by
17 BM	5-23-88		Follow-Up to Overview of Research in Jewish Education by David Resnick
35 C	7-13-88		From PD to A, re: data report
36 C	7-13-88		From DM to PD, re: data on American Jewish population
37 C	7-5-88		From PD to A, re: data presentation format for August 1, 1988
38 C	7-21-88	C	From A to PD, re: comments on data document
39 C	7-88		From A to PD, comments on data document
40 C	7-6-88		From Moshe Davis to SF, re: data
41 C	7-5-88		From PD to A, re: Update Data Report
5 F	6-1-88		Free thought on data report
6 RM	88		Statistical Highlights of Jewish Schooling in the U.S., Trends, Spring 1988



FACSIMILE TRANSMITTAL SHEETDate of transmission October 28th Pages: 8

(including Cover)

Transmit to: Brandeis UniversityFax number: 617-736-4724Attention: Joe Reimer, Hornstein ProgramHi Joe! ~~ATTN:~~

Attached are the 7 interviews I've completed so far. It's harder than I thought it'd be to reach everyone. Many people won't be available until Monday so I should be sending you another batch of questionnaires on Tuesday morning. Hope that's not gonna put you behind schedule. Call me if you can't read my writing or if something is "unsatisfactory." [305-981-4800]. I will probably be arriving in Boston on Oct. 3rd but could come on the 2nd if necessary.

Love Joe

Debbie

October 25, 1988

DR. JOSEPH RIEMER
JEWISH COMMUNAL STUDIES, HORNSTEIN PROGRAM
BRANDEIS UNIVERSITY
WALTHAM, MA 02254

DEAR JOE,

LET US TELL YOU AGAIN HOW PLEASED WE ARE WITH THE MATERIAL THAT WE RECEIVED. OUR COMMENTS SHOULD BE READ AS SOME THOUGHTS THAT YOU MIGHT WANT TO CONSIDER.

OPTION ⁶~~8~~ AND ¹⁷~~13~~ A: TO FOCUS EFFORTS ON THE FAMILY

I THINK IT WOULD BE USEFUL IF AT SOME POINT YOU INDICATED HOW IMPORTANT CERTAIN THEORISTS BELIEVE THE FAMILY IS FOR EDUCATION AND FOR JEWISH EDUCATION. THAT MIGHT BE MENTIONED UNDER THE "IMPORTANCE" CRITERIA, OR UNDER "WHAT BENEFITS COULD BE ANTICIPATED." IT COULD BE INCLUDED IN YOUR CATEGORIES 13, 14 OR 17.

NOW SOME MINOR COMMENTS ON VARIOUS ITEMS IN THE PAPER. PARAGRAPH NUMBERS REFER TO YOUR PARAGRAPHS.

1. LISTING THE PRIMARY POPULATION AS "JEWISH FAMILIES WITH CHILDREN" IS TO EMPHASIZE FAMILY EDUCATION ESSENTIALLY FOR THE SAKE OF CHILDREN GOING TO SCHOOL. THAT MAY BE YOUR POSITION AND THAT MAY BE THE ACCEPTED POSITION, BUT WE WANTED TO POINT OUT THAT ANOTHER POSITION MIGHT BE THAT FAMILY EDUCATION IS IMPORTANT UNTO ITSELF, AND THAT THIS SHOULD BE LISTED FIRST. ALSO, SOME OF THESE PEOPLE ARE NOT GETTING A SECOND CHANCE, BUT A FIRST CHANCE, AS WE DISCOVERED IN THE MELTON MINI-SCHOOL.

2. THE SAME POINT APPLIES. THAT IS, YOUR APPROACH IMPLIES THAT NUMBER 2(1) COMES BEFORE NUMBER 2(2), WHICH MEANS THAT PARENT EDUCATION BECOMES A MEANS FOR THE EDUCATION OF CHILDREN.

2(4). YOU MAY WANT TO QUALIFY THIS WITH "POTENTIALLY" OR "POSSIBLY" "THE STRENGTHENING AND COHESION OF THE JEWISH FAMILY."

2(5). YOU MAY WANT TO QUALIFY THIS AND STATE THE POSSIBILITY OF BUILDING A SENSE OF COMMUNITY.

3. ARE YOU SAYING THAT THERE ARE SUCCESSFUL EXPERIMENTS THAT WE CAN ACTUALLY PROVE ARE SUCCESSFUL? OR IS IT JUST INFORMED OPINION? I THINK THIS IS A POINT THAT YOU WILL WANT TO CONSIDER AS IT APPEARS SEVERAL TIMES IN THE PAPER. I AM PARTICULARLY REFERRING TO POINT NUMBER 5 -- DO WE HAVE THE KNOW-HOW? THE

QUESTION IS DO WE REALLY HAVE THE KNOW-HOW, OR DO WE HAVE SOME INFORMED OPINION ABOUT SUCCESSFUL EXPERIMENTS?

7. REGARDING MATERIALS: WE SHOULD TAKE A CONSISTENT POSITION THROUGHOUT ALL THE PAPER ABOUT THE ADAPTATION OF EXISTING MATERIAL FROM ONE AREA TO ANOTHER. WE TEND TO FEEL THAT IN AN AREA LIKE THIS, THE FORMULATION THAT WE DISCUSSED IN CLEVELAND MIGHT BE USEFUL, AND THAT IS THAT A GOOD DEAL OF MATERIAL FROM OTHER AREAS COULD BE ADAPTED OR ADOPTED THE FIRST TIME AROUND. AS WE DEVELOP A SPECIFIC AREA (THE DAY-SCHOOL OR FAMILY EDUCATION) ON A LARGER SCALE, WE WILL PROBABLY NEED SOME KIND OF SERIOUS CURRICULAR EFFORT.

9. 10. 11. IN TERMS OF INSTITUTIONAL SUPPORT, FUNDING AND POLITICAL SUPPORT, WE AGREE. BUT YOU MAY WANT TO EMPHASIZE THE IMPORTANCE OF THE FAMILY AGAIN HERE. SOME PEOPLE ACTUALLY CLAIM THAT WITHOUT IT, YOU CAN FORGET ABOUT JEWISH EDUCATION OR EDUCATION GENERALLY. YOU MAY WANT TO USE THIS ARGUMENT POSITIVELY TO INDICATE WHY SUPPORT WOULD BE AVAILABLE.

13. 14. AS MENTIONED ABOVE, THIS MAY BE THE PLACE FOR THE THEORETICAL AND RESEARCH ARGUMENTS ABOUT THE POWER OF THE FAMILY. WE SHOULD CONSIDER WHETHER TERMS LIKE "SOCIALIZATION" WILL BE UNDERSTOOD BY THE COMMISSIONERS.

17. BY "UNTESTED" ARE YOU REFERRING TO SUCCESSFUL EXPERIMENTS AND THEIR IMPACT, OR TO WHETHER IT IS POSSIBLE TO REALLY DEVELOP SUCCESSFUL EXPERIMENTS?

WE LOOK FORWARD TO THE NEXT SET OF PAPERS. SEYMOUR WOULD LIKE TO SPEAK WITH YOU AND DISCUSS OUR APPROACH TO WHO CHECKS OUR STUFF AND WHEN.

↓ IN THE NEXT DAY OR SO

BEST REGARDS,

SINCERELY,

Annette
ANNETTE & SEYMOUR

P.S. ATTACHED IS A FAX WE SENT TO HANK. PLEASE NOTE RATIONALIZED LIST OF HEADINGS AT THE END.

October 24, 1988

Mr. Henry Zucker
Premier Industrial Foundation
4500 Euclid Ave.
Cleveland, OH 44103
USA

Dear Hank,

It was wonderful spending time with you and I hope that we can find some relaxed time together on my next visit as well.

It would have been better to have had a face-to-face conversation about the two options that we hope you will undertake:

Option 2: to deal with the community, its leadership and its structure as major agents for change in any area; and

Option 23: to generate additional funding for Jewish Education.

In Cleveland we agreed that we should attempt to respond to the same categories in each option, while at the same time remembering that some categories are not appropriate for a given option. (See attached list, p. 4.)

Let us then begin:

OPTION 2: TO DEAL WITH THE COMMUNITY, ITS LEADERSHIP AND ITS STRUCTURES, AS MAJOR AGENT FOR CHANGE IN ANY AREA.

1. What is the target population?

You will have to decide what is meant by this category (all suggestions are to be seen as examples only).

One view might include every element that is normally included in the concept "the organized Jewish community." The range could include CJF to the local Federation; JESNA to the local BJE; the national denominations to the local synagogues; JWB to the local

community center and possibly even national organizations like Hadassah, NCJW, etc.

A more restricted definition might include selected targets which could be cut different ways:

- a. The leadership and the membership of the above.
- b. Only the leadership of the above.
- c. A selection of the above: e.g., only the Federation-involved groups, JESNA and JWB.

2. The desired outcomes of this option.

This is probably the crux of this option. Are we speaking here of changing the climate; of changing the priorities; of increasing the allocations; of changing the status of the field of Jewish Education and thus attracting a different kind of lay leader; of educating the existing leadership? Do you want or need to specify some of the content involved in changing the climate or educating lay-leadership? You may decide to deal here with the appropriateness or inappropriateness of existing structures that deal with Jewish Education -- as you have often mentioned. At some point in this paper you probably will have to deal with the conflict between the community as policymaker and the deliverer of services (denominations, schools, JCCs, etc.). You may also want to deal with the pool of money available now, and the amount of money that would be available at the end of the process, when Jewish education will be higher on the agenda of the Jewish community.

3. Do we know if the outcomes can be achieved?

I am unaware of any research in dealing with this problem. However, I am sure that your experience with the Jewish community in building social services, the relationship to Israel, the campaign, etc. are important sources of knowledge that can be translated and modified for use in the area of Jewish Education.

4. Are there alternatives to achieve these outcomes?

There is the view that if we only gave funds to the current deliverers of services (the seminaries, the denominations, the schools, the community centers) that would be the best of all possible solutions. Some commissioners have actually expressed this point of view and claim that changing the climate or affecting the community is an amorphous target or sophisticated P.R. They claim that several foundations announcing substantial grants for existing activities is the route that should be taken. I believe it is useful to present differing points of view, their strengths and weaknesses. (We have found it useful to indicate the weaknesses of alternative suggestions [see option 19, pp. 27 & 28 of the package in the book prepared by Ginny for our October meetings].)

5.-16. The rest of the categories.

Do we have the know-how to implement this option? Is the personnel available? Are the materials available? Is the physical infrastructure available? Are there institutional supports available? Is the funding available? Is the political support available? Is the option timely? What needs does this option answer? What benefits could be anticipated? What would the costs be? How long would it take to implement?

These will largely depend on the answers to the previous questions about target populations and desired outcomes.

17. How important is this for the field?

Is this a sufficient, necessary or enabling condition?

The point will have to be made here that this is a necessary condition for any large-scale, systematic, sustained change for Jewish Education.

I will call you in the next day or so to discuss these suggestions. At that time I would like to mention an idea that was discussed a long time ago -- namely, the preparation of a paper on the appropriate structures for Jewish Education. We considered a historical piece and Hermann Stein was mentioned as a possible author.

With best regards,

Sincerely,

Seymour Fox

p.p. S. Fox

We have been using the following outline which is a shortened version of the criteria, pp. 17-19 of key papers in Ginny's book). Formulations will have to be improved upon:

1. WHAT IS THE TARGET POPULATION?
2. THE DESIRED OUTCOMES OF THIS OPTION?
3. DO WE KNOW IF THE OUTCOMES CAN BE ACHIEVED?
4. ARE THERE ALTERNATIVES TO ACHIEVE THESE OUTCOMES?
5. DO WE HAVE THE KNOW-HOW TO IMPLEMENT THIS OPTION?
6. IS THE PERSONNEL AVAILABLE?
7. ARE THE MATERIALS AVAILABLE?
8. IS THE PHYSICAL INFRASTRUCTURE AVAILABLE?
9. ARE THERE INSTITUTIONAL SUPPORTS AVAILABLE?
10. IS THE FUNDING AVAILABLE?
11. IS THE POLITICAL SUPPORT AVAILABLE?
12. IS THE OPTION TIMELY?
13. WHAT NEEDS DOES THIS OPTION ANSWER?
14. WHAT BENEFITS COULD BE ANTICIPATED?
15. WHAT WOULD THE COSTS BE?
16. HOW LONG WOULD IT TAKE TO IMPLEMENT?
17. HOW IMPORTANT IS THIS FOR THE FIELD? (SUFFICIENT, NECESSARY, ENABLING)

October 24, 1988

Dr. Joseph Reimer
Jewish Communal Studies, Hornstein Program
Brandeis University
Waltham, MA 02254
USA

Dear Joe,

I was delighted to receive the materials on the two options and I hasten to reply.

I think it would be best if I replied, by your categories, thus numbers here refer to those on your documents.

1 ✓
Option No. 20: to develop and improve the day school (elementary and high-school).

1. I would indicate that the population is "potentially" all of the Jewish families.

2. I prefer to list the content aspects first. (e.g. numbers 2(4) and 2(5)) and then deal with the quantitative aspects. Furthermore, it might be enlightening for the Commission members to have you expand a bit on these content aspects. You might say, for example: "improve the day-school through support; improve the day-school through model programs, by recruiting qualified personnel and by creating an environment in which they would be retained." You might even give an example of curriculum -- e.g: an integrated curriculum of general and Jewish subjects. But that really is a matter of taste.

3. I think that the formulation here is a bit too tough, in the sense that, though we have no hard data, we do have some impressions and a good deal of experience. I would get my hands on the Rosalin Bernstein study of Ramaz. It can be found through Ginny Levy or Art Naparstek. I also think that it is too strong to say that we do not know if day high school will be feasible beyond the Orthodox community. There have been difficulties, but I don't know that real efforts have been made to deal with this.

4. I think it would be useful to list the alternatives first, and then argue the case. Also you begin with an argument about the day-school itself. But that again may be a matter of taste. Point number 3 about massive financial backing is not likely to

be understood. We discussed this, but I am not sure that the Commissioners could see it as an alternative to building the day-school. It is too Milton Friedman-like. Number 4(4) would probably be better placed in category number 3: ("Do we know if outcomes can be achieved").

5. I think it is too extreme to say that we do not know how to recruit and train the personnel needed. I would formulate this as: "At present, we have not found or come up with an approach to recruiting and training personnel".

6. I think that again I would say "not presently" and use the raeli teachers as an example only. It is not the only problem and there is disagreement about numbers. A formulation that you might find useful may be: "in some cases, day-schools rely heavily on Israeli teachers."

7. This too, may be too strong because people could claim that existing materials could be modified. However you may decide that your formulation is more appropriate.

8. I would check physical infrastructure with the experts. I certainly do not know whether the existing schools have a sufficient infrastructure.

10. Resnik's study on the funding of education, a recent JESNA publication, may be helpful. I would also consider the first sentence reading: high tuitions may limit enrollment for many families. "Attractiveness" might be misunderstood.

11. I don't think that many Commissioners will know, what you mean by "time", as they are not familiar with the hours' issue. Another formulation that might be helpful is "a complete setting", or "a more complete setting, to study Jewish tradition in depth."

Are terms like "socialization" known to the laymen on the Commission? I am not sure.

In 13 (4), I would suggest "need of some parents for increased Jewish involvement" instead of "identification" -- but that again may be a matter of taste.

14. In 14 (2) I prefer the formulation: "quality of Jewish knowledge and commitment could be" instead of "would be."

In 14 (3) I would soften and say "Could create" or "Might create."

Similarly, in point 14 (4), I would indicate "could intensify Jewish involvement."

15. I think that, if we have time, we ought to try and get some data here. Schiff might be helpful.

It might be useful to use rules of thumb to guess at annual per capita costs. This would allow to estimate how much adding 1,000, 15,000, 75,000 or 150,000 children, to the school system would cost the Jewish community. We know for example from Lookstein's letter that a year at Ramah costs \$ X. We also know that the cost is lower in other schools, so the range might be anywhere from \$4,000-\$10,000 per capita. These figures could be estimated and Schiff may be able to assist you.

(This of course is just an example of what could be estimated. New buildings are not included in this figure.)

1 I am not sure that tuition-reduction could be implemented in a short time. This might take massive community involvement and would depend on option number 2, that is: changing the climate of the community, etc.

In terms of curriculum production, I think 3-5 years is fair. About personnel recruitment, I think much could be done in a shorter period. I would tend to think 3-5 years as well. You wouldn't solve the whole problem, but you could certainly get model programs going and possibly first steps at introducing larger numbers into the system.

17. I would take out of the last sentence "a small minority", and formulate it as: "never be attractive to more than a percentage of non-Orthodox Jews."

I hope these remarks are useful. I will try to respond to the second option tomorrow and look forward to receiving your comments and further materials.

With best regards,


Seymour

P.S. Gertie would be the next
me & we love that that
IT IS EXCELLENT



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86 B*

charge - 4-45171-4600

86BM

8. Is the physical infrastructure available?

Yes. Programs take place in synagogues, JCC's, camps. The only addition would be retreat centers.

9. Are the institutional supports available?

The idea is new, but has growing popularity in synagogues, JCC's, federations and camps (especially on the West Coast). Replication.

10. Is the funding available?

Funding for initiation? Replication requires material production and re-training of personnel. Currently funding for those are not available.

11. Is the political support available?

The political support is building in selected locations, but is yet untested in many other locations.

12. Is the option timely?

Yes. With worries about family cohesion and parental non-support for children's education, many feel this is a timely option.

13. What needs does this address?

The need to involve parents in children's Jewish education and in their own Jewish learning and practice. It answers educators' needs to feel supported by the home and the children's needs to have continuity between the school and the home.

a. Family education could enrich the whole ambiance of children's Jewish socialization.

b. Family education could increase amount and quality of adult participation in the Jewish community.

c. Family education could enhance chances that children would continue education beyond the matriculation.

d. Unintended consequences: It could raise the demand for more quality adult education and involve rabbis more fully in practice of Jewish education. It could help revive supplementary education.

15. What would the costs be?

The immediate costs of moving from local experiments to producing models for replication would be low. To move to full implementation would involve more substantial, but still moderate, costs.

16. How long to implement?

The next stage could be achieved in 2 years. Full implementation would require 5-7 years.

17. How important is this for the field?

Untested. It could prove to have a minimal ripple effect. ~~Some experts expect it would have a maximal effect and become an~~ enabling condition (especially for supplementary education).

Option #20

Elementary and High School

1. What is the target population?

The population is all Jewish families with children of school age who are interested or could be made interested in day school education. In 1982 110,000 students attended day schools in the USA; 16,000 in Canada. The largest concentration is in the lower, elementary grades. Of the 586 day schools in North America, 400 are elementary schools.

2. What outcomes are to be achieved by this option?

1. Increase total number of day schools (d.s.) and enrollees.
2. Increase number of day high schools and enrollees.
3. Increase financial support for d.s. to raise quality of education and decrease tuition costs.
4. Improve d.s. through support for personnel training and retention, curriculum-development, family involvement and integration of formal and informal education.
5. Increase Jewish commitment and knowledge of d.s. students.

3. Do we know if outcomes can be achieved?

We have little hard data on day-schools, either in terms of their educational effectiveness or their growth in numbers. Reasons for growth are multiple; we do not know how to maximize growth or what are its limits. We do not know if day high school is feasible beyond the Orthodox community, or if the elementary day school alone has long-lasting positive benefits.

4. Are there alternatives to achieving this objective?

1. Many assume that the day school (especially when used together with informal education and Israel programs) is the single most effective form of Jewish education, for which we know of no alternative. That's an untested hypothesis.
2. Excellent pre-school, supplementary school, informal education and Israel programs may be alternatives to day school.
3. As to increasing day schools and enrollments, massive financial backing may be an alternative to the more painstaking process of improving quality.
4. Some say increasing quality of secular education will increase numbers.

5. Do we have the know-how to implement this option?

Yes, we know how to run successful day schools along all the ideological lines. No, we do not know how to recruit and train the needed personnel to meet expanding enrollments and raise quality of education.

6. Is the personnel available?

Not in North America. Day schools rely on Israeli teachers to fill many of the Judaica slots. There is a need for North American teachers and principals.

7. Are the materials available?

Only to a limited extent. There is a general lack of first-rate curriculum at all levels for teaching Judaic subjects.

8. Is the physical infrastructure available?

For existing schools, yes. For expansion, no.

9. Are there institutional supports available?

In the Orthodox community, definitely yes. In the Conservative movement, mostly yes. In the Reform movement, it is newer, but gaining support. So too in the federation world.

10. Is the funding available?

High tuitions put a squeeze on many families and may limit attractiveness. Federations have increased support, but still account for a small percentage of the funding. Day schools must raise funds for themselves. Added support needs to come from outside sources.

11. Is the political support available?

Certainly in the Orthodox community. Otherwise, the support is increasing, but is by no means universal. Opposition, though, has greatly decreased.

12. Is the option timely?

Yes. Judging by 83% increase in enrollments between 1962 and 1982, and continued growth across ideological lines, d.s. education is timely.

13. What needs does this option answer?

1. Need for sufficient time to study Jewish tradition in depth.

Option #8 and 13b

To Focus Efforts on the Family

1. What is our target population?

The primary population is the family members of children who are of school age and enrolled in some form of Jewish education. A secondary population is senior adults and their grown children and grandchildren.

2. What outcomes are to be achieved?

1. Greater involvement of parents in the Jewish education of the children.

2. A second chance for adults to learn about and attach to Jewish practices.

3. Building reinforcement for children's learning by increasing Jewish learning and practice in the home.

4. Strengthening the cohesion of the Jewish family.

5. Building a sense of community among Jewish families and a collective attachment to sponsoring Jewish institutions.

3. Do we know all these outcomes can be achieved?

Family education is yet in an experimental stage. There have been a number of successful experiments that have achieved some of the objectives. These remain isolated examples; no programmatic models have emerged; no wide replication has been attempted.

4. Are these stakeholders not achieving these objectives?

1. Parents can be involved in children's education through school participation (committees, fundraising, etc.) and more ~~creatively, involving themselves~~.

2. A sense of community can be enhanced through social, political or religious activities for adults.

5. Do we have the know-how to implement this option?

We have the know-how on a case by case basis, but do not know how to implement it on a large scale.

6. Is the personnel available?

Family education draws from existing personnel pools- particularly rabbis, social workers and educators. To move forward requires retraining of personnel along these skill-lines.

7. Are the materials available?

~~Now materials are borrowed from other contexts.~~ To move forward requires development of its own materials.

2. Need for total school ambience to support message of Jewish socialization.

3. Need for viable alternatives to failing supplementary and public schools.

4. Need of some parents for increased Jewish identification.

14. What benefits could be anticipated?

1. Larger numbers of Jewish students would be involved in more intensive Jewish study.

2. Quality of Jewish knowledge and commitment would be elevated across the community.

3. Create a larger pool for future lay and professional leadership in the community.

4. Intensify Jewish identification for the family of children attending.

15. What would the costs be?

Given needs for new buildings, tuition reduction, personnel training and retention, and materials production, the costs would be high.

16. How long would it take to implement?

Some steps (tuition-reduction) could be implemented in short time. Other steps (curriculum production, enrollment drives) could be implemented in 3-5 years. Other steps (personnel recruitment and training) require 10 years.

17. How important is this for the field?

Some experts argue it is the most important programmatic option because it has the highest yield. Others wonder if day schools will ever be attractive to more than a small minority of non-Orthodox Jews and see it as less important.

OCTOBER 13, 1988

TO FOCUS EFFORTS ON PROGRAMS FOR ADULTS

DEFINITION

TO INVOLVE MANY MORE ADULTS IN INFORMAL AND FORMAL ACTIVITIES THAT ARE LIKELY TO LEAD TO GREATER KNOWLEDGE, PARTICIPATION AND COMMITMENT.

E.G.:

- PROGRAMS IN SYNAGOGUES, COMMUNITY CENTERS, OTHER ORGANIZATIONS (H/1) *ASR 11*
- STUDY GROUPS - HAVUROT
- ISRAEL EXPERIENCE PROGRAMS
- COMMUNITY EVENTS
- UNIVERSITY PROGRAMS

I. FEASIBILITY OF TARGETS:

(1)

ANTICIPATED OUTCOMES

- * GREATER PERSONAL COMMITMENT TO JEWISH LIFE.
- * INCREASED ENGAGEMENT WITH JEWISH SOURCES
- * INCREASED PARTICIPATION IN JEWISH COMMUNAL ACTIVITIES
- * MORE KNOWLEDGEABLE PARTICIPATION IN JEWISH LIFE
- * IMPROVED ABILITY TO TRANSMIT JEWISH TRADITION AND CULTURE

(3a, b, c)

DO WE KNOW HOW TO ACHIEVE THESE TARGETS?

YES. THERE ARE PROGRAMS THAT HAVE ACHIEVED THIS.

THE QUESTION IS HOW MUCH CAN BE REPLICATED.

WE DO NOT ~~KNOW~~ THE IMPACT, THE NUMBERS THAT CAN BE REACHED. ETC...

(have empirical data on)

ARE THERE ALTERNATIVES FOR REACHING THESE TARGETS?

- * A SYSTEMATIC, CONCENTRATED USE OF THE MEDIA
- * MORE EFFECTIVE USE OF BOOKCLUBS AND GROUPS TO STUDY BOOKS LIKE THE "GREAT BOOKS" IDEA
- * CREATIVE USE OF JUDAICA PROGRAMS AT UNIVERSITIES THROUGH EXTENSION PROGRAMS.

II. CAN WE IMPLEMENT

(4) DO WE HAVE THE KNOW-HOW?

SOME: WE HAVE THE KNOW-HOW BASED ON A WIDENING THE CIRCLE OF EFFECTIVE PROGRAMS.

(5) PERSONNEL NO - PROBABLE

87B-1

THERE IS GREAT POTENTIAL IF RABBIS, SCHOLARS AND INFORMED PROFESSIONALS CAN BE CHANNELLED TO THIS AREA

(6) MATERIALS

A GREAT DEAL OF MATERIALS IS AVAILABLE. MODIFICATIONS NEED TO BE INTRODUCED. FULL-FLEDGED IMPLEMENTATION WILL REQUIRE MORE.

(7) PHYSICAL INFRASTRUCTURE

YES. IT LOOKS LIKE A GREAT DEAL IS AVAILABLE, HOWEVER A CAREFUL STUDY MIGHT INDICATE THAT WE MISS RETREAT CENTERS AND VACATION SITES.

(8) INSTITUTIONS

YES (DENOMINATIONS; JWB; NATIONAL ORGANISATION

(9) FUNDING

NO

(10) POLITICAL SUPPORT

PROBABLY YES

TIMELY?

YES

WHAT NEEDS DOES THIS ANSWER

THE WHOLE ADULT POPULATION THAT HAS BEEN BY-AND-LARGE IGNORED BY JEWISH EDUCATION.

QUALITY

THIS COULD CHANGE THE NATURE AND KIND OF JEWISH INVOLVEMENT OF THIS ENTIRE AGE-GROUP

QUANTITY

COULD INVOLVE HUNDREDS OF THOUSANDS (THE NUMBER OF JEWS BETWEEN THE AGES OF 25-65...)

(14) UNINTENDED CONSEQUENCES

IT COULD SERVE AS A HANDLE TO FIELD SUCH AS FAMILY EDUCATION AND THE EDUCATION OF CHILDREN.

(15) COST NA

REQUIRES AN ANALYTIC EFFORT

(16) DURATION

1 YEAR PLANNING

2-3 YEARS MODEL PROGRAMS

LONG-TERM WIDE IMPLEMENTATIONS

e. IMPORTANCE

No

No

No

IT MAY PROVE USEFULL TO TREAT THE ADULT POPULATION AS AN AGE GROUP AND NOT THROUGH PROGRAMS

THIS WOULD ENABLE US TO:

1. DISCRIMINATE DISCRETE SUB-POPULATIONS WITHIN THIS CATEGORY AND ASK HOW THEY SHOULD BE TREATED.

2. CONSIDER THE INTEGRATION OF EXISTING PROGRAMS IN A NOVEL WAY SO THAT THE WHOLE WOULD BE GREATER THAN THE SUM OF ITS PARTS. E.G. LEARN ABOUT ISRAEL: A YEAR'S CONCENTRATED STUDY AT A NORTH AMERICAN UNIVERSITY. . . WEEK-ENDS WITH APPROPRIATE FIGURES FROM ISRAEL IN NORTH AMERICA. . . AN ISRAEL EXPERIENCE OF A MONTH. . . A SECOND YEAR'S COURSE THAT WOULD MAKE IT POSSIBLE FOR PEOPLE TO SPECIALIZE

3. CREATIVE IDEAS THAT ARE NOT KNOWN

ATTACKING THE PROBLEM AS AN AGE GROUP WOULD PROBABLY INVOLVE A CAREFUL STUDY OF THE CLIENT POPULATION THAT WOULD INDICATE NEEDS THAT WE HAVE NEVER THOUGHT OF, AS WELL AS A MARKET STUDY THAT WOULD LET US KNOW WHAT THEY WANT.

Dear Annette and Seymour,

Please find enclosed 2 more options papers. The second is my own version of a draft on option 19 which you shared with me earlier.

I received Seymour's comments on my first 2 option papers. They were very clear & very helpful. I have tried to incorporate some stylistic corrections into these next 2 drafts. I will serve the first two later as I also get more information from the field. I welcome further feedback.

Debby Meline called. I put her to write on information-getting, which is my current mode in helping to draft options papers on topics I know less about. Having Debby's help is very much appreciated.

So two more along nicely - I hope I can get the inflow of information I need to keep up the quick pace.

Please call Asha Shaked for me & tell him that the American Jewish education conference is early in June & in no conflict with the one sponsored by the Mercaz. -1-1-1

83BM

J. Raimley

Option #2: To Focus Efforts on high school age

1. What is the target population?

The population is Jewish students of high school age who are either not already affiliated or only tangentially affiliated with Jewish schools and/or youth movements.

2. What outcomes are to be achieved through this option?

1. To find alternative Jewish contexts to attract the many Jewish adolescents who do not continue any active affiliation after Bar or Bat Mitzvah.

2. To supplement and strengthen Jewish commitment of adolescents already having some Jewish affiliation.

3. To offer exposure and education to Jewish adolescents who did not attend Jewish schools as children.

3. Do we know if these outcomes can be achieved?

There have been a few successful outreach programs for this age group, but success has been limited to individual efforts. We do not have an accessible model for replication and hence have not widely tested this option.

4. Are there alternatives for achieving this outcome?

Yes. Greatly strengthening existing formal and informal educational programs for this age group.

5. Do we have the know-how to implement this option?

We know how to implement programs that might attract unaffiliated adolescents. Examples of such programs would include:

1. Social service projects through which young people would learn skills while offering needed services;

2. high-level interest groups in areas like computers, the arts, politics through which young people would meet others with similar interests;

3. internships in Jewish agencies which would offer experiences in problem-solving in the work-world;

4. subsidized programs in Israel designed especially for bright, mature, unaffiliated adolescents;

5. programs for adolescents with special needs;

6. Judaica courses for private schools with a high concentration of Jewish students.

8, #5

2

6. Is the personnel available?

To a very limited extent. This option would require recruiting and retraining outstanding high school and college teachers who would do this work during summer and other vacations.

7. Are the materials available?

To a limited extent.

8. Is the physical infrastructure available?

Yes, because no elaborate physical quarters are needed.

9. Are the institutional supports available?

Yes. — Jewish outreach to adolescents is primarily in the hands of the denominational movements, JCC's and national movements like Bnai Brith. They would support their own outreach efforts, but have given little support to joint efforts to develop programs to appeal broadly to the non-affiliated teenager.

10. Is the funding available?

Not currently.

11. Is the political support available?

To a limited extent. Adolescence does not seem to be a top priority item on most communal agendas.

12. Is the option timely?

Not particularly, though worries about adolescents' behavior could make it more timely.

13. What needs does this option answer?

1. Adolescents' needs to belong to groups they can identify with (even while feeling ambivalent about their Jewishness).

2. Parents' needs to feel their children have some context in which to belong to the community and meet other Jewish teenagers.

3. Community's needs to provide more reliable Jewish continuity at a time in which personal identity is forming and attraction to conventional programs is low.

J.R. #15

(3)

14. What benefits can be anticipated?

1. Adolescents who would drift toward greater assimilation could be provided with new ways of affiliating.

2. High quality programs could be especially attractive to high-achieving high school students who are on their way to the better colleges.

3. High quality programs could stimulate existing programs to assess their effectiveness. It might also provide a group of entering college students who would contribute more to Jewish programs on campus.

15. What would the costs be?

The cost to initiate single programs could be low. The cost to develop a model and replicate widely, given lack of personnel and materials, could be more substantial.

16. How long would it take to implement?

Implementation of experimental programs could be in place in 1-2 years. Developing a model for replication and wide implementation could take 3-7 years.

17. How important is this for the field?

It is not a necessary or an enabling condition, but could become important if it helps to stem the dissatisfaction of this population from the community.

J. Reimer

Option #12- To develop and improve the supplementary school (elementary and high school)

1. What is the target population?

The population is the families of children of school age who are enrolled in supplementary schools. In the U.S. there are close to 270,000 children currently enrolled; in Canada close to 9,700. There are about 2200 supplementary schools in N.A., primarily serving elementary grades, with a vast majority under the auspices of either Reform or Conservative synagogues.

2. What outcomes are to be achieved through this option?

1. To improve the quality of these programs by providing more highly-trained personnel; better consistency in use of curriculum; more support from families and community.

2. To enhance the children's and families' educational experience to come away with more Jewish knowledge and commitment.

3. To increase the numbers of children who choose to continue to affiliate Jewishly after their Bar Mitzvah.

4. To increase the numbers of families who would send their children to these schools for a Jewish education.

3. Do we know if these outcomes can be achieved?

There are a minority of supplementary schools that achieve many of these outcomes. We have experiential knowledge of what makes a supplementary school more effective and how to improve less effective schools. No sustained widescale effort has been tried to upgrade these schools; it remains untested as to whether these outcomes can be achieved on a national basis, but conditions that experts list as essential for effectiveness are:

3. Enhancing outreach programs for younger children
4. Enhancing outreach directly to Jewish families

5. Do we have the knowledge to implement this option?

When appropriate personnel is available, we know how to improve the quality and attractiveness of single supplementary schools. We have limited knowledge of how to change the culture of these schools for the whole population.

J.R. #19

(2)

6. Is the personnel available?

Currently there is a pool of mostly part-time and some full-time personnel. Improvement would require recruiting, training, and retention of far more qualified full-time personnel.

7. Are the materials available?

On an elementary level, yes. On a high school level, to some extent, but less so.

8. Is the physical infrastructure available?

Yes.

9. Are the institutional supports available?

Yes, as long as these schools remain under denominational auspices.

10. Is the funding available?

For current operations, yes; but not for a serious effort of large-scale improvement.

11. Is the political support available?

To a limited extent. The poor reputation of supplementary schools has made it difficult to rally support for a sustained effort to improve their quality and appeal.

12. Is the crisis timely?

Yes. Most observers agree the supplementary schools are in crisis and need to be either improved or replaced.

13. What needs does this crisis answer?

1. In the U.S.A. the 70% of the children enrolled in Jewish schools who attend supplementary schools need a better educational experience.

2. Most non-Orthodox synagogues spend a considerable portion of their budgets on these schools and deserve more for their money.

3. The many Jewish families with children enrolled in these schools need better-quality help from these schools to help sustain their children's Jewish identity.

J.R. #19

(3)

14. What benefits could be anticipated?

1. Better quality schools could better provide students with more Jewish knowledge, firmer Jewish values and more deeply felt Jewish commitments.

2. Better quality schools could attract and hold more students for more years.

3. Improved supplementary education could be a gateway for greater interest in informal, family and adult education as well as programs in Israel.

15. What would the costs be?

High. Without a sustained effort to improve the personnel picture, no sustained improvement is possible.

16. How long would it take to implement?

And developing model programs

Pilot projects could be implemented in 2-3 years. Overall, systematic improvement could require 5-7 years.

17. How important is this to the field?

It is not a necessary condition. Some observers rank this as the most important programmatic options because it reaches the largest numbers of families. Other observers believe the outcomes will be hard to achieve and may not be worth the large investment.

THIS IS A VERY VERY ROUGH FIRST DRAFT. I HAVE MAJOR DIFFICULTIES WITH "2. DESIRED OUTCOMES"; "13. WHAT NEED DOES THIS OPTION ANSWER" AND WITH THE GENERAL DEFINITION OF TARGET POPULATION

October 30, 1988

OPTION #18:

TO DEVELOP ISRAEL EXPERIENCE PROGRAMS

★

DEFINITION: TO BRING ABOUT INCREASED PARTICIPATION IN SHORT, MEDIUM AND LONG-TERM EDUCATIONAL EXPERIENCES/ PROGRAMS IN ISRAEL, OF VARIOUS KINDS (FORMAL AND INFORMAL) AND FOR ALL AGE GROUPS.

1. TARGET POPULATION: THE WHOLE JEWISH POPULATION OF NORTH AMERICA. (CLOSE TO 40% OF NORTH AMERICAN JEWS HAVE VISITED ISRAEL. STUDIES INDICATE THAT ANOTHER 40% MIGHT BE ATTRACTED TO PROGRAMS GIVEN CERTAIN CONDITIONS. SOMEWHAT OVER 20% INDICATE NO INTEREST WHATSOEVER.) POLICYMAKER MAY DECIDE TO TARGET SUB-GROUPS (BY AGE, SETTING, AFFILIATION, ETC...).

under 1

2. DESIRED OUTCOMES:

- * RESPOND TO THE SEARCH FOR BELONGING TO THE JEWISH PEOPLE AND TO THE DESIRE FOR PARTICIPATION IN IT.
- * INCREASE THE SENSE OF BELONGING TO THE JEWISH PEOPLE, OF THE IMPORTANCE OF ISRAEL, OF COLLECTIVE AND INDIVIDUAL PARTICIPATION AND RESPONSIBILITY FOR THESE.
- * INCREASES ACQUAINTANCE WITH ISRAEL AS A MAJOR CREATIVE JEWISH ACCOMPLISHMENT.
- * EXPERIENCE CONTEMPORARY ISRAEL - ITS MEANINGS, DILEMMAS, CHALLENGES.
- * GET ACQUAINTED WITH THE SITES OF JUDAISM
- * INCREASE KNOWLEDGE ABOUT ISRAEL

3. DO WE NOW IF THE OUTCOMES CAN BE ACHIEVED?

WE HAVE LIMITED EMPIRICAL DATA CONCERNING THE IMPACT OF PROGRAMS IN ISRAEL. THERE ARE ~~HAVE~~ MAJOR ASSUMPTIONS (BY EXPERTS, EDUCATORS AND DECISIONMAKERS ALIKE) CONCERNING THE FACT THAT ISRAEL SPEAKS POWERFULLY TO ITS JEWISH VISITORS AND HAS SIGNIFICANT IMPACT RE-JEWISH IDENTITY. (MORE THAN?...)

4. ARE THERE ALTERNATIVES TO ACHIEVING THESE OUTCOMES?

5. DO WE HAVE THE KNOW-HOW TO IMPLEMENT THIS OPTION?

YES. BY-AND-LARGE WE HAVE THE KNOW-HOW FOR THE ACTUAL IMPLEMENTATION OF PROGRAMS, THANKS TO THE EXTENSIVE EXPERIENCE

13. WHAT NEEDS DOES THIS OPTION ANSWER?

14. WHAT BENEFITS COULD BE ANTICIPATED?

a. QUALITATIVE IMPROVEMENT IN PROGRAMS

b. INCREASE NUMBERS OF PARTICIPANTS FROM 25,000 PER YEAR (13-30 YEAR OLD IN ORGANISED PROGRAMS) TO A FEW TIMES THAT NUMBER.

c. UNANTICIPATED OUTCOMES:

15. WHAT WOULD THE COST BE?

[COULD DO RULE OF THUMB - \$500-1000 PER CAPITA. 25000 * 1000 = 25,000,000]

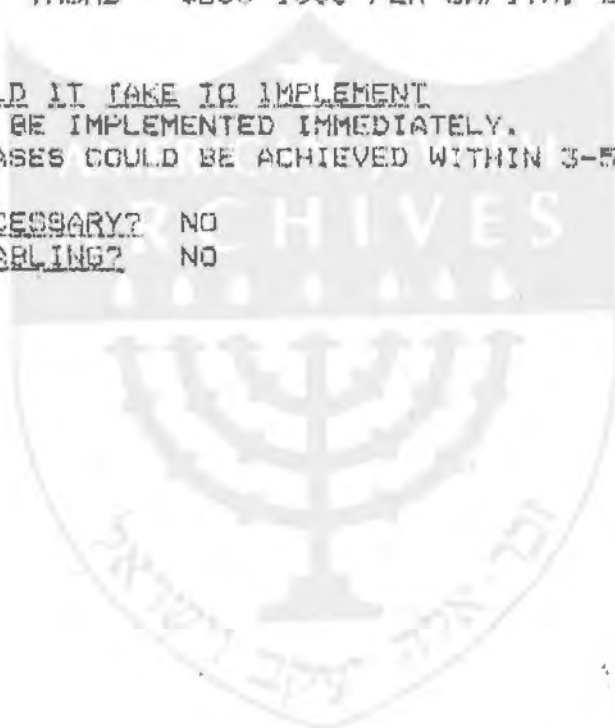
16. HOW LONG WOULD IT TAKE TO IMPLEMENT

SOME THINGS COULD BE IMPLEMENTED IMMEDIATELY.

SIGNIFICANT INCREASES COULD BE ACHIEVED WITHIN 3-5 YEARS.

IS THIS OPTION NECESSARY? NO

IS THIS OPTION ENABLING? NO



Oct. 1, 1988

M E M O R A N D U M

Options Paper-Draft #2

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

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

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

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

4. The following steps were taken :

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

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

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

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

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

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

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

B. The list of options

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

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

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

C. Criteria

The following criteria were applied to the options:

a. Feasibility

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

a. Feasibility

- I. Can the option achieve its targets?
- 1. Can this option achieve its targets? (e.g. Is free tuition likely to increase enrolment significantly? Will increasing participation in early childhood programs increase these children's participation in Jewish Education in future years? Will it intensify the emotional involvement of the children participating?).
- 2. Is this option the optimal way to reach the targets or are there alternatives that should be considered? (e.g. is there a more effective way than free tuition to increase school enrolment?).
- 3. Criterion 1, ("will the option achieve its targets?") will require us to consider the options in terms of three levels of knowledge.

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

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

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

II Can the option be implemented?

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

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

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

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

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

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

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

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

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

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

b. What are the Anticipated Benefits

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

12. What is the expected qualitative benefit or impact?

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

14. What additional benefits can be expected?

c. How much will the option Cost

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

d. How much Time to Implementation

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

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

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

The option could be classified according to the following criteria:

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

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

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

D. Analysis of the Options

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

The information will be presented two ways:

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

E. The matrix

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

Decision matrix - Draft 1 -- 27 Sept.1988

CRITERIA (*)	I. Feasibility				
	I. Will it achieve its targets?				
	TARGETS	ALTERNATE	KNOW	ASSUME	DON'T KNOW
	1	2	3a	3b	3c
OPTIONS (*)	=====				
1 PERSONNEL	Define(a)	No	Little(b)	Much	Some
2 COMMUNITY	Define	No	Much	Some	Some
3 EARLY CHILDHOOD	Define	No	Much	Some	Some
4 ELEMENTARY SCHO	Define	No	Some	Much	Some
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7 YOUNG ADULT	Define	No	Little	Some	Much
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9 ADULTS	Define	No	Some	Some	Some
10 RETIRED+ELDERLY	Define	No			
11 NO TUITION	Define	No	Little	Some	Much
12 EARLY CH.PROGS	Define	No	Much	Much	some
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Notes:

- *, See Definitions in "Options Paper"
- a. Define: see detailed descriptions of options
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II. Can we implement?

KNOW-HOW	PERSONNEL	MATERIALS	PHYS. INF.	INSTITUT	FUNDS	POL. SUPPORT
4	5	6	7	8	9	10
=====						
YES	SOME POSSIBLE	SOME		SOME	(d)	YES+CONFLICT
SOME	NO	NO	SOME	SOME		PROB.
SOME	NO		YES	SOME		YES+CONFLICT
SOME	NO	NO	YES	SOME		
SOME		NO	SOME	SOME		YES+CONFLICT
SOME	NO	NO		NO		
NO	NO	NO	YES			
			YES			
YES			YES	YES		YES+CONFLICT
YES	NO	SOME		YES	NO	YES+CONFLICT
EASY	NO	WEAK	PROBABLY	YES		YES+CONFLICT
SOME	NO	NO	YES	PROB.	PROB.	YES+CONFLICT
SOME	NO	NO	YES	PROB.	PROB.	YES+CONFLICT
SOME	COMPETE	NO	YES	YES		YES+CONFLICT
YES	SOME	SOME	YES	YES		YES+CONFLICT
SOME	NO	SOME	YES	YES		YES+CONFLICT
YES	SOME		SOME	YES		YES+CONFLICT
YES	SOME	-----	----	NO		DOUBTFUL
YES						COMPETES
YES	-----	-----	-----	PROB.	-----	COMPETES
YES	YES	-----	-----	PROB.		NO
SOME	NO	SOME	-----	PROB.		DOUBTFUL
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Oct.1, 1988

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=====						
YES	SOME POSSIBLE	SOME		SOME	(d)	YES+CONFLICT
SOME	NO	NO	SOME	SOME	PROB.	PROB.
SOME	NO		YES	SOME		YES+CONFLICT
SOME	NO	NO	YES	SOME		
SOME	NO	NO	SOME	SOME		YES+CONFLICT
SOME	NO	NO		NO		
NO	NO	NO	YES			
			YES			
YES			YES	YES		YES+CONFLICT
YES	NO	SOME		YES	NO	YES+CONFLICT
EASY	NO	WEAK	PROBABLY	YES		YES+CONFLICT
SOME	NO	NO	YES	PROB.	PROB.	YES+CONFLICT
SOME	NO	NO	YES	PROB.	PROB.	YES+CONFLICT
SOME	COMPETE	NO	YES	YES		YES+CONFLICT
YES	SOME	SOME	YES	YES		YES+CONFLICT
SOME	NO	SOME	YES	YES		YES+CONFLICT
YES	SOME		SOME	YES		YES+CONFLICT
YES	SOME	-----	----	NO		DOUBTFUL
YES						COMPETES
YES	-----	-----	-----	PROB.	-----	COMPETES
YES	YES	-----	-----	PROB.		NO
SOME	NO	SOME	-----	PROB.		DOUBTFUL
SOME	LITTLE			PROB.		

Decision matrix - Draft 1 -- 27 Sept.1988

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

Decision matrix - Draft 1 -- 27 Sept.1988

c.Importance			
SUFFICIENNECESSARYENABLING			
	17	18	19
=====			
NO	YES	NO	
NO	YES	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	
NO	YES	YES	
NO	NO	NO	
NO	NO	NO	
NO	NO	NO	

2 Individual Discussion Papers

Sept. 28, 1988

OPTION 1~~8~~ - TO DEVELOP EARLY CHILDHOOD PROGRAMS.

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

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

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

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

WHAT ARE ALTERNATIVES FOR REACHING THESE TARGETS?

DEALING WITH THE WHOLE AGE GROUP AND NOT ONLY THROUGH PROGRAMS.
THE MEDIA
BOOKS
GAMES
PARENTS AND FAMILY EDUCATION

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

DO WE HAVE THE KNOW-HOW?

WE HAVE SOME AND WHAT IS MISSING COULD PROBABLY BE ACQUIRED

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

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

PHYSICAL INFRASTRUCTURE YES

INSTITUTIONS YES

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

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

ANSWERS NEED YES

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

AVAILABLE FUNDS AND COST? UNKNOWN

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

COMMUNAL AND POLITICAL SUPPORT

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

TIME

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

IS THIS A NECESSARY CONDITION? NO

IS THIS AN ENABLING CONDITION? NO

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

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

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

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

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

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

WHAT ARE ALTERNATIVES FOR REACHING THESE TARGETS?

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

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

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

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

ARE MATERIALS AVAILABLE? -- A GOOD DEAL

PHYSICAL INFRASTRUCTURE -- YES

INSTITUTIONS YES

ANSWERS NEED YES

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

AVAILABLE FUNDS NOT AT PRESENT

COMMUNAL AND POLITICAL SUPPORT NO
AT PRESENT VERY LIMITED BECAUSE OF THE PERCEIVED FAILURE OF THE INSTITUTION.

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

QUALITATIVE IMPROVEMENT YES

QUANTITATIVE INCREASE POTENTIALLY VERY SIGNIFICANT

COST? UNKNOWN

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

TIME MEDIUM RANGE

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

IS THIS A NECESSARY CONDITION? NO

IS THIS AN ENABLING CONDITION NO

OPTIONS :

- 1 PERSONNEL
- 2 COMMUNITY
- 3 EARLY CHILDHOOD
- 4 ELEMENTARY SCHOOL
- 5 HIGH SCHOOL
- 6 COLLEGE
- 7 YOUNG ADULT
- 8 FAMILY
- 9 ADULTS
- 10 RETIRED+ELDERLY
- 11 NO TUITION
- 12 EARLY CH.PROGS
- 13 FAM.&ADULT PROGS
- 14 COLLEGE PROGS
- 15 TECHNOLOGY
- 16 INFORMAL ED
- 17 INTEGRATED
- 18 ISRAEL
- 19 SUPPLEMENTARY SCHOOL
- 20 DAY-SCHOOL
- 21 CURR.& METHODS
- 22 PHYSICAL PLANT
- 23 ADD.FUNDING
- 24 KNOWLEDGE
- 25 HEBREW
- 26 INNOVATION
- 27.COMBINATIONS

INVENTORY

Level 1

MAJOR CATEGORIES:

1. PERSONNEL
2. CLIENTS
3. FORMS
4. CURRICULUM AND METHODS
5. THE COMMUNITY

INVENTORY

LEVEL 2

SUB-CATEGORIES

JEWISH EDUCATION INVENTORY OF ELEMENTS

i Personnel

A. People Who Educate	B. Recruitment	C. Training	D. The Profession
1. Educator By: formal/informal full/part-time professional/ paraprofessional qualified/unqual.	1. Whom To Recruit	1. Duration	1. Body of Knowledge
	2. Where To Recruit	2. Where To Train: existing/ new institutions new forms	2. Code of Ethics
	3. How To Recruit		3. Collegiality
2. Educator By Type: Formal classroom specialist senior educator Informal officially des- ignated not officially designated senior educator			4. Ladder of Advancement
			5. Status
			6. Salary
			7. Certification
			8. Retention
3. Educator By Student Age			

⑥ INVENTORY - LEVEL 3 - EXAMPLE

Pg. 4

C. TRAINING

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Duration

Where to Train

1. Full-time -
long-term

2. Full-time -
short-term

3. On-the-job -
long-term

4. On-the-job -
short-term

1. EXISTING INSTITUTIONS

a. Jewish - USA

1. Teacher Training Colleg

2. Institutions of higher
Jewish learning

3. Yeshivot

4. Special Programs

b. Jewish - Israel

1. Teacher Training Colleg

2. Institutions of higher
Jewish learning.

3. Yeshivot

4. Universities

5. Special Programs

c. General Institutions

1. Schools of Social Work

2. Schools of Education

3. Departments of Judaica,
Social Sciences and
Humanities

d. On-the-job Training

1. Jewish

2. General

2. NEW INSTITUTIONS

a. Jewish - USA

1. Teacher Training Colleg

2. Institutions of higher
Jewish learning

3. Yeshivot

4. Special Programs

CRITERIA

A. FEASIBILITY

I. CAN IT ACHIEVE TARGET?

II. CAN IT BE IMPLEMENTED?

B. BENEFITS

C. COST

D. TIME

E. IMPORTANCE

CRITERIA

A. FEASIBILITY

I. Can it achieve its targets?

1. definition of target
2. alternate
3. knowledge
assumptions
don't know

II. Can it be implemented?

4. know-how
5. personnel
6. materials
7. physical infrastructure
8. institutions
9. funds
10. political
11. timeliness

B. BENEFITS

12. quality
13. quantity
14. other

C. COST

15. cost

D. TIME

16. duration

E. IMPORTANCE

17. sufficient
18. necessary
19. enabling

I. PERSONNEL FOR JEWISH EDUCATION

THE PEOPLE WHO EDUCATE

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educator Educator by Type

FORMAL	1. CLASSROOM TEACHER
full-time	a. Jewish Subjects
professional -	1. Hebrew
qualified	2. Rabbinics
full-time	3. Mitzvot (e.g. Customs
professional -	and Ceremonies)
unqualified	4. History
full-time	5. Social Studies
paraprofessional -	(e.g. the community
qualified	and institutions)
full-time	6. Contemporary Jewry
paraprofessional -	7. Israel
unqualified	8. Literature
part-time	9. Jewish Thought
professional -	(Philosophy,
qualified	Hashkafa, etc.)
part-time	10. Tefilla
professional -	11. Ethics
unqualified	
part-time	b. General Subjects
paraprofessional -	1. basics (3rs)
qualified	2. the disciplines
part-time	(e.g. literature, history)
paraprofessional -	3. integrated subjects
unqualified	(e.g. social studies)
	c. Skills - Jewish and General
	1. reading
	2. analysis
	3. reasoning
	4. interpersonal learning
	5. parshanut
	6. skills of observance
	2. SPECIALIST
	a. the arts
	b. the media
	c. computers
	d. museum education
	e. special education:

MEANS OPTIONS V PROGRAMMATIC OPTIONS (MEANS OPTIONS - UNDERLINED)

OPTIONS

- 1 PERSONNEL
- 2 COMMUNITY
- 3 EARLY CHILDHOOD
- 4 ELEMENTARY SCHOOL
- 5 HIGH SCHOOL
- 6 COLLEGE
- 7 YOUNG ADULT
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